



# SEND Information Report

## NEF UTC

**Approved by:** Local Governing Body

**Date:**

**Last reviewed on:** October 2025

**Next review due by:** October 2026

## Introduction

The students within the UTC come from a wide geographical area and therefore the SEND Policy has links to the Local Offers for each Local Authority. The link to the policy can be found below.

You can find the most up to date SEND Code of Practice via:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The SEND Policy can be found on the Academy website

<https://www.nef.tynecoast.academy/policies>

The TCAT vision for children and young people with special educational needs and disabilities is the same as for all children in our academies. We aim to provide outstanding education to all children and young people. Our vision is underpinned by the following core values

- To celebrate diversity in all its forms
- To always act with integrity and fairness
- To be inclusive in our approach to learning

We aspire to be fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender or sexuality. Through successful implementation of this policy, the Trust aims to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

## Four Main Areas of Need

The Special Educational Needs and Disability Code of Practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability

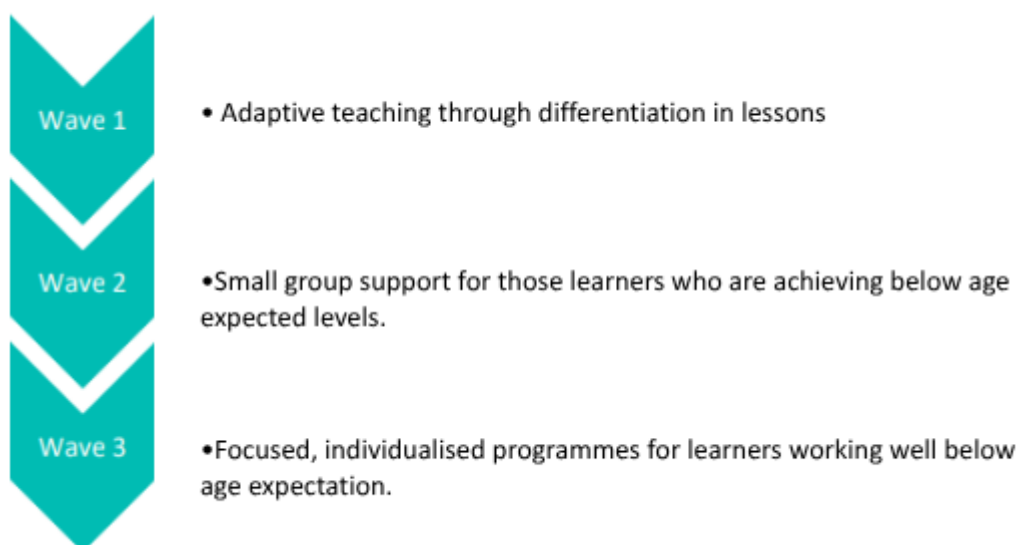


Area of Special Educational Need	Potential Related Difficulties
Communication and Interaction	<p><b>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding the social rules of communication. Learners may have difficulties with:</b></p> <p><b>Attention / Interaction skills:</b></p> <ul style="list-style-type: none"> <li>• May have difficulties ignoring distractions.</li> <li>• Need reminders to keep attention.</li> <li>• May need regular prompts to stay on task.</li> <li>• May need individualised motivation in order to complete tasks.</li> <li>• Difficulty attending the whole class.</li> <li>• Interaction will not always be appropriate.</li> <li>• May have peer relationship difficulties.</li> <li>• May not be able to initiate or maintain a conversation.</li> </ul> <p><b>Understanding / Receptive Language:</b></p> <ul style="list-style-type: none"> <li>• May need visual support to understand or process spoken language.</li> <li>• May need augmented communication systems</li> <li>• May have frequent misunderstandings.</li> </ul> <p><b>Speech / Expressive Language:</b></p> <ul style="list-style-type: none"> <li>• May use simplified language and limited vocabulary.</li> <li>• Ideas / conversations may be difficult to follow, with the need to request frequent clarification.</li> <li>• Some immaturities in the speech sound system.</li> <li>• Grammar / phonological awareness is still poor and therefore their literacy can be affected.</li> </ul>
Cognition and Learning	<p><b>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of numbers</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul>

<p>Social, Emotional, and Mental Health</p>	<p><b>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These difficulties may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD/ADD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> <li>• Emotional based school non attendance (EBSNA)</li> </ul>
<p>Sensory and Physical</p>	<p><b>These learners may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.</li> </ul>

### Waves of intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



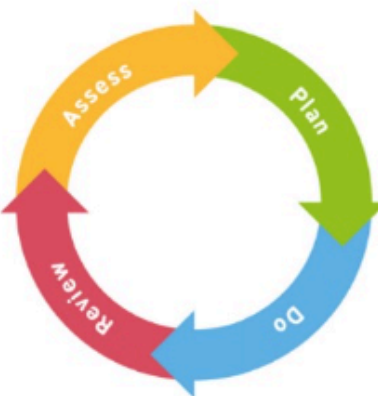
Please find beneath a model of the Assess / Plan / Do / Review process that we follow in the SEND department in line with the SEND Code of Practice.

