

UTC City Centre - Sheffield

Additional Educational Needs (AEN) information report

Approved by: Alex Reynolds **Date:** 21 / 01 / 2021

Last reviewed on: 21 January 2021

Next review due by: 20 January 2022

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UTC Sheffield City Centre - Vision & Ethos

The Trust has a clear vision to prepare ALL its learners for careers in the skill sector shortage areas of Creative Digital Media, Engineering & Advanced Manufacturing. The UTC was born out of detailed research into future demands for skills in both the Sheffield City region and nationally.

The UTC has very strong backing with lead sponsors in Sheffield College, Sheffield Hallam University, Sheffield Chamber of Commerce and Industry. The UTC also has a wide range of regional and national employers supporting the curriculum and further support from The University of Sheffield.

The Sheffield UTC Academy Trust provides an integrated academic and vocational curriculum that focuses on technical and employability skills. Employers and University partners help to shape learning challenges via a fully employer-led curriculum. This curriculum stretches every one of our learners in a way which will prepare them very well for the careers in the relevant sectors. We have been supported throughout our project by employers in taking risk in our curriculum by prioritising the quality of the educational experience in relation to future career paths over performance against particular targets. Nevertheless, wherever possible, we want to achieve both.

All our learners achieve a set of qualifications for entry to the next stage of learning and employment that **are endorsed by both our university and employer partners.** This is a fundamental difference in measuring the effectiveness of a UTC, **the future destination being as important as the expected progress for its learners.**

UTC Sheffield measures progress against nationally recognised benchmarking. At key stage 4 learners are assessed using GL Assessment tests and also against FFTD targets from KS2 data. At Post-16 learners are tracked against aspirational ALPS targets derived from the average GCSE points score on entry. Whilst these are vital to check the effectiveness of delivery, they are secondary in determining the learning pathways for our learners.

Curriculum options are selected for specific groups of learners at Post-16; those wishing to progress to University and those wishing to follow work based routes, such as apprenticeships.

Work-based / Apprenticeship destinations:

Learners wishing to follow work-based routes will have curriculum pathways set up to meet the demands of employers. Employers give direction to the most effective curriculum blend of academic, technical and employability skills to enable learners to gain successful employment. Success is measured by getting to the destination as well as good progress in the chosen subjects.

University destinations:

UTC Sheffield is committed to developing strong recognition amongst university entrance tutors of the experience of our learners as well as the level of their awards. Learners wishing to progress to University will be tracked with the expectation to achieve qualifications with progress measures in the top 25th percentile using ALPS. Learners considering both routes as an option would be tracked in line with University destinations.

Our AEN information report aims to set out how our school will support and make provision for learners with additional educational needs (AEN).

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with AEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, AEN co-ordinators (SENDCOs) and the AEN information report

Assistant Principal - Inclusion / SENDCO

Gavin Walker has the day-to-day responsibility for the co-ordination of specific provision made to support individual learners with AEN and is our Assistant Principal Inclusion / SENDCO.

The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with AEN, and works closely with staff, parents and other agencies.

The SENDCO works with professionals providing a support role to families to ensure that learners with AEN receive appropriate support and high quality teaching.

The SENDCO plays an important role with the Principal and governing body in determining the strategic development of AEN policy and provision in the school in order to raise the achievement of children with AEN.

This information report will be reviewed by Alex Reynolds, Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Contact details for raising concerns

Parental concerns, in the first instant, should be via the student's Learning Manager;

 Y9	Ms Martindale
 Y10	Mrs Young / Ms Martindale
 Y11	Mrs Young
 Y12 / Y13	Miss King (Mon-Wed) / Miss Khan (Wed-Fri)

Parents may also contact the SENDCO, Principal or Vice Principal directly if they feel this is more appropriate.

Areas of AEN that are provided for

What is a disability?

- The Equality Act 2012 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- A physical or mental impairment includes; learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma or eczema; autism; speech, language and communication impairments.
- If the impairments have, a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

At the UTC our main specialisms are Engineering and Creative Digital Media. Our building is relatively new and offers specialist facilities and equipment that are fully inclusive and compliant with the Disability Discrimination Act.

We aim to provide a curriculum that is inclusive and provides opportunities and experiences to all learners and especially those who have a range of individual needs including:

Communication and Interaction	Students with speech, language and communication needs (SLCN) may have difficulty: <ul style="list-style-type: none"> • communicating with others • understanding and using social rules of communication, this often includes students with Autism Spectrum Disorder, including Asperger's.
Cognition and Learning	Learning difficulties covers a wide range of needs including moderate learning difficulties (MLD) specific learning difficulties (SpLD) and severe learning difficulties (SLD) where students are likely to need support in all areas of the curriculum. Specific learning difficulties affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Students may experience a wide range of social and emotional difficulties. These may include becoming: <ul style="list-style-type: none"> • Withdrawn • Isolated • Displaying challenging behaviour • Disruptive or disturbing behaviour Other students may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.
Sensory and / or physical needs	These include visual impairment, or multi – sensory impairment, which will require specialist support and/or equipment for a student to access their learning. Some students with a physical disability require on-going support and equipment to access all the opportunities available to their peers.

Identifying learners with AEN and assessing their needs

We identify and monitor the progress of all our learners through the following means:

Y8 – Y9 – Initial student information and data is gathered through our interview / transition meetings.

Every half term all teachers across all year groups are required to assess the progress of every student. During this data gathering, we look closely at other indicators such as attendance, behaviour, punctuality and approach to learning scores. This data is then interrogated though Curriculum Directors and our Data Analyst. From this data input, we generate parent interviews so as to discuss the student's progress and best approaches to enable the student to maximise their potential.

