

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

SENCO:

Director of Support (NASENCo award)

Contact details:

safeguarding@gputc.com

Monitoring, Evaluation & Review


The Principal and Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout by the UTC community.

This document is created by the school's SENCO.

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Next review: May 2021

Document History

Revision	Purpose	Summary of changes	Signed off by
May 2020	Annual Review by Director of Support	Addition of Document History; revision of content to better meet the SEND CoP.	

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1. BACKGROUND & PURPOSE

- 1.1. Greater Peterborough University Technical College was designed to harness the potential of young people in readiness for careers in STEM and Design. Guided by partners from both education and industry, our state-of-the-art building was created to foster the skills, knowledge and behaviours required by our region's increasing demands for advanced technical skills. We aim to maximise the opportunities available to young people in our communities, raising the aspirations of and expectations for all pupils with SEND.
- 1.2. Our mission is to provide an outstanding educational experience that will equip our students with the technical skills and practical work experience needed to get a head start in their chosen technical or STEM-based career. Greater Peterborough UTC prides itself on promoting positive relationships, active engagement, and the wellbeing for all students with SEND.

2. LEGISLATION, COMPLIANCE AND GUIDANCE

- 2.1. This policy and information report complies with the statutory requirements laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25 \(2015\)](#) and has been written with reference to the following guidance and documents:
 - [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with SEND and disabilities
 - [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.
 - Equality Act 2010: advice for schools DfE Feb 2013.
- 2.2 This policy also complies with our funding agreement and articles of association.

3. DEFINING SPECIAL EDUCATIONAL NEEDS AND/ OR DISABILITIES

- 3.1 Greater Peterborough UTC defines a student as has having SEND in accordance with definitions in Section 20 of the Children and Families Act (2014), whereby a young person has a learning difficulty or disability if they have:
 - (a) a significantly greater difficulty in learning than the majority of others of the same age;
or
 - (b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools/colleges or mainstream post-16 institutions.
- 3.2 Children must not be regarded as having a learning difficulty solely because their first/ home language is different from the language in which they will be taught. A learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.3 They have a learning difficulty or disability if they have:
 - A significantly greater difficulty in learning than the majority of others of the same age,
or
 - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

- 3.4 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. AIMS AND OBJECTIVES OF THE SEND POLICY

4.1. Our SEND Policy and Information Report aims to set out how our school will support and provide an appropriate and inclusive education to learners with special educational needs and disabilities (SEND). It will also explain the roles and responsibilities of relevant people involved in organising and delivering the SEND provision at Greater Peterborough UTC.

4.2. Greater Peterborough UTC has a responsibility to support students by identifying their needs, ensuring that relevant assessments are carried out, an individualised provision is created and that reasonable adjustments to the teaching and learning environment are identified and implemented.

4.3. We aim to maximise opportunities and raise the aspirations and expectations for all students at Greater Peterborough UTC with SEND.

4.4. To meet the individual needs of students, Greater Peterborough UTC will:

- a. **Identify students who have SEND** at the earliest opportunity by collating information from previous educational establishments and other provisions, the Local Authority, parents/carers, education, health and care services.
- b. **Create and manage relevant appropriate provision** to overcome any barriers to learning and ensure that all students have complete access to the curriculum. This will be coordinated by the SENCO, and will regularly be monitored and reviewed for suitability to meet individual learner's needs and targets.
- c. **Support all staff** in meeting identified individual needs of students with SEND by sharing baseline testing information, targets and attainment, progress, reviews and strategies for individuals and to support whole class high quality teaching.
- d. **Place students at the heart** of discussions and decisions. Prioritise the views, wishes and feelings of the student, and their parents/carers.
- e. **Work in partnership** with parents/carers to gain an improved understanding of their child and his/her education, and record and regard their views and experiences where possible. Explaining SEND procedures and practices, providing regular updates on student progress.
- f. **Regularly monitor the progress of all students** to help the identification of students who may present with additional needs. This builds an ongoing, holistic understanding of students and their needs by teachers and learning support staff to ensure that all students meet their full potential.
- g. **Work collaboratively with and in support of external agencies** when students' needs require additional relevant and specialist professional input.
- h. **Develop a nurturing environment** where students feel safe and listened to and have appropriate platforms to voice their opinions, wishes and own needs. These platforms can be one-to-one meetings with a keyworker from the learning support team, Deputy SENCO or SENCO. Teachers and staff will be vigilant for any signs of bullying or other concerns, and will notify and escalate any issues following Greater Peterborough UTC policies.

