



# Thomas Telford University Technical College

## Special Educational Needs and Disability Policy/Statement

Author	P Shaw	Version	0.1
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Comments	This is a statutory policy detailing the UTC's approach Special Educational Needs and Disability Policy/Statement.		

### Introduction

Thomas Telford UTC (referred to UTC in this document) is committed to fair and equal treatment of all individuals regardless of need. The UTC shall have regard to the Special Educational Needs and Disability Code of Practice (updated January 2015) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Family Act 2014.

The UTC will ensure that all children with Special Educational Needs receive the appropriate support as outlined in the Special Educational Needs and following documents:

- SEND Code of Practice January 2015.
- Statutory guidance on Supporting Pupils at School with Medical Conditions December 2015
- UTC Safeguarding Policy September 2019

All students identified as having Disability and Special Educational Needs (SEND) will be provided with equal access to the curriculum through support that will be given in a variety of ways to suit individual needs and requirements. The UTC will operate a whole school approach to Special Educational provision, where all staff are responsible for meeting the Special Educational Needs and Disability of students.

**The aims of this policy are to ensure as far as is reasonably practicable that:**

The Special Educational Needs and Disability Code of Practice (updated January 2015) is implemented. The UTC environment accommodates students with disabilities and provides the appropriate facilities. Students with SEND have access to the appropriate support and adaptations to enable them to be fully included in the life of the School. The views of the individual student and their parent/guardian are considered at all times when their requirements are being assessed. To ensure that students receive and enjoy their educational entitlement, irrespective of gender, ethnicity, race, religion or special need. Our best endeavours are used to secure special educational provision for students for whom this is required that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the following areas of need:

1. Communication and Interaction
2. Cognitive and learning
3. Social, mental and emotional health
4. Sensory/physical

### **What are Special Education Needs?**

Any student, whatever their level of attainment, may experience a difficulty at some stage in their school life. Some students need support to access and progress through the curriculum at a challenging yet appropriate pace. Early identification of students who need additional support is essential to enable staff to provide effective learning experiences for individual students. Some of these students may have Educational Health Plans. Students who attend the UTC may have:

- exceptional ability in one or more curriculum areas
- emotional or behavioural difficulties
- physical disabilities
- physical problems connected with sight, hearing or speech
- specific difficulties related to aspects of language, reading or mathematical work
- mild, temporary difficulties which cause a slower rate of progress through the curriculum

### **Identification and Assessment of Students with SEND**

Assessment should not be regarded as a single event but as a continuous process. The UTC will be responsive and open to expressions of concern by parents/carers and consider any information parents/carers provide about their children. Some students may also raise their own concerns about their progress which will be considered and treated seriously.

It is acknowledged that the request for support for individual students can occur at any time. The identification of need can come from any one of a number of sources. For example:

- Subject Teacher
- Personal Tutor
- School Nurse
- Feeder School
- Any member of staff

- Parents
- Outside Agencies
- The individual student

Identification of a students' SEND may take a variety of forms including the measurement of students' progress by referring to:

- Evidence of teacher and LSA observations and assessment
- A student's performance highlighted through the Reporting system
- Standardised screening or assessments
- Collation of a number of performance indicators

The UTC will adopt a graduated response to match the special educational provision to the needs of the students, with due regard to the Special Educational Needs and Disability Code of Practice (updated January 2015).

### **What is Learning Support?**

The UTC operates a whole School approach to special educational provision. This means that all staff are responsible for meeting special educational needs and have a responsibility for all students. To this end, the staff at the UTC have agreed the following objectives:

- to provide a curriculum which enables all students to realise their full learning potential
- to target resources specifically for exceptionally able students, those with learning difficulties and those students with physical disabilities. (see Annex A)
- to provide a whole School approach to Learning Support so that meeting special educational needs is an integral part of curriculum planning, delivery and assessment
- to identify individual needs and provide appropriate support

Extra help and learning support for exceptionally able students and those with learning difficulties may take a variety of forms. For example:

- assistance from an LSA or technician in a classroom setting
- being taught individually or in small groups as a withdrawal group
- Being mentored by a named teacher
- Accessing an academic mentor
- using technological equipment, e.g. electronic spelling aids and radio microphones
- Targeted intervention during UTC Extra
- Peer reading during form time

## **SEND support takes the form of a four part cycle;**

1. Assess – a clear analyses of the students’ need as a continuous process
2. Plan – parents notified and agreement reached on adjustment/intervention support as well as impact on progress, outcomes sought – date for review
3. Do – teacher remains responsible for working with student on daily basis
4. Review – impact of the support and intervention

## **How is Learning Support Organised?**

Raising the attainment of all students, including those with SEND, is a whole-school responsibility. All teachers are expected to teach inclusive lessons in which all students:

- are able to participate
- can access the key learning at their own level
- take some new learning away with them
- Avoidance of labelling and non-segregation is fundamental to good practice.
- Each student is given the opportunity to develop from their own starting point and progress at an appropriately challenging pace.
- Additionally, specialist teaching and resources are provided for students who require Learning Support.

