SEND INFORMATION REPORT

Status: Statutory

Member of Staff Responsible: Assistant Principal / SENDCo

Related Policies:

- SEND Policy

Implementation date: September 2025

Reviewed date: September 2026

Next review date: September 2027

What kinds of special educational needs does UTC Derby Pride Park make provision for?

The 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 UTC 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 UTC have concerns that an individual student has special educational needs then they will share these with the Special Educational Needs Co-ordinator (SENDCo)/, Learning Managers (LMs), Learning Support Assistants (LSA) or the Deputy 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/Deputy SENDCo/LMs/LSAs 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 record. The aim of formally identifying a student with SEND is to help the UTC ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process of a Plan Do Review Profile:

- 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 UTC'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 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 SENDCo/Deputy SENDCO/LMs and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected; appropriate targets 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 SEND Plan.

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 LMs/SENDCo/Deputy SENDCO 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 SENDCo/Deputy SENDCO/LMs 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 (SENDCo, Deputy SENDCO or one of the LMs) 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 can be requested by the parent/carer or UTC. 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 UTC 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 and/or DfE

How will both the UTC 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 through discussion, meetings and, where necessary, 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 one of the LMs, Deputy SENDCO and/or SENDCo

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

Every effort will be made to educate students 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 SEND Plan) to enable the student to access teaching and learning. Where the adjustments are not successful the teacher or Curriculum Leader will consult the SENDCo/Deputy SENDCO/LMs on any additional adjustments that may be necessary.

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

An individual's curriculum is agreed by key staff across the UTC including the SENDCo, Vice Principal and LMs. Parents/carers will be involved as is appropriate. SEND Plans 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 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 UTC 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 all staff including the SENDCo, Deputy SENDCO and LMs.

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

The school's SENDCO is Miss Coates and the Deputy SENDCo is Miss Varney. Parents/carers should contact the Student Support Team and they will be referred to the SENDCo or one of the LMs.

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. SEND Plans 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 college/setting?

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 UTC?

Equipment is available as appropriate to specific needs. The UTC 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 either the SENDCo, Deputy SENDCo or one of the LMs attends review meetings with parents/carers. The SENDCO/Deputy SENDCO/LMs are 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 UTC life. If your child/young person has a SEND Plan 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 Student Support if they would like to discuss any concerns they have. The UTC'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 UTC draws on strong working relationships and links with external support services in order to fully support our SEND students, aid UTC inclusion and provide support for parents/carers. Multi-agency meetings are convened as appropriate.

How does the UTC seek to signpost organisations, services etc who can provide additional support to parents/carers/students?

The LMs and/or Deputy SENDCO/SENDCo will signpost appropriate organisations to parents/carers/students.

How will the UTC prepare my child/young person to:

1. **Join the UTC?** Where a student with SEND joins the UTC outside the normal round of transition the Vice Principal, Principal, LMs and/or Deputy SENDCO/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 SEND Plan will be agreed and distributed.
2. **Transfer between phases of education?** Work is undertaken between Key Stages, as appropriate to the individual's need.
3. **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, click the link to Derby's Local Offer or contact one of the LMs or SENDCo.