

Special Educational Needs and Disabilities (SEN/D) Policy



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 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:	SENDCO, Principal and Governors
Frequency of policy review:	Annually
Lead Sub Committee for discussion:	Educational Standards
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By Dan Sydes	
Ratified by Local Board of Governors on:	22 November 2019
By Michael Whitaker	
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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 SEN/D 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 SEN/D students. All teachers at the UTC are teachers of SEN/D students, and teaching and supporting such students requires a whole UTC response.

Governors recognise that meeting the needs of SEN/D students requires partnership working between all those involved – school staff, parents and carers, students, Local Authorities, children’s services and all other agencies.

1.1. Policy Context

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 is established with reference to and in accordance with The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014.

It relates to a number of other UTC policies and practices (see **Associated UTC Policies and Documents** (page 11) and **Related Legislation and Guidance** (page 12)). And key documents- SEND information report and SEND Local offer information.

2. Policy Aims

North East Futures UTC aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEN/D students whom they teach by using graduated response approaches
- SEN/D students have their needs met to the best of our ability within classrooms
- The views of the students are sought and taken into account
- 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;
- SEN/D students are offered full access to a broad, balanced 14-19 pathway in IT or Healthcare Science;
- SEN/D 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.

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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 SEN/D 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 SEN/D 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 SEN/D
- Ensure that teachers in the UTC are aware of the importance of identifying and providing for those students who have SEN/D
- Make a specific effort to ensure that young people with identified special educational needs are given appropriate support in preparing for specialist careers of their choice.
- Have a written SEN/D policy.

3. Definition of SEN/D

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

- 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. Application of the Policy

4.1. Identification and Assessment – a graduated response

North East Futures UTC will adopt a graduated response to meeting special educational needs which requires the initial use of UTC classroom resources before bringing specialist expertise to bear on the difficulties that a student is experiencing.

4.2. 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.

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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 know their children best and will listen and understand when parents 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 SEN and will not automatically lead to a student being recorded as having SEN. Equally, it will not be 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.

4.3. Provision of Additional SEN Support

When a student is diagnosed with SEN or the UTC believes they could have a SEND as define above, they will receive support according to four broad areas of need described above. Assessing the nature of such support will follow a four-point course of action:

4.3.1. Assess

On identifying a child as potentially needing additional SEN 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 behavior 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.

4.3.2. Plan

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

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- Parents will be notified;
- Staff (where appropriate) and the SENDCO will agree in consultation with the parent 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 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.

4.3.3. Do

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.

4.3.4. 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.

4.4. **Statutory Assessment of SEN/D**

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 EHC needs assessment or for additional funding/support.

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

All ECHPs 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.

4.5. **The Transition to Independence**

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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.

5. Roles and Responsibilities

5.1. Student Voice

SEN 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 strategies. The expression of these views is an important part of the SEN management process at every stage.

5.2. The Role of the Local Board of Governors

Local governors have responsibility for the strategic overview and the implementation of the SEN/D Policy. The day-to-day management and organisation of SEN/D 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 SEN/D Policy.

All Local governors - and not just the Local governors with specific responsibility for SEN - will ensure that they are up to date and knowledgeable about the UTC's SEN/D provision.

5.3. The Role of the SEN/D Specialist Local Governor

It is important that one individual on the Local Board of Governors takes responsibility for, and a particular interest in, more detailed scrutiny of policy, practice and outcomes in the area of Special Educational Needs.

Specific prior knowledge and expertise are not required, but a commitment to ensuring the best outcomes for children with additional educational needs is singularly important.

The role will entail challenge and support for the SENDCO, the Principal and staff at the school to ensure that outcomes for children with special educational needs at North East Futures are as good as they could be and that the school achieves real impact on students' progression and destinations from North East Futures UTC.

The work of the SEND Local Governor may entail facilitating links with employers which provide opportunities in specialist sectors or areas of employment which might be out of reach to young people in other settings.

5.4. The Role of the SENDCO

In collaboration with the Principal, other senior staff and the Local Board of Governors, the SENDCO will determine the strategic development of the SEN/D policy and provision at the UTC with the ultimate aim of raising the achievement of students with SEN/D need.

6. Monitoring and Evaluation

The Local governing body and Principal will formally monitor the operation and effectiveness of the UTC's SEN/D Policy and review it on an annual basis. This may include external scrutiny.

7. Appendix

7.1. 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:

- Admissions Policy
- Assessment Policy
- Complaints Policy
- Curriculum Policy
- Equal Opportunities Policy
- Child Protection Policy
- Teaching and Learning Policy
- Travel Plan
- SEND information report
- Local Offer Information sheet

7.2. 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
- 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)