



SEND POLICY

Status: Statutory

Member of Staff responsible: Principal

Designated SENCO: SENCO

Designated Governor for SEN: Link Governor for SEND / Safeguarding

Compliance: This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Equal opportunities
- Curriculum Statement
- Admissions Policy
- Teaching and Learning Policy
- Gifted and Talented Policy
- Assessment Recording and Reporting Policy
- Complaints Policy
- Mental Health Policy

This policy has been created by UTC Olympic legacy park SENCo in liaison with the SEN Governor, the Senior Leadership Team (SLT), staff and parents of students with SEND.

Implementation Date: September 2016

Review Date: September 2020

Next Review Date: September 2021

Section 1: Introduction

The named person for managing the UTC's provision for young people with SEND is: Jessica Stevenson (SENCO and Principal). This is completed in conjunction with the Assistant Principal Katie Wigham and Associate Senior Leader Lynette Pearcey.

UTC Olympic Legacy Park (OLP) is committed to ensuring all students have access to a curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. Not all students with disabilities have special educational needs and not all students with SEND meet the definition of disability but this policy covers all of these students. All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to make sure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together in order that we take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

Objectives:

- To identify students with special educational needs and disabilities and ensure that their needs are met
- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure that students with special educational needs and disabilities have access to and participate in all the activities of the UTC and that we operate a "whole student, whole school" approach to the management and provision of support for young people with special educational needs
- To ensure that all learners make the best possible progress
- To ensure parents are informed of their child's special needs and how to support their learning and that there is effective communication between parents and the UTC
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate
- To promote self-worth by encouraging independent learning
- To provide a Special Educational Needs Disability Co-ordinator (SENDCo) who will work within the SEN Inclusion Policy
- To provide support and advice for all staff working with students with special educational needs

Definition of SEND Students have special educational needs if they have a difficulty which calls for special education provision to be made for them which is additional to or different from differentiated curriculum plans. UTC OLP regards students as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them 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 Local Authority (LA)
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All UTC teachers are teachers of SEND and have responsibility for planning the curriculum to ensure it is accessible to all. The varying needs of students should be addressed through personalised learning and through appropriate differentiation wherever possible.

Additional provision is provided to ensure students have the necessary skills to access the curriculum independently wherever possible.

Section 2:

Provision at UTC OLP is characterised by:

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- the early and close involvement of parents
- good communication
- tracking and monitoring of students' progress
- focus on outcomes for children and not just hours of provision/support
- raised aspirations of and expectations for all students with SEND
- close working relationships with outside professionals
- class teachers retaining responsibility for students with SEND and their provision
- smooth transition for all students with SEND

Section 3: Identifying Special Educational Needs

The UTC uses the graduated approach as outlined in the Code of Practice (2014). To help with this process information is collated from a variety of sources which is then used to plan the next steps.

Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEND. Where practicable the learning manager will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

As far as is practicably possible the UTC will liaise with the feeder schools for learners with special needs to ensure that the transition is as smooth as possible. This will also allow the SENCO to gather as much information as possible to help arrange the required provision.

Individual diagnostic assessments

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

Student progress meetings

UTC OLP holds parent's evening where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SEND Team and the child will be monitored where appropriate.

Staff observation

Members of staff consult with the SEND Team if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the student.

Referrals by parents or carers

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

The four broad categories of need are detailed below:

Communication and Interaction (C&I)

Speech, Language and Communication Needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome

Cognition and Learning (C&L)

Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulty (SpLD) this includes a range of conditions such as dyslexia (difficulties with reading/spelling/speed of processing/difficulties with organisation); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

Social, emotional and Mental Health (SEMH)

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; Problems of mood (anxiety or depression), Problems of conduct (oppositional problems and more severe conduct problems including aggression), Self-harming, Substance abuse, Eating disorders or physical symptoms that are medically unexplained, Attention Deficit Hyperactive Disorder (ADHD), Attachment disorder, Autism or pervasive developmental disorder, An anxiety disorder.

Sensory and/or physical needs (S/PD)

Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability

Other factors may impact on progress and attainment but may not be a Special Educational Need. These will need considerations making for and include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as Additional Language)
- Being in receipt of Student Premium Grant
- Being a Looked After Child

Section 4: A Graduated Approach to UTC Support

A graduated approach to school Support is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo and SEND team but will be planned and delivered by teaching and support staff.

UTC OLP has a robust SEN register with children needing high levels external/ in-school support as being identified as School Support (K) or (E) with and Education Health and Care Plan. In addition we have a monitoring register (M) for children who may have a diagnosis or identified need but quality first teaching and/or low level intervention is all that is required to support their needs. The SEN register is reviewed regularly and students can move between the levels in consultation with students and parents.

