



Health Futures University Technical College

Special Educational Needs and Disability (SEND) Information Report

Date Reviewed: October 2018

The SEND department at Health Futures UTC

Governor Responsible for SEND provision:

Dr Cheryl Etches, OBE, MBA, RN Chief Nurse and Deputy Chief Executive, The Royal Wolverhampton NHS Trust

Special Educational Needs Coordinator (SENCO):

Miss Rebecca Griffith – Assistant Principal for Inclusion (National Award for Special Educational Needs Coordination *qualified*).

Literacy Lead:

Mrs Laura Moore

Assistant SENCO and Literacy Coordinator:

Miss Charlotte Adams

Learning Support Assistants (LSA):

Miss Saira Ashraf

Access Arrangements:

Miss Charlotte Adams

Miss Laura Kubicek (Exams Officer)

Information

The following information is broken down into sections in line with Schedule 1, Regulation 51 of the Special Educational Needs (Information) Regulations in the Children and Families Act 2014 and the SEND Code of Practice 2014.

Educational Needs Provided for by the School

Health Futures UTC (HFUTC) defines Special Educational Needs and Disability as any student who has any barrier that hinders their access to a standard differentiated curriculum. This includes those who have a significantly greater difficulty in learning and significantly slower progress than their peers, or have a disability that prevents or hinders them from making use of our educational facilities.

HFUTC currently provides for a number of students with a range of difficulties. These include:

Type of Need	Description
Communication and Interaction	<p>The difficulties experienced by young people with communication and interaction difficulties are wide ranging. Some young people may have difficulties with speech, language or communication or all three. Difficulties may be mild or complex. These young people include those who demonstrate features within the autistic spectrum. (ASD)</p> <p>Asperger is a form of Autism in that it affects the way a person communicates and interacts with others. Language may be affected to a lesser degree, but can affect vocabulary choices and social language may be limited. Asperger Syndrome may not cause learning difficulties.</p>
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs (see below) and are often associated with other difficulties such as communication / language difficulties or sensory impairment. A detailed assessment of need is always conducted to ensure that the full range of an individual's needs is identified, not simply the primary need.</p> <p>Mild and Moderate Learning Difficulties (MLD): Pupils with general learning difficulties experience significant problems across the majority of the curriculum. Whilst they achieve optimal rates of progression, their general level of development and academic attainment is significantly below that of their peers.</p> <p>Specific Learning Difficulties (SpLD): <u>Dyslexia</u>: Dyslexia affects the learning of literacy skills. Other symbolic systems such as Music and Maths may also be affected. The word dyslexia</p>

	<p>means ‘dys’ difficulty and ‘lexia’ language. Dyslexia is congenital which means people are born with it.</p> <p><u><i>Dyspraxia</i></u>: Pupils with dyspraxia have difficulty in ‘doing’ therefore coordination and fine motor control may be affected.</p> <p><u><i>Dyscalculia</i></u>: Dyscalculia is difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, and learning facts in Mathematics.</p>
<p>Social, Emotional and Mental Health Difficulties (SEMH)</p>	<p>This relates to young people who may have problems with their emotional and social development. Whilst this is not an exhaustive list, a young person may present behaviours such as: social and/or emotionally withdrawal; low self-esteem; angry outbursts and disruption.</p>
<p>Physical and or Sensory Needs</p>	<p>Some young people with physical and sensory needs have no cognition and learning difficulties in school; however, they may experience difficulty in accessing the curriculum and as a result they may need extra support or differentiated resources.</p> <p>Hearing Impairment (HI): A young person with permanent hearing problems may be experiencing anything from profound loss to a mild one. The impairment may be deteriorating, fluctuating or stable.</p> <p>Visual Impairment (VI): Young people with visual impairment may experience difficulties in different ways: A young person has a visual impairment if their vision cannot be corrected by using glasses. The young person may have difficulty with scanning or with visual fixation. They may experience difficulties in maintaining and changing focus both at long and short distances, or what they see may be grossly distorted. Their visual field may be restricted; they may suffer from visual fatigue; or they may have a problem recognising different colours.</p> <p>Physical Disabilities (PD): The Equality Act of 2010 states a disability is, ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ Physical impairments may arise from physical, neurological or metabolic causes that only</p>

	<p>require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs. HFUTC will work closely with parents/carers, the young person and outside agencies to review the young person's needs and make reasonable adjustments where it is able to do so.</p>
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The assessment and identification of pupils with SEND

HFUTC will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and HFUTC resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, we will intervene as described in this document. Such interventions are a means of helping HFUTC and parents / guardians match special educational provision to individual student needs.

Information on meeting the needs of pupils

Self-Evaluation of Effectiveness

How the school evaluates the effectiveness of its provision for such pupils;

All students, including those with SEND, are assessed on a regular basis, in accordance with HFUTC Marking and Assessment Policy. Teachers formally assess and review progress and attainment regularly and this is communicated to parents/carers by a report that is sent home. HFUTC will hold a SEND Information Evening twice a year, once in September for current parents and students and once in the summer term for prospective new students and parents. Additionally, regular parents evenings are held, typically three per year, when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health and Care Plan (EHCP) have an Annual Review. SEND students who are on the SEND register will also have regular review days with their designated LSA and or SENCO.

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 regularly reviewed through regular evaluation.

Additionally progress and attainment data for students is analysed for effectiveness and value for money.

Assessing and Reviewing Progress

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The progress made by all students is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents / guardians or other agencies are addressed by Quality First Teaching in the classroom and a record is kept of strategies and/or interventions used.

When a student is found not to make progress, despite Quality First Teaching, the SENCO, teacher and parent should assess whether the child has SEND whilst gathering evidence. A child is considered to have SEN if they fit into one or more of the four broad areas of need listed previously. In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP.

