



# SEND Information Report

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<b>Change Record</b>		
Version	Date	Summary of Changes
<b>1</b>	<b>September 2015</b>	<b>Initial Document</b>
<b>2</b>	<b>September 2016</b>	<b>Reviewed</b>
<b>3</b>	<b>September 2017</b>	<b>Reviewed</b>
<b>4</b>	<b>September 2018</b>	<b>Updated to include reference to Safeguarding/KCSIE November 2018</b>
<b>5</b>	<b>April 2019</b>	<b>Policy reviewed – no changes made</b>

**“Derby Manufacturing UTC promotes the safeguarding and welfare of children in its care; all policies support the “Safeguarding Policy”.**

## What kinds of special educational needs does the DMUTC make provision for?

The Derby Manufacturing UTC is an inclusive setting. Our aim is for all students to achieve or surpass their academic and social potential. There are a wide range of special educational needs for which children and young people may need extra support. Sometimes these needs are only short term, others may continue through a child/young person's school life and some children/young people may have a specific diagnosis. All students are treated as individuals and their needs are assessed on an individual basis.

However, children's needs generally fall into one or more of the following categories: Cognition and Learning, Communication and Interaction, Social, Mental and Emotional health, Sensory and/or Physical Needs.

## How does the DMUTC know if students need extra help and what should I do if I think that my child may have special educational needs?

We liaise very closely with your child's previous school to aid a smooth transition.

If staff within the DMUTC have concerns that an individual student has special educational needs then they will share these with the SENDCo, who will identify if this is the case.

If a parent/carer thinks their child may have special educational needs then they should contact the SENDCo as soon as possible.

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's records. The aim of formally identifying a student with SEND is to help the DMUTC ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

## Assess

This involves clearly analysing the student's needs using the class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The student's views and, where relevant, advice from external support services will also be considered. Any parent/carer concerns will be noted and compared with the DMUTC's information and assessment data on how the student is progressing. This analysis may require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the SEND Information Report 2018-2019

assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

## Plan

Planning will involve consultation between the Student Support Team and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parent/carer's involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. All of this information is identified in a Student Profile.

## Do

The class teacher remains responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with the Teaching Assistants (TAs) / Learning Managers (LMs) and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support may be provided by the Student Support Team or external agencies, if appropriate.

## Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents/carers. The class teacher, in conjunction with the identified member of the Student Support Team will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents/carers and the student. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next stages. If a child/young person has lifelong or significant difficulties they may undergo a Statutory Assessment Process of Education, Health and Care Plan (EHCP) which is usually requested by the DMUTC but can be requested by a parent/carer. This will occur where the complexity of need, or a lack of clarity around the needs of the student, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

## How does the DMUTC evaluate the effectiveness of its provision for students with special educational needs? This is achieved by:

- Tracking the progress, behaviour and attendance of all SEND students
- Quality Assurance of the work of the Student Support Team and the Quality of Teaching for SEND students
- Collecting and evaluating feedback from parents/carers and students
- Through external evaluations such as Ofsted

## How will both the DMUTC and I know how my child/young person is doing and how will the UTC help me to support their learning?

Teachers report to parents on progress three times every year. The performance of SEND students is monitored and intervention is put in place where there are concerns about progress.

For each year group there is a cycle of:

- Parent/carer's evenings
- Report Assessments
- SEN Reviews with an identified member of the Student Support Team, as appropriate

## What is the DMUTC's approach to teaching students with special educational needs?

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. The first response for all students should be through **high quality teaching** (quality first teaching) within the classroom. Teachers will make the necessary adjustments (identified in the Student Profile) to enable the student access teaching and learning. Where the adjustments are not successful the teacher or Faculty Leader will consult the Student Support Team on any additional adjustments that may be necessary.

## How will the curriculum and learning be matched to my child/young person's needs?

An individual's curriculum is agreed by key staff across the DMUTC including the SENDCo, Vice-Principal and Key Stage Leaders. Parents/carers will be involved as is appropriate. Student Profiles identify the adjustments the teacher needs to make for the students to access teaching and learning.

