

SEND Report

Information regarding SEND Provision at
Watford UTC

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Schedule of Information

The following information is broken down into sections in line with Schedule 1, Regulation 51 of the Special Educational Needs (Information) Regulations in the Children and Families Act 2014.

1. Educational Needs Provided for by the School

Watford UTC defines Special Educational Needs as any student who has any barrier that hinders their access to a standard differentiated curriculum. This includes those who have a significantly greater difficulty in learning and significantly slower progress than their peers, or have a disability that prevents or hinders them from making use of our educational facilities.

Watford UTC currently provides for a number of students with a range of difficulties. These include:

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Sensory and / or physical

2. The assessment and identification of students with SEN

Watford UTC will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and UTC resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, Watford UTC will intervene appropriately. Such interventions are a means of helping the UTC and parents match special educational provision to individual student needs.

3. Information on meeting the needs of students

3a. Self-Evaluation of Effectiveness

How the school evaluates the effectiveness of its provision for such pupils;

All students, including those with SEND, are assessed on a regular basis. Teachers formally assess and review progress and attainment each half term which is communicated to parents by a report that is sent home. Additionally, there are two parents evenings (Student Reflection Surgeries) held each academic year, when there is an opportunity to discuss progress, attainment and next steps. Between these, parents are able to contact their tutors and meet with them, or the SENDCo as is

appropriate. All students with an Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have regular interaction with the SENDCo. Additionally, progress and attainment data for students is analysed for effectiveness and value for money.

3b. Assessing and Reviewing Progress

The school's arrangements for assessing and reviewing the progress of students with special educational needs;

The progress made by all students is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom.

When a student is found not to make progress, despite high quality teaching, the SENDCo, teacher and parent should assess whether the child has SEND whilst gathering evidence. A child is considered to have SEND if they fit into one or more of the four broad areas of need listed in section 1.

In a very few cases, if a student 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 student's SEND. If this cannot reasonably be met by UTC, then the LA may provide extra resources.

All existing statements have been reviewed and been transferred to EHCPs.

3c. Approach to Teaching Students with SEN

The school's approach to teaching students with special educational needs;

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs (through T&L briefings and or CPD sessions) and will make every effort to adapt their lessons to meet these requirements.

We will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications (JCQ) exam regulations if that is identified as a need.

3d. Adaptations to improve access for SEN

How the school adapts the curriculum and learning environment for students with special educational needs;

Most of our students follow the curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities.

Our school is a safe and accessible building and we do our best to make it welcoming to all members of our Learning Family. All safeguarding procedures and risk assessments are in place and adhered to by all staff.

3e. Additional Support

Additional support for learning that is available to students with special educational needs;



All staff are here to support students and address additional needs they may have, including students with SEND.

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated in order to achieve the objectives raised in their statement or plan and in agreement with parents.

Students with EHCPs will have targets and strategies set by agreement with the student and their parents with input from relevant professionals, including the UTC Watford staff. Annual reviews involving the student, parents, subject staff teachers and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

3f. Available Additional Activities

Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;

A wide range of masterclasses and experiences are available at Watford UTC. They are open to all students, including students with SEND. Where a SEND student would benefit from a new enrichment, the UTC will try to start one.

We also run revision sessions for students as and when required.

3g. Supporting Students with Emotional of Social needs

Support that is available for improving the emotional and social development of students with special educational needs.

At Watford UTC we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a tutor who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between tutor and students as they work together.

There are additional members of staff who are able to provide pastoral support, these include: Associate Principal, Principal, Directors, Assistant Directors and Life Coach. We have also developed relationships with the following external agencies:

- Attendance and Welfare Service
- Chessbrook
- CAMHS
- Thriving Families
- Parent Partnership (Jan Crook)
- Hearing Impairment Service
- Speech and Language Support Service
- TYST
- ESMA team
- Borough Integration Panel
- Jepeca
- Connexions

4. Name and contact details of

the SEND Co-ordinator (SENDCo)

If you think your child has a Special Educational Need, please feel free to contact your student's tutor or the SENDCo.

The SEND Co-ordinator for Watford UTC is:

Melissa Couronne, email:

melissa.couronne@watfordutc.org

The SENDCo is responsible for:

- Determining the strategic development of the SEND policy and provision at the UTC with the ultimate aim of raising the achievement of students with SEND need.
- Collaborating with SENDCos in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of UTC employees.
- Overseeing the review and maintenance EHCPs and records for all SEND students.
- Overseeing the day-to-day operation of UTC's SEND Policy.
- Co-ordinating provision for SEND students.
- Managing the SEND team learning support co-ordinators on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEND.
- Organising and maintaining the records of all SEND students.
- Liaising with parents of SEND students
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

For queries regarding safeguarding or inclusion, please contact Lisa Williams, email:

lisa.williams@watfordutc.org.

5. The expertise and training of staff in regards to student SEN.

We have a Learning Support department which is made up of the SENDCo and the Student Relationship Manager. Where timetabling allows, qualified staff work with students under the guidance of the SENDCo. Within this team, we have staff who have a range of experience and training covering various SEND needs.

Staff who are new to the school follow an induction programme which includes training and information on SEND.

As a school we can call on support from consultant and specialist organisations from within the Local Authority as well as Health and Social Care Services.

6. Equipment and Facilities available for SEN Provision

As a school we can access a range of services from within the local area and the Activate Learning group. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENDCo or discuss the issue at the next review/parents evening.

7. Arrangements for Consulting with Parents

We also welcome opportunities to work with parents and guardians and, should any parent wish to discuss any issues regarding the student, they are welcome to contact the SENDCo.

8. Arrangements for Consulting with Children

As part of the regular review procedure, students on the SEND register will regularly feedback on their own progress and how they feel their support is proceeding.

SEND Students with an EHCP submit their views in writing as part of their Annual Review, as well as attending the review itself. Students and parents contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEND.

9. Complaints Procedure regarding SEN Provision at the School

Concerns and complaints are dealt with in line with the UTC Watford complaints procedure. Any initial concerns should initially be raised with the tutor of the student or, should this not resolve the concern, with the SENDCo.

Further information on how to express a concern or raise a complaint by phone or in writing can be found in the UTC Watford's complaints procedure.

10. Relationships with External Bodies

Details of the local authority are listed in section 13.

11. Contact details of support services

For learning support queries, or information regarding exam access arrangements, please contact

Melissa Couronne, Melissa.couronne@watfordutc.org.

12. Transferring between Schools

Information regarding procedures and time scales for students wishing to join UTC Watford are covered by the UTC Watford Admissions Policy. If a student has a specific need that they wish to



discuss prior to taking up a place, the SENDCo is available for meetings during Open Events and interview evenings, both of which, prospective parents are always encouraged to attend.

After joining Watford UTC, information from the application form is processed to produce an initial SEND Register. School files are requested for those joining the school and needs are identified wherever possible. Further cross-school testing will be used in order to make sure that no student is ever disadvantaged by changing school and that all needs are identified as soon as possible. As we get to know the students, the information will be updated and this will then form the working SEND Register.

For students who are leaving Watford UTC, we will make the student's file available to the new academic institution, including all standard school information and any SEND-related information where applicable and available. If there are documents that you do not wish to be disclosed, please contact the SENDCo.

13. The Local Authority's local offer

At Watford UTC we work closely with Hertfordshire County Council who provide a number of services, known as the local offer.

Hertfordshire's Local Offer is the door to finding information and support available for children and young people aged 0-25 with special educational needs or disabilities (SEND) and their families.

In order to find out which other services are available to support your child or family, visit the website:

www.hertfordshire.gov.uk/localoffer