

SEND Information Report 2018-19

Peterborough GPUTC

We are an inclusive University Technical College that aims to meet the needs of all students, including those with SEND. Our students are aged between 14 and 19 years old and include those who have:

- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health difficulties
- sensory and/or physical needs

This Information Report sets out some important information about how SEND students are catered for at Greater Peterborough UTC.

Key Members of Staff

Governor with responsibility for SEN:

Director for Student Support (SENCO): Lynne Donaldson l.donaldson@gputc.com

Qualifications: National Award for SEN Coordination (University of Hertfordshire, 2018), BA (Hons), PGCE.

Deputy SENCO: Melisa Cokdegerli m.cokdegerli@gputc.com

Qualifications: BSc (Hons), PGCE, Level 3 Diploma - The Children and Young People Workforce Social Care, Level 5 Certificate - Cert Tesol - Teaching English to Speakers of Other Languages.

Our experienced Learning Support Team, led by Barbara Gunn (b.gunn@gputc.com) hold a range of qualifications including BA (Hons), BSc (Hons), BEng (Hons), Level 5 Diplomas in Numeracy and Literacy instruction, HLTA, TESOL and First Aid qualifications as well as continuing professional development.

The Local Offer:

Greater Peterborough UTC works with several local authorities. Their Local Offers can be found at the links below:

Peterborough: <http://www.peterborough.gov.uk/localoffer>

Cambridgeshire: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

Lincolnshire: <http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Northamptonshire: <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Norfolk: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

In addition, the SEN Code of Practice can be found here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How do we identify children with SEN and assess their needs?

Greater Peterborough UTC identifies students with special educational needs and/or disabilities (SEND) through communication with parents, previous schools and our own observations. A student with a SEND diagnosis would immediately be placed onto our SEND list, so that we can monitor their progress and the impact of any interventions.

Where we notice discrepancies between a student's attainment and his/her chronological age, we will investigate the possibility of the child having SEND. The college will screen children in these circumstances and may ask for further assessments and support from external agencies, depending on the degree of the discrepancy.

Other ways we identify students who may have an SEND need include: feedback and referrals from teaching staff, observations (including learning walks) and self-referrals from students.

If parents are concerned, they may discuss these concerns with college staff, either during parents' evenings, or through phone conversations, email, post, or in person. There is also the opportunity for parents to speak directly with our SENDCo, Lynne Donaldson.

How do we decide on the level of support students receive?

Attainment data and classroom observations are used by the SENDCo and Deputy SENDCo to create a plan of interventions. These interventions aim to cater for the various needs within the student body and maximise our limited resources. The plan is reviewed regularly to ensure it is having impact and that good value for money is being achieved.

What support do students receive?

As an inclusive college, we believe that SEND students' access to high quality teaching is paramount. Provision for SEND pupils is graduated and begins in the classroom with teachers trained to understand their students' needs.

Further interventions depend of the need of the student. These interventions include reasonable adjustments (such as a Time Out card, a fiddle toy, overlay or laptop), Learning Support Assistant support during lessons, smaller class sizes, personalised provision through adapted resources and interventions, small group withdrawal, the provision of a Key Worker and 1-2-1 support for specific skills catch up sessions.

Students who we feel would benefit from closer monitoring have Individual Education Plans (IEPs). If we decide this step is necessary, a member of the Learning Support would meet with the student and their parents to create the IEP. Specific strategies would be highlighted for staff and together we would draw up some specific targets or outcomes that we would like to see the student achieving. After a set period of time, the targets are reviewed and updated as needed. This is a process in line with the graduated Assess, Plan, Do, Review cycle as set out in the SEN Code of Practice. Further support from external agencies would be sought after one or two Assess, Plan, Do, Review cycles or more immediately if required.

The impact of all of these provisions is closely monitored. Monitoring takes several forms, including assessment data, attitude data and student and parent voice.

Students with Education Health and Care Plans

Students who have an Education Health and Care Plan (EHCP) will always be allocated a Key Worker to ensure they have regular contact with a trusted adult who can advocate for them in college. The requirements of the EHCP will be followed and regular contact maintained with the student's family. The outcomes of the EHCP will be reviewed annually with more regular IEP cycles as required. GPUTC staff engage with outside agencies regularly to provide a package of support for students with EHCPs.

How are parents involved in planning for their child's education and how are the student's views taken into account?

Parents can be involved in planning their child's education, and for students with EHCPs, they are also encouraged to participate in the annual review process. We encourage all parents to attend parents' evenings where they are able to meet classroom teachers and the SENDCo to discuss current provision and its impact, as well as discuss plans for the future.

We are in regular consultation with parents via letters, emails, questionnaires and surveys. Parents can email or phone the college to raise a concern or discuss current provision. We also have a Parent Governor on our Governing Body.

Children's views are taken into account via questionnaires and person-centred reviews. We intend to create a student forum this year to gather students views in a relaxed group setting. We also have a Student Leadership Team who are always available for students to raise concerns with.

How accessible is the college environment?

Greater Peterborough UTC is accessible to wheelchairs, and has a lift. Disabled changing and toilet facilities are also available. The Accessibility Plan is reviewed by Governors annually.