

## South Devon UTC Special Educational Needs Policy

### Document Control

Version	Date	Author	Notes on Revisions
1.0	4 <sup>th</sup> March 2015	Ian Crews	
2.0	6 <sup>th</sup> June 2015	Ian Crews	2015 SEND Code of Practice adjustments

Owner	Author	Review	Next review	Approval committee

## 1 Introduction

- 1.1 The vision is for every SEND child is to “achieve at the UTC, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community” (Children and Families Act 2014). This policy refers to children and young people with special educational needs (SEN) and disabilities. The guiding principle informing this policy is to ensure that children and young people with SEN and disabilities are given equal opportunities to thrive at South Devon UTC, to make good progress in their learning and to feel valued as members of the UTC community.
- 1.2 The Children and Families Act 2014 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream UTCs within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for students of the same age.
- 1.3 The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs
- 1.4 It is therefore possible to be disabled under the Equality Act and not have SEND, and vice versa. It is also possible to be both disabled under the Equality Act and have SEN. As advised in the, SEND Code of Practice 0-25 2015, the UTC accepts that a medical diagnosis may mean that a child is disabled but not necessarily have SEN.
- 1.5 Students with SEN and/or disabilities admitted to South Devon UTC could have difficulties with one or more of:
- Cognition and Learning;
  - Communication and Interaction;
  - Social mental emotional health;

- Sensory and/or Physical.
- 1.6 This policy should be read alongside the Special Educational Needs and Disability Code of Practice 0-25 January 2015.

## 2 Aims

The aims of this policy are:

- to ensure that the UTC complies with the requirements of the Children and Families Act 2014, the *SEND Code of Practice 2015* and other statutory guidance and are implemented effectively within the UTC.
- to ensure that every student with special educational needs and/or disabilities has high aspirations and opportunities equal to other members of our community

### **The Governing Body will:**

- Do its best to ensure that the necessary provision is made for any student who has SEND;
- Determine the role of the SENDCO in relation to the leadership and management of the UTC;
- Determine the key responsibilities of the SENDCO and monitor the effectiveness of the SENDCO in undertaking those responsibilities;
- Make sure that, where the 'responsible person' (Principal) has been informed by the LA that a student has SEND, those needs are made known to all who are likely to teach them;
- Ensure that all staff are aware of the SEND and Disability policy of the UTC and work appropriately with all SEND and disabled children;
- Have regard to the SEND Code of Practice when carrying out its duties toward all students with SEND;
- Report to parents on the implementation of the UTC's SEND and Disability policy.

## 3 Implementation

The UTC has regard to all the requirements of the SEND Code of Practice 2015. This is a model of action and intervention to help children who have SEN make good progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

## 4 Co-ordination of the UTC's special educational provision

- 4.1 Claire Plumb (Vice Principal) is the SENDCO during the opening phase, as the school grows provision is made for a dedicated SENDCO role.

## 5 Identification and Assessment

- Students at South Devon UTC who meet the criteria, based on the SEND Code of Practice, are placed on the SEND Register. This register is reviewed termly by the SENDCO.
- Wherever possible, the SENDCO will attend Year 9 and 11 Annual Reviews of students with statements of SEND naming the UTC as the school for their next phase.

- Transition for students with SEN/disabilities will be carefully planned. Students with difficulties will be offered an extra taster day at the UTC with student mentors to enable them to feel more confident about attending the UTC.
- Student Transfer Forms will be used to identify students in Year 9 who may be struggling to attain. These students will be discussed with the SENDCO in feeder schools with barriers to learning identified.
- Key Stage 2 SATs results and assessment data are obtained from the feeder schools.
- Reading and spelling age testing is carried out early in Year 10 for all students, along with CATs. The data from these assessments are used to set realistic and challenging targets for all students.
- Teaching and support staff identify students causing concern who may require additional support through their day-to-day dealings with them.
- Parents are encouraged to contact the SENDCO if they have concerns about the progress of their child.

#### 5.1 **SEND Provision**

All teachers at South Devon UTC are teachers of students with SEND. All teachers and support staff receive in-service training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students.

A provision map will be produced early in each academic year which outlines the additional support and interventions offered for students with SEN/disabilities throughout the year.

A learning mentor audit is carried out regularly which identifies how many hours in-class support each group is receiving.

#### 5.2 **Provision for sensory and/or physical needs**

- There is the provision for Specialist Teaching Service support for individual students
- The UTC Access Plan outlines the adjustments made to include students with sensory/physical needs as fully as possible.
- Reasonable adjustments are made to enable all students can access the UTC curriculum effectively.

#### 5.3 **Support for Social, Mental and Emotional Health**

Students with SMEH at South Devon UTC are supported in a range of ways. Initially, SMEH will be addressed by class teachers, mentors and the Pastoral Lead. All these staff will be supported and advised by the SENDCO.

