

SEN Information Report – September 2023

Background

The SEND Information report outlines details for parents/carers of children who have special educational needs or a disability and all those who support children with additional needs. This report outlines the support and provision that can be expected at Scarborough UTC.

The report is produced under the legislation by The SEN Code of Practice 2015; 6.79

*The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietors policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (information) Regulations and reflects the information required for the local offer.*

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the schools SEN policy. Named contacts within the school where parents have concerns and details of the schools contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The SEN Code of Practice 2015; 7.4:

A child of young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

- *A significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Scarborough UTC has an additional needs register, for all those who received additional support. It identifies students as SEND as either:

- **SEN Support:** this is for students who have been identified as needing support due to not making expected progress due to a learning need.

or

- **Education Health Care Plans:** this is for students who have been identified as having specific needs that require additional support to access the curriculum. They will be entitled to additional support as outline in their EHCP as agreed with the local authority.

The additional needs register will identify the area of need as either:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory Impairment

Who is the Inclusion Team?

SENCo: Mrs H Briggs

- **Email:** H.briggs@su.coastandvale.academy
- **Telephone:** 01723 821621

Vice Principal, Behaviour, Safeguarding Lead: Mr J Connell

Pastoral Managers: Mrs J McLeod

General Teaching Assistant: Miss S Cole, Ms E Carson, Miss O Iwanisszczuck, Miss S Corrigan

How we identify needs

At Scarborough UTC we use a variety of information to assess a student's needs:

- Previous school will pass on information to use as part of the transition process. For those already identified as having needs, the SENCo's of the two schools will speak to ensure that continual provision and support.
- KS2 data and prior data are used to build a picture of each student's learning and progress
- Information is collected from parents.
- All new students are base-line tested within first 3 weeks of the autumn term and then retested regularly throughout the year. This monitors progress and identifies any student not making expected progress in these areas. If identified a booster intervention will be used to close the gap.
- Teaching Staff refer any concerns to the SENCo, screening tests and observations are carried out as part of the investigation. The SENCo will speak to parents about the results and outcomes.

Delivering High Quality teaching for all

- Individual teachers are responsible for making lessons accessible to all and for implementing differentiation recommendations. Advice, assistance and support is given to all teachers to ensure accessibility for all students.
- All teachers use high quality teaching and have high expectations for all students, making use of regular assessment to support teaching and learning.
- All staff at Scarborough UTC are given continual developing professional development of inclusive teaching and practices.
- The SENCo works closely with the Senior Leadership Team and teachers to support staff in differentiation in lesson.
- Teaching Assistants are used within some lessons to support teaching and learning and differentiation in the classroom.

Additional Support Available

Students at the Scarborough UTC have access to:

- Additional interventions to support numeracy and literacy skills.
- Head of year Pastoral Support
- In class support with an additional adult
- Additional arrangements in exams if needed
- Receive SENCo support
- Have access to specialised equipment
- Access to personalised timetables
- Laptop/chromebook as normal way of working to record work.

Other Professionals

In some cases it might be appropriate to involve other professionals to support the provision for students. These can include:

- Specialist Teaching Team
- School Nurse
- Educational Psychologists
- Educational Social Workers
- Childhood, Adolescent Mental Health Services (CAMHS)
- Social Care Team
- Health and Medical Specialists
- Speech and Language Therapy
- NYCC SEND Hub support
- Early Help
- Wellbeing In Mind Team

Transition

There are a number of ways we aim to support transition between different stages of education. The SENCo works closely with providers to gain relevant information on students entering the college or providing information for students entering the next stage of the educational journeys.

Supporting Social and Emotional Needs

Scarborough UTC understands the important emotional wellbeing of all students and the impact it can have on their learning. We have a strong pastoral team, who are able to work closely with the students and are able to provide support and sign post to relevant professionals should further support be needed. We employ a counsellor on site, who is able to work 1:1 with students to maintain and promote emotional wellbeing.

Are we getting it right?

We want to know if we are getting it right. If you are unhappy or have any concerns with the support that your child is getting, the first point of contact is with the SENCo who is happy to discuss any concerns. Appointments can be made face to face, or over the phone. If you are still feel that the issue has not been resolved then please contact the Principal, Mrs. Helen Dowds. If you are still concerned then a complaint can be made to the Chair of Governors of the school.

Other SEND Links

Scarborough UTC SEND Policy: <https://www.sutc.coastandvale.academy/about/school-policies/>

North Yorkshire SEN Local Offer: <https://www.northyorks.gov.uk/send-local-offer>

SENDIAS: <https://sendiassnorthyorkshire.co.uk/>