

# Special Educational Needs Information Report

SGS Berkeley Green UTC is a new college, opened in 2017, to meet the career and study aspirations of local young people, aged 14-19, in STEM-related fields.

We have already forged a strong reputation for our inclusive approach. As a small, specialist and nurturing community, the needs and ambitions of our students are at the heart of everything we do. We work with young people to remove barriers to learning so that we enable them to flourish, personally and professionally.

This document sets out our approach to meeting the special educational and disability needs of students.

Students at the UTC developed our '**Professionalism in Practice**' values.

Inclusivity is one of these values, and the Student Council adopted the following wording:

### **Being inclusive**

We live in a diverse world, so we can expect our study and workplaces to reflect this. By rejecting discrimination, and being open to the needs of others, we can build an environment based on mutual respect and understanding.

We use the symbol on the right as our representation of inclusivity.

We welcome conversations with parents and carers of current or prospective students, and contact details can be found at the end of this report.



## Contents

Acronyms .....	3
1. Educational Needs Provided for by the School.....	3
2. The assessment and identification of pupils with SEND.....	3
3. Information on meeting the needs of pupils .....	3
4. Name and contact details of the SEN Co-ordinator (SENCO) .....	7
5. The expertise and training of staff in regards to student SEND .....	7
6. Arrangements for Consulting with Parents and Guardians .....	7
7. Arrangements for Consulting with Children .....	8
8. Complaints Procedure regarding SEND Provision at the School.....	8
9. Relationships with External Bodies.....	8
10. Safeguarding and other contact details.....	8
11. Transferring between Schools .....	9
12. The Local Authority's local offer .....	9

<b>Establishment Name:</b>	SGS Berkeley Green UTC
<b>Report Compiled By:</b>	Gareth Lister
<b>Year:</b>	2020/2021

## Acronyms

SENCO	Special educational needs coordinator
LSA	Learning support assistant
EHCP	Educational health care plan
UTC	University Technical College
SEND	Special educational needs and disabilities

### 1. Educational Needs Provided for by the School

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A student has a learning difficulty or disability if they

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

### 2. The assessment and identification of pupils with SEND

Students join the UTC from a range of different schools and settings. We aim to identify additional needs during the recruitment process and, wherever possible, to assess need and plan interventions prior to joining us.

At the UTC, our students join us with a wide range of additional needs. We identify and support learners with additional needs such as:

- Cognition and learning needs
- Communication and interaction needs
- Emotional, behaviour and social needs
- Sensory and physical needs
- Young Carers with additional responsibilities at home

We do this in highly individualised way, and the support provided is closely matched to the precise needs of our learners. To inform our approach, we make use of information gathered from the student's previous school(s); parental notification and discussion; partner agencies and whilst here at the UTC via teaching staff, support staff or self-referral.

### 3. Information on meeting the needs of pupils

#### a. Self-Evaluation of Effectiveness

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are consistently reviewed through regular evaluation.

There is also an annual internal SEND review which results in an action plan that is then updated throughout the year. Our School Improvement Partners, and the nominated member of the Local School Board, are invited to meet with the SEND team during the year and to report on their findings, making recommendations for improved practice.

#### **b. Assessing and Reviewing Progress**

The progress made by all students is regularly monitored and reviewed by teachers. Initially, the needs of students should be addressed by appropriate teaching strategies and differentiation within the classroom.

When a student is found not to make progress, despite high quality teaching, the SENCO, teacher and parent should assess whether the child has SEND whilst gathering related evidence.

Teachers formally assess and review progress and attainment and these are communicated to parents/carers by a report that is sent home three times during the academic year.

Additionally, there is at least one Meet the Tutor evening, and one year-group parents' evening held each academic year, when there is an opportunity to discuss progress, attainment and next steps. Between these, parents are able to contact tutors, the SENCO and/or pastoral leads and to meet with them in person or remotely.

All students with a Statement or Education, Health & Care Plan have an Annual Review with ongoing reviews throughout the year. SEND students who are on the SEND register will also have regular reviews with a designated LSA or the SENCO.

