



Thomas Telford University Technical College

Special Educational Needs and Disability Policy

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Governor Approved Date	19.01.2023	Last Review Date	18.01.2023
Comments	This is a statutory policy outlining the UTCs approach to special educational needs and disabilities.		
Monitoring, Evaluation and Review	The Governors will review this document at least once every two years and assess its implementation and effectiveness in consultation with key stakeholders. The Principal retains responsibility for ensuring that the commitments made within this policy are upheld by the UTC. The Vice Principal will monitor and evaluate the impact of the policy and conduct regular consultation with parents, students and staff to ensure that the policy is fit for purpose and being applied consistently.		

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1. Aims and objectives

Aim: To achieve the SEND key priority

To ensure that every child and young person has their SEND needs identified quickly and met consistently with targeted support determined by these needs. To be inclusive and have equally high aspirations and ambitions for children and young people with SEND.

Objectives

Our special educational needs and disabilities (SEND) policy aims to make sure our school fully implements national legislation and guidance regarding pupils with SEND

The policy aims to show how our school will:

- Support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Ensure pupils with SEND access all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best both whilst at school and as they transition into adulthood
- Communicate with pupils with SEND and those with parental responsibility and involve them in discussions and decisions about support and provision for their child
- Explain the roles and responsibilities of everyone involved with pupils with SEND
- SEND education is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care plan (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. Adaptive teaching ensures the curriculum is accessible. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We achieve this by making reasonable adjustments to the organisation of our classrooms. An example of this is the careful consideration given to seating plans. Our rules and routines are understood by all through regular communications. 'The UTC Way' supports our calm school environment that makes all pupils feel safe as evidenced in pupil voice exercises. Our well planned and broad curriculum and extra curriculum ensures pupils with SEND are included in all aspects of school life and can be evidenced by the high attendance and engagement by those with a SEND.

There is a relentless focus on high quality teaching. Our 'Teach to the Top' agenda and CPD programme supports all teaching staff to be competent and confident in their teaching of those with SEND.

We know that an inclusive school removes barriers to learning and participation for all. To be inclusive means pupils with SEND are considered in everything we do. Our attendance and conduct support staff are effective in reducing barriers to learning through consistent systems that ensure classrooms are calm and the pupils are in front of the subject specialists.

5. Definitions

5.1 Special educational needs and disability

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Waves of support

Pupils with a SEND at TTUTC will have their level of support categorised in 'waves'

Wave 1 – the SEND needs are met through high quality teaching adapted as appropriate

Wave 2 – the SEND needs can't be met by the subject teacher alone and therefore in class support is required by Learning Support Assistant (LSA) The child remains in the classroom alongside their peers.

Wave 3 – small group/one-to-one interventions are timetabled

Wave 4 – external agencies are involved. Pupils with an EHCP are wave 4

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Philippa Shaw

She will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Co-ordinate support LSAs effectively
- Provide professional guidance and CPD to colleagues and liaise with staff, HoDs, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned. To provide information on those with SEND to the independent careers advisor
- Work with the principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the principal and teaching staff, identify any patterns in the school's identification of SEND, both within the school and comparing with national data, and use these to reflect on and reinforce the quality of teaching

- Advise the LA when a pupil needs an EHCP needs assessment, or when an EHCP needs an early review

6.2 Governors

The SEND link governor is Kerrie Jones

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Review the information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Review the information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The Principal

The principal will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and when comparing with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Subject teachers and Head of Departments (HoDs) are all teachers of SEND

Each subject teacher and subject lead (HoDs) are responsible for:

- Completing the referral from to the SENDCO if they are concerned about a pupil not already identified on the SEND register not making the expected progress after high quality teaching (Pre Wave 1)

- Planning and providing high-quality teaching that is adapted to meet SEND pupil needs. HoD to have an understanding of SEND provision in their area through departmental discussion and minutes, observations, work scrutiny's and lesson plans (Wave 1)
- The progress and development of every SEND pupil in their class/department (Wave 1)
- Working with their HoD to review each pupil's progress and development, making adaptations to teaching as required (Wave 1)
- Discussing the activities that will help support pupils with SEND in their lessons with HoD (Wave 1)
- Working closely with LSAs to plan and assess the impact of in-class support and interventions. This is evidenced in the teacher/LSA dialogue sheets that can be viewed in the Staff Shared area SEND Folder (Wave 2)

6.5 Parents or carers

- Parents or carers should contact school to discuss any concerns about their child's progress or development.
- This opportunity will be given formally at each of the five calendared assessment points that report on their child's progress.
- Parents will be contacted if concerns about their child's progress have been raised through the internal referral system to the SENDCO. A decision to add their child to the register will take the parents views into account.
- Parents of a pupil on Wave 2 intervention and therefore has an Individual Education Plan (IEP) will be given the opportunity to provide information and express their views about the pupil's SEND during a termly phone call with their child's Personal Tutor (PT).
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes a SEN information report on its website, which sets out to help parents/carers to understand how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

Our key priority

To ensure that every child and young person has their SEND needs identified quickly and met consistently with targeted support determined by these needs. To be inclusive and have equally high aspirations and ambitions for children and young people with SEND.

