



**SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY**

**Status:** Statutory

**Member of Staff responsible:** SLT Link (Senior Leader for Inclusion)

**Designated SENCO:** SENCO

**Designated Governor for SEN:** Chair of Governors - Link Governor for SEND / Safeguarding

**Associated policies and documentation:**

- Equal opportunities
- Curriculum statement
- Admissions policy
- Teaching and Learning policy
- Gifted and Talented Policy
- Assessment, Reporting and Recording Policy
- Safeguarding Policy
- Complaints policy

**Implementation Date:** September 2016

**Review Date:** September 2019

**Next Review Date:** September 2020

**Signed by: Chair of  
Governors:**

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**Date:**

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**Principal:**

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**Date:**

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## Introduction

### Definition

Taken from Section 20 of the Children and Families Act 2014

A child or young person has SEND if they have 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:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

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.

New legislation came into force on 1<sup>st</sup> September 2014. A new SEN Code accompanies this legislation. A full account can be found on the Department for Education's website

### **One key change is that Education, Health and Care (EHC) plans will now replace statements and Learning Difficulty Assessments (LDAs)**

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

#### 1. Key Principles

UTC Sheffield is committed to the principle that every child 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 Sheffield, irrespective of ability, race, gender or need and should be respected and valued as individuals.

The UTC will address the needs of different groups of learners and deliver high quality learning and teaching practices which will allow every learner to achieve their potential. Where required the UTC will 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 learners. The UTC will seek to remove all barriers to learning and achievement.

#### 2. Aims and Objectives

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any student who has special educational needs and/or disabilities. Where the Principal/SENCO has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Principal, staff and governors will draw up and report annually to parents on the policy and effectiveness of the UTC's work for students with SEND.

All staff will ensure children with SEND can join in the activities of the UTC together with students who do not have SEND, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

The 'responsible person' for SEN is the SLT Link; our link Governor for SEN is <Insert Name>.

The person co-ordinating the strategic management and day to day provision of education for students with SEND is Christina Gibson, our SENCo with appropriate Year Group Learning Managers

### 3. Admission and Inclusion

All the teachers in the UTC are teachers of children with Special Educational Needs. As such UTC Sheffield adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice driven by quality first teaching, robust monitoring of provision and progress measures.

The staff of UTC Sheffield are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

All children with SEND are afforded the same rights as other children in terms of their admission to UTC.

### 4. Access to the Curriculum

The Curriculum will be made available for all students, including those with predictable SEND.

Where students have SEND, 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 UTC will make provision for students with SEND to match the nature of their individual needs and the class teacher, Tutor and SENCO will keep regular records of the students' SEND, the action taken and the outcomes.

There will be flexible grouping of students so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach.

Schemes of work for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

The UTC we will make a reasonable adjustments to student policies to make sure students with disabilities, or physical or mental health conditions are not disadvantaged. However, we will consider the impact on all students and teachers within the UTC when making these decisions to ensure standards are not compromised.

Providing the graduated response: SEN Support

The UTC offers a differentiated curriculum. When a student fails to make progress and shows signs of difficulty in some of the following areas:

- i. acquiring literacy and numeracy;
- ii. presenting persistent behaviour, emotional and social difficulties;
- iii. has sensory or physical problems;
- iv. or communication or interaction difficulties.

The UTC follows an 'Assess, Plan, Do, Review' approach.

Assessments will:

allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place detailing appropriate interventions, such as:-

- Classroom organisation and management
- In-class support by teacher
- Small group work/Booster sessions
- Home/school reading schemes such as Accelerated Reader
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

The plans will be outcome focused.

The resources deployed will help the child achieve the agreed outcomes.

Parents and students themselves will be fully involved in discussions about appropriate support.

Review arrangements

Where more support is required the UTC, in discussion with parents and other agencies, will initiate discussion for specific support (e.g. Educational Psychologist) to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed.

Appropriate records will be maintained, including tracking, continuous assessment, standardised tests, and where necessary, students will be referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.

## 5. Parent Participation

The UTC will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with students who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications

between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The UTC will work to ensure that children are fully aware of their own needs and the goals set with them. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

## 6. Multi-agency working

Regular liaison is maintained with the following external agencies:-

- Outreach Support Services
- Educational Psychologist
- Child Adolescent Mental Health Service
- Health Service (school nurse, dietician, therapists)

## 7. Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes for individual students. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early intervention
- Academic progress of students with SEN
- Improved behaviour, where this is appropriate
- Student attendance
- Consultation with parents
- Children's awareness of their targets and achievements

## 8. Arrangements for the Treatment of Complaints

Complaints will be made in line with our complaints policy.

This policy should be read in conjunction with the school's SEN information report data.

How will the UTC support a child with SEND?

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- i. classroom observation by the teacher, senior leadership team, the SENCo, external verifiers (e.g. Educational Psychologist);
- ii. ongoing assessment of progress made by students with SEND using the tracker system;
- iii. work sampling and scrutiny of planning to ensure effective matching of work to student need;
- iv. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND;
- v. student and parent feedback on the quality and effectiveness of interventions provided;
- vi. attendance and behaviour records.

All students have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting tracker system and also at events such as Parents' Evenings.

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in regular progress meetings that are undertaken between the class/subject teacher and Senco or Learning Manager or a member of the Senior Leadership team and if appropriate, the student themselves.

Additional action to increase the rate of progress will be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an 'assess, plan, do and review' model:

What should a parent do if there are concerns that their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo or the Learning Manager
- Parents may also contact the SENCo or the SLT Link (Student Support) directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **Roles and Responsibilities:**

### **Designated Roles**

The person with strategic responsibility for SEND in the UTC is the SLT Link. The Governor with responsibility for SEN is to be appointed.