### Assess

If your child is not making expected progress, we will take account of a range of assessment information as well as having discussions with key members of staff and yourselves to identify and analyse your child's needs. We will also take into account your child's strengths and areas for development.

### Review

We will review how well the support we put in place has met the outcomes we set. If needed, we will implement another cycle of the graduated approach. Reviews are usually held termly.



### Plan

In discussion with you and your child, we will decide what outcomes we would like your child to achieve. We will make a plan of this support (either Learning Plan or My Support Plan) and will share this with you and all relevant school staff. We will also set a date to review this plan.

### Do

We will implement the support as planned and keep an overview of how it is going to ensure it is having the impact we intended.

## Key questions

Who is the Special Educational Needs Coordinator?	<p>The SEND Coordinator is Steve Goad Contact details: Phone: 0191 917 9888 Email: <a href="mailto:steve.goad@nef.tynecoast.academy">steve.goad@nef.tynecoast.academy</a></p> <ul style="list-style-type: none"> <li>• QTS</li> <li>• NASENCO Award.</li> <li>• Youth Mental Health First Aid</li> </ul> <p>The Send Manager is Helyn Bulman Contact details: Phone: 0191 917 9888 Email: <a href="mailto:Helyn.bulman@nef.tynecoast.academy">Helyn.bulman@nef.tynecoast.academy</a></p>
How accessible is the academy site?	<p>The Accessibility Policy can be located on the NEF UTC Website using the following link;  <a href="https://www.nef.tynecoast.academy/policies">https://www.nef.tynecoast.academy/policies</a></p>

How will academy staff support my child?	<p>The UTC staff will support students through a holistic approach to address barriers of learning at the UTC. They will work with the student, parent and local authority sharing information with teaching staff to ensure that students are supported whilst at the UTC.</p> <p>This support is incorporated within the classroom via the Quality of Education and Quality First Teaching for example using the appropriate use of seating plans. In the UTC students are supported during teaching and non structures times throughout the day such as breakfast club, Break and lunch.</p>
How will the academy identify and assess if my child has a specific need?	<p>The UTC uses at least two cycles of 'Assess, Plan Do, Review' approach to assess if a student has a specific need. If parents or staff have a concern then they can make a request to the Send Manager. Both the Send Manager and Pastoral Staff work closely together to identify needs by tracking data, behaviour incidents or concerns that have been shared by staff. If needed the UTC will then make any referrals as required to external agencies such as the Educational Psychologist or LIP.</p>
How are academy resources allocated and matched to children's special educational needs?	<p>With the UTC resources are allocated on the needs of an individual based on evidence from data, regular reviews and EHCP'S. This can take the form as in class support, 1-1 Interventions, mentoring. The UTC will also support students in non-structured time such as break and lunch by creating an allocated room that is staffed where students can read, revise or talk to friends in a quieter environment.</p>
How will I know how my child is doing and how will you help me to support my child's learning?	<p>Termly SEND reviews with the SEND Manager</p> <p>Teachers reports</p> <p>Meet the Tutor Days</p> <p>Reviewing progress towards targets on EHCP and/or learning support plans</p> <p>Where needed emails or phone calls if there is a concern.</p>
How will I be able to contribute my views? How else can I be involved?	<p>The UTC gains Parents voice twice a year and at each termly review. The Send Manager is open to take telephone calls and emails when required, and the UTC welcomes open lines of communication so that everyone is working together to support SEND students.</p>
How will my child be able to contribute their views?	<p>A student's views are essential in understanding the challenges that they face. The UTC will seek these views through Student voice during the planned termly reviews and throughout the year. The UTC also includes SEND Student voice is part of the Quality of Education and this is shared with the SENCO, SEND Manager and key staff so that they can reflect on their models of delivery in the classroom. If a student struggles to articulate their feelings then we welcome emails or a conversation with home where a student has expressed their concerns.</p>

