

UTC Swindon

Special Educational Needs and Disabilities (SEND) Policy

Legislative Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25years: (September 2014)

This document has been written with reference to:

- Ofsted Section 5 Framework (January 2014)
- Equality Act 2010: Advice for Schools DDFE Feb 2013
- Children and Families Act 2014
- SEN Code of Practice September 2014

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Policy Statement

At UTC Swindon we believe that:

- All students are entitled to have access to a broad, balanced, relevant and differentiated curriculum.
- All students are valued, regardless of ability.
- Students will become confident individuals leading fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.
- Special Educational Need may be an explanation for delayed or slower progress, but it is not an excuse. Every effort should be made to narrow the gap between vulnerable groups of learners and others through appropriate intervention and support.
- A clear distinction should be made between 'underachievement, often caused by poor early experience of learning and SEND.
- All teachers are teachers of SEN

Definition of SEN: Children and Families Act 2014

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age or:

- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

A child or young person does NOT have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Within the college, many students will at certain times, encounter barriers to learning and participation. These may arise through contributing factors such as bereavement, ill-health and family breakdown.

Aims and Objectives of this policy.

The purpose of this policy is to explain UTC Swindon's ethos and commitment to supporting students with additional needs.

The aims of UTC Swindon's Inclusion policy and practice are to:

- Provide curriculum access for all.
- Ensure that every student reaches their own potential, both emotionally and academically.
- Meet individual needs through a wide range of educational, pastoral and technical support and provision.
- Attain high levels of satisfaction and participation from pupils, parents and carers.
- To ensure a high level of staff expertise to meet pupil need, through targeted continuing professional development
- Work cooperatively with the local authority and other outside agencies to ensure there is a multi-disciplinary approach to meeting the needs of the more vulnerable students.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- 'Promote student's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others'

(National Curriculum, 2014)

Identifying Special Educational Needs

Four broad descriptors cover the main area of Special Educational needs.

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they;

- Experience difficulty communicating feelings or verbal cues
- Experience difficulty understanding what is being said to them
- Experience difficulty understanding or using social rules and cues of communication.

2. Cognition and Learning

Students will be considered to have difficulty with cognition and learning if they experience one or more of the following;

- General/Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD)

3. Social, emotional and mental health difficulties

Children and young people will be considered to experience social, emotional and mental health difficulties if they experience difficulty with healthy behaviours. These behaviours may include;

- Being withdrawn or isolated,
- Displaying challenging, disruptive or disturbing behaviour.

Furthermore, students will be considered to experience social, emotional and mental health difficulties if they are exhibiting (or are diagnosed by a professional) with behaviours which may relate to underlying mental health difficulties such as;

- Anxiety or depression,
- Self-harming,
- Substance misuse,
- Eating disorders or physical symptoms that are medically unexplained.
- Attention deficit disorder
- Attention deficit hyperactive disorder
- Attachment disorder.

Sensory and / or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Students will be considered to have a sensory or physical disability if they experience;

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

There may well be some students in our college who may be underachieving, but will not necessarily have a special educational need. It is the responsibility of the college to identify this promptly and ensure that appropriate interventions are implemented.

There will be other students who will be identified as having a Special Educational Need which MAY lead to lower-attainment, but not necessarily to under-achievement. Again, it is the college's responsibility to ensure that pupils with SEND are provided with the maximum opportunity to attain and achieve in line with their fellow students.

It is necessary to distinguish between 'under-achievement' which is often caused by a poor early learning experience and special educational needs. It is vital that these needs are accurately assessed and appropriate support put in place which addresses the fundamental causes of any learning difficulty.

Student's needs will need to be identified early and met as soon as is realistically possible.

UTC Swindon will use a variety of methods to determine if your child has a Special Educational Need including:

- Analysis of pupil data such as entry profiles from former secondary schools, reading and spelling ages and other whole-school pupil progress data.
- Data from classroom based assessments and monitoring. (Cycle of assess-plan-do-review)
- Tracking student progress over a period of time.
- Input from parents/carers

- Liaison from former schools/colleges
- Information from outside agencies
- The formation of a provision map for all vulnerable learners, clearly identifying pupils who are receiving additional support. This provision map will need to be updated through termly meetings between SENCo, Student Support Manager and DOCs
- A more detailed assessment including a range of appropriate and current testing material. It may be necessary to use a bilingual assessment where English is not the student's first language.
- The completion of a Early Help Record when there is a significant Special Educational or pastoral need.

