

UTC South Durham
Special Educational Needs and
Disabilities (SEND) Policy



Date of adoption	July 2023
Approved by	Governing Body
Signed: (Principal) 	Date: 13 October 2023
Signed: (Chair of Trustees) 	Date: 13 October 2023

Date to be reviewed by	July 2024
Review History	Reviewed – Tom Dower Nov 19 Reviewed – Dan Glasbey March 21 Jak Heslop – June 22 Jak Heslop – June 23
Responsibility	Director of Inclusion

1. Introduction

UTC South Durham is committed to the principle that every student has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of the UTC, irrespective of ability, race, gender or need and should be respected and valued as individuals.

UTC South Durham will address the needs of different groups of students and deliver high quality learning and teaching practices which will allow every student to achieve their potential. Where required, the UTC will make reasonable adjustment, adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all students. The UTC will seek to remove all barriers to learning and achievement.

2. Aims and objectives

The aims of this policy are to ensure that:

- An inclusive approach to education is promoted at the UTC
- High quality learning and teaching is promoted for all students at the UTC
- Students with special educational needs join in the activities of the school together with those who do not have special educational needs, so far as it is compatible with the efficient education of other students
- 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 SENCO has been informed by the LA, or by other means, that a student has special educational needs, those needs will be made known to staff
- All UTC staff are aware of the importance of identifying and providing quality first teaching and provision for students who have special educational needs
- All staff are clear regarding roles and responsibilities in the implementation of the 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.

3. Legal framework

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (September 2014, updated January 2015) DfE /DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: the UTC has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the UTC must have an 'anticipatory duty' towards disability
- Equality Act 2010: Advice for Schools (DfE February 2013): non-statutory advice from the DfE to help schools/colleges understand how the Equality Act affects them and how to fulfil their duties under the Act
- Working Together to Safeguard Children (2018): statutory guidance from the DfE which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

- 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 DfE
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

4. Definitions

The UTC accepts the definition below of SEND, as set out in the revised Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the Children and Families Act 2014:

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age

or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

5. Disability

A child is disabled if they are blind, deaf or dumb or suffer from a mental disorder of any kind or are substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

6. Roles and responsibilities

6.1 Designated roles

The person with strategic responsibility for SEND in the UTC is the Principal, Tom Dower.

The SEND Trustee is Steve Brain

The designated SENCO is Jak Heslop

The Director of Inclusion is Jak Heslop

6.2 Trustees

The Board of Trustees must ensure that:

- The UTC has a policy for identifying and supporting the special educational 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 informed about SEND issues, so that they can play a major part in UTC self-review process
- There is a nominated Trustee with responsibility for special educational needs
- They set up appropriate staffing and funding arrangements, and oversee the UTC's work for students with individual needs
- SEND provision is an integral part of the UTC development plan
- The quality of SEND provision is regularly monitored

6.3 The Principal

The Principal must ensure that:

- The policies and procedure adopted by the UTC are fully implemented
- 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
- Parents are notified if the UTC decides to make special educational provision for their child
- Sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for students with SEND
- The Board of Trustees is informed about SEND issues
- The implementation of this policy is monitored and reported to Trustees

6.4 The Director of Inclusion

- Overseeing the day to day work of the SENCO
- Liaising with SLT and the SENCO to ensure new strategies are successfully implemented
- Supporting the SENCO in their day to day work
- Liaising with Case workers and other key personnel from local authorities with regard to Top Up Funding and support and integration of students with EHCP.
- Work with the Teaching and Learning team to develop strategies which promote the academic progress of SEND students

6.5 Designated SENCO

The designated SENCO has responsibility for:

- Overseeing the day-to-day operation of this policy
- Co-ordinating the provision for individual needs of students
- Ensuring that an agreed, consistent graduated approach is adopted
- Liaising with colleagues to identify students with specific needs
- Arranging detailed assessments, observations and support of students with special educational needs

- Overseeing the work of the Learning Support staff in devising strategies, drawing up Support Plans, setting targets appropriate to individual needs of the students, and advising on appropriate resources and materials for use with students and on their effective use of materials
- 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, class teachers and parents
- Liaising with Case workers and other key personnel from local authorities with regard to Top Up Funding and support and integration of students with EHCP.
- Work with the Teaching and Learning team to develop strategies which promote the academic progress of SEND students
- 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 existing UTC assessment information
- Contributing to the CPD of staff in relation to working with students with specific needs
- Ensuring that all staff are given any necessary information in relation to behaviour management and other issues for particular students
- Liaise with the SENCOs in feeder schools to ensure smooth transition, notify LA SEND leads of any issues with sharing of SEN information during the transition phase
- Be responsible for the administrative processes surrounding students with SEND
- Work with Principal and Trustees on to ensure compliance with the Equality Act and other relevant legislation / statutory requirements
- Assessing applications to join UTC to ensure that the UTC can meet the needs of individuals, and providing appropriate transition activities and introductory sessions with student and parents to facilitate a smooth transition.

6.5 Teachers

All teachers in UTC South Durham are teachers of students with special educational needs and as such, the UTC adopts a whole school approach involving all staff adhering to a model of good practice and quality first teaching. 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
- Have appropriately high expectations of students with SEND
- Draw on the SENCO for advice on assessment and strategies to support inclusion
- Give appropriate feedback to enable progress to be monitored and effective reviews to take place

6.6 Teaching Assistants (TA) and other support staff

The UTC must ensure that TA's:

- 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 students
- Contribute as required to any review process
- Share any concerns with the SEN team as they arise
- Undertake relevant CPD to develop their practice and the expertise within the SEND team

7. Admission and inclusion

Inclusion is regarded as crucial to the policy. The UTC operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children.