Wave 1 - Quality First Teaching by all teaching staff

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from the Learning Manager or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

UTC OLP regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Wave 2

Wave 2 is initiated where students have failed to make adequate progress as identified by the class teacher, SENDCo or SEND Team through the assessment arrangements available in the UTC. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to '*School Support*'* will be agreed and the student will be entered onto the schools SEN register.

* **Please note** - the single category of School Support now replaces School Action and School Action Plus.

Provision from within the UTCs resources is identified to help meet the students' needs. Interventions may include:

- additional learning programmes to accelerate numeracy or literacy such as toe by toe, Lexia etc.
- smaller group sessions literacy, numeracy, and socially focused
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- additional staff training
- Pen Portrait (One Page Profiles)/Person Centred Planning tools

When a child is placed on the SEN register (K) they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual student. These review cycle will follow the "**assess, plan, do and review**" cycle.

Assess

Students with SEND may be identified through the teachers' observations and assessment, standardised assessments (CATs etc.), progress checklists, target setting, parental/carers concerns or the student's own observations or by external agencies.

Plan

Where it is decided to provide a student with '*School Support*', the parents must be notified. The SENDCo and/or a member of the SEND team should agree in consultation with the parent and the student the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified students with SEND will have a personalised plan completed; this will be updated after each review.

Do

The subject teacher should 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, they should still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SEND Team should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

At the end of each term, students attending withdrawal interventions will be retested and information on progress will be gathered and analysed by the SEND team. If a student has a One Page Profile in place this, along with targets, will be reviewed and updated at this time and a decision will be made as to whether the intervention is to continue or cease.

Students with a Statement of Special Educational Need or an Education, Health and Care Plan have targets which have been established after consultation with the parents/carers and the individual student, and include targets identified in the Statement of SEND/EHC Plan. These targets will be shared with relevant staff 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 class teacher.

All statements/EHC Plans will be reviewed annually with the review taking place in the UTC. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement/EHC Plan. Students participate in their Annual Reviews by:

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

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the UTC seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff. Wave 3 interventions could include:

The UTC will hold an agreement with the local authority to buy into traded services as required to ensure that appropriate provision and arrangements can be made. The UTC also has access to a SEN advisor on a consultancy basis, qualified to diagnose dyslexia and to offer additional support as required. The following external agencies are available for support as required for students with Special Educational Needs (this list is not exhaustive):

- SEN Support Services
- Educational Psychology Service
- Behaviour Support Service (BSS)
- Social Care
- The Hearing Support Service
- The Vision Support Service
- Child Adolescent Mental Health Service

Statutory assessments/Education, Health and Care plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the UTC and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHC Plan).

The SENCO is responsible for providing support and monitoring, and ensuring that students with EHC Plans receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

Local Offer

UTC OLP will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

and by searching for the UTC by name.

Section 5: Criteria for exiting the SEN register

Where students make sufficient progress based on the “assess, plan, do and review” cycle it may be agreed that a student needs no further support and may exit the SEN register. Further support can be requested again at any point. They may move to the monitoring register where students’ needs are still shared with staff through a One Page Profile but they no longer need substantial wave 2 or wave 3 support.

Section 6: Supporting Students and Families

It is the UTC’s statutory requirement to provide an SEN Information Report; Regulation 51, Part 3, section 69(3) (a) of the Act which can be found on the UTC website.

UTC OLP endeavours to support students with SEND through signposting families to other agencies and services that may be of help, e.g. MAST team, support groups, training opportunities, as appropriate.

Admission and Inclusion

All tutors in the UTC are tutors of learners with Special Educational Needs and as such the UTC adopts a whole-school approach involving all staff adhering to a model of good practice. The staff of the UTC are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Inclusion is regarded as crucial to the policy. The UTC operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

The UTC will ensure that students with SEN are admitted on an equal basis with others in accordance with its admissions policy. Where a local authority proposes to name the UTC in a statement of SEN made in accordance with section 324 of the Education Act 1996, it must give the UTC written notice that it so proposes. Within 15 days of receipt of the LA’s notice that it proposes to name the UTC in a statement, the UTC must consent to being named, except where admitting the learners would be incompatible with the provision of efficient education for other learners; and where no reasonable steps may be made to secure compatibility. In deciding whether a learner’s inclusion would be incompatible with the efficient education of other children, the UTC must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If the UTC determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree that the UTC should be named in the learner's statement. Such notice must set out all the facts and matters the UTC relies upon in support of its contention that: (a) admitting the learner would be incompatible with efficiently educating other learners; and (b) the UTC cannot take reasonable steps to secure this compatibility.

Full details of the ensuing process are located in the admissions policy which is available from the UTC or on the website.

Access arrangements

UTC OLP follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within the UTC.