- i. **Present relevant information and training regularly for all staff** working with students with SEND to challenge barriers to learning by promoting knowledge of SEND and strategies to actively encourage students to achieve. This is may be done through different platforms such as the GPUTC SEN Hub online, staff briefings and whole school CPD sessions.

5. RESPONSIBILITIES FOR CO-ORDINATION OF SEND PROVISION

- 5.1. The SENCO will organise, monitor and review the SEND provision at the Greater Peterborough UTC. The SENCO or their designated deputy are expected to ensure that provision arrangements are in place for SEND for the whole school.
- 5.2. The Governing Body has a duty to fulfil its statutory requirements to students with special educational needs, which includes delivering and reviewing this policy and where required there may be expectation to complete relevant training. A named member of the Governing Body has particular duties towards SEND at Greater Peterborough UTC.

5.3 The SENCO

5.3.1 The nationally accredited SENCO for Greater Peterborough is the Director of Support who is a member of the Senior Leadership Team.

5.3.2 They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Work in partnership with SLT and other staff in co-ordinating provision for students with SEND in teaching and learning, progress and compliance.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues, and work collaboratively with staff, parents/carers, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support to the whole school.
- Advise and record the deployment of the school's delegated budget and other resources to meet learners' needs effectively, including learning support staff.
- Be the point of contact for external agencies, especially the local authority and other multi- agency support services.
- Liaise with current or future education establishments, parents/carers and student to ensure learners experience a positive and informed transition.
- Work with the Principal and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all learners with SEND up to date.

5.4 The SEND Governor

5.4.1 The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school.

5.5 The Principal

5.5.1 The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- In absence of the SENCO the Principal will be the designated person for any purposes of inspection.

5.6 Class Teachers

5.6.1 Each class teacher is responsible for:

- The progress and development of every learner in their class, ensuring that all SEND learners are able to access teaching and learning and have their needs met.
- Working closely with the learning support team or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each learner's progress and development and decide on any changes to provision.
- Following and implementing this SEND policy.

5.7 Learning Support Team

5.7.1 In addition to this, the Learning Support Team which consists of the Deputy SENCO and a small team of Learning Support Assistants ensure that learners with additional needs are supported throughout their time at GPUTC. These responsibilities include:

- Supporting identified learners in lessons or in smaller groups.
- Running, reviewing and reporting on interventions and strategies for individuals and groups of identified students.
- Supporting the organisation and implementation of exam access arrangements.
- Participation in and input into regular and relevant staff training.

5.7.2 Students are also responsible for participating and engaging in the provision available to them and contributing their views and wishes to the assessment of their needs.

6. ARRANGEMENTS FOR CO-ORDINATING SEND PROVISION

6.1 All staff members have access to:

- The Greater Peterborough UTC's SEND Policy which is available on the school website.
- A copy of the full SEND Student Register, available online on the GPUTC SEND HUB.
- Guidance on identification and the graduated approach in the SEND Code of Practice.
- Up to date information on individual students' special educational needs, including targets set on IEPs, and copies of their individual Education, Health or Care plans where relevant.
- Practical guidance, teaching strategies, and information about types of special educational needs, disabilities and other individual needs via the SENCO.

7. SEND INFORMATION REPORT

7.1 Every year, GPUTC publishes a detailed SEND Information Report, which details how we provide for SEND learners and how we consult with learners and parents/ carers. This year's report can be found in the Appendix.

8. MONITORING ARRANGEMENTS

8.1 This policy and information report will be reviewed by the SENCO and SEND Governor annually.

8.2 It will also be updated if any changes to the information are made during the year.

8.3 It will be approved by the governing board annually.

APPENDIX 1 : SEND INFORMATION REPORT 2019 - 2020

Greater Peterborough UTC

1. What kind of Special Educational Needs are provided for at Greater Peterborough UTC?

We are an inclusive mainstream setting at Greater Peterborough University Technical College that aims to meet the needs of all our learners. We promote and support access to education for SEND learners in line with national guidance which states, "All children and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further or higher education or training."