The designated SENCO for the academic year 2016/17 is to be appointed.

### **Governors**

The governing body must ensure that:

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

### **The Principal**

The Principal must ensure that:

- the policies and procedures adopted by the UTC are fully implemented;
- learners 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 SEN
  - the governing body is informed about SEN issues
  - the implementation of this policy is monitored and reported to governors

## **Designated SENCO**

Will take on the role of acting Special Educational Needs Co-ordinator and as such is responsible for:

- overseeing the day-to-day operation of this policy;
- maintaining the UTC's register and records of students with special educational needs, assisted by the Learning Managers and under guidance from the SLT Link;
- co-ordinating the provision for individual needs of students;
- ensuring that an agreed, consistent approach is adopted;
- arranging detailed assessments, observations and support of learners with special educational needs;
- developing a provision map according to the students' needs for the current year, to include setting targets appropriate to individual needs of the learners, and advising on appropriate resources and materials for use with learners and on their effective use of materials;
- liaising closely, along with the Learning Managers, with parents of learners 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;
- assisting in the monitoring and evaluation of progress of learners with SEN through the use of existing UTC assessment information;
- Contributing to the in-service training of staff in working with learners with specific needs;
- Ensuring that all staff are given any necessary information in relation to behaviour management and other issues for particular learners;

## **Learning tutors**

All teachers in the UTC Sheffield are teacher of learners with special educational needs and as such the UTC adopts a whole school approach involving all staff adhering to a model of good practice. Learning tutors must ensure that they:

- are fully aware of the latest policy and the procedures for identifying, assessing and making provision for learners with SEN;
- are aware of the individual needs, including any SEN, of all learners they teach;
- include all learners in lessons, providing an appropriately differentiated curriculum;
- 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.



## **Admission and Inclusion**

All tutors in the UTC Sheffield are tutors of learners with Special Educational Needs and as such the UTC adopts a whole school 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 children in a wholly inclusive environment.

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. This includes both those children with statements of special educational needs and those others with less significant problems.

The UTC will ensure that students with SEN 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 statement of SEN made in accordance with section 324 of the Education Act 1996, 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 a statement, the UTC must consent to being named, except where admitting the learners would be incompatible with the provision of efficient education for other learners; and where no reasonable steps may be made to secure compatibility. In deciding whether a learner'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.

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 learner'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 learner would be incompatible with efficiently educating other learners; and (b) the UTC cannot take reasonable steps to secure this compatibility.

Full details of the ensuing process are located in the admissions policy which is available from the UTC or on the website.

## **Specialist Provision**

The UTC is currently located in a multi storey building. The design has ensured it is DDA compliant. All floors are accessible by lift.

## **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 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; learning tutors, Learning Managers and the SENCO will keep regular records of the learners' 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 learners who have marked learning difficulties.

The Learning Managers are responsible for informing the Examination Officer of those students who qualify for articular support in exams and assisting with arranging appropriate support as required.

All supervisory staff involved in student support during break, lunchtime and enrichment will be made fully aware of the individual needs of learners and trained appropriately.

## **Procedures – A Graduated Response**

### **Identification and Assessment**

The UTC Sheffield will use a range of methods to identify and assess the progress and needs of learners. This will include:

- Transition information
- Information from parents
- Information from external agencies
- Prior data from external measures
- Internal spelling and reading tests
- Diagnostic testing
- Ongoing monitoring and tracking systems
- Information from staff including reports, reviews and referrals
- Test scores

### **Graduated Intervention**

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

- General intervention strategies for all: Curriculum Directors and tutors 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 learner who is not making progress.
  
- UTC SEN Support: Where a learner 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 Senco/Learning Manager UTC will make an assessment and place the learner on the Special Needs Register to offer support that is additional to the differentiated curriculum provided and monitored in a range of ways including:

- Booster sessions during enrichment

- 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

### **Monitoring and Evaluating Learner Progress**

All learners' progress will be monitored through the normal tracker 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:

Learners with formal statements/EHCP will have an annual review as required by legislation which will involve learners, parents and appropriate representation from the UTC and other agencies.

SEN Learners UTC These learners will all have at least one review during an academic year involving the Designated SENCO, learning tutors, learners and parents. When required, reviews will be held biannually or termly.

Further provision mapping will take place as required during each review.

### **Record Keeping**

Detailed records will be kept of all learner progress via tracker and Sims systems and all additional provision made to address their SEN will be recorded by Learning Managers. Those learners 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 feeder schools for learners 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 a SEN advisor 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 with Special Educational Needs (this list is not exhaustive):

- SEN Support Services
- Educational Psychology Service
- Behaviour Support Service (BSS)
- Social Care
- The Hearing Support Service
- The Vision Support Service
- Education Welfare Service
- Child Adolescent Mental Health Service

### **Managing Parental Complaints**

With regard to special educational needs provision and arrangements parents who have queries or concerns should contact designated SLT responsible for SEND and inclusion, 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 UTC website.

### **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 learners 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 learner with specific conditions or needs of an individual learner; 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 learners with special needs.

### **Parental Partnerships**

Parental involvement in supporting and encouraging learners 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 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 learners with special educational needs.

### **Learner Participation**

Learners will be encouraged to participate fully in decisions made regarding their education and as such all learners, 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 Voice Forum for the learners' perspective to be gathered on the UTC provision for all learners.

## **Monitoring and Evaluation**

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

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

This policy will be monitored regularly to assess its implementation and effectiveness. The designated member of staff responsible will provide an annual report to the Governing Body and interim reports on request.

The policy will be reviewed by the Governing Body as per the published policy review cycle.