



UTC Heathrow Local Offer

We are a mixed free school involving 14-19 education. We offer secondary education to students in years 10, 11, 12 and 13. The GCSE subjects which we offer students in years 10 and 11 are Mathematics, Science (Triple or Double), English Language, English literature, Computer Science, Geography and a Level 2 qualification in Engineering. The school also offers Physical Education as part of the timetable for KS4. The students in sixth form have the choice of following a level 2 certificate in engineering studies course or level 3 extended diploma course in engineering as well as the choice of A-levels.

In addition to the academic life, students benefit from extra-curricular activities. During Enrichment sessions every Wednesday afternoon, during the enrichment period, there are options for students to attend the Combined Cadets Force (CCF) sessions or other club sessions managed by different departments.

We are an engineering school with links to industry partners. The sixth form students who join us, go on to study at University or undertake apprenticeship schemes following completion of A-levels, Level 3 BTEC qualifications or a combination of both after finishing sixth form education.

UTC Heathrow is a friendly community where there is a strong pastoral team supporting KS4 and KS5 students through their academic life.

We create a safe environment for all students to thrive and make progress.

The UTC Heathrow School offer is the provision made for pupils who may require additional support at the school. This may include pupils who have special educational needs and/or disabilities. It also may include pupils who require additional support to fulfil their academic potential.

Employees and governors of UTC 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. Teaching and supporting SEN/D students requires a whole UTC response.

Meeting the needs of SEN/D students requires partnership working with all those involved – Local Authority, UTC, parents / guardians, students, children's services and all other agencies.

UTC Heathrow is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom, UTC Heathrow is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis

Definition of SEND

Students have special educational needs if they have a difficulty, which calls for special education provision to be made for them e.g. which is in addition to or different from areas differentiated curriculum plans.

UTC Heathrow regards students as having a SEN/D if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability, which prevents or hinders students from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA.
- Students must not be regarded as having a learning difficulty solely because the language or form of language of the student's home is different from the language in which they will be taught.

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO)

SENCO oversees the process of SEN/D students being identified through teacher observations and assessment, standardised assessments (Baseline, CATs, etc.), progress checklists, target setting, parental / guardian concerns or the students own observations or by external agencies. Then areas of need are identified and prioritised and become the basis of the support plan for each child which the SENCO keeps on file for each SEN student.

The responsibilities of the SENCO include:

- Operation of the inclusion policy.
- In collaboration with the Principal and Board of Governors, put in place the strategic development of the SEN/D policy and provision at UTC Heathrow 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 to support SEN/D students.
- Liaison with curriculum and pastoral support staff to monitor students' progress and planning further interventions where progress is lower than expected.
- Maintaining contact with a wide range of external agencies that are able to give more specialised advice.
- 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.

What kinds of Special Educational Needs (SEN) are there for which provision is made UTC Heathrow?

The UTC Heathrow school offer addresses four broad areas of need. Under Special Educational Needs and Disability Code of Practice: 0-25 years the areas are as follows:

- Cognition and Learning

- Communication and Interaction
- Social, Mental, Emotional and Health
- Physical and Sensory

UTC Heathrow is an inclusive school dedicated to provide support for a number of students with a range of difficulties under all the four categories.

We try to meet each child's needs and may work with other professionals including occupational therapists, speech and language therapists, educational Psychologists to support those needs. Occasionally where a student has complex learning needs, we may need to advise a more specialist setting but this will be discussed with all professionals concerned and usually as part of an Education, Health and Care Plan (EHCP) meeting. The school maintains a SEND register and records individual student needs and strategies for support. For further advice on how your child can be best supported, please contact the SEND team to arrange an appointment to discuss individual needs

How does UTC Heathrow identify if a child has SEN?

- SEN/D students may be identified through teacher observations and assessment, standardised assessments (Baseline, SATs, etc.) progress checklists, target setting, parental / guardian concerns or the students own observations or by external agencies. Areas of need are identified and prioritised and become the basis of the Pupil Passport.

At UTC Heathrow, there are a number of sources of information used for identifying students with SEND.

- Information provided by parents and carers on the application form is the initial source.
- Information received from former high schools where the children have previously attended before joining UTC Heathrow are utilised.
- Assessments completed by all students upon entry and throughout the academic year are analysed.

What are the steps to take if parents/guardians or carers feel that their child may have special educational needs?