Our SEND learners may experience a wide range of special educational needs and or disabilities such as:

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

2. Procedure for the Identification and Assessment of Pupils with Special Educational Needs

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

GPUTC identifies learners with special educational needs and/or disabilities (SEND) through communication with parents, previous schools and our own observations. A learner with a SEND diagnosis would initially be automatically placed onto our SEND list, so that we can monitor their progress and the impact of any interventions. The SENCO and the SEND team lead the organisation and implementation of the graduated approach of the **assess, plan, do, review** cycle of identifying and assessing learners.

Where we notice discrepancies between a learner's attainment and his/her chronological age, we will investigate the possibility of the learner having a SEND. GPUTC will screen learners in these circumstances and may ask for further assessments and support from external agencies, depending on the outcome. Screening and diagnostic assessments may be used at GPUTC to support identification and evidence.

Other ways we identify learners who may have a SEND are feedback and referrals from teaching staff using our one of our three feedback forms which concentrate on different areas of progress and engagement, observations (including learning walks) and self-referrals from learners.

If parents are concerned, they may discuss their concerns with the SENCO or other relevant GPUTC staff. There are several ways to do this, during parents' evenings, phone conversations, email, post, or in person by appointment.

3. Information on the Provision or Learners with SEND at GPUTC

How we evaluate the effectiveness of our provision for SEND learners

As an inclusive college, SEND learners have access to high quality teaching. This is ensured through regular and relevant staff CPD, observations and sharing best practice.

Provision for SEND learners is graduated and begins in the classroom with teachers trained to understand their learners' needs. All learners, including those with SEND, are assessed on a regular basis, in accordance with GPUTC's Assessment Policy. Teachers formally assess and review progress and attainment which is communicated to parents/carers by a report that is sent home termly.

Additionally, parents' evenings are held regularly through the academic year, this provides an opportunity to discuss progress, attainment and next steps. In addition to subject teachers, parents can connect with their child's mentor, the SENCO and/or Student Manager as appropriate.

All learners with an Education, Health & Care Plan have an Annual Review. SEND learners who are on the SEND register will also have regular reviews with a member of the Learning Support Team, where all agencies involved, and the student will evaluate the effectiveness of the current provision.

All such platforms for reviews invite parents, teachers and students to consider the effectiveness of the provision being delivered, and on receiving feedback GPUTC is able to review and evaluate the offer. Data for all SEND learners is regularly reviewed by the SENCO to ensure that progress is being made. In addition, GPUTC takes part in a SEND Audit process, along with other schools in Peterborough Local Authority. This process examines all areas of SEN provision and the SENCO works with other local SEND teams to improve practise.

The views of students 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 Group who are always available for students to raise concerns to.

Our Arrangements for Assessing and Reviewing the Progress of Learners with SEND

The progress made by all learners is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents/ guardians or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. When a learner is found not to make sufficient progress, despite high quality teaching, the SENCO and subject teacher will begin to investigate the potential causes. A learner is considered to have SEND if they fit into one or more of the four broad areas of need listed in Section 1.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The learner's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

In rare cases, if a learner continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP. This will decide the nature of the provision necessary to meet the learner's SEND. If this cannot reasonably be met by UTC, then the LA may provide extra resources.

4. Our Approach to Teaching Learners with SEND; and How we Adapt the Curriculum and Learning Environment for Learners with SEND

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.

In addition, attainment data and classroom observations are used by the SENCO and Deputy SENCO 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.

Further interventions depend of the need of the student. These interventions include reasonable adjustments (such as a Time Out/out of lesson card, a fiddle or sensory object, coloured 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. Additional literacy or numeracy intervention may be provided to narrow the gaps in the attainment of students with progress needs. A team of Learning Support staff work in subject areas to provide in-class support for identified students or groups.

Students with SEND have Individual Education Plans (IEPs). A member of the Learning Support Team will meet with the student and consult with their parents to create the IEP in partnership with all involved. 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, and Do, Review cycles or more immediately if required. The impact of all these provisions is closely monitored. Monitoring takes several forms, including assessment data, attitude data and student and parent voice.

Our teachers have high expectations of all learners, including those with SEND. All teachers will be provided with information about the individual needs of learners with SEND and recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENCO to adapt lessons.