Section 7: Supporting Students at UTC with Medical Conditions

The UTC recognises that students with medical conditions should be properly supported so that they have full access to education, including UTC trips and physical education. Some children with medical conditions may be disabled and where this is the case the UTC will comply with its duties under the Equality Act (2010).

Some students may also have Special Educational Needs or Disabilities (SEND) and may have a statement of SEND, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Section 8: Monitoring and Evaluation of SEND

The success of this policy will be monitored using a range of evidence. These could include:

- progress of learners towards targets outlined in the ongoing systems used by the UTC and review meetings for learners with special needs;
- staff awareness of learners needs;
- improved behaviour of learners where appropriate;
- increased inclusion of all learners in the whole UTC setting as a percentage of time;
- number of students involved in enrichment catch up sessions for numeracy and literacy;
- student attendance;
- exclusions;
- evidence gained from learning walks;
- reports to governors;
- parental forum feedback;
- student executive board feedback;
- external reviews of provision.

This policy will be monitored regularly to assess its implementation and effectiveness. The designated member of staff responsible will provide an annual report to the Governing Body and interim reports on request.

The policy will be reviewed by the Governing Body as per the published policy review cycle.

Section 9: Training and Resources

The SENDCos from each school across the UTC OLP locality (locality C) meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate.

Training requirements for all staff will be identified within the UTC plans for development in conjunction with an analysis of the needs of learners at the UTC. This will be enhanced by outcomes from the line management and performance management processes. All staff will receive a special educational needs awareness session as part of their induction programme, targeted towards the needs of the cohort of students at the UTC. The SENCO will undergo the necessary statutory training to undertake the role within the appropriate timescales.

It is acknowledged that there will be occasions where bespoke training is required to support learners with specific conditions or needs of an individual learner; this will be arranged by liaison with the appropriate external agencies.

In addition to that described above, voluntary training sessions will be held throughout each academic year to maintain an ongoing awareness of strategies for supporting learners with special needs.

Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

Section 10: Roles and Responsibilities

Designated Roles

The person with strategic responsibility for SEND in the UTC is the Principal.

The Governor with responsibility for SEN is Robert Walker.

The designated SENCO for the academic year 2020/21 is Jessica Stevenson.

The Assistant Principal with responsibility for intervention and catch up is Katie Wigham.

The Associate Senior Leader for SEND is Lynette Pearcey.

Governors

The governing body must ensure that;

- the UTC has a policy for identifying and supporting the special education needs of learners;
- there are procedures for identifying and providing for learners' special educational needs;
- they have regard for the requirements of the SEN Code of Practice;
- they are fully informed about SEN issues, so that they can play a major part in UTC self-review process;
- they set up appropriate staffing and funding arrangements, and oversee the UTC's work for learners with individual needs;
- they, and the UTC as a whole, are involved in the development and monitoring of this policy;
- there is a nominated governor with responsibility for special educational needs;
- SEN provision is an integral part of the UTC development plan;
- The quality of SEN provision is regularly monitored;

The Principal

The Principal must ensure that;

- the policies and procedures adopted by the UTC are fully implemented;
- learners with special educational needs join in all UTC activities alongside other students, as far as is reasonable practical and compatible with their needs and the efficient education of other students;
- parents are notified if the UTC decides to make special educational provision for their child;

- sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for students with SEN
- the governing body is informed about SEN issues
- the implementation of this policy is monitored and reported to governors.

Section 11: Storing and Managing Information

All student records are kept securely at all times. Paper records are kept secure within individual files in lockable storage cupboards within a lockable office. Files have restricted access. Electronic records also have appropriate security by way of permission levels and password protection.

Access arrangements ensure that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately for those authorised to view it.

Files are retained until the student reaches the age of 25 years. Retention is set in line with the Limitation Act 1980. After that time, the student record will be disposed of safely by using a cross-cut shredder.

Section 12: Reviewing the Policy

This policy will be reviewed regularly as we move into the New Code of Practice, with an annual review taking place in November 2020

Section 13: Accessibility

The UTC's Accessibility Plan can be viewed on the UTC website.

Parents can contact key staff by phoning or emailing the UTC as follows:

Adminolp@utcsheffield.org.uk

Section 14: Dealing with Complaints

As parents are involved throughout the implementation of SEN provision, it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with a member of the SEND team who will investigate and gives the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with an appropriate member of the Senior Leadership Team will be made
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Governors will be made
4. If the problem is unresolved, the parent may contact the Local Authority about the matter
5. At any time the parent may seek help from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) (see below)

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet available "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes.

Sheffield SENDIASS, Floor 6, North Wing, Moorfoot Building, Sheffield S1 4PL

Telephone: 0114 273 6009

Email: ed-parent.partnership@sheffield.gov.uk

Section 15: Bullying

The UTC's Anti-Bullying Policy can be found on the UTC website.

Section 16: Appendices

This document should be read in conjunction with the SEN Information Report, available on the UTC website.