



## SPECIAL EDUCATIONAL NEEDS POLICY

<p>Author: <b>Principal: Steve Warburton</b></p>	<p>Document History: Draft: March 2016 Board Review: April 2016</p>
<p>Date Published: May 2016</p>	<p>Date of Board Review: May 2017</p>
<p>Comments</p> <p><i>This policy is regularly monitored by the Principal and Governing Body to ensure that it is working as effectively as possible.</i></p>	
<p>Monitoring, Evaluation &amp; Review</p> <p><i>The Principal and Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout by the UTC community.</i></p>	

## Contents

GENERAL PRINCIPLES .....	3
Aims and Objectives .....	3
Legal Framework.....	3
Definitions .....	3
Roles and Responsibilities .....	4
Designated Roles.....	4
Governors .....	4
The Principal and Student Support Director .....	5
Designated SENCO .....	5
Specialist Learning Support staff (Learning Mentors and Student Welfare Officers) .....	6
Teachers.....	6
Mentors.....	6
Staff .....	6
Admission and Inclusion.....	7
Post-16 .....	7
Specialist Provision.....	7
Curriculum Access .....	7
Procedures – A Graduated Response .....	8
Identification and Assessment.....	8
General intervention .....	8
SEN Support.....	8
An Education and Health Care Plan (EHCP) :.....	9
Monitoring and Evaluating Student Progress .....	10
EHCP Students .....	10
SEN Support Students .....	10
Record Keeping.....	10
Liaison and Other Support Services .....	10
Training and development.....	11
Parental Partnerships.....	11
Managing parental complaints .....	11
Student Participation .....	11
Monitoring and evaluation .....	12

## GENERAL PRINCIPLES

Greater Peterborough UTC will seek to remove barriers to learning and achievement and is committed to the principle that every child has individual needs and has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of GPUTC, irrespective of ability, race, gender or need and should be respected and valued as an individual. GPUTC will address the needs of different groups of students and deliver high quality learning and teaching practices which will allow a student to achieve their potential. When possible UTC will adapt the environment and equipment and seek specialist advice from outside the organisation to enhance its ability to support all students.

## Aims and Objectives

The aims of this policy and associated procedures are to ensure that:

- the UTC provides an inclusive approach to learning;
- high quality teaching is provided to all students at the UTC;
- students with special educational needs participate in the activities of the UTC alongside those who do not have special educational needs;
- the UTC meets its legal obligation to provide access to the curriculum for all students whilst recognising their individual needs;
- where the Principal or the appropriate governor has been informed by the local authority that a student has special educational needs, appropriate and agreed accommodations will be made known to staff;
- all UTC staff are aware of the importance of identifying and providing for students who have special educational needs;
- the Principal, staff and governors report annually to parents on the effectiveness of this policy and provision for students with special educational needs;
- all staff members are clear regarding their roles and responsibilities in the implementation of this policy.

The UTC recognises that it has a responsibility to meet the needs of all students in the institution and as such believes in early identification, clear assessment processes and appropriate provision for all students.

## Legal Framework

GPUTC ensures this policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 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 (2014)

## Definitions

The UTC accepts the definition below of SEND, as set out in the Children and Families Act 2014,

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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 schools, mainstream post-16 institutions or by relevant early years providers.

The College recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.

Only in a small minority of cases will a child have special educational needs of a severity or complexity, which require an Education Health and Care Plan. The 1996 Education Act (Section 32) says: 'A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.'

Neither does the exceptionally able or gifted child fall into the remit of special educational needs. The UTC recognises that these young people have their own needs which are addressed separately. We also recognise that children and young people may have special educational needs in some areas of their learning and be identified as gifted and talented in others. Appendix 1 and 2 provide further details of the classification and types of SENDD. The UTC's SEND Information Report also contains further details of SENDD provision.

### **Scope of the Policy**

This policy applies to all young people in the UTC who have additional or special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability, or social circumstances.

This policy also has implications for all our partners in the SENDD process, e.g. partner UTC's, governing bodies, parents/carers and statutory voluntary agencies.

## **Roles and Responsibilities**

### **Designated Roles**

The person with strategic responsibility for SEND in the UTC is the Student Support Director, Ms Sarah Hutt and the Special Education Needs Coordinator Ms Erica Brown

The Governor with responsibility for SEND is yet to be appointed.

The designated SENCO for the academic year 2016 – 2017 is Ms Erica Brown

### **Governors**

The Governing Body will be fully involved in the implementation and review of this policy and will ensure that:

- the UTC has a policy for identifying and supporting the special education needs of students;
- there are procedures for identifying and providing for students' special educational needs;
- they have regard for the requirements of the SEND Code of Practice;
- they are fully informed about SEND issues, so that they can play a major part in UTC self-review process;
- They involve young people and parents/carers in the development of SEND policy and implementation;
- they set up appropriate staffing and funding arrangements, and oversee the UTC's work for students with special educational 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
- SEND provision is an integral part of the UTC development plan
- The quality of SEND provision is regularly monitored

### **The Principal and Student Support Director**

The Principal and Student Support Director will work together to ensure that:

- the Governing body are fully informed about SEND issues to enable them to fully comply with their responsibilities;
- the policies and procedure adopted by the UTC are fully implemented; so students 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;
- sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for students with SEND and shared with the SENCo;
- the implementation of this policy is monitored and reported to Governors.

### **Designated SENCO**

The designated SENCO will take on the role of Special Educational Needs Coordinator and as such is responsible for:

- overseeing the day-to-day operation of this policy;
- co-ordinating the provision for special educational needs of identified students;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and managing the work of all UTC staff relating to the identification of students with specific needs;
- arranging detailed assessments, observations and support of students with special educational needs;
- overseeing the work of specialist support staff (TA's) in devising strategies, drawing up Individual Educational Plans (IEPs), setting targets appropriate to the individual needs of students, advising on appropriate resources and materials for use with students and evaluating their effectiveness;
- liaising closely with parents of students with special educational needs so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, teachers and parents;

- maintaining the UTC's special educational needs register and records;
- assisting in the monitoring and evaluation of progress of students with SEND through the use of UTC assessment information;
- ensuring that all staff are given, understand and know how to use information regarding specific SEND students including behavioural management.
- contributing to the in-service training of staff to continuously improve their effectiveness working with students;
- liaise with the SENCOs in feeder schools to ensure smooth transition.

### **Specialist Learning Support staff (Learning Mentors and Student Welfare Officers)**

Specialist Learning Support staff must:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND;
- work with the SENCO to map provision and identify pathways and strategies for students with special educational need, set targets appropriate to individual needs of students, and advise on appropriate resources and materials for use with them in the classroom;
- work with the SENCO to organise appropriate allocation of support for students with specific needs in the classroom;
- be responsible for the administrative processes surrounding students with SEND.

### **Teachers**

'All teachers at GPUTC are teachers of students with special educational needs' and as such the UTC adopts a whole UTC approach involving all staff adhering to a model of good practice.

Teachers must ensure that they:

- are fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND;
- are aware of the individual needs, including any SEND, of all students they teach;
- include all students in lessons, providing an appropriately differentiated curriculum;
- draw on the teaching assistant staff for advice on assessment and strategies to support inclusion;
- Give appropriate feedback to enable progress to be monitored and effective reviews to take place.

### **Mentors**

Mentors work with small groups of students and must ensure that they:

- make themselves aware of the UTC policy for special educational needs and procedures for identification, monitoring and supporting students with specific needs;
- are fully conversant with the individual needs of all of their mentees;
- contribute as required to any review process;
- raise any concerns with the SENCO as they arise.

### **Staff**

Each member of the UTC staff, regardless of their role has a duty/responsibility as a whole for SEND provision.

## **Admission and Inclusion**

As previously identified, all GPUTC teachers in the GPUTC are teachers of students with special educational needs and as such we adopt a whole UTC 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 students in a wholly inclusive environment.

Inclusion is regarded as crucial to the policy. The UTC operates an equal opportunities policy for students with special educational needs who are afforded the same rights as other children. This includes those students with Education and Health Care Plan and those supported at "Special Education Needs Support". The UTC will ensure that students with SEND 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 Education and Healthcare Plan (EHC Plan) made in accordance with Children and Families Act 2014, 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 an EHC Plan, the UTC must consent to being named, except where admitting the students would be incompatible with the provision of efficient education for other students; and where no reasonable steps may be made to secure compatibility.

In deciding whether a student's inclusion would be incompatible with the efficient education of other students, the UTC must have regard to the relevant guidance issued by the Secretary of State. 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 student'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 student would be incompatible with efficiently educating other students; and (b) the UTC cannot take reasonable steps to secure this compatibility.

## **Post-16**

Students' special educational needs do not disappear when they move from compulsory to post-16 education. GPUTC will continue to make SEND provision for all students (those who join us at 16, those who move through from KS4 and those for whom needs emerge during their post-16 studies) whilst they are students at the UTC.

## **Specialist Provision**

The UTC is located in a new three story building that is fully DDA compliant. Students will also access specialist facilities in other education establishments that are also fully DDA compliant eg. Peterborough Regional College.

## **Curriculum Access**

The UTC curriculum will be made available for all students.

Where students have special educational needs, a graduated response will be adopted. The UTC will, in other than exceptional cases, make full use of classroom and UTC resources before drawing on external support. The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach including the use of individual, small group and whole class contexts.

The provision for students with special educational needs will match the nature of their individual needs; tutors and the SENCO will regularly update records of the students' special educational needs, the action taken and the outcomes. Schemes of work will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties. All supervisory staff involved in student support during break, lunchtime and enrichment will be made fully aware of the individual needs of students and trained appropriately.

## **Procedures – A Graduated Response**

GPUTC will develop a provision map of opportunities and strategies for intervention. Individual intervention plans will be determined based on provision mapping.

## **Identification and Assessment**

GPUTC will use a range of methods to identify and assess the progress and needs of students.

This will include:

- Transition information;
- Information from parents;
- Information from external agencies;
- Prior data from external measures;
- Internal spelling and reading assessments;
- Diagnostic testing;
- Ongoing monitoring and tracking systems, particularly progress against targeted interventions;
- Information from staff including reports, reviews and referrals;
- Assessment scores;
- Support from external agencies, such as Educational Psychologists, Autism outreach, CAMHs.

## **General intervention**

Lead teachers will ensure that schemes of work are differentiated and incorporate different learning styles. They will make use of the ICT equipment and vary outcomes of each lesson accordingly. They will be required to set and monitor targets, discuss difficulties with the Specialist Learning Support staff and refer any student who is not making progress.

## **SEN Support**

Where a student fails to make the expected progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy skills; presenting persistent behavioural, emotional and social difficulties; has Sensory or physical problems; or communication or interaction difficulties, the UTC will place the student at SEN Support on the UTC Special Needs Register and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) in a range of ways including:

- Catch up sessions during enrichment and consolidation times;
- Alternative classroom organisation and management;
- Additional literacy or numeracy sessions during enrichment;
- Specialist learning support during lessons;

- Withdrawal from group or individual support;
- Use of specialist equipment. The resources allocated to students who have special educational needs will be deployed as outlined in the revised code of practice. If a student does not make the expected progress despite the provision put in place advice will be sought from the appropriate support services.

The triggers for a young person to go onto the Special Needs register could be that, despite receiving an individualised programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of students of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties, which substantially and regularly interfere with their own learning or that of the class group, despite having an individualized behaviour management programme;
- has Sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;

Parents will be informed and students involved in decisions taken at this stage

### **An Education and Health Care Plan (EHCP)**

If progress is still not achieved despite after support has been put in place, the student may be assessed in line with the LA guidance with a view to initiating a EHCP assessment of special educational needs under The Children and Families Act 2014.

The appropriate forms will be used for recording and referral as necessary. When the SENCo requests an EHCP assessment of a student's special educational needs, the UTC will provide written evidence of or information about:

- the UTC's action through IEPs and Plan Do Review data;
- individual education plans for the student;
- records of regular reviews and their outcomes;
- the student's health including the student's medical history where relevant;
- National Curriculum levels;
- attainments in literacy and numeracy;
- educational and other assessments, for example from an advisory specialist;
- support teacher or an educational psychologist; views of the parents and of the student;
- involvement of other professionals;
- any involvement by the social services.

The description of the student's learning difficulty and progress together with information about the special educational provision made will form the basis on which the local authority can consider whether an EHCP assessment is necessary.

## **Monitoring and Evaluating Student Progress**

All students' progress will be monitored through the normal process of ongoing formative and summative assessment. In addition to this the following reviews will take place for students placed on the UTC SEND Register:

### **EHCP Students**

Students with an EHCP will have an annual review as required by legislation which will involve students, parents and appropriate representation from the UTC and other agencies, and will focus on a successful transition to the next stage of their education/life.

### **SEN Support Students**

These students will all have at least two reviews during an academic year involving the designated SENCO, Specialist Learning Support staff, tutors, students and parents. Reviews will be held termly for those that have external agencies working with them and biannually for those on SEN Support. Further provision mapping will take place as required during each review.

### **Record Keeping**

Detailed records will be kept of all student progress and all additional provision made to address their SEND. Those students receiving support will be identified on the special educational needs register.

### **Liaison and Other Support Services**

As far as is practicably possible the UTC will liaise with the partner schools for students 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. 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 SEND advisory services via our sponsoring partner, Peterborough Regional College, 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 (this list is not exhaustive):

- SEND Support Services;
- Educational Psychology Service;
- Behaviour Support Service;
- Social Care;
- The Hearing Support Service;
- The Vision Support Service;
- Education Welfare Service;
- Child Adolescent Mental Health Service;
- Autism Outreach
- Occupational Therapy

The UTC will seek external advice from the LA's support services, the local Health Authority or from Social Services, e.g. this may be advice from a Speech and Language Therapist (SaLT), an Occupational Therapist (OT) or Specialist Advisory Services dealing with Autism, Behavioural

Needs etc. The UTC may also include one-to-one support and the involvement of an Educational Psychologist. As well as the use of external services, the UTC requires more detailed planning of interventions for children whose progress has been limited. A young person's progress at the UTC should also be reviewed regularly (i.e. at least twice a year) and an IEP should also be written to assist the young person.

### **Training and development**

Training requirements for all staff will be identified within the UTC plans for development in conjunction with an analysis of the needs of students 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 student with specific conditions or needs of an individual student; 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 students with special needs.

### **Parental Partnerships**

GPUTC is committed to fully involve and engage parents and carers in supporting and encouraging students with special needs at all stages of the process from referral to assessment through to review as it is a crucial factor in achieving success. Parents are encouraged to raise any concerns by contacting the designated SENCO. Parents will be kept informed consistently in accordance with the recommendations of the Code of Practice. Parents will also be able to contribute to the development of the UTC through the parental forum which will include opportunities to discuss the support given to students with special educational needs.

### **Managing parental complaints**

With regard to special educational needs provision and arrangements parents who have queries or concerns should contact the designated SENCO, who will ensure a response is received within 3 days. It is the intention of the UTC to maintain open and regular communication with parents at all times to ensure that all provision and arrangements receive full parental support and agreement. If parents are not satisfied with the outcome of such discussions then they should pursue the UTC complaints procedure as detailed in the policy located on the GPUTC website [www.gputc.com/jobs](http://www.gputc.com/jobs)

### **Student Participation**

Students will be encouraged and supported to participate fully in decisions made regarding their education and as such all students, regardless of their particular circumstance, will be invited to meetings where their needs, potential provision and any arrangements are being discussed. There will also be opportunities through the Student Council for the students' perspective to be gathered on the UTC provision for all students. The UTC Student council will be inclusive, and contributions and representation from the broadest possible constituency of students will be encouraged, developed and supported.

## Monitoring and evaluation

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

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