

# SEND Information Report Introduction

## Peterborough GPU TC

The new SEND code of practice very clearly reflects the inclusive approach to SEND and we welcome its introduction and implementation.

Below should give you a lot more information about how we work with children and families to support all children who are not making good progress, but especially those who are considered vulnerable, or have a special need or disability.

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### Name and contact details of the Key Members of staff:

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This information is published in conjunction with the local authority's Local Offer which can be found at: <http://www.peterborough.gov.uk/localoffer>.

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### Our SEN information should be read in conjunction with some important documents, all of which can be found on our website:

SEN policy, Equal opportunities policy, safeguarding policy, Accessibility plans Admissions arrangements, Teaching and Learning Policy

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

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

There are many other children who are vulnerable and / or who need support at various times during their time with us.

We aim to identify children at the earliest opportunity.

- Each child's prior school folders will be obtained so any important assessments or documentation will transfer to the UTC at the same times as the student.
  - Each student is tracked according to their progress in English, maths, science and a range of foundation subjects. A half-termly assessment is completed followed by meetings that identify those children who are not making good progress.
  - On occasions where this is evident in classroom learning before the half termly assessments, we will intervene immediately.
  - Where concerns are raised or identified concerning progress the SENCO who will consult with the teachers and parents
  - We will plan to establish whether different teaching strategies, additional resources or more targeted support are needed. This plan is implemented by staff and reviewed termly.
  - A student will continue to be closely monitored to establish if the agreed programme has resulted in accelerating progress.
  - During this process at various points we will communicate with parents to what is happening in school and invite their comments and support.
  - In many cases a key worker will be assigned to the child and family.
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## **What happens next if progress continues to be less than expected?**

If we have applied an individual programme that is still failing to enable your child to reach the outcomes we have agreed on, we arrange SEN support..... SEN support includes a cyclical process of assess, plan, do and review. As part of this process we:

- seek out support from external partners (if this has not been done already) and take advice from specialists
  - meet with parents once every term to establish agreed outcome, discuss the level and type of support
  - establish a school-based plan that details the strengths and weaknesses of the child, their particular needs, information collected from specialist support, comments from parents and students and the agreed strategies to meet outcomes.
  - The SENCO and class teachers remain closely involved at this stage and liaison with parents is a priority. If the child still does not achieve the intended outcomes, we consider making a referral to the LA for an EHC needs assessment. This assessment replaced the statutory assessment that used to apply before SEN reform. It is the first stage for those seeking an education, health and care (EHC) plan, previously known as a statement.
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## **How do we teach children and young people with SEN?**

Our priority is to ensure that the quality of teaching is at least good throughout the school. We aim for all lessons to be either good or outstanding. Part of our criteria for a good and outstanding lesson is that children with SEND are catered for appropriately. We expect that:

- teachers have high expectations for what our SEND students can achieve

- each lesson is considered in relation to the needs of all the pupils in the classroom
  - that teachers support each other by sharing their areas of SEND expertise in order to meet the needs of all our students.
  - teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes.
  - teachers and learning support teachers work closely together in targeting pupils who assessment has indicated are making less than expected progress. In addition, we have and may use:
  - a qualified AST working with particular groups to provide intensive support to children who are not making expected progress.
  - Speech and Language support will be available within the school from Sept 2017.
  - Occupational Therapy support when identified and agreed through the EHC and TAC meetings.
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## **How do we involve our parents and carers?**

Our parents and carers are involved in establishing the policies and procedures to support children with SEND in our school. We do this by:

- including at least one parent/carer in working groups to establish and review the SEN policy
  - Termly structured conversations with parents and children.
  - Regular evaluation of the work that we do with parents and carers with children with SEND to collect their views. We involve parents and carers in establishing the needs of their child, strategies we can use to support them and outcomes every term.
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## **How do we consult with children about SEN?**

We make sure that children are included at some point in the consultation we hold with parents/carers. They are invited to give their views and we aim to ensure that they contribute to and understand the contents of their profile. All targets and intended outcomes are shared with children and children are encouraged to advise where they feel it needs adapting.

Children have an annual opportunity to formally give their views about the support they have been given over the year. Where children have an EHC plan this is included in the plan.

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## **How do we adapt the curriculum and the learning environment?**

We aim to ensure that all our children can access all aspects of the curriculum and can use all the facilities in the school. Our school accessibility plan describes our current arrangements.

We make reasonable adjustments within the classroom and to resources to meet the range of needs.

Although we have long-term plans to ensure a broad and balanced curriculum in our schools, class teachers plan on an individual basis for their class. This ensures that the plans are tailored to meet the needs of the children in each year group. Resources are selected specifically and are tailored, with the help and advice of the Director of student support/SENDCO, to the individual needs of the child and any outcomes identified as part of their profile or EHC plan.

Class teachers are provided with advice from our SENDCO and other experts on ways the classroom can best suit the needs of children with disabilities or specific problems that must be addressed.