- Some students may be offered social skills groups and peer and/adult mentors.
- Some students access support from the Behaviour Support Service
- They may be offered short term out of UTC placements to enable them to address their difficulties.
- There will be within-UTC mentors to offer extra emotional support.

#### 5.4 **Access arrangements** for examinations are organised jointly by the SENDCO and the Examinations Officer. This can include up to 25% extra time, and/or provision of reader and /or scribe. Where the SENDCO is not

qualified to undertake testing, external professionals will be employed to conduct such work.

## **6 Procedures used by the UTC for working with SEN students**

- 6.1 The procedures follow the SEN Code of Practice. The UTC employs a graduated response through interventions at Level 0 – 3 UTC Action and those with EHCP.
- 6.2 All staff are alerted to the presence of students with SEN/disabilities in their teaching groups when they use the school's information system. The central SEND Register identifies the barriers to learning for students and suggests strategies for overcoming these barriers. This is held electronically on the shared Drive of the UTC's intranet
- 6.3 Once a student is identified as having SEND the additional or different provision is described as *Level 1*. This might include access to extra support in class or outside lessons. It will include specific advice for teaching strategies which will enable the student to learn effectively.
- 6.4 If, after a range of additional or different interventions have been tried for some time, the student is still not making at least adequate progress or is still unable to access the curriculum the UTC, with parental agreement, may decide to move to interventions through *Level 2*.
- 6.5 Initiating *Level 2 or above* occurs when the UTC asks for advice from the LA's external support services or from health or social work professionals.
- 7.8 Interventions will vary according to the level and type of need. The UTC's Provision Map will show how interventions are implemented across the Year Groups.
- 7.9 The effectiveness of the interventions is evaluated in a range of ways, including student progress, attitude to learning and qualitative data about self esteem and well being. These evaluations are held by the SENDCO.
- 7.10 Students with SEND who are at Level 2 or who are EHCP also have Subject Support Plans. These are subject specific, personalised learning targets set by core subject teachers in the Autumn Term of each academic year, shared with parents and reviewed at Parents' Evenings and in the student annual reports.

## **8. Staffing Arrangements:**

- 8.1 The SENDCO is responsible for:
- Ensuring that the needs of all students on the SEN register are met;
  - Ensuring that the UTC complies with the Statutory SEN Code of Practice 2015 and LA's Annual Reviews, UTC Census, etc.;
  - Supporting all teachers with teaching and learning strategies to meet the needs of all learners;
  - Deploying Learning Mentors in a way that maximises the impact upon learning;

- Special examination arrangements;
- Assessment and monitoring of progress of students on the SEN Register (please note that it is Subject Leaders who have the primary responsibility for monitoring the academic progress of students in their subject areas, until subject leaders are appointed the subject line managers have responsibility for this);
- Performance Development and staff appointments to the Learning Support team;
- Professional Development of the Learning Support staff;
- Liaising with pastoral staff, other departments and the senior team;
- Maximising the effectiveness of the learning environment;
- Managing resources and the departmental budget through liaison with the Principal;
- Self-Evaluation Processes;
- Communicating with parents of students on the SEND register;
- Contributing to training for all staff about enhanced teaching and learning for all students;
- Liaison with external agencies to enhance provision for the most vulnerable learners;
- Planning progression routes for the most vulnerable learners with parents/carers and external agencies;
- Responsible for oversight of Student Medical Needs;
- Performance Development of all Learning Mentors.

## 8.2 Consulting parents if students are experiencing SEND

In relation to each of the registered students who have SEND:

- identifying the student's SEND;
- co-ordinating the making of SEND provision for the student which meets those needs;
- monitoring the effectiveness of any SEND provision made for the student;
- securing relevant services for the student where necessary;
- ensuring that records of the student's SEND and the SEND provision made to meet those needs are maintained and kept up to date;
- liaising with parents/carers on a regular basis;
- ensuring that, where the student transfers to another UTC or educational institution, all relevant information about the student's SEN and the SEN provision made to meet those needs is conveyed to that UTC and
- promoting the student's inclusion in the UTC community and access to the UTC's curriculum, facilities and extra-curricular activities.
- selecting, supervising and training Learning Mentors;
- advising teachers at the UTC about differentiated teaching methods appropriate for students with SEND;
- contributing to in-service training for teachers at the UTC to assist them to carry out the tasks referred to in paragraph (b); and
- preparing and reviewing the information required to be published by the Governing Body pursuant to the *Children and Families Act 2014*, the objectives of the Governing Body in making provision for SEND, and the SEND Needs Policy.

- 8.3 **All staff** in the UTC have a responsibility to understand the needs of, and work with the SEN and disabled students in their classes and to follow and Advice given by the SENDCO. The Teachers' Standards make clear their duties to meet the needs of all students.

## 9 **Facilities**

The Learning Support Department is housed in a specialist resource at the heart of the UTC. Facilities include a room which is used for small group intervention work and the use of the LRCs for work support club and Paired Reading and other small group interventions.

