



University Technical College Warrington (UTCW)

SEND Policy

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1 MISSION STATEMENT

1.1. The Special Educational Needs and Disabilities (SEND) Policy is set out to provide information regarding the College's vision, ethos, provision and practice with regard to SEND and inclusive whole College practice.

1.2. UTC Warrington's commitment to students with SEND is to:

“Ensure that students with SEND achieve their personal best, both academically and socially and that they are included in every aspect of College life”.

We believe that our response should be rooted in a *whole College approach* to ensure access, participation and achievement for all. At UTC Warrington, teachers and learning Support assistants Team are responsible for the progress and development of the student in their class or for whom they provide support. At every opportunity we aim to raise awareness of special educational needs and disabilities with both staff and students in order to foster a shared understanding and acceptance of diversity within the College.

2 SCOPE OF POLICY

2.1. This policy applies to students with special educational needs (SEND), their parents and all staff.

2.2. This policy should be read in conjunction with the following:

- Accessibility Plan
- Equality Plan
- Admissions Arrangements
- Medical Needs Policy

3 DEFINITION OF SEND

3.1. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

3.2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or

- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3.3. A Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery Colleges, and mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

4 DISABLED STUDENTS

4.1. Many children and young people who have SEND may have a disability under the Equality Act (2010) – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

4.2. There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act (2010) they will be additionally covered by the SEND definition.

5 KEY REQUIREMENTS / LEGAL DUTIES

5.1. This policy responds to the requirements and recommendations of:

- The Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- The Special Educational Needs and Disability Regulations (2014)
- The Equality Act (2010)
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

6 AIMS

6.1. The aims of the College:

- Students with SEND make positive progress, achieve their personal best and are included in College life.
- Staff are fully supported in the graduated approach for identifying, supporting and monitoring students with SEND using clear channels of communication.
- Students with SEND, are provided with access to a broad, balanced and differentiated curriculum.
- Staff use quality first teaching in order to meet the individual needs of students, including those with SEND, through setting suitable learning challenges, responding to students' learning needs and overcoming potential barriers to learning and assessments.
- Quality first teaching is the first step in responding to students who may have SEND at UTC Warrington. Teachers have high expectations for all students and aim to teach them the full curriculum, whatever their prior attainment. The quality of teaching and learning for all students, including those with SEND, is regularly reviewed through annual Curriculum Teaching and Learning Reviews in order to ensure that all students have appropriately differentiated learning activities and/or teaching methods which takes into account their individual needs.

7 THE SEND TEAM

7.1. The SEND team consists of:

- Principal
- Vice Principal
- Assistant Principal (Personal Development)
- SENCO
- Student Support Team (including Learning Mentors)
- SEND Governor

8 THE TRUST BOARD

8.1. The Trust Board will:

- Secure the necessary provision for any student who has special educational needs;

- Ensure where the responsible person, the Principal or the responsible trustee, has been informed by the Local Authority that a student has special educational needs, those needs are made known to all who are likely to teach him or her;
- Ensure that all staff understand the importance of identifying and providing for students with special educational needs;
- Publish in its annual report to parents, information on the UTC's policy for students with special educational needs. This report will include information on the success of the policy, significant changes in the policy and how resources have been used for students in the UTC and the efficient use of resources;
- Have due regard to the revised Code of Practice when carrying out their duties towards all students with special educational needs;

8.2. Ensure the responsible SEND trustee presents an annual report to the Trust Board. The Principal will:

- Have responsibility for the day-to-day management of all aspects of the UTC's work including provision for the students with special educational needs;
- Ensure the curricula and learning and teaching pedagogies reflect the SEND policy;
- Modify or dis-apply the National Curriculum if required;
- Ensure statutory assessments, statements and review procedures comply with relevant legislation and statutory guidance;

8.3. Ensure the Trust Board is kept fully informed on SEND issues. The Special Educational Needs Co-ordinator (SENCO) will:

- Work with the Principal and the Trust Board to determine the strategic development of the policy;
- Have responsibility for the day-to-day co-ordination of the SEND policy, maintaining the UTC SEND list and monitoring the maintenance of records and Individual Educational Plans, including IHPs and EHCs;
- Liaise with and advise teachers, co-ordinating provision for students with special educational needs.
- Ensure students identified with specific needs are monitored as a group within the context of the UTC quality assurance framework. Their individual progress and achievement will be monitored through the academic tutorial process;
- Contribute to in-service provision;

- Liaise with external agencies, including the Educational Psychologist and other support agencies, medical services, Connexions and voluntary bodies;
 - Teach SEND classes, withdrawal groups and students with EHCs;
- Map provision.