- The feedback and concerns must be shared with form tutor or SENCO at the school.
- Parents/guardians and carers of children are invited to contact the school directly as soon as there are concerns observed.
- There are many opportunities for parents/guardians or carers to meet with the SENCO or form tutors. There are form tutor evenings and parents' evenings as well as individual appointments that can be booked for meetings
- Parents/guardians or carers of prospective students who feel that their child has special needs, are welcome to attend open mornings and open evenings to gain more information prior to applying. In addition, UTC Heathrow welcomes pre-arranged visits from parents/guardians or carers of prospective students throughout the academic year at UTC Heathrow in the case of the open events not being on convenient dates for attendees to raise their queries.

How does the school categorise pupils?

The school maintains a SEN register and records individual student needs and strategies for support. This register is reviewed regularly and strategies for learning are modified as the needs rise.

EHCP Category:

- The EHCP category is for students who have a "Statement of Special Educational Needs" will have the Statement replaced by an "Education Health Care (EHC) Plan".

- This Educational Health Care Plan (EHCP) document outlines the amount and type of support required to meet the needs of the individuals. Students with EHC plans are given support in lessons, outside lessons on one to one basis and through home learning following the targets from the EHC plan. The EHC plan outlines targets that the student works on and the additional support provision that's required to meet the needs of the child.
- There are numerous parents consultation meetings and annual review meetings in place for the child and the child's family. EHCP plans are required to be reviewed and through meetings the support plan is updated or re-written on annual basis.
- The targets on EHC plans are related to the learning needs and vary based on the individual needs of each child. The targets will emphasise on aspects of social interactions, communication with adults and children, emotional difficulties, overcoming physical issues as well as targets related to the curriculum.

SEN Support

A student is on SEN Support when they are identified as needing provision additional to or different from that provided as part of typical class activities. The triggers for intervention and SEN Support will be concern, backed by evidence, about a student who despite receiving differentiated learning opportunities displays the following signs:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques employed by UTC.
- Demonstrates they have difficulty in sensory, physical, communication and / or interaction and continues to make little or no progress despite differentiation taking place in the classroom.

Further SEN Support

In some cases outside professionals from health or children's services may already be involved with the student. Where these professionals are not already working with the UTC, the SENDCO and the Assistant SENCO will contact them having discussed the situation with the parents / guardians. The SEN/D team will further assess the student and the support required for the individual will be discussed and action will be taken and a Pupil Passport will be written.

SEN Support 1

As the result of an Pupil Passport review meeting the decision may be taken by the SEN/D team, in consultation with the parents / guardians and student, to involve external support services provided by the LA and / or other agencies. These agencies will provide advice on setting appropriate Pupil Passports and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the student's progress. In some cases they will provide support for particular activities.

The triggers for SEN Support 1 could be that despite receiving support under SEN Support the student:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of students of a similar age.
- Continues to have difficulty developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of class groups, despite having an individualised behaviour management programme in place.
- Has SEN/D or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has communication and / or interaction difficulty that impede the development of social relationships and cause a substantial barrier to learning.

In exceptional cases a child may move straight to SEN Support 1.

Statutory Assessment of SEN/D

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions at SEN Support 1, a request may be made to the Local Authority for Statutory Assessment.

This will decide the nature of the provision necessary to meet the SEN/D student's needs. If this cannot reasonably be met by the UTC, then the LA may provide additional resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment.

Where a request for a statutory assessment is made to London Borough of Hillingdon Council's Access and Monitoring team, the student will have demonstrated significant cause for concern and the UTC will provide written evidence to the LA detailing:

- UTC's action through SEN Support and SEN Support 1.
- Individual education plans for the student.
- Records of regular reviews and their outcomes.
- The student's health including the student's medical history where relevant.
- National Curriculum of levels attainments in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents / guardians and of the student.
- Involvement of other professionals for example involvement by the social services or education welfare service.

How will parents/guardians or carers know how their children are supported?

UTC Heathrow 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 assist students in meeting the difficulties they are experiencing. Interventions are put in place as means of helping UTC and parents / guardians or carers to match special educational provision to individual student 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.

If a student has been identified as having SEND, parents will be informed by the SENCO to ensure that the student receives the correct support. At UTC Heathrow close liaison takes place with parents.

