

Greater Peterborough UTC

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

Greater Peterborough University Technical College is an inclusive mainstream setting 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
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical.

2. Procedure for the identification and assessment of pupils with Special Educational Needs

We assess each learner's current skills and levels of attainment on enrolment to GPUTC, which will build on information provided by previous educational settings and key stages, where appropriate. Subject 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 improve the child's previous rate of progress
- fails to close the attainment gap between the student and their peer
- 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 the GPUTC can provide it by adapting ordinarily available provision, 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 GPUTC staff 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 (APDR) cycle of identifying and assessing learners.

Where discrepancies between a learner's attainment and his/her chronological age are observed, the school will investigate the possibility of the learner having SEND. GPUTC may request to 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 the GPUTC identifies learners who may have a SEND are feedback and referrals from teaching staff, observations (including learning walks), and self-referrals from learners.

If parents/carers are concerned, they may discuss their concerns with the student's Crew Leader or the SENDCo. This can be done during parents' evenings, phone conversations, email correspondence, 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 through reports sent home.

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 Crew Leader, Head of Crew, or the SENDCo as appropriate.

All learners with an Education, Health and Care Plan have an annual review. SEND learners who are on the SEND register will also have regular APDR reviews with a member of the Learning Support Team, where all parties involved evaluate the effectiveness of the current provision.

All 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 teachers, Curriculum Leads and the SENCO to ensure that progress is being made. In addition, GPUTC takes part in a SEND Audit, 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 also have a Student Leadership Group who are available for students to raise concerns.

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. When a learner is found not to make sufficient progress, despite high quality teaching, the Curriculum Lead and subject teacher will begin to investigate the potential causes. Where expected progress is still not being made, the SENDCo will

also investigate for 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 follow the graduated approach and APDR review cycle.

The class or subject teacher will work with their Curriculum Lead and 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.

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 shared. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress through APDR cycles.

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 the GPUTC, then the Local Authority 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 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 provisions depend on the need of the student. These interventions include reasonable adjustments (such as a time-out pass, a sensory tool, coloured overlay or laptop), additional adult support during lessons, or personalised provision through adapted resources and interventions. Intervention may be provided to narrow gaps in attainment of students. A team of support staff work to provide interventions and in-class support for identified students or groups.

If required, further support from external agencies may be sought after one or more APDR cycles.

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 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; and equipment to help with reading and writing. The Accessibility

The 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. This resource is allocated based on evidence of need and effectiveness. Learners with an 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 and to provide agreed interventions. 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.

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.

Support that is available for improving the emotional, mental and social development of pupils with SEND

All learners are assigned a Crew Leader and Crew. Crews meet every morning for registration, and the Crew Leader provides a consistent pastoral presence throughout the academic year. The pastoral support is further provided by a Head of Crew for the key stage and the Student Welfare Manager, overseen by the Vice Principal. The Learning Support Team which includes the SENCo and

Learning Support Assistants provide academic support, and provide key working and intervention support for specific students.

All learners receive at least an hour every two weeks of PSHE during which they follow a programme of study set out by the PSHE Association, following the relevant government guidelines. Additional opportunities to improve emotional, mental and social development are found during community meetings and crew 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 is available to students on an appointment basis, and an iCASH nurse who specialises in integrated contraception and sexual health and provides a service on all aspects of sexual and reproductive health.

5. The Details of the SEND Co-Ordinator (SENDCo)

Learners with SEND are supported by an experienced team.

Key staff are as follows:

- SENCo: Jazmin Hudak-Pemberton
- Deputy SENDCo: Emma Donohoe (email both at: sen@gputc.org)
- Our experienced Learning Support Team between them hold a range of qualifications including BA (Hons), BSc (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 regarding 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. 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 designated disabled car parking bays available on the GPUTC site, and there is a 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 GPUTC 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, with appropriate furniture and equipment available where needed.

Most learning spaces at GPUTC are fully accessible. Where these 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 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 future aspirations.

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.

9. Arrangements for Consulting with Learners

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

Students' views are requested via questionnaires and person-centred reviews and feedback. 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 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 Crew Leaders, Head of Crew, and the student support team available.

Applicants who have an EHCP may 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 are 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 learners with an EHCP, Learning Support staff are often involved in this process, in addition to the careers advisor. Additional support is offered with preparing learners for the workplace 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. GPUTC 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 EHCP, 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 EHCP 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/aboutcambridgeshire-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/localoffe>