9 ADMISSIONS

- 9.1. Please see the UTCW Admissions Policy. The UTCW Trust Board consider that the admission criteria do not discriminate against students with special educational needs.

10 PARTNERSHIP WITH FAMILIES

- 10.1. UTC Warrington understands the unique contribution that parents can make to a student's educational progress and undertakes a close partnership with the parents of students with SEND. This means that views will be sought and taken into account and that effective two-way communication is fostered and maintained. As a result, consultation with parents of children with SEND is strong and on-going at UTC Warrington.
- 10.2. Communication happens through pre-arranged meetings with the SENCO or communication via email or telephone. If a student has an Education, Health and Care Plan (EHCP) an Annual Review meeting will take place during the year in order to review the student's Plan. This is in addition to normal parent-College communication.
- 10.3. We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person Centred Planning * students with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents. Students' views, opinions, wishes and feelings are always considered.
- * Person Centred Planning is a process for continual listening and learning, focussing on what is important to someone now and in the future, and acting upon this in alliance with their family and friends.
- 10.4. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood. This is

especially important at Key Stage 5, as some rights to participate in decision making about EHC plans, transfer from the parent to the young person.

11 IDENTIFYING AND ASSESSING STUDENTS WITH SEND

- 11.1. UTC Warrington has a clear approach to identifying and responding to SEND. All teachers at UTC Warrington are responsible for identifying students with SEND and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage.
- 11.2. On entry to UTC Warrington every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment.
- 11.3. Information from the 'feeder' school is used to shape the student's curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.
- 11.4. UTC Warrington regularly gathers information about every student's progress, alongside national data and expectations of progress. Academic data is updated three times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
 - Be significantly slower than that of their peers starting from the same baseline;
 - Fail to match or better the students previous rate of progress;
 - Fail to close the attainment gap between the student and their peers;
 - Widen the attainment gap.

- 11.5. This can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life
- 11.6. Students may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.
- 11.7. The SENCO is responsible for investigating and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support.
- 11.8. The identification and assessment of SEND includes an early discussion with the student and their parents. These early discussions with parents enable UTCW staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.
- 11.9. We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- 11.10. With parental agreement, UTC Warrington will liaise with outside professionals if they are already involved with the student.
- 11.11. For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.
- 11.12. The SEND Code of Practice (2014) does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:
- Communication and interaction;
 - Cognition and learning;
 - Social, emotional and mental health difficulties;
 - Sensory and/or physical needs.
- 11.13. In line with the SEND Code of Practice UC Warrington accepts that students often have needs that cut across all these areas and their needs may change over time. We acknowledge that while considering the needs of the whole child, some areas which are not SEND may impact on progress and attainment:
- Disability;

- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Being in receipt of the Pupil Premium;
- Being a Looked After Child

11.14. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Equally, a diagnosis of Special Educational Needs does not mean a young person will display disruptive behaviours. Where there are concerns the SENCO, in collaboration with Pastoral Leaders, will make an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues (see Behaviour Policy for further information about how the College supports students with behavioural difficulties).

12 THE GRADUATED APPROACH TO MEETING SPECIAL EDUCATIONAL NEEDS AND DISABILITY

12.1. Quality First Teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-College responsibility. This requirement has been strengthened in the SEND Code of Practice (2014)

12.2. We understand that additional intervention and support cannot compensate for a lack of good quality teaching:

- All UTC Warrington students have access to a specialist curriculum, with targets that are ambitious.
- UTC Warrington regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENCO carries out regular learning walks to ensure that high quality teaching for SEND students is in place across the curriculum.
- There is regular advice and training delivered by the SENCO for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of

the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.