If a student continues to demonstrate significant cause for concern despite interventions at school, a request will be made to external agencies for additional support.

How will the curriculum be matched to children's needs?

- Class teachers differentiate the classwork for SEN students in lessons using the strategies outlined by SENCO on the SEN register which all teaching staff have access to.
- Small group teaching or tutoring on one to one basis may take place if it is identified that a child does benefit from such approaches.
- Targets will be set and reviewed on regular basis
- During enrichment sessions student benefit from homework club and additional support lessons as needs rise.

How will parents/guardians or carers know how their child is doing?

Parents receive information regarding the progress of their children throughout the year in different forms:

- Form Tutor Evenings
- Parents' Evenings
- Reports sent home
- Phone calls and emails sent home

- In addition parents are welcome to make appointments throughout the year to discuss their children's progress.

How will children be involved in their education?

If a student has an EHC plan, they will be invited to an annual review meeting. The students will be given the opportunity to discuss their views and ideas.

SEN students meet the SENCO regularly for review meetings where students are asked about how they feel about their progress and are set short term goals as well as new provision if needed based on their feedback which will be taken into account in addition to feedback from teachers regarding each child.

Students contribute to the setting of their own targets and strategies across the school.

What support will there be for children's overall well-being?

- The school's learning mentor has regular meetings with some children who may need emotional support. Students will be set targets to work towards by learning mentor on regular basis.
- The pastoral team do oversee the well-being of the children. The children are monitored by the team and students are supported on individual basis.
- There is a school nurse available throughout the year at certain dates for drop in sessions in confidence.
- The SENCO monitors all aspects of students' experiences through regular meetings and all information is recorded which is followed by action and intervention at times.

How are students with medical needs supported?

The information on all students with medical needs are made available to all staff to access and updated regularly. The staff become aware of the medical needs as parents/guardians or carers inform the school upon enrolment or when changes in a child's health happens after enrolment. The list is referred to by staff in lesson planning and school trips.

Every year staff receive EpiPen training and asthma training from the designated school nurse.

There are school staff with first aid training who tend to students with medical needs. If a student has a medical problem they are referred to school reception where the first aider will tend to the student and if the student are not able to leave the class, the first aider will aid the student inside the classroom before calling an ambulance.

Where required, parents/guardians or carers give consent to the school to administer medicines. A written consent form is essential in order for the school to be enabled to provide this level of support.

What SEND support/training is available for staff at UTC Heathrow?

Teachers and support staff receive training on Safeguarding, Prevent, Teaching and Learning and Working with Children With SEND needs. Continuing professional Development (CPD) training is put in place throughout the academic year to address the areas of development.

Staff are provided with personalised support strategies for students on the SEND register outlining the SEND needs of each child as well as listing a range of recommended strategies to support and plan for the SEND students effectively in class.

Within the SEND department monitoring takes place on regular basis depending the needs of the children and constant communication is made with subject teachers and pastoral staff regarding SEND students and their progress.

What specialist services and expertise are available at or accessed by the school?

The UTC has form tutors who work in liaison with the student, teacher, family SENDCO and pastoral team to support students' well-being on a regular basis. At times when required, outside agencies are consulted for UTC Heathrow to

receive their more specialised expertise. We also have relationships with external agencies for example Targeted Prevention Team, Child & Adolescent Mental Health Service (CAMHS) as well as other agencies. Those include:

- 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)

Based on individual needs, UTC Heathrow does complete referrals to consult with outside agencies.

The school has an active board of governors who meet regularly to ensure all needs of the school are met. Governors have responsibility for the strategic overview and the implementation of the SEN/D Policy. The day-to-day management and organisation of SEN/D at the UTC is the responsibility of the Principal, SENDCO and Assistant SENDCO in conjunction with the support of colleagues in the UTC. Governors will make sure that they are fully involved and will undertake review and monitoring of UTC's SEN/D Policy. All governors will ensure that they are up to date and knowledgeable about UTC's SEN/D provision.

How will children be included in activities outside the classroom including school trips?

UTC Heathrow is committed to making sure there is an inclusive approach in the involvement of the children outside the classroom. On Wednesday afternoons there is an enrichment period during which students have a choice of attending. The school is host to Combined Cadets Force (CCF) which is a unit based within UTC Heathrow running a program involving students in years 10, 11, 12 and 13 every Wednesday from 3.30 to 5.30 pm. Students on this program gain various skills and get the opportunity to attend various activities offsite such as marching events and flying lessons. The program also offers BTEC qualifications equivalent to GCSEs to interested students who complete the first class cadet program.