Learners 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 statutory requirements of the EHCP will be followed and regular contact maintained with the learner's

family. The outcomes of the EHCP will be reviewed annually with more regular review cycles as required. GPUTC staff engage with outside agencies regularly to provide a package of support for learners with EHCPs.

Our school is a safe and accessible building. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND learners throughout our school including: a lift; disabled toilets; wide corridors and equipment to help with reading and writing. The Accessibility Plan is reviewed by Governors annually.

Additional Support for Learning that is Available to Learners with SEND

We have a small experienced Learning Support team to support SEND learners. Resources are allocated based on evidence of need and effectiveness when reviewed. Learners with a Statement/EHCP have resources allocated in order to achieve the objectives listed in their plan and in agreement with parents.

Learning Support Assistants are allocated, where resources allow and where suitable, to support SEND learners in lessons. Teaching staff liaise closely with them to ensure maximum effectiveness. Learners with EHCPs will have targets and strategies set in agreement with the learner and their parents and with input from relevant professionals, including the GPUTC staff. Annual reviews involving the learner, parents/carers (as well as subject staff and other professionals where needed) evaluate those targets and strategies.

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 EHC plan will be followed and regular contact maintained with the student's family. The outcomes of the EHC plan 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 EHC plans.

Additional Activities that are Available for Learners with SEND

Learners with SEND take full part in our Enrichment programme and trips and visits, including residential trips. There is a wide range of Enrichment clubs available for learners to choose from and LSA support is provided where appropriate. In addition, a homework club staffed by LSAs is available every day after school if any learner, including SEND learners, would like to drop in for support.

Support that is Available for Improving the Emotional, Mental and Social Development of Learners with SEND

All learners are assigned a Mentor and a mentor group. Mentor groups meet every morning for registration, and the mentor provides a consistent pastoral presence throughout the academic year. The pastoral support is further provided by a Student Manager for the year group and a Student Welfare Manager, overseen by the Director of Support. The Learning Support Team which includes Deputy SENCO and Learning Support assistants, who in addition to in class and academic support, also provide key working and small group intervention support to students.

All learners receive an hour a week of PSHE during which they follow a programme of study set out by the PSHE Association which follows the relevant government guidelines. Additional opportunities to improve emotional, mental and social development are found during assemblies and mentor time activities.

GPUTC has excellent links with local services such as Centre 33, CROPS and CAMHs who provide more specialist support where required. There is also a designated School Nurse who visits fortnightly on a drop in and pre appointment basis, and an iCASH nurse who specialises in integrated Contraception and Sexual Health who provide a service on all aspects of sexual and reproductive health.

5. The Details of the Sen Co-Ordinator (Senco)

Learners with SEND are supported by an experienced team.

Key staff are as follows:

SENCO: Lynne Donaldson, Director of Support ([email: l.donaldson@gputc.com](mailto:l.donaldson@gputc.com))

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

Deputy SENCO: Melisa Cokdegerli, Intervention CoOrdinator ([email: m.cokdegerli@gputc.com](mailto:m.cokdegerli@gputc.com))

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

Our experienced Learning Support Team between them 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 taking part in continuing professional development.

6. The Expertise and Training of our Staff in regard to SEND

In addition to the expertise and experience of the Learning Support Team (see section 4), all staff are regularly trained on the needs of our SEND learners. Detailed information including classroom adaptations and strategies is held centrally, is readily available to all staff and updated regularly. The SENCO will ensure that materials and resources are available to teachers to support inclusion and that relevant and up to date CPD is delivered to all staff through a number of platforms designed to ensure all staff are up-to-date on SEND policy, practices and legislation, and that good practice is known and shared.

GPUTC works collaboratively with any consulting or specialist organisations, the Local Authority as well as Health and Social Care Services.

7. The Equipment and Facilities available for SEND Provision

There are a designated disabled car parking bays available on the GPUTC site and there is lift available from the ground floor to the top floor. There are disabled accessible toilets on each floor of the building.

In line with the Equality Act (2010), the Governors and Principal of the UTC have in place up-to-date Accessibility Plans. These ensure that all staff and students have full and easy access to all areas, both inside and outside the building(s), with appropriate furniture and equipment available where needed.

Most learning spaces at GPUTC are fully accessible. Where they are not accessible for specific learners, specialist advice is sought (for example, acoustic advice for a hearing impaired learner) and appropriate steps taken to include them as fully as possible in the learning. Equipment provided if needed include the use of laptops or writing slopes during lessons, either purchased by parents or provided by GPUTC.

