



**UTC Sheffield  
Olympic Legacy Park  
Local Offer 2016-17**

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To achieve this goal the UTC aims to:

- Wherever possible educate children and young people in a mainstream setting.
- Value equally all students who attend the UTC Sheffield Olympic Legacy Park.
- Highlight that all teachers at UTC Sheffield Olympic Legacy Park are teachers of students with special educational needs
- Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs
- Take into account the views of the child
- Work in a partnership with Parents/Carers in promoting a culture of co-operation. Support the work of the Local Authority and external providers so that the child's full potential can be reached.

### **What is a Local Offer?**

The Local Offer from UTC Olympic Legacy Park will outline the services and support that is available to students and Parent/Carers through the UTC. It will form part of the Local Authority Local Offer, which provides information on what services children, young people and their families can expect from a range of agencies, including education, health and social care. Knowing what is available to Parent/Carers and students is important before making decisions.

### **What is a special educational need?**

A child or young person has SEN if they have learning difficulty or learning disability, which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others of the same age: or
- (b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age mainstream schools or mainstream Post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special educational needs and disability code of practice: 0 – 25 years; June 2014)

### **Admission Arrangements**

The UTC Olympic Legacy Park strives to be a fully inclusive. It acknowledges the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a Parent/Carer wishes to have their child with a statement educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **How will the UTC support my child or young person's learning?**

Support for all students with special educational needs is overseen by the UTC SENDCo.

Within education, there are three tiers of support, which can be accessed:

| Type   | Description   | Example   |
|--|---|---|
| <p>Universal Support – this is <b>Wave One</b> quality teaching.</p>   | <p>Universal Support includes the entitlement of all students to support, advice and guidance to maximise their achievement and aspirations.</p>  | <p>Access to all the curriculum</p>   |
| <p>Targeted Support – this is <b>Wave Two</b> additional support in and out of the classroom. Any student accessing this support is classified as ‘SEN support’.<br/>This replaces School Action and School Action Plus.</p> | <p>Targeted Support includes the strands of ‘support’ for identified students who require specific intervention at specific times during their learning journey.</p>  | <p>This could be:</p> <ul style="list-style-type: none"> <li>• one to one literacy and/or numeracy</li> <li>• personalised timetables</li> <li>• small group work</li> <li>• working with other interventions in school</li> <li>• working with outside agencies</li> </ul>           |
| <p>Specialist Support – this is <b>Wave Three</b> intervention. This level is linked directly to Education and Health Care plans and any individual who requires more intervention than is offered at wave two.</p>          | <p>Specialist Support includes the strands of ‘support’ for the students with the highest level of need, in terms of learning and/or social and emotional needs as well as students with Special Educational Needs.</p> | <p>This could be:</p> <ul style="list-style-type: none"> <li>• one to one adult support</li> <li>• reduced timetables</li> <li>• literacy and numeracy options</li> <li>• physiotherapy</li> <li>• working with advisory teachers</li> <li>• working with outside agencies</li> </ul> |

## Areas of SEND

| Areas   | Description  |
|---|--|
| Cognition and Learning                                  | Learning difficulties covers a wide range of needs including moderate learning difficulties (MLD) specific learning difficulties (SpLD) and severe learning difficulties (SLD) where students are likely to need support in all areas of the curriculum. Specific learning difficulties affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.  |
| <b>Social, emotional and mental health difficulties</b> | <p>Students may experience a wide range of social and emotional difficulties. These may include becoming:</p> <ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Isolated</li> <li>• Displaying challenging behaviour</li> <li>• Disruptive or disturbing behaviour</li> </ul> <p>Other students may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.</p>  |
| <b>Sensory and / or physical needs</b>                  | <ul style="list-style-type: none"> <li>• These include visual impairment, or multi – sensory impairment, which will require specialist support and/or equipment for a student to access their learning. Some students with a physical disability require on-going support and equipment to access all the opportunities available to their peers.</li> </ul>   |
| <b>What is a disability?</b>                            | <p>The Equality Act 2012 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.</p> <p>A physical or mental impairment includes; learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma or eczema; autism; speech, language and communication impairments.</p> <p>If the impairments have, a substantial and long-term effect on a person’s ability to carry out normal day-to-day activities it may amount to a disability.</p> |
| <b>Communication and Interaction</b>                    | <p>Students with speech, language and communication needs (SLCN) may have difficulty:</p> <ul style="list-style-type: none"> <li>• communicating with others</li> <li>• understanding and using social rules of communication, this often includes students with Autism Spectrum Disorder, including Asperger’s.</li> </ul>  |

## **What to do if you think your child may have special educational needs in any of the categories identified above?**

In the first instance, you should contact the UTCs SENDCo or Learning Managers to discuss your concerns. This can be by telephone on 01642 474000 or email.

