



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

UTC Olympic Legacy Park (OLP) is a 13- 19 school specialising in Health Science and Social Care, Sport Science and Computing. It meets the needs of a range of learners with different needs including: communication and interaction; cognition and learning; social, emotional and mental health; sensory and physical needs.

Within this document you will find detailed information on the steps we take to prevent students with SEN from being treated less favourably than other students.

The UTC's SENDCO is Mrs J Stevenson. Mrs Stevenson, or Miss Pearcey the Deputy SENDCO, can be contacted via the Main Reception 0114 2603940.

1.1 Arrangements for consulting children/young people with SEN and their parents and involving them in their education

This is achieved through:

- Involving parents and their children in decisions about the provision and intended outcomes including any possible changes
- Inviting parents to consultation evenings
- Providing a written report on progress three times each year
- Using questionnaires to provide students with the opportunity to express their views about the UTC
- Consulting students as part of ongoing internal quality assurance, including work scrutiny
- Operating an open-door policy
- Inviting students to attend meetings where appropriate, where their provision is to be discussed

1.2 Arrangements for the Identification and Review of Student Needs

Early identification of students with special needs is critical to their success (SEN Code of Practice). When students start at UTC OLP, we are already aware of the special educational needs of all students who have a statement/Education, Health and Care Plan and those identified as requiring additional support. We are informed by the previous schools and a range of agencies and professionals about the needs of students. This may be done by telephone, meetings, letters or case notes. When at the UTC, students may be identified through:

- KS2 SATs results
- CATs results
- Diagnostic testing
- Referral by the child
- Referral by parents/carers
- Referral by teachers
- Referral by Outside agencies
- Failure to make the expected progress despite high quality teaching which is differentiated and personalised to meet the needs of the student

Review of student needs is carried out in the following ways:

- Assessment
- Gathering views of stakeholders including children/young people and their parents/carers
- Tracking of progress
- Internal Review and Referral Meetings
- Teacher and support staff observations and feedback

1.3 Arrangements for Meeting the Needs of Students with Special Educational Needs

How the UTC adapts the curriculum and learning environment for students with SEN

At UTC OLP, every effort is made to achieve maximum integration of students with Special Educational Needs and Disabilities with their peers, while meeting students' individual needs. Students opt to come to UTC OLP in Year 9 or Year 12. As they progress through the UTC, they may be placed in sets according to their ability in a specific subject area although the small size of the year groups means that the setting is often broad. In certain subjects they will continue to be taught in mixed ability groups.

The special needs of most students will be addressed through differentiation and personalisation. Teachers differentiate, through teaching styles and reasonable adjustment of policy, procedure and learning environment-including where necessary, specialist equipment, computer software and applications so that all students make progress. Personalisation is achieved through adapting the curriculum so that all students can achieve. However, the Learning Mangers also deliver a range of interventions as identified through student need outlined below:

Support for learning that is available to students with SEN

- Quality-first teaching with appropriate, targeted differentiation in place according to student need. Every child with an identified SEN need has a pen portrait in place outlining what this should look like in practice.
- Additional adult support where appropriate to complement the work of the teacher.
- Reduced class sizes where appropriate and the use of small group work.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- 1:1 tuition in Literacy.

- Small group tuition in Literacy/Numeracy/Speech & Language/Social Skills.
- Classroom support to increase curriculum access, student achievement and develop independence.
- Key Worker reviews
- Specific group interventions during tutor time and when necessary, during other lessons.
- Break and Lunchtime clubs.
- Sessions delivered by outside agencies.
- Homework Club.
- Support with anxiety and other areas of mental health.

1.4 Exam Access Arrangements

There are three learning cycles per academic year, each using the “assess-plan-do-review” format to ensure that every child is receiving an education, including differentiation and intervention, which meets their current learning needs.

Students requiring additional support are assessed to demonstrate whether they require special arrangements to be made for them during internal and external exams and assessments, so that they are not unfairly disadvantaged. These arrangements may include:

- Extra time
- Access to a scribe
- Access to a reader
- Access to a laptop
- Access to a prompt

A Specialist Teacher conducts these assessments to identify the support a student requires using formal assessments and information regarding a student's 'normal way of working'. The UTC ensures that these arrangements happen in all formal exams and, where possible, during internal tests.

Identification is done via:

- Pastoral Referral Meetings identifying vulnerable students
- Referral to outside agencies

Local Offer

From September 2014, the Local Authority published its Local Offer, detailing the range of services that are available to support children with additional needs and their families. This includes the following services with which we currently engage;

1. Educational Psychology Service
2. LSCB (Child Protection and Child Guidance Services)
3. MAST (Multi Agency Support Team) including re-engagement for learning teacher

4. Special Education Needs and Disabilities Statutory Assessment Review Service
5. Speech Therapy
6. Physiotherapy
7. Occupational therapy
8. Locality support
9. Police
10. Social Services
11. School Nurse/Doctor
12. Young People's Learning Agency (YPLA replaced the Skills Council).
13. Community Youth Teams
14. SENDIAS (formerly Parent Partnership)

The UTC may ask for input from specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the UTC, the LA, the health services and social services is vital in securing effective assessment, intervention and deployment of resources for students with SEND. Indeed, the Children Act 1989 and the Education Act 1993 place statutory duties on these agencies to co-operate with the LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary for the LA to discharge its functions.