This will decide the nature of the provision necessary to meet the student's SEND. If this cannot reasonably be met by HFUTC, then the LA may provide extra resources.

Approach to Teaching Pupils with SEND

The school's approach to teaching pupils with special educational needs;

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet their requirements. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the learning 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. Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and, should your child need this, it would be discussed with you.

We will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

Adaptations to improve access for SEND

How the school adapts the curriculum and learning environment for pupils with special educational needs;

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; mentoring; intervention groups and a different number of qualifications studied. These interventions will be accessible based on individual needs and assessment.

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including lift to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.

Additional Support

Additional support for learning that is available to pupils with special educational needs;

We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND.

All students identified with SEND will have a One Page Profile which they complete in collaboration with their designated LSA. All One Page Profiles are available for teaching staff to support in their planning and interventions for all students. Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan and in agreement with parents. LSA's are allocated, where resources allow, to support students inside and

outside of lessons. Staff liaise closely with the LSA's to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

Students with EHCP's will have targets and strategies set by agreement with their LSA and from input from parents and tutors. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

Available Additional Activities

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

All students in the school are encouraged to take part in extension activities after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

We also run coursework/revision sessions for students as and when required.

Supporting Students with Emotional and Social

Support that is available for improving the emotional and social development of pupils with special educational needs.

At HFUTC we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a tutor group who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between tutor and students. There are additional members of staff who are able to provide pastoral support, these include: Assistant Principal for Pastoral and Designated Safeguard Lead, Heads of Year, Director of Post 16 and Support Staff. We are also developing relationships with a number of external agencies.

Name and contact details of the SEN Coordinator (SENCO)

If you think your child has a Special Educational Need or Disability, please feel free to contact your student's tutor or the SENCO.

The SEN Co-ordinator (SENCO) for HFUTC is:

Miss Rebecca Griffith, e-mail: r.griffith@healthfuturesutc.co.uk

The SENCO is responsible for:

- Determining the strategic development of the SEND policy and provision at HFUTC with the ultimate aim of raising the achievement of students with SEND.
- Collaborating with SENCO's in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of HFUTC employees.
- Overseeing the review and maintenance EHCP's and records for all SEND students.
- Overseeing the day-to-day operation of HFUTC's SEND Policy.
- Co-ordinating provision for SEND students.
- Managing the SEND team on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEND.
- Organising and maintaining the records of all SEND students.
- Liaising with parents / carers of SEND students in co-operation with form and subject tutors, learning support assistants and others as appropriate.
- Liaising with external agencies including Sandwell Inclusion team, health and children's services, voluntary bodies and others as relevant/appropriate.

For queries regarding safeguarding or pastoral care, please feel free to contact the Assistant Principal for Pastoral and Designated Safeguarding Lead: Mr Matthew Bradley, m.bradley@healthfuturesutc.co.uk

The expertise and training of staff in regards to students with SEND

We have an Inclusion department which is made up of the SENCO, Literacy Lead, Assistant SENCO and Literacy Coordinator and two LSA's. Within this team we have staff whom have a range of experience and training covering various SEND needs and the SENCO has completed the National Award SENCO Qualification

Training is provided to all staff, including teachers and LSA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.

Staff who are new to the school follow an induction programme which includes training and information on SEND.

As a school we can call on support from consultant and specialist organisations from within the Local Authority as well as Health and Social Care Services.

Equipment and Facilities available for SEND Provision

As a school we can access a range of services from within the local area. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENCO or discuss the issue at the next review/parents evening.

Arrangements for Consulting with Parents and Carers

As part of the regular review procedure, students on the SEND register will regularly feedback on their own progress to an LSA and this is further fed back to the parents/carers for their comment. We also welcome opportunities to work with parents and carers and, should any parent or carer wish to discuss any issues regarding their child, they are welcome to contact the SENCO.

Arrangements for Consulting with Children

As part of the regular review procedure, students on the SEND register will regularly feedback on their own progress and how they feel their support is proceeding. All students on the SEND register will complete One Page Profiles in conjunction with their LSA to support teachers in meeting their needs.

SEND students with an EHCP submit their views in writing as part of their annual review as well as to attend the review itself. Students and parents contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEND.

Complaints Procedure regarding SEN Provision at the School

Concerns and complaints are dealt with in line with the HFUTC Complaints Procedure. Any concerns should initially be raised with the tutor of the student 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 HFUTC Complaints Procedure.

Relationships with External Bodies

The local authorities are listed at the end of this report.

Contact details of support services

For learning support queries please contact the SENCO.

For queries regarding exam access arrangements, please contact in the first instance Miss Charlotte Adams: c.adams@healthfuturesutc.co.uk or alternatively the exams officer, Miss Laura Kubicek, l.kubicek@healthfuturesutc.co.uk

Transferring between Schools

Information regarding procedures and time scales for students wishing to join HFUTC is covered by the HFUTC Admissions Policy. If a student has a specific need that they wish to discuss prior to taking up a place, the SENCO is available for meetings during Open Events and prospective parents are encouraged to attend the SEND Information Evening in the summer term.

During the induction process at HFUTC, information from the application form is processed to produce an initial SEND Register. School files are requested for those joining the school and needs are identified wherever possible. Further cross-school testing (progress and reading age tests) are used in order to make sure that no pupil is ever disadvantaged by changing school and that all needs are identified as soon as possible. As we get to know the pupils, the information will be updated and this will then form the final SEND Register. For students who are leaving HFUTC, we will make the student's file available to the new academic institution, including all standard school information and any SEND-related information where applicable and available. If there are documents that you do not wish to be disclosed, please contact the SENCO.

The Local Authority's local offer

This is available on the school website www.healthfuturesutc.co.uk . For Sandwell local offer please visit www.sandwell.gov.uk/send