

South Bank Engineering UTC

Special Educational Needs and Disabilities (SEND) Policy

Introduction

This SEND Policy details how South Bank Engineering UTC (UTC) will do its best to ensure 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 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 to allow these students to join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated.

Employees and governors of UTC will endeavour to ensure that all SEND 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 SEND students. All teachers are teachers of SEND students. Teaching and supporting such students requires a whole UTC response.

Meeting the needs of SEND students requires partnership working with all those involved – Local Authority, UTC, parents / carers, students, children’s services and all other agencies.

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

Aims

South Bank Engineering UTC aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- SEND students will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with parents / carers plays a key role in supporting their child’s education and enabling them to achieve their potential. UTC will endeavour to support parents / carers through the process of transition and adjustment.

- SEND students are offered full access to a broad, balanced 14-19 pathway in Engineering.
- SEND students have full access to all UTC activities so far as it is reasonably practical and relates to the student's needs.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student.
- Ensure all SEND students have the opportunity and accessibility to progress into higher education and careers.

South Bank Engineering UTC will:

- Inform the student's parents / carers that special educational provision is being made for them because they have SEND (i.e. they are being supported at School Action of the SEN Code of Practice).
- Ensure that parents / carers have knowledge about the SEND provision that the UTC makes.
- Is able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEN/D.
- Ensure that teachers in the UTC are aware of the importance of identifying and providing for, those students who have SEND.
- Ensure that a student with SEND joins in the activities at UTC together with students who do not have SEND
- Have a written SEND policy

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 Reading regards students as having a SEND if they:

- Have a significantly greater difficulty in learning and significantly slower progress than their peers
- 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.
- Students must not be regarded as having a learning difficulty solely because the behaviour they exhibit is persistently disruptive or withdrawn.

Identification and Assessment

Graduated response

The 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, the UTC will intervene as described below. Such interventions are a means of helping UTC and parents / carers match special educational provision to individual student needs.

Early Concerns

The progress made by all students is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

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

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they;

- Experience difficulty communicating feelings or verbal cues
- Experience difficulty understanding what is being said to them
- Experience difficulty understanding or using social rules and cues of communication.

Social, emotional and mental health difficulties

Children and young people will be considered to experience social, emotional and mental health difficulties if they experience difficulty with healthy behaviours. This behaviour may include;

- Being withdrawn or isolated,
- Displaying challenging, disruptive or disturbing behaviour.

Furthermore, student will be considered to experience social, emotional and mental health difficulties if they exhibiting (or are diagnosed by a professional) with behaviours which may relate to underlying mental health difficulties such as;

- Anxiety or depression,
- Self-harming,
- Substance misuse,
- Eating disorders or physical symptoms that are medically unexplained.
- Attention deficit disorder
- Attention deficit hyperactive disorder
- Attachment disorder.

Cognition and learning

Students will be considered to have difficulty with cognition and learning if they experience one or more of the following;

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD)

Sensory and / or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Students will be considered to have a sensory or physical disability if they experience;

- Vision impairment (VI),
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

Provision

When a student is diagnosed with SEN, they will receive support according to the four broad areas of need that they fit into (as mentioned above). The support will follow four point course of action;

1. Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, will;

- Carry out a clear analysis of the pupil's needs.
 - Drawing on;
 - Teacher assessment and experience of the pupil
 - progress and attainment,
 - Information from the school's core approach to pupil progress, attainment, and behaviour.
 - Individual's development in comparison to their peers and national data,
 - Views and experience of parents,
 - Pupil's own views
 - If relevant, advice from external support services.

In some cases, outside professionals from health or social services may already be involved with the child. Where the professionals are not already working with the UTC, The UTC will liaise with these professionals to help inform the assessments.

2. Plan

Where it is decided to provide a pupil with SEND support the following action will take place;

- The parents will be formally notified.
- The teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place.
- The expected impact on progress, development or behaviour will be recorded
- A clear date for review will be established
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required, to be recorded on SharePoint and in students folders.
- Parents will be made aware of the planned support and interventions and, when appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

3. Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will still retain responsibility for the pupil. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the previously agreed date with parents, pupil and any external agencies. The review will involve the evaluation of;

- The impact and quality of the support and interventions
- Views of the pupil and their parents.

The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the local authority and college will review that plan as a minimum every twelve months.

Statutory Assessment of SEND

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.

The UTC aims to have all statements to be reviewed and transitioned to an EHCP by September 2017.

Assessment, Planning and Review

Identification

SEND 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 and other digital high quality and formative assessments. Areas of need are identified and prioritised and become the basis of the PSP.

The PSP includes 3 or 4 (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support assistants, parents / carers and student and the date the provision starts. The PSP should include information about:

- The short-term targets set for or by the student
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

Review Process

PSPs are reviewed at least seven times a year by the UTC. Three of the seven reviews must be with input from the student, parent / guardian, teachers, learning assistants and outside agencies. Students with a EHCPs have set short term targets which have been established after consultation with the parents / carers and the individual student and include targets identified in the EHCPs. These targets will be set out in the PSP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the form and subject tutors. All ECHP will be reviewed annually with the review taking place in school. The parents / carers, the student and involved professionals will be invited to consider the progress made by the student in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements / concerns / issues in advance of the review meeting with parents / carers or others as appropriate.

The SENDCO, Learning Support Co-ordinator and reviewing TA will then discuss the outcome of the UTC review and inform the LA representatives. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

Student Voice

SEND Students with an EHCP submit their views in writing as part of their annual review as well as to attend 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.

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 UTC is the responsibility of the Principal, SENDCO and the Learning Support Co-ordinator 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 SEND Policy. All governors will ensure that they are up to date and knowledgeable about UTC's SEND provision.

The Role of the SENDCO

- In collaboration with the Principal and Board of Governors, determine the strategic development of the SEND policy and provision at 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 school employees.
- Overseeing the review and maintenance EHCP's 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 of Learning Support Officer 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 / carers of SEND 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 SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of the UTC's SEND Policy.

Date created: 18th April 2016

Date agreed:

Date of Review: 31st August 2017