

UTC Leeds
Special Educational Needs
And Disability (SEND)
2018-19

Adopted by the Governing Board: September 2018

To be reviewed by Governors: September 2019

1. Introduction

UTC Leeds 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 UTC Leeds irrespective of ability, race, gender or need and should be respected and valued as individuals.

UTC Leeds 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, UTC Leeds 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. UTC Leeds will seek to remove all barriers to learning and achievement.

2. Aims and Objectives

The aims of this policy and associated procedures are to ensure that:

- an inclusive approach to education is promoted at UTC Leeds.
- high quality learning and teaching is promoted for all learners at UTC Leeds.
- learners 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 learners
- UTC Leeds meets its legal obligation to provide access to the curriculum for all learners whilst recognising their individual needs
- where the Principal or the appropriate Governor has been informed by the LA that a learner has special educational needs, those needs will be made known to staff
- all UTC Leeds staff are aware of the importance of identifying and providing for learners who have special educational needs
- the Principal, staff and Governors report annually to parents on the effectiveness of this policy and provision for learners with special educational needs
- all staff are clear regarding roles and responsibilities in the implementation of the policy.

UTC Leeds recognises that it has a responsibility to meet the needs of all learners in the institution and as such believes in early identification, clear assessment processes and appropriate provision for all learners.

3. Legal Framework

UTC Leeds ensures inclusion practices relating to special educational needs meet the criteria set out in the following Acts and guidance:

- SEND Code of Practice: 0-25 years. (Statutory guidance for organisations who work with and support children and young people with SEND) (April 2014/2015)

- The SEND Regulations (2014)
- Children's and Families Act (2014)
- The Equality Act (2010)
- JCQ General Regulations for Approved Centres 2018-19

4. Definitions

UTC Leeds accepts the definition below of SEND, as set out in the Revised Code of Practice 1:3:

Children 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

and

- are under compulsory school age and fall within the definition above or would so do 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.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools.

5. Special Educational Needs

Under the SEND Code of Practice 2014 students identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

1. Cognition and Learning
2. Communication and Interaction needs
3. Sensory and/or Physical needs

6. Roles and Responsibilities

Designated Roles

The person with strategic responsibility for SEND in UTC Leeds is the Principal.

The Governor with responsibility for SEND is Fay Best.

The designated SENCO for the academic year 2017-18 is Sarah Ellis

Governors

The Board of Governors must ensure that:

- UTC Leeds 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 SEND Code of Practice
- They are fully informed about SEND issues, so that they can play a major part in UTC Leeds self-review process
- They set up appropriate staffing and funding arrangements, and UTC Leeds's work for learners with individual needs
- They, and UTC Leeds as a whole, are involved in the development and monitoring of this policy
- There is a nominated Senior Leader with responsibility for special educational needs
- SEND provision is an integral part of UTC Leeds development plan
- The quality of SEND provision is regularly monitored

The Principal

The Principal must ensure that:

- The policies and procedure adopted by UTC Leeds are fully implemented
- Learners with special educational needs join in all UTC Leeds activities alongside other pupils, as far as is reasonable practical and compatible with their needs and the efficient education of other pupils
- Parents are notified if UTC Leeds 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 pupils with SEND
- The Board of Governors is informed about SEND issues
- The implementation of this policy is monitored and reported to Governors

Designated SENCO

Sarah Ellis is the Special Educational Needs Co-ordinator and as such is responsible for:

- Overseeing the day-to-day operation of this policy
- Co-ordinating the provision for individual needs of pupils
- Ensuring that an agreed, consistent approach is adopted
- Arranging detailed assessments, observations and support of learners with special educational needs
 - Overseeing the work of the Teaching Assistants and curriculum staff in devising strategies, drawing up Individual Support Plans, setting targets appropriate to the individual needs of learners, and advising on appropriate resources and materials for use with learners and on the effective use of those materials
- Liaising closely 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
- Maintaining the UTC's special educational needs register and records
- Assisting in the monitoring and evaluation of progress of learners with SEND through the use of existing UTC Leeds 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
- Liaise with the SENCOs in feeder schools to ensure smooth transition
- Be responsible for the administrative processes surrounding students with SEND

Teachers

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

- Are fully aware of this policy and the procedures for identifying, assessing and making provision for learners with SEND
- 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 and TAs for advice on assessment and strategies to support inclusion
- Give appropriate feedback to enable progress to be monitored and effective reviews to take place

Teaching Assistants (TAs)

TAs will work in class. with small groups or individual students and must ensure that they:

- Make themselves aware of the UTC Leeds policy for special educational needs and procedures for identification, monitoring and supporting learners with specific needs
- Are fully conversant with the individual needs of all of their students
- Contribute as required to any review process
- Raise any concerns with the Assistant Principal, SENCO or curriculum staff as they arise

7. Admission and Inclusion

Inclusion is regarded as crucial to the policy. UTC Leeds 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.