Based on this data intervention, strategies are then tailored to meet the student's needs. These are curriculum / subject focused and take part in our weekly intervention sessions on Tuesdays and Thursdays after school.

Learners with AEN are identified at the earliest stage possible. This might be via parent, previous school, outside agency or as a concern from a member of staff.

We have an effective transition programme that involves a small team of staff who work closely with all of our feeder schools. The Y9 induction programme takes place during the Summer Term of Y8 and is open / offered to all our prospective new learners. Vulnerable learners may have additional visits / experiences based on their needs and requirements.

We look carefully at the data on entry to the school. We conduct baseline assessments in English and mathematics as well as the full GL Assessment digital profile suite of tests. We also take into account student performance in KS2.

All staff receive guidance and training on identifying AEN needs in the classroom and will know what the signs and indicators are and how to make a referral to the SENDCO.

Parental requests are welcome throughout the year either directly to the SENDCO or via their Year Manager. The SENDCO is available at all parents' evenings to speak directly regarding concerns.

We work with external agencies to assess the needs of learners. We have a learning support teacher who is able to carry out a range of assessments regarding specific learning difficulties. We also refer to the SALT, EP and support referrals to MAST and CAMHS via GP.

In Y10 and Y12, we carry out additional assessments for exam access arrangements and this sometimes indicates unidentified needs that require further assessment.

Evaluating the effectiveness of AEN provision

The School Improvement Plan is evaluated and reviewed each year and there is always a focus on the outcomes for learners with AEN. Closing the gap for learners with AEN is a school priority each year. Our Leadership Team aim to ensure that the most vulnerable learners are making progress beyond expected levels. Staff at every level are held to account for the outcome of all learners and have a responsibility to make sure lessons are outstanding and meet the needs of every learner in the classroom.

At the UTC, we constantly review and monitor the effectiveness of our provision and this is determined by the outcomes of individual learners. Through our regular data gathering exercises, learners who are not making expected levels of progress are identified and appropriate support, resources and interventions are put in place. Staff who lead on interventions outside the main curriculum will complete an 'Impact Report', which measures the effectiveness of the intervention via; attendance, behaviour points, effort scores, academic progress and emotional wellbeing. Interventions are evaluated throughout the year. As part of the transition process from Y8 to Y9, we establish student's current provision and ensure their needs are met in order to ensure a positive transition.

Feedback from learners and parents is taken during AEN Review meetings to ensure that student's needs are being met and that their student centered plans are effective in meeting the needs of the student.

Outcomes for AEN learners are monitored every term and outcomes at the end of KS4 evaluate the schools overall effectiveness of meeting the needs of learners.

We also monitor attendance, behaviour and exclusions data to ensure AEN learners are not over represented and ensure plans to meet needs are reviewed when an issue arises.

Our approach to teaching learners with AEN

Teachers are responsible and accountable for the progress and development of all the learners in their class.

Quality First teaching is our first step in responding to learners who have AEN. This will be differentiated for individual learners.

Adaptations to the curriculum and learning environment

Our school building is fully compliant with the Disability Discrimination Act and all curriculum areas are accessible to all learners. Where adaptations are required, the UTC will endeavor to best match these with the learners needs.

Advice is taken from outside agencies such as the Visual Impairment Service, Hearing Impaired Service and the Autism Outreach Team to ensure all learners' needs are met.

Simple adaptations such as coloured paper, overlays, enlarging of resources, access to laptops / computers is common practice at the UTC and where students use such devices it is recorded as their normal way of working.

Access Arrangements for external examinations and controlled assessments are tested for during Y9 and Y12.

Additional support for learning

Teachers are responsible and accountable for the progress and development of all the learners in their class. It is the teacher's responsibility to provide resources and teaching aids that are accessible for all our learners.

We currently do not employ teaching assistants and firmly believe it is high quality teaching that provides the best platform in responding to learners with AEN.

Support for improving social, emotional, mental health development

We have a robust SEMH provision that is delivered via our Global Cultural Learning lessons, Tutorial and Assembly programme. These sessions are timetabled on a weekly basis and delivered to ALL year groups.

Our School Council / Student Voice also have input to the content of our SEMH provision.

Consulting and involving parents

Parents of children with AEN are invited to regular reviews of their child's progress. They also receive a report every half term.

We encourage an "open-door" policy so that parents can contact their child's teachers, Year Manager or other staff at any time

Consulting and involving learners

Children with AEN are encouraged to participate fully in the life of the school including the school council.

The school council contributes ideas and suggestions for school improvement.

The views of learners with AEN can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the student.

Complaints about AEN provision

Complaints about AEN provision in our school should be made to the Senior Leader for Inclusion / SENDCO in the first instance. They will then be referred through the school's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Working with other agencies

At the UTC, we work collaboratively with a wide variety of outside agencies, including health and social care bodies, local authority support services and voluntary sector organisations. The main aim and focus of these partnerships is to ensure we are meeting the needs of our learners and their families

We welcome support from all other agencies – we work closely with the Parent Carer Forum and encourage parents to use advocacy services such as SENDIAST.

We make referrals and engage with all services as and when required. We regularly work with learning support, educational psychologist, Autism Services, SALT, The Hearing Impaired Service, Visually Impaired Service, CAMHS, MAST, Sheffield SEN team and the Progressions Team.

Supporting learners moving between phases and preparing for adulthood

We will share information with the employer, school, college, university or other setting the student is moving to. We will agree with parents and learners which information will be shared as part of this.