Other factors as outlined below, do NOT constitute SEN, but may impact upon progress and attainment.

- Disability (see Code of Practice: reasonable adjustments)
- Attendance and punctuality
- Health and Welfare
- EAL
- Receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of parent/carer in armed forces.

A Graduated Approach to SEN Support

Where students are underachieving and/or identified as having Special Educational Needs, the college provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

Wave One: Quality First Teaching

- At UTC Swindon, it is emphasised that all teachers are teachers of SEN and subject staff have the highest expectations for the progress of all of their students.
- Quality First teaching can be defined as excellent, targeted classroom practice.
- Teaching will be delivered in a variety of formats to ensure that all students are fully involved in the learning.
- All teachers are responsible and accountable for the progress of their students, including those who access support from teaching assistants or specialist staff.
- High quality teaching with differentiation is the first step in responding to students who have, or may have SEN. Additional intervention programmes cannot compensate for a lack of rigorous teaching.

- Specific strategies may have been suggested by the SENCo, TAs or outside agencies to support students' learning.
- Staff are expected to track the progress of all pupils and then liaise with the SEN team if there are concerns or gaps in learning. If this is the case, intervention will be implemented to ensure that learning is supported.

Wave One: Specific One to One/Group Work

- Sometimes it is necessary to provide some more intensive teaching, outside the classroom. These small group sessions may be delivered by a Teaching Assistant, Learning Mentor or by the SENCo. Occasionally, subject teachers are asked to provide additional support on a short-term basis, if specialist knowledge is required to reinforce learning.
- These small group sessions will be reviewed on a regular basis to ensure that students make expected progress.

Wave Two: Specialist groups run by outside agencies and/or individual support.

The new Code of Practice (2014) places students at either SEN, Statement or Education Health and Care Plan. All the original statements should be converted to EHC plans by 2017.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum.

This may include input from Local Authority agencies such as:

- Sensory Service (for students with a hearing or visual need)
- ASD outreach team (Autistic Disorder service)
- School Nursing Service (for core needs such as Health Care Plans)

Outside agencies such as:

- Educational Psychology Service
- Speech and Language Therapy Service (SALT)
- TaHMS (Targeted Mental Health Service)
- Youth Engagement Service
- SMASH (mentoring programme)

Students will have been identified as needing additional input either from concerns raised by subject teachers, support staff or the SENCo, or by parents who have raised their concerns.

Parents will be invited to either attend a meeting or a telephone discussion can take place. Parents will always be consulted in order to gain their permission for their child to be referred to a specialist.

The specialist professional will work with students and make recommendations which may include.

- a) A group, overseen by school staff under the guidance of an outside professional (e.g. a social skills group)
- b) Making changes to the way students are supported within college, perhaps introducing some individualised support or making changes to teaching methods in mainstream classrooms.
- c) Suggestions for more focussed target setting.
- d) Group or individual work with an external professional

Student Profiles/IEPs

- Any student who receives input from an outside agency will have a student profile (yet to be implemented.) This will include a short descriptor of their needs and strategies to support teaching.
- All students with a Statement/EHC plan will require an IEP, which in addition to the above, will contain SMART targets/outcomes which will be reviewed on a termly basis, as detailed in the Assess - Plan- Do – Review cycle.

Wave Three – Statement of Special Educational Needs or Education Health Care Plan

- For a minority of students, their educational needs cannot be met within the college budget and therefore a request is made to the Borough for an EHC Plan.
- At this stage an Early Help Record will be implemented and outside agencies will be consulted for their advice and input. The Educational Psychology service will carry out an in depth assessment, offering advice, strategies and recommendations.
- UTC Swindon will send the request for an EHC Plan to the Borough who will then decide if they feel the student's needs are complex, severe and lifelong enough to warrant a statutory assessment. If the request is deemed appropriate, an EHC Plan will be written. If the request is declined, support will continue at the former level.

Pupils with either a statement of SEN (pre September 2014) or an Education and Health Care Plan, will have access to all provision outlined above, but in addition to this will have an Annual review of their statement/EHC Plan. They will also be in receipt of Additional Needs funding which may well be used to fund the support of an extra adult in the classroom or workshop. Parents, cares, the student and the

college can have some input into a discussion as to how the funds are best allocated.