- Where necessary outside agencies deliver be-spoke training

13 INCREASED LEVELS OF PROVISION AND SUPPORT

- 13.1. In spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.
- 13.2. Where it is decided that a student has a special educational need (SEND), this decision is recorded in UTC Warrington records and the parents are informed. Information which is recorded and retained is compliant with Data Protection and GDPR legislation.
- 13.3. Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any learning support assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- 13.4. The SENCO will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- 13.5. For those students with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment (formerly known as a statement). Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.
- 13.6. As part of the EHC assessment UTC Warrington may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

14 PROVISION OF RESOURCES

- 14.1. In order to facilitate the provision of education to students who need additional support, UTCW will provide resources to meet the needs of such students.
- 14.2. Making higher quality teaching the norm, is likely to mean that fewer students require additional support – such improvements in Quality First Teaching tend to be more cost effective and sustainable than additional support through one-to-one intervention and small group intervention. This is the main focus of the additional support framework – as a number of groups will be operating below economic viability, providing additional capacity through very favourable teacher: student ratios.
- 14.3. A range of support is available and will be allocated by the SENCO and specialist providers on the basis of identified needs:
- Support from a teaching assistant;
 - Alternative learning materials or equipment;
 - Alternative methods of recording work;
 - Small group teaching;
 - Individual targeted teaching programme;
 - Access to specialist provision from within the UTC;
 - Access to specialist teaching programmes;
 - Staff development to enhance skills.
- 14.4. In addition, those students whose EHCs specify extra resources (e.g. Learning Support Assistant intervention, specialist equipment) will receive such resources from additional funding.
- 14.5. SEND provision, is provided by ALL staff, who work as a team, in liaison with specialists, to meet the specific and individual needs of the students concerned, working in partnership with parents and external agencies.
- 14.6. Learning Support Assistants are allocated where resources allow, to specific students or groups. Teaching staff liaise closely with them to ensure maximum effectiveness. Learning Support Assistants have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents.

15 MONITORING THE EFFECTIVENESS OF THE POLICY

- 15.1. The effectiveness of the SEND Policy and its implementation is regularly under review and the success of the SEND Inclusion strategy is assessed both qualitatively and quantitatively.
- 15.2. Quantitative success is judged in terms of how far the student has progressed from base line assessment, usually in the form of psychometric assessments using standardised assessment materials. This would be in conjunction with data from across curriculum areas after each Progress Point. However, not all interventions and support can be measured in this way. As a result, qualitatively, student progress can also be measured by audits such as Strength and Difficulties Profiles. These profiles help establish the less quantifiable but equally important aspects of College life such as emotional and social well-being.
- 15.3. Student voice is an integral aspect of the College ethos at UTC Warrington. The SENCO makes it a key priority to have a one-to-one meeting with as many students as possible who are on the SEND register. In addition, students are invited to meetings or invited to contribute their views and information prior to any meetings that take place. We are continuing to build on this with surveys and focus groups in order to ensure their voice is heard and this feedback helps to inform the future vision for SEND provision at UTC Warrington.
- 15.4. Professional feedback from staff and representatives of external agencies is also sought.
- 15.5. The SEND Policy is reviewed on an annual basis and a report is presented by the SENCO to the Trust Board in the Autumn Term. The Trust Board has a duty to report annually to parents and must make reference to:
 - The success of the policy;
 - Any significant changes in the policy;
 - Any proposed changes in designation following consultation with the LA and other schools;
 - The allocation of resources to, and amongst students, with SEND.

16 COMPLAINTS PROCEDURE

16.1. Student voice is an integral aspect of the College ethos at UTC Warrington. The SENCO makes it a key priority to have a one-to-one meeting with as many students as possible who are on the SEND register. In addition, students are invited to meetings or invited to contribute their views and information prior to any meetings that take place. We are