

Special Educational Needs and Disabilities (SEND) Policy (containing SEND Information Report).

North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

The Board of Governors and all the North East Futures UTC staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	Director of SEND, Principal and LGB
Frequency of policy review:	Annually
Last Reviewed:	October 2023
By Dan Sydes	
Ratified by Local Board of Governors on:	4 October 2023
By Derek Marshall	
Next Review Date:	October 2024

North East Futures UTC Special Educational Needs and Disabilities (SEND) Policy (containing SEND Information Report)

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1. Introduction

All employees and governors of North East Futures UTC (the UTC) are committed to creating a culture which fosters both equality of opportunity and of outcome for all our young people. They therefore have a responsibility to ensure as far as they can that SEND students are fully included within the UTC community and are able to make successful transfers between educational establishments and into satisfying, aspirational and fulfilling future employment. The safety and wellbeing of SEND students and others will be at the forefront of our minds.

This policy details how the UTC will do its best to ensure that the necessary provision is made for any student who has special educational needs and that those needs are made known to all who are likely to teach them. It aims to support all employees in providing positive whole school approaches to the learning, progress and achievement of SEND students. All teachers at the UTC are teachers of SEND students, and teaching and supporting such students requires a whole UTC response.

Governors recognise that meeting the needs of SEND students requires partnership working between all those involved - school staff, parents and carers, students, Local Authorities, children's services and all other agencies.

2. Legislation and Guidance

The policy reflects relevant national guidance as well as the statutory requirements of mainstream schools to meet their duties in relation to identifying and supporting all children with special educational needs or disabilities, whether or not they have an Education, Health and Care (EHC) plan.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

It relates to a number of other UTC policies and practices (see Associated UTC Policies and Documents, and Related Legislation and Guidance, and other key documents e.g. SEND Local Offer information).

3. Definitions

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them, i.e. which is in addition to or different from curriculum plans. North East Futures UTC regards students as having a SEND if they:

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- Have a significantly greater difficulty in learning and make significantly slower progress than their peers;
- 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 LA;
- Students must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught •
Students must not be regarded as having a learning difficulty solely because the behaviour they exhibit is persistently disruptive or withdrawn

The UTC will follow guidance from the current SEND Code of Practice

4. Objectives

North East Futures UTC aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach by using graduated response approaches
- SEND students have their needs met to the best of our ability within classrooms •
The views of the students are sought and considered
- Partnership with parents and carers plays a key role in supporting their child's education; the UTC will endeavour to support parents and carers as well as children at every stage;
- SEND students are offered full access to a broad, balanced 14-19 pathway in IT or Healthcare Science;
- SEND students have full access to all UTC activities so far as is reasonably practical and safe
- We work in partnership with external agencies to meet the needs of the student •
We aim for a smooth transition at each transition stage for every student, with a particular emphasis on ensuring the best possible progression into an aspirational future in further or higher education or employment.

North East Futures UTC will:

- Aim to Inform the student's parents or carers that special educational provision is being made for them because they have SEND at appropriate meeting points (ie, they require greater support than would usually be needed in order to make the progress which could be expected of them);
- Aim to ensure that parents and carers have knowledge about the SEND provision that the UTC makes
- Aim to ensure that parents and carers are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEND
- Ensure that teachers in the UTC are aware of the importance of identifying and providing for those students who have SEND
- Make a specific effort to ensure that young people with identified special educational needs are given appropriate support in preparing for careers of their choice.
- Have a written SEND policy.

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5. Roles and responsibilities

SENDCo

The SENDCo is Steve Goad, the SEND Manager is Helyn Bulman, They will

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the UTC;
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the UTC's delegated budget and other resources to meet students' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned;
- Work with the Principal and governing board to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the UTC keeps the records of all students with SEND up to date.
- Aim to secure the best equipment and resources for students.

The Role of the Local Board of Governors

The Local Board of Governors will

- have responsibility for the strategic overview and the implementation of the SEND Policy.
- hold stakeholders to account. The day-to-day management and organisation of SEND at UTC is the responsibility of the Principal, SENDCo and other staff in the UTC. Governors will make sure that they are fully informed and will undertake review and monitoring of the UTC's SEND Policy.
- All Local governors (not just the Local governors with specific responsibility for SEND) will ensure that they are up to date and knowledgeable about the UTC's SEND provision.

The SEND Governor

The SEND Link Governor will

- Help to raise awareness of SEND issues at Local Governing Body meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the UTC and update the Local Governing Body on this;
- Work with the Principal, SENDCo/SEND Manager to determine the strategic development of the SEND policy and provision in the UTC.
- Liaise with the Tyne Coast Academy Trust SEND Trustee
- Review and approve the SEND Policy
- Monitor the expenditure on SEND
- Monitor the progress of students with SEND and make sure the provisions written in Education Health Care Plan are made
- Make sure that SEND provision is part of UTC Improvement Plan
- Detail their arrangements for dealing with complaints from parents of children with SEND concerning the provision made at the UTC.