UTC Swindon follows all the procedures and time scales as outlined in the SEND regulations 2014.

Monitoring and Assessment of Progress for Pupils with Additional Educational Needs.

The monitoring of learners who encounter barriers to their learning is carried out in the following ways.

- Through the college's generic processes for tracking the progress of all pupils.
- Through regular marking and assessments by the subject staff.
- A record of progress is provided three times each year (December, March and July) and these are distributed at Academic Review Events, where parents are invited to meet with staff to review progress. The SENCo and Student Support Manager are available to meet with parents at these events.
- The SENCo will also monitor any additional or individual work that has been implemented.
- Classroom observation by SENCo or members of the AEN team.
- Tracking of SEN students on college assessment data, monitoring progress.
- Monitoring of attendance and behaviour records through Progresso and in liaison with college's attendance officer.
- At the end of Key Stage 4 and 5, all students are required to be formally assessed through external examinations (GCSEs and AS and A Levels) The government requires all schools and colleges to publish their results nationally.
- Students who have either a statement or an EHC plan will have their targets reviewed at the above meetings
- The progress of students with a Statement or an EHC Plan is also reviewed through an Annual Review meeting and the paperwork then submitted to the Borough. The 'student voice' is heard through the pupil preparing a presentation concerning how they perceive their progress, as outlined by the prescribed headings in the Annual Review documentation. Parents are invited into college prior to the meeting so that they can add their contribution.
- Regular SENCo reports to Governors

Managing the SEN register

- Students will be placed on the SEN register if they are receiving intervention 'in addition' to 'above from' the mainstream curriculum of the school.

- Students will be placed on a Concerns Register if they do not meet the above criteria.
- Movement between the two registers may well be fluid.

Supporting Pupils and Families

UTC Swindon offers support to students in a variety of ways:

- Pastoral support is overseen by the college's Student Support Manager in consultation with the Director of Curriculum for the appropriate Phase Leader and the SENCo.
- Students who are identified as having particular difficulties accessing the curriculum and may be at risk of permanent exclusion may require a Pastoral Support Plan. These plans are introduced alongside the input of teachers, support staff and sometimes outside agencies. UTC Swindon works closely with parents, carers and their families in a variety of ways:
- Students may need a PSP for a variety of reasons such as illness, poor attendance, emotional and behavioural challenges and associated challenges to learning.
- The college recognises the importance of students feeling valued despite their difficulties.
- The ultimate aim of this process is to assist students successfully access the curriculum, helping them to identify the triggers and barriers to their learning.
- Regular review meetings are held, involving members of the AEN team and any outside agencies who might be involved with working with the student.

Access Arrangements

- The SENCo is responsible for testing those students who may be eligible for Access Arrangements. The approved arrangements are implemented for all assessments, both internal and external.
- Both students and parents/carers are contacted by post and informed of the allocated Access Arrangement.

Informal support for students is also provided for students.

- The Student Support Manager regularly sees students who need advice and a listening ear. She will signpost to outside agencies when this is deemed necessary.
- The AEN room acts as a safe haven for the college's more vulnerable students, at breaks and lunchtimes.

Flexible learning packages are used very occasionally, if a student is unable to cope with the demands of the longer day. This may be a short-term re-integration

schedule, or may take the form of an adjusted time-table for a vulnerable student experiencing emotional issues.

Effective Transition.

Occasionally it may be appropriate for a student to move to another placement. This may occur within a key stage or at the end of Key Stage 4 or 5. In either case the SENCo will contact the relevant SEN team at the new placement and provide all the necessary information to ensure a smooth transition.

Support for Families/Carers

UTC Swindon aims to work in partnership with parents and the college does this by:

- All students and their parents/carers undergo an interview process and taster days are provided in Term 6. These days provide an opportunity for students to ascertain if UTC Swindon is the right placement for them.
- Working effectively with other agencies to provide support for both students and their families.
- Ensuring families feel welcome
- Encouraging parents/carers to inform the college if there are any circumstances that might be affecting their son/daughters performance at college.
- Keeping parents informed of their child's progress through review meetings and the normal monitoring cycle of the college.
- Parents are signposted to SENDIASS for further support.
- Links to Borough local offer. mycare.mysupport.co.uk

Supporting Students at college with medical needs.