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## **How do we make sure that staff are appropriately trained and that there are sufficient specialist staff in our school?**

When reviewing our SEN policy, we also complete a staff audit which aims to ensure that:

- all members of staff have taken part in SEN awareness-raising sessions and are familiar with all aspects of our SEN policy
- we have at least one member of staff who specialises in more specific areas of SEN such as attention deficit hyperactivity disorder (ADHD), dyslexia, autism, mental health needs
- all staff have received appropriate training. Our lesson observations identify where there is a particular need for additional training for a member of staff. This is then included in their professional development portfolio. The training needs of Associate Teachers are also well catered for. The DSS makes recommendations for further whole-staff training which is incorporated in our school improvement plan. The effectiveness of training is reviewed by the DSS Inclusion.

Where we are due to admit a child with a medical condition or SEN that we have not previously experienced, the SENCO and person responsible for administration of medicines will organise training.

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## **What happens when our expertise isn't enough?**

If progress remains insufficient as a result of adaptations to teaching and the curriculum, we begin the process of applying SEN support through the 'assess, plan, do and review' cycle. Each case is unique and during the assessment stage we consult with parents and children about their particular needs. We have a range of support that includes:

- teachers who are expert in focusing on specific needs
- A key worker for students with social and emotional needs
- Associate Teachers who are highly trained and can be allocated to support individuals with particular needs. Where we believe that we need additional expert input from specialists we establish links with either:
  - Access to an educational psychologist
  - A college nurse

- Access to the social care team (we may hold a meeting to engage support for a family at this stage, with a parent/carer's permission)
  - Our various other external counselling / support programmes which address particular needs. We will ask for support in assessment and in identifying the appropriate strategies and resources to support your child.
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## **What enrichment activities are available?**

We provide a range of enrichment activities within the school timetabled day, including Green Power engineering, Graphical drawing, sports and Yoga. These enrichment activities will vary each academic year dependant on the specific skills of the staffing team.

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## **What opportunities are there for my child to develop socially and emotionally?**

We recognise the importance of building into our curriculum opportunities for our pupils to:

- develop resilience
- recognise their own strengths
- build upon their self-esteem
- make friends within and across year groups
- recognise their important role as valuable members of our school society
- take leadership responsibilities within the school.

Our personal, social and health education curriculum includes units that allow children to explore who they are and how they feel. We have an agreed set of values as a school that are shared and discussed regularly with children.

For children where there are particular concerns about the emotional, social or behavioural needs we can offer a key worker and support through counselling.

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## **How will you make sure that my child is safe and free from bullying?**

You can read our anti-bullying policy on the website. Any report of bullying is acted on immediately either through the actions of the class teacher, Associate Teacher or in conjunction with a member of the Senior Leadership Team. We work closely with parents to inform them of any incident that their child might have been involved in, either as a victim or as a bully. Our school ethos emphasises the importance of looking after one another and we encourage children to report bullying and raise concerns. There is always a member of staff on call to talk to any child who is experiencing difficulties or has worries that they want to share.

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## **How do you know that what you do works?**

Our half-termly progress meetings are an opportunity to share progress not only of individuals but of the effectiveness of strategies being used. We track all students as individuals but also as groups to ensure that our provision is enabling all our children to progress and is correctly targeted. Our governing body is closely involved at every stage in monitoring the effectiveness of our SEND provision.

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## **How do we make sure we know about your child when they enter our school?**

We have a series of transition arrangements to support children and parents who are entering from neighbouring schools. This includes a range of activities that enable the children to get to know us and staff to meet.

In the summer term there is additional opportunity for parents to visit the school and meet with key people. This includes the SENCO, who will already have approached you in order to arrange a time to discuss transfer arrangements.

Where considered necessary, an additional day might be allocated for both you and your child to visit our school.

Where a child is transferring mid-year, we make arrangements for both SENCOs to discuss their needs and how provision can be maintained in our school. You will be asked to meet with our SENCO to pass on your own views on current provision and what has been most effective.

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## **How accessible is our school?**

We have an accessibility plan that explains in more detail the changes we have made and those we are intending to make, to ensure that our school building is accessible to those who wish to use it. We currently have full wheelchair accessibility and disabled changing and toilet facilities. We consult annually with disabled children and parents to check on the accessibility of our provision and to inform our accessibility plans.

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## **What should you do if you are not happy with the provision that is being made for your child?**

We aim to ensure that parents are closely involved in their child's SEN assessment, planning, provision and evaluation. Throughout this process there will be opportunities for you to raise any concerns you have with the SENCO. If you are still unhappy with the provision that is being made, our Principal Steve Warburton will become involved. There are formal means of pursuing a complaint where you are unhappy with an EHC needs assessment or EHC plan. Details of this can be found on the local authority Local Offer at <http://www.peterborough.gov.uk/localoffer>