The SENDCo may be able to make a referral to outside agencies to support your child's needs; for example complete a request for support. You may also wish to arrange an appointment with your child's GP if you feel that this is more appropriate and or urgent.

## **How does the UTC know if my child needs extra help?**

Staff within the UTC, including the SENDCo, are responsible for collecting and analysing data. Data collection to be in the form of;

- The Information requested by your child's previous school on literacy and numeracy levels.
- Attainment in KS2 SATS (National Primary Testing)
- CATS SEN tests taken by all students on entry to the UTC
- Current attainment data collected from Progress Trackers
- Behaviour information gathered from Progress Trackers or UTC report cards issued by Learning Managers

The correct intervention will be selected based on the area where support is needed, which will be identified using the Sheffield Support Grid. Staff and parents/carers can make referrals to the SENDCo or Learning Managers to explore the curriculum experience that an individual is having.

## **How will the curriculum be mapped to your child's needs?**

The UTC Olympic Legacy Park strives to create a broad, balanced curriculum linked to employer projects for every student through an extensive programme of individual advice and guidance as they progress through their education. In order to help young people develop skills that will place them in a strong position to compete in the world of work, there are certain individuals in the UTC who are responsible for support.

| Role                                   | Responsibility  | Contact   |
|--|---|---|
| <b>Subject teacher/<br/>VMG Mentor</b> | Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).<br>Ensuring that you child receives the correct guidance and pastoral support to make academic progress.  | All teachers can be contacted directly though the email service in the UTC using their first initial and surname. |
| <b>Learning Manager</b>                | Learning Managers are the heads of Key Stage. Their role is to support students emotionally, socially, behaviourally and academically. They oversee the day-to-day running of a Key Stage and will support students in lessons and help with the organisation of any support plans and external agency work that takes place to meet the needs of the child.  | Learning Manager details can be found on the UTC website.   |
| <b>Learning Support Assistant</b>      | Learning Support Assistants work with the class teacher to identify areas of support for students with additional needs.<br>Learning Support Assistants attend all training opportunities related to SEN and differentiation. The Learning Support Assistants main priorities are to: <ul style="list-style-type: none"> <li>• Support students to access the curriculum</li> <li>• Empower students to develop effective strategies that enable them to become independent learners</li> <li>• Support the implementation of differentiation and specialist support strategies in the classroom</li> <li>• Keep students focused on learning activities during lesson</li> </ul> | If you wish to contact any LSA please do so through the SENDcO at the UTC.  |

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|-------------------------|---|--------------------|
| <p><b>SENDCo</b></p>    | <p>Ensures that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments and targets need to be met to enable them to be included and make progress.</p> <p>Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress/outcome. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>Ensuring that the school's SEND Policy (and other linked policies) is followed in the UTC.</p> <p>Coordinating all the support for children with special educational needs (SEN) and or disabilities, and any student who needs additional support to achieve their potential.</p> <p>The SENDCo ensures that you are:</p> <ul style="list-style-type: none"> <li>• Involved in supporting your child's learning</li> <li>• Kept informed about the support your child is getting</li> <li>• Involved in reviewing how they are doing and are part of the planning process.</li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy and the Educational Psychology Service.</li> <li>• Updating the school's SEND record of need and the vulnerable register, (a system for ensuring all the special educational, physical and sensory needs of students in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other students with SEN and/or disabilities in the school) to achieve their potential.</li> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> | <p>Mr G Rawson</p> |
| <p><b>Principal</b></p> | <p>The day to day management of all aspects of the Learning Support and Inclusion department, including the support for children with SEND and other academic/social/behavioural/emotional issues.</p> <p>The Principal will give responsibility to the SENDCo and class/subject teachers to meet the needs of students but is still responsible for ensuring that your child's needs are met.</p> <p>Ensuring that the Local UTC Council is kept up to date about any issues in the school relating to SEND.</p>   | <p>Dr S Clark</p>  |