#### **c. Approach to Teaching Pupils with SEND**

Our teachers have high expectations of all students, including those with SEND. We recognised that high quality teaching and learning is the

All teachers will be provided with information about the student's individual needs and teaching strategies that can be used to adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities. This means the student can access the lessons fully. Our staff have experience and/or are trained in these techniques, as well as receiving the ongoing support of senior colleagues and the leadership team.

The whole staff body works together to help fully support any student and to identify personalised support. For students with SEND, the Values in Practice team (VIP) offer additional pastoral and wellbeing interventions to those provided in the classroom. Parents are involved with decision-making about appropriate support, and we aim to communicate regularly with parents about their effectiveness.

#### **d. Access Arrangements for Exams**

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of tests. Access Arrangements might include: additional time; rest breaks; the use of a scribe, the use of a reader or the use of a word processor.

Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. The SENCo works with the school exam and data team to identify those who are eligible for additional examination access arrangements. We will assess and apply for Exam Access Arrangements according to the Joint Council for Qualifications (JCQ) exam regulations.

**e. Adaptations to the curriculum**

Most of our students follow the full UTC curriculum. A small number of learners however require adaptations to the curriculum to match their individual needs, interests and abilities. This may include additional literacy sessions; subject nurture groups; intervention groups adjustments to the number or level of qualifications studied.

**f. Buildings, Equipment, Resources and Accessibility**

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. As a modern new-build, it benefits from a very high level of disability access.

The SEND team have a small support base where they can meet with students, and this is sited alongside the VIP team to facilitate a coherent approach to student needs. We have a designated quiet/safe place available when needed.

As a new building, we have state of the art equipment designed to support all students. These include specialist changing areas and accessible computer equipment. Please discuss any additional equipment needs with our SENCO.

**g. Additional Support**

In addition to the measures listed below, we offer:

- An inclusive approach – Inclusivity is one of the UTC values and all students understand the importance of treating every student as a valued individual and are explicitly taught the need to respect the protected characteristics of others
- Specific, targeted intervention work both 1:1 and in small groups
- Transition support from Year 9 and to post 16/18. Where a student with additional needs requires further support to integrate this can be accommodated with a personalised transition programme
- Break and lunchtime pastoral support

**g. Employability, Project and Enrichment**

All students at the UTC take part in our employability, enrichment and project programmes. These give student the opportunity to explore and develop specific skill sets beyond those developed in the classroom. These include teamwork, creativiity, resilience, project management and meta-cognition.

Students with additional needs may be offered additional support with CEIAG, and these are offered as standard for those with EHCPs or other specific, identified requirements.

Undertaking work experience during their time at the UTC is an expectation we have for all students, in line with our mission of employability for young people. Our Employability Coordinator is responsible for identifying work experience that matches the aspirations, as well as the additional needs of our SEND students and ensuring that the matched employer can safely meet their needs.

#### **h. Emotional and Social needs**

At the UTC we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students as they work together on whole-school projects.

There are additional members of staff who are able to provide pastoral support, these include: the Values in Practice team; Assistant Head Teachers, Deputy Head Teacher, and Support Staff.

We also work with a number of external agencies including Teens in Crisis and CAMHS.

SEND students with Emotional and/or Social Needs also have an allocated Key Person who they can meet with whenever needed, or for scheduled one-to-one meetings. We employ a school counsellor and refer students on the basis of their assessed needs.

#### **i. Information Sharing**

We believe that the collection, dissemination, use and evaluation of information about the needs of individual students is at the heart of successful SEND provision.

The SENCO, in consultation with the VIP team, prepares a detailed Additional Needs register which includes an outline of the students' individual needs, strengths and support requirements. The Additional Needs register is regularly reviewed and updated and is available to all teaching and support staff. During the first INSET days of the academic calendar, there is explicit training on the needs of new cohorts of students and the availability of information.

Satchel One (Show My Homework) includes a class seating plan. This graphically represents the SEND needs of students and it is an expectation that UTC staff will use this software for all 11 – 16 lessons. Strategies and other notes are also disseminated via Satchel One.