- The college recognises that students at college with medical conditions should be supported so that they have full access to education, including trips and physical education.
- Occasionally, it might be necessary to carry out a risk assessment in the workshop for a student with a medical condition. The college aims to be inclusive but occasionally this has to be balanced with the safety of the student and their peers.
- Some students with medical conditions may be disabled and where this is the case the college will need to comply with its duties under the Equality Act 2010.
- Some students may also have a special educational need and may have a statement or Education and Health Plan which brings together health and social care needs.
- The college liaises with the School Nursing service and accesses their core service. Health Care Plans are written for students who take medication in college and for those who have a medical condition that necessitates regular

administration at home. The SENCo or Student Support Manager liaises with the designated school nurse about any concerns about students with medical needs.

Monitoring and Evaluation of SEND

- The head teacher and the governing body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo). The SENCo is responsible for reporting regularly to the head and the governor with responsibility for SEN on the on-going effectiveness of this inclusion policy.
- The SENCo will provide bi-annual reports to Governors.

Training and Resources.

In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator will be a qualified teacher working at our college and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENCO will attend local network meetings and SEND updates as appropriate.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement, as part of the college development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- All Teaching Assistants will be involved in an Induction Programme delivered by the SENCo and tutors. They will then be invited to develop their skills and gain qualifications, through training schemes delivered by the Borough or outside agencies.
- All members of the Inclusion Team take part in the colleges on going INSET programme alongside all other teaching staff.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the college from the Borough's traded services, accessing as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our college will, wherever possible, join with other colleges in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer

recruiting policy and best practice. All vacancies will be competitively advertised to ensure our college employs staff of the highest calibre.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our college will fund this as additional SEN support from the devolved budget. An application for Additional Needs funding will be made to the, if the cost cannot be met from the college's devolved budget.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the college from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Roles and Responsibilities

The Role of the SEN Governor

The SEN Governor has responsibility for the strategic overview and the implementation of the SEND policy.

The day to day management of SEND at UTC Swindon is the responsibility of the Principal and the SENCo.

All governors will ensure that they are knowledgeable about current SEN policy and provision.

Role of the SENCo

- In collaboration with the Principal and Board of Governors, determine the strategic development of the SEN/D policy and provision at UTC with the ultimate aim of raising the achievement of students with SEN/D need.
- Collaborating with SENCOs in local schools/colleges in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Contributing to the continuing development and training of school employees.
- Overseeing the review and maintenance EHCP's and records for all SEN/D students.
- Overseeing the day-to-day operation of UTC's SEN/D Policy. □ Co-ordinating provision for SEN/D students.
- Managing the SEN/D team of HLTA's and learning support co-ordinators on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D students.

- Liaising with parents / guardians of SEN/D students in co-operation with form and subject tutors, learning support assistants and others as appropriate.
Contributing to the continuing development and training of UTC employees.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

Accessibility

In accordance to the Disability Discrimination Act and its amendment by the SEN and Disability Act 2001, all facilities at UTC Swindon are accessible to disabled students.

- There is access by lifts for non-ambulatory students. This comprises of a lift to the first floor teaching rooms and other facilities and a further lift in the Engineering Workshop to the Board Room. A small open lift allows access to the Principal's office, staffroom and Administration office.
- UTC Swindon has disabled access toilets.

Access to the curriculum is addressed in a variety of ways.

- Curriculum, technical and physical support may be delivered through adults working within college.
- Classroom teachers are offered advice on how to adapt the learning environment to maximise learning potential for all students with disabilities.
- Technical advice and support is provided by outside agencies to meet the needs of students with SEND.
- Students are provided with a variety of materials to enable them improved access to the curriculum. These may include coloured overlays, printed hand outs, use of coloured paper and visual timetables.

Parents can contact staff through reception and a mutually convenient appointment arranged, or a telephone conversation scheduled.

Dealing with complaints

- Any parent who feels there are shortcomings in any aspects of their child's education should, in the first instance, contact the Principal. If there are issues still to be resolved parents have the right to take matters to the Chair of the Governors.
- Complaints about any aspect of the life and work of the College are taken seriously, investigated thoroughly and every effort is made to achieve a satisfactory outcome. This includes complaints relating specifically to the education of students who experience difficulties in learning.

- A copy of the College complaints procedure can be obtained from the Principal.
- Parents are also free to contact SENDIASS if they feel they require mediation on a particular matter.

Heather Blandford: SENCo