UTC Leeds will ensure that pupils with SEND are admitted on an equal basis with others in accordance with its admissions policy. Where a local authority proposes to name UTC Leeds in an Education, Health and Care Plan, it must give UTC Leeds written notice. Within 15 days of receipt of the LA's notice that it proposes to name UTC Leeds in a statement, UTC Leeds 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. Students with an EHCP, where UTC Leeds is named on the EHCP, will be offered a place prior to the allocation of places for other students.

In deciding whether a learner's inclusion would be incompatible with the efficient education of other children, UTC Leeds must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If UTC Leeds determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LAs notice, notify the LA in writing that it does not agree that UTC Leeds should be named in the learner's statement. Such notice must set out all the facts and matters UTC Leeds relies upon in support of its contention that: (a) admitting the learner would be incompatible with efficiently educating other learners; and (b) UTC Leeds cannot take reasonable steps to secure this compatibility.

Where a student with a Statement is admitted and the placement breaks down, UTC Leeds will hold an emergency annual review of the EHCP and invite the SEN officer from Leeds Local authority. UTC Leeds will do all it can working in partnership with the relevant LA to secure an alternative placement

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

8. Specialist Provision

UTC Leeds is compliant with the Disability Discrimination Act 1995

9. Curriculum Access

UTC Leeds curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. UTC Leeds 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 pupils with special educational needs will match the nature of their individual needs; teachers, tutors and the SENCO will keep regular records of the learners' special educational needs, the action taken and the outcomes.

Schemes of work and Group Profiles 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. 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.

10. Procedures – A Graduated Response

Identification and Assessment

UTC Leeds 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 CATS and reading tests
- Diagnostic testing
- On-going monitoring and tracking systems
- Information from staff including reports, reviews and referrals

Progress Check Data

Graduated Intervention

UTC Leeds 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 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.
- **Intervention :** 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 UTC Leeds Special Needs Register and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) in a range of ways including:
 - Catch up sessions during enrichment and/or additional option time
 - Alternative classroom organisation and management
 - Additional literacy or numeracy sessions during enrichment and/or additional option time
 - Specialist learning support during lessons
 - Withdrawal from group for individual support
 - Use of specialist equipment
- If a student does not make the expected progress despite the provision put in place at Intervention level, advice will be sought from the appropriate support services (see section 11)
- A Statement of Education Need (Formal Assessment): If progress is still not achieved despite intervention, the student may be assessed in line with the LA guidance with a view to initiating an EHCP. The appropriate forms will be used for recording and referral as necessary.

11. Monitoring and Evaluating Learner Progress

All students' progress will be monitored through the normal process of on-going formative and summative assessment. In addition to this the following reviews will take place for students placed on UTC Leeds SEN Register:

- EHCP : Students with EHCPs will have an annual review as required by legislation which will involve learners, parents and appropriate representation from UTC Leeds and other agencies.
- Non EHCP: (K Code) These students will all have at least one review during an academic year involving the SENCO, tutor, students and parents. When required, reviews will be held biannually or termly.

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

12. Access arrangements and reasonable adjustments

UTC recognises its duties towards disabled students as defined under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the school provides to disabled candidates.

- The SENCO will complete a support assessment which details the appropriate picture of need and demonstrates normal way of working for a student. The SENCO will then identify the need for and request exams access arrangements.
- The SENCO will work with the exams officer to implement access arrangements
- The SENCO will ensure that where a student with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified assessor as appointed by the head of centre. (Education Guidance Service <http://www.egs.org.uk>) Evidence of the assessor's qualification(s) and DBS must be obtained before he/she assesses candidates;
- The SENCO will submit any applications for access arrangements, reasonable adjustments and modified papers by the JCQ published deadline ensuring that appropriate documentary evidence (including Form 8, support assessment, data protection form) is held on file for inspection.

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 special educational needs 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 Leeds hold an agreement with the local authority to buy into traded services as required to ensure that appropriate provision and arrangements can be made. UTC Leeds also has access to an SEND 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:

- Complex Needs Team
- SENSAP
- Educational Psychology Service
- The Hearing Impaired Service
- Occupational Therapy Service
- School Nursing Team
- Sensory Service Visual Impairment Team
- Child Adolescent Mental Health Service (CAMHs)

- Behaviour Improvement Team (BIT)
- Children's Social Work Services (CSWS)
- Speech, Language and Communication Therapy Service
- JESS Cluster
- STARS team

14. Managing Parental Complaints

With regard to special educational needs provision and arrangements parents who have queries or concerns should contact Sarah Ellis SENCO, who will ensure a response is received within 3 days. It is the intention of UTC Leeds 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 UTC Leeds via the complaints procedure as detailed in the policy located on UTC Leeds website.

15. Training and development

Training requirements for all staff will be identified within UTC Leeds plans for development in conjunction with an analysis of the needs of students at UTC Leeds. 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 UTC Leeds.

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.

In addition to that described above, voluntary training sessions will be held throughout each academic year to maintain an on-going awareness of strategies for supporting learners with special needs.

16. Parental Partnerships

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 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 UTC Leeds through the parental forum which will include opportunities to discuss the support given to learners with special educational needs.

17. 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 Forum and Student Questionnaire for the students' perspectives to be gathered on UTC Leeds provision for all learners.