8. Arrangements for Consulting with Parents and Guardians

Parents of SEND learners are invited to actively be involved in planning the provision of support for the student, and in addition for students with EHCPs to participate in the statutory annual review process.

We encourage all parents to attend parents' evenings and open evenings where they can meet classroom teachers and the SENCO to discuss provision suitability and its impact, as well as discuss plans for the future.

We are in regular consultation with parents via letters, emails, questionnaires and surveys for regular feedback. 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.

9. Arrangements for Consulting with Learners

Our SEND learners are very much co-authors of their provision. Their views are taken into account via regular conversations with the Learning Support Team, and other key staff, as well as via questionnaires and during learner-centred reviews in IEPs.

Students' views are requested via questionnaires and person-centred reviews and feedback. We intend to create a student forum this year to gather students' views in a relaxed group setting. We also have a Student Leadership Group who are always available for students to raise concerns with.

10. Complaints Procedure regarding SEND Provision

Concerns and complaints are dealt with in line with the GPUTC Complaints Procedure which can be found on the website.

11. Relationships with External Agencies

Please see sections 4, 6, 7 and 14 for details of the external agencies we work with.

12. Contact Details of Support Services

For support with SEND queries, exam concessions or other support in school, parents can contact the SENCO or Deputy SENCO, as listed in section 5.

Further support is provided by Peterborough Local Authority's SEND Partnership Service. Contact: 01733 863979 or email pps@peterborough.gov.uk.

For other Local Authorities, please see the relevant Local Offer, listed in section 15.

13. Supporting Learners with Transition

When enrolling at the Greater Peterborough UTC, we aim to make the transition to our school welcoming and stress-free. We understand that this can be an exciting and nervous time for students when starting a new school, especially for students with SEND. We promote a safe and nurturing environment to support all learners in this time of adjustment. There are key people such as mentors and the student support team available.

Applicants who identify they have a SEND (and their parents/ guardians) meet the SENCO early in the application process so their needs can be established, and strategies discussed. This allows the Learning Support Team to begin preparing for their arrival and helps to ensure a smooth transition.

All learners are invited to take part in induction days and taster sessions, where they can meet others in their year group and get to know staff. SEND learners can additionally request a 'trial day' where they experience a normal school day if that would help them prepare for their transition.

There is also practical support that learners will have access to, such as school maps, visits and discussions beforehand, a buddy system for new and mid-year starters and welcome starter packs full of key information such as the school times of day, transport information and behaviour expectations which is posted to parents and students when enrolment is confirmed.

During their time at GPUTC, all learners, including those with SEND, receive high quality careers information, advice and guidance. For SEND learners including those with an EHCP, Learning Support staff are often involved in this process, as an advocate and advisor (in addition to the careers advisor). Additional support is offered with preparing learners for the work place and for interviews, and learners are supported to visit work experience placements and assessment days as required. Where needed, the learner's SEND information is shared in advance with their next establishment with the permission of the learner and their parents/ guardians.

Learners with an EHCP have a final review which considers their next place of learning or employment and sets out the learner's and their parents'/ guardians' wishes for their next phase of development.

Greater Peterborough UTC aims to raise aspirations and support students with SEND to achieve the best possible outcomes in education, employment, independent living and participation in society.

Greater Peterborough UTC strongly believes that every learner should aim for a next destination that is right for them. We will support our learners with SEND in making decisions about their next steps and help them with the transition by signposting and providing personalised advice and guidance in a timely manner.

14. Preparing for Adulthood

For students with an EHC plan Preparing for Adulthood will feature in all review meetings from Year 9 onwards. This must consider what provision is required to assist them in preparing for adulthood and independent living. This is to prepare students for when their EHC plan ends, understand what support is available after they complete their education and are guided to prepare for employment or further education or helped to prepare for independent living if appropriate.

This support includes developing skills necessary for interviews and applications, liaising with families/carers about the options available and ensuring a transition that is planned and prepared by communicating with their next educational provider, parents/carers and the student. We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this process.

15. The Local Offer

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

Peterborough City Council:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Cambridgeshire County Council:

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

Lincolnshire County Council:

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

Northampton County Council:

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

(Links correct as of May 2020)