## How are decisions made about the type and amount of support my child/young person will receive?

Decisions on the nature and amount of support will be taken by the TAs, LMs and SENDCo, using the resources available for each student.

## How will my child/young person to be included in activities outside the classroom, including school trips?

The Educational Visits Co-ordinator will ensure that appropriate individual risk assessments are completed in order to identify any additional support that will be needed to ensure participation. The DMUTC has an excellent track record of including SEND students, however, this may not be possible if there are not sufficient financial resources available or we cannot mitigate the risk to the individual students or all other students.

## What support will there be for my child/young person's overall well-being?

Support for well-being is provided through out Pastoral Support, Key Stage Leaders and Student Support Team.

## Who is the school/setting's special educational needs co-ordinator (SENDCo) and what are their contact details?

The special education needs co-ordinator is:

**Miss Sharon Hunt** ( [Sharon.Hunt@DerbyManufacturingUTC.co.uk](mailto:Sharon.Hunt@DerbyManufacturingUTC.co.uk) )

Parents/carers should contact the Student Support Team and they will be referred to the SENDCo or another available member of the team.

## What training have staff supporting special educational needs had and what is planned?

All staff are provided with information about all SEND students through CPD and training events throughout the year. Specialist training is delivered as appropriate to specific needs. Student Profiles set out the adjustments that staff need to make to enable students to access teaching and learning.

## What specialist services and expertise are available or accessed by the DMUTC?

The following services may be involved, as appropriate:

- Educational Psychology Services
- Sensory Impaired Support
- Speech and Language Therapy Service
- Communication and Interaction Team
- School Nurse / Health Visitor
- Community Paediatrician
- Occupational Health
- Physical Disability Support Services
- Parent Partnership
- Targeted Support
- Educational Welfare Officer

## How will equipment and facilities to support students with special educational needs be secured? How accessible is the DMUTC?

Equipment is available as appropriate to specific needs. The DMUTC has been adapted to accommodate children/young people with physical disabilities and has several purpose built disabled toilets. Lifts are available between the levels.

## What are the arrangements for consulting parents of students with special educational needs? How will I be involved in the education of my child/young person?

The UTC will ensure that a member of the Student Support Team attends review meetings with parents/carers. The SENDCo is also available at Parent's Evenings and is available by telephone or email.

## What are the arrangements for consulting young people with SEND and involving them in their education?

We value and celebrate students being able to express their views on all aspects of DMUTC life. If your child/young person has a Student Profile or an EHCP then their views will be obtained before any meetings and will form part of the review.

## What do I do if I have a concern or complaint about the SEND provision made by the UTC?

Parents/carers should always contact the Student Support Team if they would like to discuss any concerns they have. The DMUTC's complaints policy is published on the website and should be used for complaints about SEND provision.

## How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of students with special educational needs and supporting the families of such students?

The DMUTC draws on strong working relationships and links with external support services in order to fully support our SEND students, aid DMUTC inclusion and provide support for parents/carers. Multiagency meetings are convened as appropriate.

## How does the DMUTC seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The Student Support Team will signpost appropriate organisations to parents/carers/young people.

## How will the DMUTC prepare my child/young person to:

### i) Join the DMUTC?

Where a child/young person with SEND joins the DMUTC outside the normal round of transition the Assistant Principal and/or SENDCo will work to ensure that they are placed on an appropriate curriculum, receive the appropriate support with resources available and that the relevant information and advice is shared with teachers. Where necessary CPD will be put in place for staff and a Student Profile will be agreed and distributed.

### ii) Transfer between phases of education?

Work is undertaken between Key Stages, as appropriate to the individual's need.

### iii) Prepare for adulthood and independent living?

For some SEND students transition visits are arranged with colleges as appropriate.

## Where can I access further information?

Refer to the SEND Policy or contact the Student Support Team.