## 10 **Admission Arrangements**

- 10.1 See the UTC policy/general admission arrangements. **South Devon UTC does not discriminate against students with disabilities in admissions or in practice.** (see Disability Equality Scheme).

If the UTC believes that to admit the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However the LA may disagree with the UTC's arguments.

## 11 **Resources allocated to and amongst students with SEND**

- Learning Mentor support in appropriate areas of the curriculum;
- Purchase of specialist equipment for individuals in line with EHCP (Education Health Care Plans);
- Deployment of central staff in line with statements;
- Should be listed in the provision map.

## 12 **How SEN students' needs are determined and reviewed**

- 12.1 Identification of particular individual needs of students is a collaborative process between parents, UTC staff, the SENDCO, student with additional expertise provided as and when appropriate from the UTC's attached Educational Psychologist, specialist teaching team, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and health services.
- 12.2 Needs and provision for students with EHCPs is determined by the LA, and are met by resources provided directly by the LA and from UTC resources.
- 12.3 Subject Support Plans are reviewed with parents/carers at least once a year. Statutory reviews of EHCPs take place at least annually or more frequently if the EHCP so requires. Interim or early reviews of EHCPs are called where the UTC identifies a student who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

## 13 **Arrangements for providing access to a balanced and broadly based curriculum for students with SEN and/or disabilities**

- 13.1 Students with SEN and/or disabilities do not follow a different curriculum to other students. Where appropriate, reasonable steps are taken to modify the

curriculum for students with SEND and reasonable adjustments are made for disabled students.

13.2 The SENDCO and Learning Support Department help students access the UTC Curriculum by:

- Helping students improve their literacy and numeracy skills;
- Supporting students in lessons;
- Helping staff develop differentiated schemes of work;
- Providing staff with alternative and appropriate teaching strategies and approaches;
- See Provision Map .

## 14 Monitoring, Evaluation and Review

14.1 **How the Governing Body evaluates the success of the education which is provided for SEND children**

- UTC Improvement Plan presented at Governors' Meetings.
- Provision Mapping (audit of need and planning for support).
- SEND policy reviewed regularly
- Using RAISE Online data to audit the progress and attainment of students with SEN/disabilities.
- Principal's report to governors details the internal progress data for given groups of students.
- Discreet academic data sets identifying students with SEN/disabilities.
- Annual UTC Reports for students with SEN/disabilities.

14.2 In addition the Governing Body will monitor the work of the SENDCO through:

- considering Principal reports that reflect the activities of the SENDCO and any current issues;
- considering reports from the SENDCO;
- having regular discussions between the SEND Governor and the SENDCO.

## 15 Arrangements made by the Governing Body relating to treatment of complaints from parents of students with SEN/disabilities concerning the provision made at the UTC

Any complaints should in the first instance be directed to the Principal. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Principal he/she has the right to refer the matter to the Governing Body.

## 16 External Support Services

- The UTC uses the services of an Educational Psychologist for students who are demonstrating significant difficulties.  
The SENDCO involves other outside agencies including Social Services, Specialist Teaching Service, Speech and Language and Occupational Therapy, and CAMHS.

## 17 The use made of teachers from outside the UTC

- Students with either a hearing, sight or speech impairment may have a specialist teacher who comes in and works with them.

## **18 The role played by parents/carers of children with SEND**

South Devon UTC recognises that parents know their children best and the views of the students and their parents will be heard and considered in the planning to meet their needs and decision making related to their child

Our aim is to work together in a productive partnership with parents/carers:

- The Learning Support Department ensures that parents/carers are kept informed of the work done with their child and that copies of Subject Support Plans are sent home.
- Parents/carers are encouraged to contact the Learning Support Department if there are concerns they wish to discuss.
- Parents/carers are invited to contribute to review processes.
- All contact with parents/carers is recorded.
- For some students Home/UTC books are used to record key learning points each day and to help parents/carers support the students.

**Our work with parents/carers of child with SEND will be led by guidance in the SEND Code of Practice guidelines 2014.**

## **19 Students with SEN / disabilities accessing offsite provision.**

The SENDCO is responsible for carrying out assessments and putting into place appropriate support to allow students with SEND to access the offsite provision that all students require to fulfil the requirements of the UTC curriculum. Where appropriate the SENDCO should liaise with UTCs that are already open for special to UTC advice with regards this aspect of students' curriculum.

## **20 Students with SEN/ disabilities using equipment that may prove difficult or dangerous for them as a result of their SEN or disabilities**

The SENDCO is to carry out a risk assessment with the appropriate Lead for the department on the particular piece of machinery or equipment. This should include the level of supervision required. In the workshop areas where support is required the engineering technician will be trained to provide that support as part of their role. Where a piece of equipment needs modification it is the business managers responsibility to seek sources of funding to resource the modification. In the first instance the considerable experience of South Devon College's SEND department is to be consulted.