What support will there be for my child's overall wellbeing?	<p>Pastoral</p> <p>Attendance tracking</p> <p>Wellbeing interventions - sensory breaks, counselling, Allocated safe spaces/people etc</p> <p>Safeguarding</p> <p>Meet the Tutor Days</p> <p>Links with External Agencies</p> <p>In class support where appropriate/needed.</p>
What specialist services and expertise are available or accessible by the academy?	<p>The UTC is part of Newcastle's local authority and can access Information, advice and support from their SEN local offer. The UTC also has access to an Educational Psychologist to offer support and more targeted work with students. The UTC will also seek external advice where needed to support SEND students.</p>
What training have staff supporting learners with SEND had or are having?	<p>Dyslexia training</p> <p>EBSNA</p> <p>Attachment</p> <p>Mental Health First Aid</p> <p>Use of Modification of Paper for Visually Impaired Students.</p> <p>Selective Mutism</p> <p>JCQ Training</p> <p>This list is not exhaustive and staff training will also be shaped by any emerging trends that are identified over the course of the academic year.</p>
How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits, or clubs?	<p>Academy approach to Teaching and Learning</p> <p>How the curriculum and environment is adapted for learners with SEND</p> <p>SEND Pledge</p> <p>Chromebook</p> <p>Safety plans.</p> <p>Monitoring through Quality of Education.</p>
How will the academy evaluate the effectiveness of its provision?	<p>The UTC reflects on the effectiveness of provision through the key measures such as attendance, subject grades and this is an indication of the effectiveness of provision. However, the UTC also acknowledges that there are also measures that are not statistically possible and this is captured through the student voice. There are regular meetings with the Link Governor and these meetings are where key areas of SEND provision are evaluated to look at effectiveness. The SENDCO is a member of SLT and this means that SEND provision is evaluated at all levels of the UTC.</p>
How will the academy prepare and support my child to transition to and from the academy?	<p>The UTC is a Key Stage 4 and 5 mainstream school and as per other schools the UTC plans additional visits as and when required. As identified SEND Students join the UTC information is gained and shared to ensure appropriate provision is in place and shared with all staff. This process then informs Learning passports and seating plans which enables staff to support the SEND students in their classes. Post 16 Careers interviews are in place alongside additional support to ensure students are not NEET. The SEND Manager also attends key meetings where needed so that information can be gained to support SEND learners.</p>

<p>Who can I contact for further information?</p>	<p>If you need any additional information then you can contact the UTC using the contact details outlined in this report or through the contact details for the UTC that can be located via this link.</p> <p><a href="https://www.nef.tynecoast.academy/contact-us">https://www.nef.tynecoast.academy/contact-us</a></p> <p>The UTC strives to support SEND Learners and to support them to tackle the barriers to learning that they may face. Compliments are always welcome and these can be shared via emails or telephone calls to the UTC.</p> <p>We hope that complaints are rare and if there is a concern the process outlined in the TCAT Complaint Policy should be followed. The Policy can be located following this link (please note that the Policy is listed under the TCAT Wide Policies)</p> <p><a href="https://www.nef.tynecoast.academy/policies">https://www.nef.tynecoast.academy/policies</a></p>
<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>SEND students are supported throughout the policies and procedures of the UTC and the culture of the UTC is fully inclusive. The SEND Team work tirelessly to ensure that the mechanisms are in place to improve attendance, reduce exclusion and support behaviour.</p>
<p>How is the Trust's Governance involved and what are their responsibilities?</p>	<p>There is a SEND Link Trustee in place who sits on the Quality of Education Committee. This Committee meets half termly, and SEND is a standing item in the agenda.</p> <p>Each Academy has a SEND Link Governor on their Local Governing Body., they complete at least termly school visits.</p> <p>The SEND Link Trustee meets with the SEND Link Governor and SEND leader for each school termly.</p>



## Glossary of SEND Acronyms & Abbreviations

ADD	Attention deficit disorder	LAC/Ci C	Looked after child/Child in care
ADHD	Attention deficit hyperactivity disorder	MLD	Moderate learning difficulty
APDR	Assess plan do review	ODD	Oppositional defiant disorder
ASD	Autism spectrum disorder	OT	Occupational therapist
CAMH S	Children and adolescent mental health service	PDA	Pathological demand avoidance
CIN	Child in need	PEP	Personal education plan (for LAC)
CoP	Code of practice	PEEP	Personal emergency evacuation plan
CP	Child protection	PMLD	Profound and multiple learning difficulties
CYP	Children and young people	PP	Pupil premium
CYPS	Children and young people service	SALT	Speech and language therapy
EAL	English as an additional language	SEND	Special educational needs and disabilities
EHCP	Education health care plan	SEND Co	Special educational needs and disabilities coordinator
EP	Educational psychologist	SLCN	Speech language and communication need
EYFS	Early years foundation stage	SLD	Severe learning difficulty
FAS	Foetal alcohol syndrome	SPLD	Specific learning difficulty
GLD	Global learning delay	SPDs	Sensory processing disorders
HI	Hearing impairment	TA	Teaching assistant
HLTA	Higher level teaching assistant	VI	Visual impairment

<b>Version Number</b>	<b>Purpose/Change</b>	<b>Author</b>	<b>Approval</b>	<b>Date</b>
1	First developed Review dates amended	Steve Goad	Local Governing Body	Oct 25