

1. What kinds of special educational needs are provided for at Energy Coast UTC?

Energy Coast UTC values and promotes the inclusion of all; we recognise diversity and support access to education for all. SEND students have access to a relevant, inclusive education in line with national guidance, and wherever possible, learn alongside their peers. The UTC caters for students with a range of special educational needs and disabilities including physical disability, sensory impairment, dyslexia, general learning difficulties and autism.

2. How are students with SEND identified and assessed?

All students joining the UTC undergo initial assessment and diagnostics in relation to literacy, numeracy and any specific additional support needs, and full use is made of all transfer information from feeder schools, including Key Stage 2 SATs results. Students are also offered the opportunity to attend a pre-transfer visit to the UTC.

When students join the UTC with an existing Statement of SEND or Education, Health and Care Plan (EHCP), the SENCO assesses the circumstances of each individual using their records of support and plans, liaises with appropriate agencies, meets with parents/carers, and determines specific arrangements in consultation with appropriate UTC teaching and support staff to ensure a complete 'picture of need' is identified. These arrangements are outlined in an Individual Education Plan, monitored every six weeks and annually reviewed.

3. What provision or adaptations are made for students with SEND?

All students are taught in mainstream classes. Subject teachers are responsible for differentiating lessons to meet the needs of all the students in their class. Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENCO. Differentiation of resources and learning materials is made by the subject teacher with support from the SENCO and/or the Support Staff in the class. There is a minimum of withdrawal for specialist input e.g. for Functional Skills English and/or Maths. Additional literacy or numeracy intervention is provided to narrow the gaps in the attainment of students with learning delays. A team of 3 support staff work in subject areas to provide in-class support for identified students or groups. Wheelchair users have access to all curriculum areas.

Provision is allocated according to need and follows the "Assess, Plan, Do & Review" process laid down in the revised Code of Practice 2014. Additional support is provided in a variety of ways:

- 1:1 Catch-Up Literacy or Numeracy sessions.
- Study and entry for Functional Skills English and/or Maths.
- PLM mentoring: a system of regular meetings where personal targets are agreed and then reviewed.
- Access to PLMs and SENCO (and help and guidance if needed) during breaks and lunch.

- A daily 'safe place to be' provided by PLMs.
- Other additional provision, tailored to individual needs, may be provided in order to enhance learning.
- External exams (Access arrangements): the SENCO and Exams Officer work with staff, pupils & parents to ensure that reasonable adjustments are made; subject to current JCQ guidelines and requirements.
- Internal exams/assessments - teaching staff have the flexibility to make reasonable adjustments as appropriate.
- Progress in the above areas is monitored using school tracking data and/or Learning Support intervention monitoring data.

4. How are parents of students with SEND consulted and involved in their child's education?

Where it is determined that a student does have SEND, parents/carers are formally advised of this. 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. Parents/carers are provided with clear information about the impact of support to enable them to be involved in planning the next steps. Where a student has a statement or EHCP, a statutory annual review meeting takes place with additional meetings as necessary.

5. How are students with SEND consulted and involved in their own education?

Students with SEND are engaged in regular communication with the SENCO as appropriate. All students with a statement or EHCP attend and participate in their annual review. Students accessing interventions are routinely consulted at the start & end of an intervention. Students work with form tutors, subject teachers and SENCO to review progress and set targets following each data collection.

6. How is the progress of students with SEND assessed and reviewed?

The effectiveness of support as gauged by the student's progress is regularly reviewed by subject teachers in conjunction with Support Staff and the SENCO. The review process evaluates the effectiveness of the support given and the impact on the student's progress. Where necessary, adjustments are made to better fit the student's needs. The following are used to measure progress:

- Assessment data, lesson observations, learning walks and work scrutiny.
- Discussion with students.
- Parental feedback.
- SENCO and Senior Leadership monitoring & evaluation procedure.
- Additional annual reviews take place for students with a statement or EHCP.
- An annual parents' evening is held for each year group.

- A small number of students may require closer monitoring; this could be in the form of: daily contact with a PLM/form tutor, e-mail, telephone contact and letters home as appropriate.