8.1 Identifying pupils with SEND and assessing their needs

When a pupil joins the school, and their previous setting has already identified that they have SEN or have an EHCP they will be placed on our SEND register

Whilst at the UTC a child may be raised as potentially having SEND. Subject teachers assess the progress of all pupils and identify any whose progress at the 5 assessment points per calendar year:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with their HoD to have an initial discussion about whether this lack of progress may be due to a special educational need or can another adaptive teaching method be deployed. Following the departmental discussion it may be decided to make a referral to the SENDCO. There is a referral form that teachers use for this accessible to all in the staff shared area.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed.

8.2 Consulting and involving pupils and parents

The school will aim to put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN or suspected SEN, we will take action to remove any barriers to learning, and put special educational provision in place.

Assess (This is an ongoing process)

At every Assessment Point (AP) the subject teacher will monitor the progress of all pupils. For those already on the SEND register it is an opportunity assess that the pupils have accessed the curriculum and have made expected progress. For others not identified on the SEND register the teacher may see that despite high quality teaching and adaptive practice a child is still struggling - they will then complete the school's referral form outlining their concerns to the SENDCO. Prior to this the subject teacher will have discussed this within their departments. The SENDCO and LSAs will follow up the referrals. The SENDCO may seek help from external professionals where necessary.

Plan & Do

All subject teachers know which pupils are on the register (wave 1) This information is available in the shared area. The organisation of the classrooms and the seating arrangements will take the SEND into consideration.

Some of the pupils will require additional support beyond the subject teacher (wave 2) These pupils have an Individual Education Plan (IEP) that is shared with subject staff. For varying amounts of time, those on wave 2 will have in class support. When in class support is in place there will be an LSA/Teacher dialogue sheet to ensure effective planning between the staff.

There are a group of pupils on wave 3 and 4 that required further interventions of small group work and one-to-ones to meet their needs. EHCP pupils are wave 4.

Review

The subject teachers monitor the progress made in subjects to see if the child is accessing the curriculum alongside their peers and the progress made with the plans of support put in place.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at the next assessment point.

For the pupils wave 2 or above their IEP will be reviewed termly alongside parents/carers. The record of this meeting (which may be via a phone call, teams or in person) will be written on the IEP. The meeting will be conducted by the pupils PT with the support of an LSA or SENDCO if required.

8.4 Levels of support

School-based SEND provision

Pupils with a SEND will be placed on the school's SEND register. Most of these pupils will have their needs met by the subject teachers through high quality teaching (Wave 1). Where the pupil's needs cannot be adequately by the subjects teacher alone, they will receive in class support from LSAs (Wave 2) Wave 3 would be the next step and the pupil would have 1-1 interventions and small group interventions. Wave 4 is for those requiring any external specialist support. (EHCP pupils are wave 4)

The provision for these pupils is funded through the school's notional SEND budget in every case apart from for those with an EHCP

On the census pupils on the SEND register will be marked with the code K. Those with an EHCP are coded as an E.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Monitoring the attendance of pupils with a SEND
- Monitoring the attendance, participation and engagement during UTC extra and interventions
- Subject teachers tracking pupils' progress at every assessment point
- Monitoring the LSA/Teacher dialogue sheets
- Using pupil questionnaires
- Getting feedback from the pupil and their parents termly for those with an IEP (Wave 2 and above)

9. Expertise and training of staff

SEND is a regular focus of our CPD programme. The systems and processes put in place are there to improve all staffs confidence and competence in their abilities to teach SEND children. Training will regularly be provided to teaching and support staff. The principal and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. TTUTC is a member of the National College and has access to high quality CPD through this.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

Extract from our admissions policy

If there are more than 150 applicants into Year 7 they will be tested using a NFER (National Foundation of Education Research) Non-Verbal Reasoning Test and placed into five ability bands with the same number of places in each band. Bands will be ordered 1 to 5 with 5 being the highest. All children will be placed in one of the bands and an equal number of children will be taken from each. No child can fail this test and therefore any requests to resit the assessment will be refused.

Within each Band, priority for places will be allocated to: A child with an Educational Health and Care Plan (EHCP) which names the school will be admitted. This may reduce the number of places available from each band.

11.2 Accessibility arrangements

See accessibility policy

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the school. PTs are the first point of contact for parents/carers. PTs would then forward the concern to the SENDCO or Head of Year. The UTC will try to resolve the complaint informally in the first instance. If this does not resolve the matter parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the Principal. They will be handled in line with the school's complaints policy.

If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

The SEND Key Priority keeps SEND central to everything at the UTC.

To ensure that every child and young person has their SEND needs identified quickly and met consistently with targeted support determined by these needs. To be inclusive and have equally high aspirations and ambitions for children and young people with SEND.

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- Staff's awareness of pupils with SEND as seen on lesson plans
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Philippa Shaw (SENDCO) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following

SEN information strategy

- The local offer
- Accessibility policy
- Behaviour policy
- Equality information and objectives
- Safeguarding / child protection policy
- Complaints policy