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| <b>UTC Governing Body<br/>– Inclusion<br/>representative</b> | <p>The Governing Body has:<br/>delegated powers and responsibilities to the Executive Principal and Director of Sixth Form to ensure all Sixth Form personnel and stakeholders are aware of and comply with this policy; a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002); a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:<br/>discriminate against disabled students in our admissions and exclusions, and provision of education and associated services;<br/>- treat disabled students less favourably; take reasonable steps to avoid putting disabled students at a substantial disadvantage. the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities; a duty to respect the child's and parent's right to confidentiality; the responsibility of providing all students with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual students; the responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by: setting suitable learning challenges; responding to student's diverse learning</p> | <p>Chair of Governors – Mr I Annis<br/>(Also Governor for Safeguarding and SEND)</p> |
|--|--|--|

In order for your child to be successful and achieve their potential the UTC has developed a range of interventions to support.

Every teacher at the UTC Sheffield Olympic Legacy Park is a teacher of students with special educational needs and as such, the focus is on 'Quality First Teaching' in the classroom with teachers differentiating the work in the classroom in order to meet the needs of the students. For some students additional support is necessary. Some interventions may be very simple, such as a change in seating position, coloured overlays or ensuring that homework is clearly recorded in Planners. For other students interventions could include:

- homework/catch-up clubs
- literacy and numeracy intervention
- 1-to-1 teaching support
- small group teaching support (NEST Support)
- access to LSA support in the classroom
- personalised timetables

Parents and carers are informed of any additional support that may be put in place and this is reviewed regularly where the impact of interventions can be measured. The UTC will also monitor progress through the completion of a "My Plan" which may lead to a annual Education, Health and Care Plan (EHCP) review where appropriate. A review of students graded a 3 or above (5 being the maximum) on the Sheffield Support Grid will be reviewed within the locality meetings. This will result in information on your child being shared with Lead Practitioners (this may include the localities Educational Psychologist), in order to help secure their academic progress.

### **How accessible is the UTC?**

The UTC Olympic Legacy Park is a modern building with fully accessible classrooms. There are two lift to access the 1<sup>st</sup>, 2<sup>nd</sup> and 3rd floors. The site has clear signage throughout which is colour coded to ease access. Risk assessments are conducted for any student with mobility issues. A designated first aider is provided by the UTC Sheffield Olympic Legacy Park.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

The Student Planner is an excellent method of communication between home and the UTC. Students will record their homework when it is set and parents/carers are encouraged to check planners every day and to speak to their child about their learning. Planners are checked on a weekly basis by the VMG mentor. There is advice in the Parent Planner about how parents can support their child with homework and learning in general. Different subject departments organise Information Evenings to help parents/carers to understand the challenges of a changing curriculum. Parents/Carers should contact subject teacher, VMG mentors, Learning Managers or the SENDCo if they have any concerns.

Just before the end of every half-term parents/carers will receive a Progress Tracker report. This will indicate the progress being made towards meeting target grades and the effort grades for each subject. Progress Trackers will be followed by scheduled parent's evenings throughout the year where you will have the opportunity to discuss concerns with your child's teachers.

## **What support will there be for my child's overall well-being and social, emotional and behavioural development?**

Within the UTC the first point of contact should be the Vertical Mentor Group (VMG) mentor. The VMG mentor will remain with the group throughout their time in the UTC, seeing the students every day and monitoring progress and well-being generally.

Sometimes it may be more appropriate to contact the Learning Manager. The Key Stage 4 (KS4) Learning Manager is Ms C Hayes and the Key Stage 5 (KS5) Learning Manager is Mr L Moore.

Emotional and Social support can also be provided through a variety of different provisions by completing a Family Common Assessment Framework (FCAF), which is sent to Multi Agency Support Team (MAST). These include:

- Mentoring
- Targeted Youth Support
- Police Community Support Officer
- School Nurse Drop in
- Education Psychologist
- Social Services
- CAMHS

## **Who can I contact for further information?**

The SEND Lead, Mr G Rawson can be contacted on 0114 2603940