7. How are students with SEND supported in making transition between phases of education and in preparing for adulthood?

The UTC has effective procedures in place to ensure a smooth transition from secondary school. There are open evenings and taster days for prospective students and their parents/carers throughout the year. It is also possible for individual tours of the college to be arranged for students and their parent/carer, to check suitability and accessibility. Where we have prior knowledge of a student's learning needs, we will liaise with the student's feeder school to facilitate a smooth transition to the UTC.

Transition Reviews are held towards the end of Key Stage 4 and involve Inspira (Careers Education Information Advice and Guidance - CEIAG) professionals, in association with the appropriate external advisors. EHCP reviews include a focus on preparing for adulthood and planning centres around the student's aspirations and abilities, with transition planning built in. Options for the future are considered with the student and their parent/carer.

8. What expertise and training do staff have in relation to SEND?

The SENCO will ensure that materials and strategies are available to teachers to support inclusion and that relevant and up-to-date CPD is delivered to all staff. Training and CPD programmes at the UTC are designed to ensure all staff are up-to-date on SEN policy, practices and legislation, and that good practice is known and shared. The SENCO is responsible for the design and co-ordination of an annual training and CPD plan, integrated into the College-wide training strategy and plan.

Through continuing professional development Support Staff attend additional training depending on their subject and area of responsibility. For new students with previously unidentified needs we follow the advice of the professionals involved, in consultation with the student and their family. Specialist expertise is secured when necessary, through liaison by the SENCO with external agencies.

Specific information about staff in relation to SEND:

Name	Title	Qualifications	Role(s)
Emma Jackson	SENCO/PLM	Cert Ed Business & Marketing HNC Internal Verifier / Assessor L3 Supporting Teaching & Learning L2 First Aid at work	Wide & varied duties including:- Compiling & disseminating a range of SEN info; reviewing and monitoring work with pupils; liaising with other professionals in

		L1, L2 L3 Safeguarding and Child Protection MindEd Self- harm and Risky Behaviour Child Gender Variant Training	and out of school; liaising with parents; referral to outside agencies; advising colleagues; In class and 1:1 pupil support; providing support for staff on SEND. Running IDL literacy intervention; Manage LRC.
Support Staff roles			
Cherry Akred	PLM/Deputy Safeguarding Officer	L1, L2 L3 Safeguarding and Child Protection L2 First aid at work, LSCB Child Sexual Exploitation, L3 Supporting Teaching and Learning in Schools (ongoing), MindEd Self- harm and Risky Behaviour. Child Gender Variant Training	In class and 1:1 pupil support. Mentoring. Supporting and upholding safeguarding in a Deputy capacity. Safeguarding students and staff. Completing EHA, liaising with SS, Police and other agencies to ensure the safety of all members of the UTC. Attending TAF meetings.
Catherine Coleman	Teaching Assistant	Level 3 Award & Certificate in Supporting Teaching & Learning in Schools Level 2 first aid at work Level 1 safeguarding	Supporting Teaching and Learning in class and in 1:1 sessions, providing the class teacher and SENCO with feedback, supervising students at Lakes College

8. What kind of support is available for improving the emotional and social development of pupils with SEND?

Each student has a form tutor and can access support from the SENCO and Support Staff, so that their views can be heard. All students also have access to a counsellor with whom they can discuss any issues. PLMs offer a Mentoring service: a system of regular meetings where personal targets are agreed and then reviewed. The UTC also facilitates access to external agencies such as the Early Help Support Team, CAMHS, Inspira, Young Carers

and the school nurse, by making provision for meetings to take place during the college day if necessary.

9. How do our equipment and facilities support children and young people with special educational needs?

All main buildings are wheelchair-accessible and have disabled toilet facilities. There is a lift between the ground and first floor. All classrooms have a desk with adjustable height. All classrooms are carpeted and fitted with blinds to reduce glare and improve acoustics. There are disabled parking bays in the school car park.

10. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If students or their parents / carers are concerned about the provision discussed with them at reviews or during a meeting, they are encouraged to forward their views in line with the Complaints Policy of the College, a copy of which is available on the UTC website.

Name and contact details of the SENCO:

Ms. Emma Jackson

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Cumbria County Council's Local Offer information can be found at:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>