1.5 Arrangements for Transition

Year 9

Transition for students with identified SEND is facilitated through:

- An enhanced programme of transition, including extra visits to UTC
- Attendance at Annual Review Meetings
- Meeting with parents/carers
- Parent/carer visits to the UTC
- Physical adaptations to the resources and provision as required

Post-16

This is a crucial phase in the career of UTC OLP learners and identifying suitable Post-16 options and ensuring that knowledge regarding the needs of students with special educational needs and disabilities is key to future success. Statemented students/Students with an Education Health Care Plan and those identified as needing support with the transition process, may receive this through:

- Careers interviews with a Careers Advisor
- Appropriate transfer form to transfer information to college or Post-16 provider about the needs of students
- Support in completing their applications to Post-16 providers.
- The statutory review process
- Referral to Community Youth Teams to support students at risk of becoming Not in Education, Employment or Training (NEET)

1.6 Securing expertise among teachers and other adults working in the UTC to support students with SEND

This is achieved through:

- Working closely with the SENDCo and the team
- Being able to access information about all students electronically via the UTC's management information system (SIMS)
- Attending INSET provided by colleagues within the UTC or outside agencies to keep abreast of best practice. The INSET Programme is arranged by the Senior Leadership Team who allocate the INSET budget, balancing the needs of the whole school, specific departments and individuals within the framework of the school improvement plan
- Targeted teaching and learning support for specific groups and individuals.

1.7 Arrangements for providing access to the curriculum

All students should access a, 'broad and balanced curriculum', and are included in all areas of the school curriculum unless specified otherwise in a statement of SEND / Education Health Care Plan. In exceptional circumstances (for example on medical grounds) a disapplication would be sought.

Students are supported to enable access to the curriculum in a variety of ways:

- Departments endeavour to provide differentiated work and materials so that students with special educational needs and disabilities can make progress.
- In-class support may be allocated. Individual students, particularly those with Statements / Education Health Care Plans may receive support within the classroom from a Learning Manager working under the guidance of the teacher. Groups of students may be targeted for more general support.
- Individual students or groups of students may be withdrawn from class to work with inclusion staff. Such provision for student needs is negotiated individually, and parents/carers are always involved in such decisions.
- Students receiving support during Registration time or after school.
- Modified equipment and auxiliary aids may be provided to enable students to access the curriculum in line with the 2010 Equality Act.
- Where necessary, 'reasonable adjustments' may be made to the UTC's policies and procedures or physical environment so that they do not act as barriers to learning or inclusion, in line with the 2010 Equality Act.
- Where appropriate smaller class sizes may be in place.
- Adapted physical activities or environment to ensure that disabled students engage in activities with their non-disabled peers.

1.8 Inclusion of students with special educational needs

Wherever possible, students with special educational needs or disabilities are integrated with their peers in order to achieve the best balance of educational and social progress.

All students with SEND are members of a form group for registration and are supported by their form tutor and other pastoral staff. Within the curriculum the balance of integration, support and withdrawal is negotiated for each individual in order to meet the requirements of their statement/Education Health Care Plan or their SEND support.

Students with SEND are encouraged to participate in off-site and extra-curricular activities, and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people's health and safety, wherever possible.

More information about Sheffield City Council's Local Offer can be found by visiting <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

1.9 Evaluating the effectiveness of provision

This is achieved through:

- The views of all stakeholders
- Annual Reviews
- Assessments and tests
- Tracking data, including achievement, progress, behaviour and attendance
- Review of targets
- Multi Agency meetings

1.10 Complaints Procedures

Good communication is essential if we are to best meet the needs of our students and resolve any issues quickly. If there are any concerns, parents or carers are invited to contact the UTC as follows:

- Issues to do with students' wellbeing are best resolved by their Form Tutor or Learning Manager:

Miss Senior	Year 9
Miss Johnson	Year 10
Mr Howard	Year 11
Mr Kay /Miss King	Post-16
- Issues involving students' learning are best resolved by curriculum directors, Deputy SENDCO Miss L Pearcey or SENDCo Mrs J Stevenson.

If the issues are not dealt with satisfactorily, parents/carers may contact the Principal and then the Board of Governors. Advice on how to do this can be accessed through the UTC's reception.

The UTC's SEN Policy can be found in the 'About Us' section of the school website under 'Special Educational Needs'.

Updated September 2021