



SEN Information Report

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

One of our key priorities in SEND. The Key Priority is to ensure that every child and young person has their SEND needs identified quickly and met consistently with targeted support determined by these needs. To be inclusive and have equally high aspirations and ambitions for children and young people with SEND.

If you want to know more about our arrangements for SEND, read our SEND policy.

Kind Regards,

P Shaw

Vice Principal

What types of SEN does the school provide for?

Our school can provide for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment



Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Philippa Shaw. She has over five years' experience in this role and a teacher for 28 Years. She is on the Senior Leadership Team holding the position of Vice Principal. Philippa achieved the National Award in Special educational Needs Co-ordination in 2020.

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We have a 'Teach to the Top' approach to teaching and learning. This is an ambitious approach for all whatever their ability. All teachers are teachers of SEND and carefully plan sequenced lessons that are adapted so everyone can access the curriculum and achieve their potential.

We have a team of Learning Support Assistants (LSAs) who are trained to deliver SEN provision. This includes working in classrooms alongside the subject teachers and delivering smaller intervention groups when required. We know that the effective use of LSAs has significant benefits to helping those with SEN. This works best when the communication between teachers and LSAs are effective. Whenever there is an LSA supporting in a class there is a dialogue sheet to help maximise their effectiveness.

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services



What should I do if I think my child has SEN?

We report on your child's academic progress regularly. At each report you will be asked for acknowledgement of the report and given an opportunity to raise any concern you have regarding their progress. Your child will have a Personal Tutor (PT) who will be monitoring your child and in contact with you if they have any concerns. This is also the person you would raise any concerns with in the first instance. You can request a meeting with the SENCO if you have any matter you wish to discuss at any point in the year. During the meeting it would be expected the next steps would be agreed after hearing your concerns. This may lead to your child being added to the SEN register in school.

How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any child who is not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a child is falling behind, they try to find out if they have any gaps in their learning. If they can find a gap, they will provide extra support in class to try to fill it. Children who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

There is a referral form that teachers then fill in to detail their concerns with the SENCO.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with other staff, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input when appropriate. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register.



How will the school measure my child's progress?

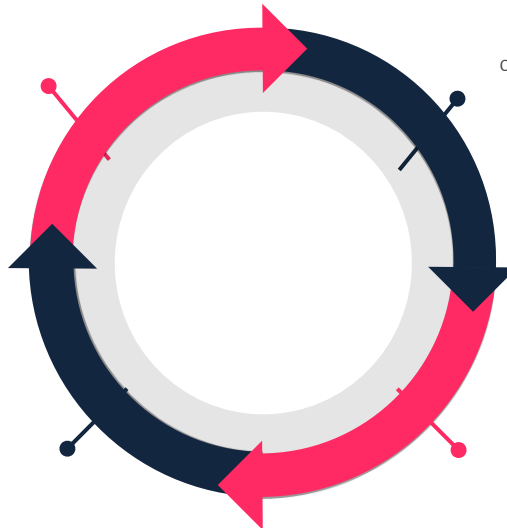
We follow a 'graduated approach' this is a 4-part cycle of **assess, plan, do, review**.

Review

The subject teachers will monitor the progress made in lessons to see if the child is accessing the curriculum alongside their peers. We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Do

We will put our plan into practice. All teachers are teachers of SEN, Through high quality adapted teaching alongside additional plans it is intended to support the desired outcomes being achieved.



Assess

At every Assessment Point (AP) the subject teacher will monitor progress. If the teacher can evidence that despite high quality teaching and adaptive practice a child is still struggling they will complete a referral form outlining their concerns to the SENCO. The SEN team will assess further. The SENCO may seek help from external professionals where necessary.

Plan

We will devise a plan to support your child in making progress. We will make a record of this and share it with relevant school staff.

This could be:

- In class support with an LSA
- After school interventions
- Small group work or 1-1s
- Desired outcomes will be set.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



How will I be involved in decisions made about my child's education?