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The Principal

The Principal will

- Work with the SENDCo and SEND Link Governor to determine the strategic development of the SEND policy and provision in the UTC;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class;
- Working closely with any support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo/SEND Manager to review each student's progress and development and decide on any changes to provision;
- Differentiating the curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring they follow this SEND policy.

6. Identification and assessment

North East Futures UTC will adopt a graduated response to meeting special educational needs which requires the initial use of UTC classroom resources before seeking specialist expertise to give advice and guidance about the difficulties that a student is experiencing.

Early Concerns

The progress made by all students will be regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents, carers or other agencies will be addressed by appropriate differentiation within the classroom.

Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and a similar child.

It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to promote progress is quality first teaching, targeted at areas of weakness. Where progress continues to be less than expected, the class or subject teacher, working with the SENDCo and external agencies, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents), the UTC will put in place appropriate interventions.

The UTC respects the fact that parents/carers know their children best and will listen and understand when parents/carers express concerns about their child's development, as they will listen to concerns raised by young people themselves.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a student being recorded as having SEN. Equally, it will not be

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assumed that attainment in line with chronological age means that there is no learning difficulty or disability. The UTC understands that some learning difficulties and disabilities occur across the range of cognitive ability.

Provision of additional SEND support

When the UTC believes a student could have a SEND, they will receive support according to four broad areas of need described below.

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties;

Assess

On identifying a child as potentially needing additional SEND support, the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the student's needs, drawing on appropriate sources which could include:

- Teacher assessment and experience of the student;
- Information from the UTC's progress, attainment and behaviour datasets;
- The individual's development in comparison to their peers and national age appropriate standards;
- The views and experience of parents;
- The student's own views;
- If relevant, advice from external support services.

In some cases, outside professionals from health or social services may already be involved with the young person. Where these professionals are not already working with the UTC, the UTC will liaise with them to help inform the assessment process.

Plan

Where it is decided to provide a pupil with SEND support, the following action could take place:

- Parents will be notified;
- Staff (where appropriate) and the SENDCo will agree in consultation with the parent/carer and the students the adjustments, interventions and support to be put in place;
- A clear date for review will be established;
- All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required, all of which are to be recorded;
- Parents/carers will be made aware of the planned support and interventions and, when appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

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Teachers will remain responsible for working with the student on a daily basis and for implementing the agreed strategies. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will still retain responsibility/ accountability for the pupil. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed by the previously agreed date with parents, student and any external agencies. The review may involve the evaluation of:

- The quality and impact of the support and interventions;
- The views of the student and their parents.

Teachers, working with the SENDCO, will revise the support in light of the student's progress and development, deciding on any changes to support or desired outcomes in consultation with the parent and student.

Statutory Assessment of SEND

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an Education Health Care Needs assessment or for additional funding/support.

This will decide the nature of the provision necessary to meet the student's needs and the Local Authority may provide extra resources.

All Education Health Care Plans will be reviewed annually with the review taking place in school. The parent, the student and involved professionals will be invited to consider the progress made by the student in achieving agreed targets and whether any amendments need to be made to the EHCP.

Further information about EHCP can be found here:

<https://www.newcastlesupportdirectory.org.uk/education-health-and-care-plans>

7. Improving the emotional, mental and social development of pupils with special educational needs.

At UTC we provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of Student Voice
- Students with SEND have access to a trained counsellor on site
- Students with SEND are encouraged to attend interventions e.g. Be U
- Calendared information sharing meetings between pastoral staff and SEND team
- Staff at UTC have a zero-tolerance approach to bullying

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8. The transition to independence

Being supported towards greater independence and employability can be life transforming for young people with SEN. Support for this transition needs to start early, and should centre around the young person's own aspirations, interests and needs.

All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling young people to achieve their ambitions. Students at UTC have access to external agency careers advice and guidance, students with SEND are supported to access this service where necessary.

9. Involving students and parents/carers

Staff from the SEND department at UTC will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and to their parents/carers. We will formally notify parents/carers when it is decided that a student will receive SEND support. Parents are invited to a termly SEND review meeting in school to review progress.

Students with an EHCP submit their views in writing as part of their annual review as well as attending the review itself. Students and parents contribute to the setting of targets and the termly review process. Student Council also has representation from students who have SEND at UTC.

10. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student needs. This will draw on:

- The teacher's assessment and experience of the student;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Student observation information
- Advice from external support services, if relevant.

