



Special Educational Needs and Disability Report
2018-19

Introduction

UTC Heathrow is an inclusive school dedicated to provide support 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

UTC Heathrow ensures that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. UTC Heathrow will use its best endeavours to ensure that teachers in the UTC are able to identify and provide for those students who have special educational needs so far as is reasonably practical for the efficient education of the students alongside whom they are educated.

Employees and governors of UTC Heathrow will endeavour to ensure that all SEN/D students reach their full potential, are fully included within the UTC community and are able to make successful transfers between educational establishments. This policy aims to support all employees in providing positive whole college approaches towards the learning, progress and achievement of SEN/D students. All teachers are teachers of SEN/D students. Therefore teaching and supporting SEN/D students requires a whole UTC response.

Meeting the needs of SEN/D students requires close partnership with all those involved. Working with Local Authority, UTC, parents / guardians, students, children's services and all other agencies would be a major part of the support plan in meeting needs of students.

Key Contacts

Your child's tutor

Farnaz Saremi	SENDCO	Farnaz.saremi@heathrow-utc.org
Sarmin Hossain	SEND Governor	Sarmin.Hossain@brunel.ac.uk
Wayne Edwards	Principal	Wayne.Edwards@heathrow-utc.org

Identification of Needs and supporting your child with SEN

The UTC conducts a comprehensive assessment to identify and assess the Special Education Needs of each student. We ASSESS, PLAN, DO MONITOR and REVIEW'. Student's needs are assessed in consultation with the SENDCO, curriculum staff, parents, student and other agencies to build up a picture of need. This may be in place already through the process of an Education, Health and Care Plan or maybe initiated during the students' time at school. The progress made by all students is regularly monitored and reviewed.

Consultation with parents

All parents of SEND are invited to provide feedback. Concerns registered by teachers, parents / guardians are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. Regular contact is kept and progress is monitored termly through tracking, parents' evenings and throughout the school year.

Consultation with Pupils/ Pupil Voice

All students on the SEND register have regular meetings with the SENCO to review plans and strategies on a regular basis to monitor impact on progress and maybe update or amend as appropriate. Students with an EHCP are invited to attend their annual review and provide written and verbal feedback related to their lessons. In addition to the support provided by the SEND department, we have an open door policy at UTC Heathrow inviting students to come and speak to staff about their difficulties.

Additional support and activities

UTC Heathrow adopts a graduated response to meeting special educational needs that requires the initial use of classroom and UTC resources before bringing specialist expertise. When a student is identified as having special educational needs, the UTC intervenes as SEND Support and SEND Support 1. Such interventions are a means of helping UTC and parents / guardians to match special educational provision to individual student's needs.

- The progress made by all students is regularly monitored and reviewed. Initial, concerns registered by teachers, parents / guardians or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.
- LSAs may be allocated to work with the student, either as 1:1 or in small focus groups to facilitate learning
- Students may be invited to take part in 'intervention' groups such as weekly homework clubs, reading groups etc.
- Use of ICT and assistive technology in lesson
- Withdrawal from some lessons where appropriate

Students studying A-levels, are encouraged to use ICT and assistive technologies to support their learning to develop independence. UTC Heathrow has a small SEND Department, where students can access help with their learning. In addition, students are supported on educational visits and activities as fully as possible and in line with school risk assessment procedures.

All children at UTC Heathrow are encouraged to take part in extra-curricular activities such as the program provided by the Combined Cadets Force (CCF). The UTC students who choose to take part in the CCF program, develop confidence, responsibility, self-reliance, resourcefulness, endurance, and a sense of service to the community. The Royal Air Force (RAF) provides most of the resources and training expertise for the CCF unit. At Heathrow UTC, the cadets meet throughout the year on weekly basis as part of their enrichment study program.

Social and emotional well-being at the UTC

The UTC has form tutors who work in liaison with the students, teachers, SENCO and the parents to support the students' well-being on a regular basis. There are additional members of staff who can also provide pastoral support such as Assistant Principals. We also have relationships with external agencies for example Targeted Prevention Team, Child & Adolescent Mental Health Service (CAMHS) as well as:

- Hillingdon Autistic Centre
- Child Protection Advisors
- Educational Psychologist
- Child & Adolescent Support Team (CAST)
- Attendance Advisory Practitioner (AAP) *previously known as Educational Welfare Officers*
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)

The Role of the SENDCO

- In collaboration with the Principal and Board of Governors, determine the strategic development of the SEN/D policy and provision at UTC with the ultimate aim of raising the achievement of students with SEN/D 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 SEN/D.
- Contributing to the continuing development and training of school employees.
- Overseeing the review and maintenance of statements and records for all SEN/D students.
- Overseeing the day-to-day operation of UTC's SEN/D Policy.
- Co-ordinating provision for SEN/D students.
- Managing the SEN/D team of HLTA's and learning support co-ordinators on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D students.
- Liaising with parents / guardians of SEN/D students in co-operation with form and subject tutors, learning support assistants and others as appropriate.
- Contributing to the continuing development and training of UTC employees.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

The SEN Team

UTC Heathrow has a SEN department lead by the SENDCO. The SENDCO liaises with the subject teachers and pastoral staff to monitor the students' progress and plans interventions.

SEND Students

In 2016-17 the SEND team provided support for 38 identified students representing about 19% of the school population. The students fell in to the following categories

Education Health and Care Plan	1
SEND support	37

The Role of the Board of Governors

Governors have responsibility for the strategic overview and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at the UTC is the responsibility of the Principal, SENDCO and SENDCO in conjunction with the support of colleagues across various departments in the UTC. Governors will make sure that they are fully involved. The link governor takes the lead in monitoring provision.

The Local Authority's local offer

At Heathrow UTC, we have pupils joining us from a large catchment area. This means that we work with different local authorities, each of which service a different area and provide different services, known as the local offer. In order to find out which other services are available to support your child or family, you should contact the district council for your place of residence.

For Hillingdon's provision please use the link below

<https://www.hillingdon.gov.uk/article/7122/Special-education-needs-SEN>

If you need further information or help assessing the provision in your home Local Authority please contact us.

<https://children.connecttosupporthillington.org/s4s/WhereILive/Council?pageId=3591&id=d04439de-3528-437c-bdb0-a8d500cde449>

The School's local offer

The school's local offer can be found under the following link:

<https://children.connecttosupporthillington.org/s4s/WhereILive/Council?pageId=3591&id=d04439de-3528-437c-bdb0-a8d500cde449>