Students with an Education, Health and Care Plan (EHCP), as well as those with more complex needs who do not quite meet the EHCP threshold, have a detailed pen portrait which summarises needs, support and provision details from the EHCP. This is available to all teachers and support staff.

The SENCO and VIP team liaise with parents/carers and external agencies and, with parental permission, further updated information is distributed to all teachers throughout the year.

#### **4. Name and contact details of the SEN Co-ordinator (SENCO)**

**SENCO**            **Penny Rolfe**  
**Email**            **[penny.rolfe@berkeleygreenutc.org.uk](mailto:penny.rolfe@berkeleygreenutc.org.uk)**  
**Telephone**       **0800 470 1516**

#### **5. The expertise and training of staff in regards to student SEND**

All staff undergo mandatory training in safeguarding, equality and diversity, data protection and relevant health and safety training. SEND-specific training is built into the CPD programme throughout the academic year and is tailored to the current cohort of students and their needs.

As appropriate to the needs of the individual learner, staff will receive training for learners with medical needs. Specialist practitioners may be brought in to support learners with individual needs.

Staff working within the UTC have a range of qualifications and experience appropriate to their role and the needs of the learners. As part of the wider SGS group, additional expertise can be made available from within the organisation.

#### **6. Arrangements for Consulting with Parents and Guardians**

We prioritise collaboration and communication through a partnership approach:

- Working with parents/carers to support their child.
- Supporting teaching staff in enabling all learners to access the curriculum.
- Depending on the nature of the learner's need, we liaise with support agencies including:
  - Children & Young People's Service
  - Educational Psychology Service
  - Advisory Teacher Service
  - Learning Support Team
  - Behaviour Support Team
  - Speech and Language Therapy
  - CCD/Autism Team
  - Teachers for the Visually/Hearing Impaired
  - Physical Difficulties Support Team
  - Physiotherapy

- Occupational Therapy
- Educational Welfare Officer
- Social Care
- Community Paediatrician
- Child and Adult Mental Health Service
- Police Service

## 7. Arrangements for Consulting with Children

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of learning objectives.

We endeavour to fully involve all students by encouraging them to:

- share their views about their education and learning
- identify their own needs and learn about learning
- participate in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

## 8. Complaints Procedure regarding SEND Provision at the School

Concerns and Complaints are dealt with in line with the UTC Complaints Procedure. Please see our website for details. Any initial concerns should initially be raised with the tutor of the pupil or, should this not resolve the concern, with the SENCO.

Further information on how to express a concern or raise a complaint by phone or in writing can be found in the UTC Complaints Procedure.

## 9. Relationships with External Bodies

The local authorities from which most of our students are drawn are listed in section 13.

## 10. Safeguarding and other contact details

**Designated Safeguarding Lead** Gareth Lister

Email [gareth.lister@berkeleygreenutc.org.uk](mailto:gareth.lister@berkeleygreenutc.org.uk)

Phone 08004701516

**Young Carers** Nicola Cretney

Email [nicola.cretney@berkeleygreenutc.org.uk](mailto:nicola.cretney@berkeleygreenutc.org.uk)

**Head of Values in Practice** Graham Withers

Email [graham.withers@berkeleygreenutc.org.uk](mailto:graham.withers@berkeleygreenutc.org.uk)



## **11. Transferring between Schools**

Information regarding procedures and timescales for students wishing to join the UTC can be found in the admissions policy. If a student has specific needs they wish to discuss then the SENCO will be available by appointment to discuss these.

## **12. The Local Authority's offer**

At the UTC, we are privileged to have pupils joining us from a large catchment area. This means that we currently work with three different local authorities, each of which services a different area and provide different services, known as the local offer.

In order to find out which other services are available to support your child or family, you should contact the district council for your place of residence.

Links to the local offers for the local authorities we deal with are linked below.

### **Bristol**

<https://www.bristol.gov.uk/web/bristol-local-offer>

### **Gloucestershire**

<https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/>

### **South Gloucestershire**

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>