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The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

11. Inclusive ethos

UTC enables students with SEND to engage in all activities available to those who do not have SEND. Learners with SEND are taught alongside their peers, either in mixed ability classes or in sets of similar ability.

The Learning Support Team write Individual Learning Plans, SMART targets are based on developing the areas of need for the learners and can include cross curricular targets. Teachers ensure, through differentiation and scaffolding, that learners with SEND are fully integrated into the curriculum.

Learners with SEND are also fully integrated into the UTC's social activities. All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to take part in sports day/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEND or disability

12. External Agencies

The services of other agencies are available when required to support students with SEND e.g.

- Hearing Impairment Team
- Visually Impairment Team
- Children's Services
- Occupational Therapists
- Speech and Language
- Initial Response Team
- CAMHS/CYPS
- SEND ASAP
- Educational Psychology
- Kalmer Counselling
- School Nurse

13. Expertise and training of staff

Our SENDCo has the following qualifications:

- QTS (Secondary Health and Social Care & Food Technology);
- NASENCO Award;
- Understanding Autism Level 7
- Certificate of Psychometric Testing, Assessment & Access Arrangements (CPT3A)
- Youth Mental Health First Aid

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The SEND Manager has completed the following ongoing CPD in the last academic year: Supporting learners with mental health in exams, Identifying SEND Descriptors of Need Communication and Interaction, Invigilator training, Psychological first aid supporting children and young people, The SEND Code of Practice, Autism awareness, ADHD Awareness and Dyslexia Awareness.

In the last academic year, all staff at UTC have been trained in the following areas, SEND Refresher, Quality First Teaching with Reasonable Adjustments, Making Sense of Autism, Anxiety Overview and SMART Target Setting. Staff have also had Zones Of Regulation, Dyslexia, Supporting students with SEND through transition points, and Visual Impairments. Learning Support and staff in the English Department have had specific phonics training.

14. Monitoring and evaluation

The local governing body and Principal will formally monitor the operation and effectiveness of the UTC's SEND Policy and review it on an annual basis. This may include external scrutiny. We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using student questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans
- Termly SEND reviews with parents
- Regular CPD using external agencies
- Liaising with other SEND teams in our MAT

15. Complaints about SEND provision

Complaints relating to SEND provision in the UTC should be made to the Principal at UTC in the first instance.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Further information about the complaints procedure can be found here:

<https://www.tynecoastacademytrust.co.uk/policies/>

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16. Arrangements for the admission of children with disabilities

The admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility, and the UTC would work with parents/carers and other agencies involved to ensure that appropriate provision could be provided. It is UTC policy to accommodate children with disabilities should parents wish and individual needs are planned for to prevent any children with disabilities being treated less favourably than other children. Staff organise human and physical resources within the UTC to increase access to learning and participation by all children.

Education does not only happen during lessons and during the school day. Our teaching staff strive to provide a range of extra-curricular activities which are open to all students.

Subject to risk assessment, we ensure that all our students, but particularly those with SEND are included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. For example, sometimes one-to-one support on trips may be provided, depending on the level of need.

Where specific access arrangements need to be made, we involve parents/carers by:

- discussing support and risk control measures with parents/carers;
- taking advice from the place to be visited in terms of their facilities and accessibility.

Further details can be found in our Accessibility Plan.

For students with an EHCP the process for admission is through consultation with the Local Authority.

17. Contact details of support services for parents/carers of students with SEND

Details of external agencies that can support parents/carers are available on request.
<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=fh5MCVHF24s>

SENDIASS - The Special Educational Needs and Disabilities Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people. The service is free, impartial and confidential.

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=Uku8l3Eu0p8>

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18. Local Offer

Visit Newcastle's Local Offer by clicking the link below and you will find information, advice and support available locally for children and young people with SEND and their families. The council have put all of this information together in one place to make it easier to find.

The local offer Newcastle council's local offer can be found here:

<https://newcastle.gov.uk/services/schools-learning-and-childcare/childcare-andearly-years/support-children-special>

19. Associated policies and documents

This document will be applied within a wider policy context; the following policies and statements of UTC practice are operated alongside this policy and relate to it directly:

- Accessibility Plan 2021-2024
- Admissions Policy
- Behaviour for Learning Policy
- Child Protection Policy
- Children with Health Needs Policy
- Curriculum Policy
- Equality Policy
- Mental Health Policy
- Newcastle Local Offer
- TCAT Complaints Policy
- TCAT SEND Policy
- Teaching, Learning and Assessment Policy

Related legislation and guidance

Local governors and staff also find it helpful to consider the following related guidance:

- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

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- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

20. Contact SEND at UTC

The contact details below can be used to contact the SEND Department at UTC.

Email: helyn.bulman@nef.tynecoast.academy

Tel: 0191 917 9888