We aspire to have fantastic communication with you as a parent. You are welcome to call and request a meeting with your child's PT or the SENCO whenever you think there is a need to do so.

You will also receive regular reports showing where your child is at. Following every report, you are given the opportunity to discuss any concerns you may have.

Discussions are to ensure:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



How will the school adapt its teaching for my child?

See Accessibility Policy

[Useful Documents & Policies – Thomas Telford UTC](#)

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way your child works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants supporting pupils on a 1-to-1 basis
- Teaching assistants supporting pupils in small groups

We may also provide the following interventions:

- After school interventions with subject teachers
- After school interventions for EAL learners and weaker readers with LSAs



Table to show some ways we support different needs

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Time out cards Rest Breaks in lessons and tests Seating plans
	Speech and language difficulties	Using advice from the Speech and language teams
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Coloured paper Rest Breaks in lessons and tests
	Moderate learning difficulties	Rest Breaks in lessons and tests
Social, emotional and mental health	ADHD, ADD	Quiet workstation Rest Breaks in lessons and tests Seating plans
	Adverse childhood experiences and/or mental health issues	Nurture groups Rest Breaks in lessons and tests Counselling Social Emotional Learning interventions
Sensory and/or physical	Hearing impairment	Extra Time/Rest Breaks in lessons and tests Seating plans
	Visual impairment	Font size Seating Plans
	Physical impairment	See accessibility Policy



How will the school evaluate whether the support in place is helping my child?

Monitoring all students progress is a continual process. Teachers complete regular progress checks and regular formal assessments. We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress against their target grades and compared to previous assessment points
- Reviewing the impact of interventions each half term as an aim
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding a review for those with an Educational Health Care Plan (EHCP)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our interventions and enrichment activities (UTC Extra)

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in school shows, sports teams and employer lead projects.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Extract from our admissions Policy

- If there are more than 150 applicants into Year 7 they will be tested using a NFER (National Foundation of Education Research) Non-Verbal Reasoning Test and placed into five ability bands with the same number of places in each band. Bands will be ordered 1 to 5 with 5 being the highest. All children will be placed in one of the bands and an equal number of children will be taken from each. No child can fail this test and therefore any requests to re-sit the assessment will be refused.
- Within each Band, priority for places will be allocated to:
- A child with an Educational Health and Care Plan (EHCP) which names the school will be admitted. This may reduce the number of places available from each band.



How does the school support pupils with disabilities?

See Accessibility Policy

[Useful Documents & Policies – Thomas Telford UTC](#)

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part in all aspects of school life
- We provide extra pastoral support for listening to the views of pupils with SEN
- We have a SEN Base and library that can be accessed for extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having a consistent approach to any incidents. We monitor incidents to assess if any particular group (SEN being one of them) are more frequently victim or perpetrator.
- Our PSHE programme is accessible to all through an ambitious but well sequenced curriculum

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

The SENCO has meeting with the primary schools in the summer term to discuss the needs of the incoming pupils. This will support your child settling in.

The SENCO is available for meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community if the parent requests this

We make every attempt to keep the PT the same from Y7 – Y11. We know this is the consistency that enables SEN children to thrive. When this is not possible the incoming teacher is made fully aware of the students in the group.

We will provide your child with appropriate careers advice. We work with the them to help them achieve their ambitions whatever this may be - higher education, employment, or an apprenticeship.

What support is in place for looked-after and previously looked-after children with SEN?

The SENCO Philippa Shaw is also our designated teacher for looked-after children and previously looked-after children here. All teachers are helped to understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



What should I do if I have a complaint about my child's SEN support?

The complaints procedure can be found on our website

Complaints about SEN provision in our school should be made to the SENCO in the first instance. This will give an opportunity for the issue to be rectified. Staff at TTUTC are ambitious for every child and will always be keen to get the learning environment as good as it can be for everyone.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Wolverhampton's local offer.

Wolverhampton publishes information about the local offer on their website:

[Wolverhampton Local Offer | Wolverhampton Information Network](#)

Local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Find your local IAS service \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)



Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages