

## UTC PLYMOUTH

### Special Educational Needs and Disabilities (SEN/D) Policy

#### 1. Introduction

- 1.1 The following definitions of Special Educational Needs (SEN) have been taken from section 20 of the Children and Families Act 2014.
- a. A child or young person has SEN if he/she has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
    - i. Have a significantly greater difficulty in learning than the majority of others of the same age; or
    - ii. Have a disability which prevents or hinders them 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.
  - b. Children must not be regarded as having a learning difficulty solely because their first/ home language is different from the language in which they will be taught.

#### 2. Aims and objectives of the Policy

- 2.1 UTC Plymouth aims to provide every child with access to a broad and balanced education, albeit specialist provision in Science and Engineering. This includes the National Curriculum, where relevant to this age group, in line with the *Special Educational Needs Code of Practice 2014*.

In order to meet the Individual Needs of students, the school will:

- a. **Identify those who have SEND (Special Educational Needs and/or Disability)** at the earliest opportunity by gathering information from parents/carers, feeder schools, and education, health and care services prior to joining UTC Plymouth.

- b. **Monitor the progress** of all students in order to aid the identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- c. **Make appropriate provision** to overcome all barriers to learning and ensure students with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENCO (Special Educational Needs and Disability Co-ordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- d. **Work with parents** to gain a better understanding of their child and their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and the effectiveness of this policy and the school's SEND work.
- e. **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.
- f. **Create an environment in the school where students feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between students and their teacher or SENCO and will be made easier by carefully monitoring the progress of all students.
- g. **Provide on-going training** for all staff working with students with SEND.

### 3. Responsibility for Co-ordination of SEND Provision

- 3.1 **A member of the Board of Governors** will have specific responsibility for SEN. This Governor will keep in regular contact with the SENCO at the school.
- 3.2 The **SENCO** will keep up-to-date with, and monitor the school's SEN provision and produce the SEN Report to the Governors on SEN at the school. The SENCO, or designate, will also be responsible for ensuring that arrangements are in place for SEN provision throughout the school, including:
  - a. Responsibility for the day to day operation of this policy
  - b. Maintaining a register of students with SEN, and ensuring that SEN learner records are up-to-date
  - c. Working closely with the Principal, the Senior Leadership Team and other staff in co-ordinating provision for students with SEND
  - d. Managing staff employed to work with individual or groups of students with SEND
  - e. Liaising with those within and outside the school who have responsibility for child protection, attendance and family support issues
  - f. Working closely with the parents/carers of students with SEND

- g. Liaising with outside agencies to gain advice and support for students with SEND
- h. Contributing to in-service training for staff on SEND issues.

#### **4. Arrangements for coordinating provision for students with SEND**

4.1 The SENCO will hold details of all SEND Support records for individual students.

4.2 All staff can access:

- a. UTC Plymouth's SEND Policy
- b. A copy of the full SEND Register or alternative school document used for tracking this cohort
- c. Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans)
- d. Information on individual students' special educational needs, including action plans, targets set and copies of their Person-Centred Plan or alternative records of targets set/outcome monitoring
- e. Practical advice, teaching strategies, and information about types of special educational needs, disabilities and other individual needs
- f. Information on the staff MIS system (iSAMs) on individual students and their special needs and requirements
- g. Information available through relevant Local Authorities' SEND Local Offers.

4.3 This information is made accessible to all staff and parents/carers in a clear summary version in order to aid the effective co-ordination of UTC Plymouth's SEN provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students. Staff may also request access to the SEND documents held by the SENCO on which this summary is based.

#### **5. Admission and accessibility arrangements**

5.1 The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5.2 UTC Plymouth complies with all relevant accessibility requirements. In line with SENDA 2002 and the Equality Act 2010 the Governors and Principal of the school will have in place up-to-date **Accessibility Plans**. These will ensure that all staff and students have full and easy access to all areas, both inside and outside the building(s), with appropriate furniture and equipment available where needed.

## 6. **Allocation of resources for students with SEND**

6.1 All students with SEND will have access to resources deployed within UTC Plymouth's budget. Some students with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority, who will determine whether the level and complexity of need meets the threshold for this funding.

6.2 Pupil premium and other funds may also be accessed to support the requirements of students with SEND.

## 7. **Identification of students' needs**

### 7.1 **Monitoring and Assessment**

The role of subject teachers is to provide high quality teaching for all students, as the Code of Practice states: High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.

UTC Plymouth 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.

In recording student needs on a central register, the criteria for entering a student will include:

- Previous support such as information from previous schools and outside agencies
- Evidence of little progress despite quality teaching from subject teachers

- Considering individual student progress in school, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials.

## **7.2 SEND Support**

Where it is determined that a student does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a student with SEND is to help UTC Plymouth ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process, an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes:

- Assess
- Plan
- Do
- Review

At UTC Plymouth we aim to provide agile support, adapting quickly as the young people we teach develop.

## **7.3 Assess**

- a. This involves clearly analysing the student's needs using the class/subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The student's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.
- b. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

#### **7.4 Plan**

- a. The SENCO, in conjunction with the class/subject teachers, will plan the support to meet the desired outcomes based on the student's progress and development. Parents and the student will be consulted wherever applicable to provide their input into developing the adjustments, interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- b. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### **7.5 Do**

- a. The class/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with LSA's and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.
- b. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

#### **7.6 Review**

- a. Support provision is constantly reviewed by class/subject teachers in conjunction with Heads of Department, Learning Support Assistants and the SENCO.
- b. The review process will evaluate the effectiveness of the support given and the impact on the student's progress. Assessment information will be gathered, measured against desired outcomes and adjustments may be made to better fit the student's needs.
- c. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.
- d. Where a student has a statement or Educational Health and Care Plan (EHCP), a statutory annual review meeting will take place with additional meetings as necessary.

## **8. Access to the curriculum, information and associated services**

- 8.1 Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the needs of the individual and the wishes of their parents/carers.
- 8.2 Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the student's parents/carers for other flexible arrangements to be made, including but not limited to, for example:
- a. Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
  - b. Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. UTC Plymouth staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
  - c. Making use of all class facilities and space
  - d. Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
  - e. Making sure that individual or group tuition is available where it is felt that students would benefit from this provision
  - f. Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching.
  - g. Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

## **9. Inclusion of students with SEND**

- 9.1 The Principal oversees UTC Plymouth's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

- 9.2 The curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.
- 9.3 The school will seek advice, as appropriate, around individual students, from relevant external support.

## **10. Evaluating the success of provision**

- 10.1 In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents/carers and students throughout the year.
- 10.2 Student progress will be monitored on a termly basis in line with the SEN Code of Practice:
- a. There is an annual formal evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is carried out by the SENCO, Principal and SEN Governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms. This will be collated and published by the Board of Governors on an annual basis in accordance with section 69 of the Children and Families Act 2014.
  - b. Evidence collected will help inform school development and improvement planning.

## **11. Complaints procedure**

- 11.1 If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint [see UTC Plymouth's Complaints Procedure].

## **12. In service training (CPD)**

- 12.1 UTC Plymouth aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND or other Individual Needs.



- 12.2 The SENCO attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.
- 12.3 UTC Plymouth recognises the need to train *all* staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **13. Links to support services**

- 13.1 The school continually builds strong working relationships and links with external support services in order to fully support SEND students and aid inclusion at UTC Plymouth.
- 13.2 Sharing knowledge and information with relevant support services is key to the effective and successful SEND provision within UTC Plymouth. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCO, who will then inform the child's parents/carers.

### **14. Working in partnership with parents/carers**

- 14.1 UTC Plymouth believes that a close working relationship with parents/carers is vital in order to ensure:
- a. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
  - b. Continuing social and academic progress of children with SEND
  - c. Personal and academic targets are set and met effectively.
- 14.2 The school keeps parents/carers up to date with their child's progress via half termly reports being made available through the management Information System (iSAMS) and annual parents meetings.
- 14.3 In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs.
- 14.4 If an assessment or referral indicates that a student has additional learning needs that require extra provision, the parents/carers and the student will be consulted with regards to future provision.

- 14.5 Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **15. Links with other schools/Academies**

- 15.1 UTC Plymouth works with the Plymouth Learning Trust and also has partnerships through the PCC SENDCO network. UTC Plymouth has a DFE support grant with a partner school. This enables the school to build a bank of joint resources and to share advice, training and development activities and expertise.
- 15.2 UTC Plymouth will endeavour to work closely with those secondary schools and colleges from which students are transferring, so that any support already in place for students with SEND can be continued without any break in provision. Transition plans will be drawn up prior to students moving to UTC Plymouth.

## **16. Links with other agencies and voluntary organisations**

- 16.1 UTC Plymouth invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school is committed to working with relevant Local Authorities' Educational Psychology Services, CAMHS and any other appropriate health, social care or other services.
- 16.2 Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.
- 16.3 In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **17. Linked policies**

- 17.1 This Policy should be read in conjunction with the following policies:

- Data Protection Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Complaints Procedure

## **18. Monitoring and Evaluation**

The Board of Governors will monitor the effectiveness of the policy throughout the year and review the policy annually.

Date of last Review: May 2018

Date of Next Review: May 2019