At UTC Heathrow students are encouraged to participate in competitions open to all year groups. Students at UTC Heathrow have been taking part in the Royal Navy UTC Challenge and representing the school as part of teams in the National Final of the annual Royal Navy UTC Challenge presenting and demonstrating their engineering vessels suited for engineering applications matching the annual criteria.

There are various school trips available for each year group and risk assessments are carried out with effectiveness. There are a range of annual trips which take place depending on availability of resources and interest from students. Trips in the past have included:

- Biology and Geography field trips
- Royal Aeronautical Society and Heathrow careers events
- Trip to Airbus factory in Toulouse
- Trip to Gibraltar through the Combined Cadets Force (CCF)

How accessible is the school environment?

The school is committed in meeting the needs of children in terms of accessibility with the resources available. The following facilities are available on site:

- Level access to ground floor where the reception is located and therefore the building is accessible to all.
- Accessible toilets for students are available on all three floors.
- Each floor is equipped with disabled toilets.
- There is a lift in the building to support access to the lower ground floor and first floor.

How will the school prepare and support a child when joining UTC Heathrow or transferring to a new class?

The school puts various strategies in place to ensure the smooth transition of students when joining UTC Heathrow. Those include:

- Making contact with former schools of students to ask for student details including all support provisions that the child has been entitled to at their former school in order for UTC Heathrow to have initial information on the kind of support that the child may require
- Discussions are held with the parents/guardians and carers of students to ensure that a suitable approach is taken to meeting the child's needs.
- There are various taster days made available to students upon request throughout the year. Students can spend a taster day at the school before joining if it is identified that the child may need such provision before applying to join the school permanently in particular in cases when children have medical conditions the school liaises with parents/guardians and carers to ensure children are not put at a disadvantage in any form.
- Students making the transition are usually paired with other students in their form group to follow them around premises and to their lessons to help ease the transition. Form tutors take on an active role in ensuring that students in form groups are settling in well without difficulty and they liaise with the pastoral team on this matter.

How are UTC Heathrow's resources allocated and matched to children's special educational needs?

- The school do their best to meet the needs of all children with all the funds available.
- The school puts in intervention in place to ensure progress of SEN students as follow up to regular monitoring and data tracking throughout the year by SENCO, subject teachers, form tutors and the pastoral team. The evidence of the intervention is then looked at to determine progress which is demonstrated through observation of improved behaviour after being placed on report or regular meetings with learning mentor, increased attendance as a result of liaison with parents/guardians and carers of students, improvement in academic achievement through provision of extra one to one sessions or home learning monitoring, improvement in social skills by arranging activities for students through student council at the school and the ability to access a mainstream curriculum by ensuring students are all able to study on the courses offered to all and supported throughout.

How is the decision made about how much support children will receive?

All decisions are made in consultation with the subject teachers, form tutors, SENCO, Senior Leadership Team, pastoral Team and in line with support plans and when relevant EHC plan.

Students are tracked on termly basis and their progress is measured following completed assessments in school or by outside agencies.

The support will be matched to the children based on the evidence available.

What do to do in the event of having a complaint?

Any concerns or complaints are encouraged to be raised firstly with the form tutor or class teacher or any members of staff involved in the matter. If the issue is not resolved please contact the SENCO or the head teacher directly regarding the SEN query.

Who can be contacted for further information?

Email: info@heathrow-utc.org Telephone: 01923 602 130

Head Teacher

Mr W Edwards Wayne.Edwards@heathrow-utc.org

SENCO

Ms F Saremi Farnaz.Saremi@heathrow-utc.org

Useful Links

If a student has a Statement of Special Educational Needs/Education Health Care Plan, advice can be sought from the Local Authority's SEN team within the London Borough of Hillingdon. Visit their website for more information about the borough's local offer.

<http://search3.openobjects.com/kb5/hillingdon/fsd/localoffer.page>

DASH (Disablement Association Hillingdon) support for parents www.dash.org.uk

CEAS (Children's Education Advisory Service) – a support service for parents in the armed forces' who have children with Special Educational Needs and/or Disability. www.enquiries@ceas.uk.com