The UTC will ensure that students with SEND are admitted on an equal basis with others in accordance with its Admissions Policy.

The UTC will endeavour to support the education of all students who wish to join us. An open discussion will take place with parents and the student (where appropriate) to assess whether the UTC's specific style of education will be appropriate. In deciding whether a student's inclusion would be incompatible with the efficient education of other children, the UTC must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Where it emerges that the education at the UTC is not appropriate for a student who has SEND, an emergency review will be held with all appropriate parties and an action plan devised. This may involve considering alternative educational provision.

8. Specialist provision

The UTC is DDA (Disabilities and Discrimination Act) compliant. Teachers will ensure, where at all possible and safe, that students with SEND have access to a full range of specialist provision.

9. Curriculum access

The UTC curriculum will be made available for all students (where Health and Safety / Risk Assessments allow). 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 school 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 or whole class contexts.

The provision for students with special educational needs will match the nature of their individual needs; teachers, tutors and the SENCO will keep regular 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.

10. Procedures – a graduated response

10.1 Identification and assessment

UTC South Durham will use a range of methods to identify and assess the progress and needs of students. Any student identified as having SEN will be placed on the SEN register. This will include:

- Transition information
- Information from parents
- Information from external agencies
- Prior data from external measures
- Internal spelling and reading tests
- Diagnostic testing / screening and Baseline Test scores
- Ongoing monitoring and tracking systems
- Information from staff including reports, reviews and referrals
- Ongoing discussions with all stakeholders and assessment data

10.2 Graduated intervention

The UTC will support all students to be as successful as they can be.

- **General intervention strategies for all:** Curriculum Leaders and 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 SENCO and refer any student who is not making progress.
- **School 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,

We will place the student on the UTC South Durham Special Educational Needs register, and support that is additional to and different from the differentiated curriculum will be provided through an SEN Support Plan via a ~~range of ways~~ means such as:

- Catch up sessions during enrichment and/or independent study time
- Alternative classroom organisation and management
- Additional literacy or numeracy sessions during enrichment and/or independent study time
- Specialist learning support during lessons
- Withdrawal from group for individual support

Parents will be informed of additional support and students involved in decisions taken at this stage. External agencies may be involved where appropriate, either because they are already working with a student or where their expertise will be valuable in supporting them.

We will use the well-recognised four-part support process (**Assess / Plan / Do / Review**) process 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

- 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.

Plan

- a. Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. 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.

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 teaching assistants 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.

Review

- a. Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents/carers and the student.
- b. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Education, Health and Care Plan (EHC Plan)

If it is decided that the child's needs are not being met by the support that is ordinarily available, they may be referred for formal assessment. This is usually requested by the UTC but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an EHC Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care or other external agencies
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the LA, following information gathered from a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Local Offers on relevant local authorities' websites depending on the student's home postcode.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by the SENCO staff, parents / carers and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, eg reducing or increasing levels of support. The EHCP will be reviewed annually until the student is 25 yrs old or all targets are met and support is no longer required.

Relevant staff will be informed of the EHC Plan and CPD delivered if required.

11. 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 SEN Register:

- Students with an EHC Plan: students will have an annual review as required by legislation which will involve students, parents and appropriate representation from the UTC and other agencies.
- Students with SEN Support: these students will all have at least one review during an academic term involving the SENCO or key staff. Parental views are taken into account.

12. 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 SEN Register.

13. Liaison and other support services

As far as is practicably possible the SENCO will liaise with the feeder schools for students with special educational 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.

UTC South Durham 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 will also ensure it has access to a SEND advisor, qualified to offer additional support as required. The following external agencies are available for support as required for students with school support or EHC Plans:

- SEND Support Services
- Educational Psychology Service
- Behaviour Improvement Team (BIT)
- Social Care
- The Hearing Support Service
- The Vision Support Service
- Education Welfare Service
- Child Adolescent Mental Health Service

14. Parental partnerships

UTC South Durham believes that a close working relationship with parents/carers is vital to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

Parental involvement in supporting and encouraging students with special needs is actively sought 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 SENCO. Parents will also be able to contribute to the development of UTC South Durham through the parental forum which will include opportunities to discuss the support given to students with special educational needs.

15. Managing parental complaints

With regard to special educational needs provision and arrangements parents who have queries or concerns should contact the SENCO, who will ensure a response is received within three days. It is the intention of UTC South Durham 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 UTC website.

16. Student participation

Students will be encouraged 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' perspectives to be gathered on UTC South Durham provision for all students.

17. Training and development

We are committed to having a well-qualified and knowledgeable staff team to support all our students. The SENCO will hold (or be working towards) the NASENCO qualification. Staff will undertake regular CPD on SEND issues, particularly in relation to specific issues for our students at the UTC. All staff will receive a special educational needs awareness session as part of their induction programme.

It is acknowledged that there will be occasions where bespoke training is required to support students with specific conditions or needs of an individual student; this will be arranged by liaison with the appropriate external agencies.

18. Other policies to be read in conjunction with this policy, include:

- Equality Policy
- Equalities Information and objectives
- Accessibility Plan
- Anti-bullying policy
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints policy