All Special Educational Provision is monitored by the Governors of the UTC.

Kerrie Jones is the Governor with responsibility for Special Educational Provision.

Mrs P Shaw is the Assistant Principal with overall responsibility for Special Needs and the SENCO with line responsibility for the day to day co-ordination of the provision.

When the needs of individual students have been identified, it may become necessary to target additional resources to facilitate learning. The Learning Support Team, (see Annex B), has been established to:

- provide in-class support for targeted students
- team teach or provide individual tuition if the need arises
- in conjunction with the class teacher, prepare individual programmes of study and resources for targeted students
- develop staff expertise in catering for students with special educational needs

All teaching staff are informed about students with SEN via the shared area. This enables teachers to plan effectively and implement any recommended teaching strategies to ensure that practice is fully inclusive.

Further advice and support is provided by the local authority SLA.

## **Special Needs Admissions**

The UTC does not discriminate against students with SEND. The School admits students from across the whole ability range.

## **Facilities and resources**

These include:

- Lap-top computers available when required
- A medical room and qualified First Aid Staff
- A lift to the First and second Floor Teaching Areas
- Disabled Toilets on each floor
- Five Learning Support Assistants
- One Academic Mentor
- Full time Welfare Leader
- Information Technology Technician who provides support for both staff and students
- Visiting Counsellor available for appointments
- Careers support through extensive PSHE programme and employer mentors

## **Role of the SENCO**

Oversee day to day operation of the SEND Policy.

## **Safeguarding/Child Protection Procedures**

The named DSL is Mrs C Gleeson. The named Children in Care (CIC) lead is Mrs P Shaw.

## **The Role of the Governing Body**

The Governing Body holds responsibility for monitoring and reviewing the SEND policy and provision.

## **ANNEX A**

### **Provision for Exceptionally Able Students**

Students who display exceptional talent in one or more curriculum areas are identified from a range of different sources. These include:

- Results of Admission Assessments (Year 7 only)
- CAT4 tests (Y10 and 12 only)
- Feeder School Reports
- Subject Teacher Referrals

- Results from National Curriculum Assessments
- Parental Referral

It is the responsibility of teachers and parents to ensure that the motivational level of these students remains high. Exceptionally able students are catered for in a variety of ways at the UTC to ensure that they are stretched by a curriculum which is challenging and rigorous. Strategies which are currently employed include:

- Individual meetings between parents, personal tutors
- Regular reports to parents and able students which include negotiated targets for future action
- Extension activities within the curriculum
- Unlimited supply of relevant, curriculum related homework
- Students are actively encouraged to participate in UTC Extra activities
- Employer lead projects

The UTCs Welfare Lead provides one to one support for social, emotional and educational needs.

### **Medical Provision**

Qualified First Aiders provide cover for minor medical issues.

## **ANNEX B**

### **Learning Support Team**

P Shaw Assistant Principal with responsibility for SEND

D Bloomfield LSA

C Luis LSA

G Cosgrove LSA

S Niaz LSA

V Varga LSA

O Wright Academic Mentor

C Gleeson Welfare Leader/DSL

### Special Educational Needs and Disabilities Information Report

Policies on the website	<ul style="list-style-type: none"> <li>• Local Offer</li> <li>• Administration of Medicines</li> <li>• Special Education and Needs and Disability Policy</li> <li>• First Aid Policy</li> </ul>
What is an EHCP?	<p>The children and Families Bill identified changes to how children and young people with SEND will be supported in the future. As part of this there is now a new assessment process with a single, integrated Educational, Health and Care Plan (EHCP) replacing the statementing process.</p> <p>An EHCP looks at all the needs a child has in education, health and care. Professional from each area, along with parents and the student, will consider what outcomes would like to be seen in place and what is needed to achieve them.</p> <p>EHCP’s have the same protection in law as a Statement of SEND. An EHCP assessment will usually only apply to children with the most complex needs in mainstream school, or children who require a specialist school or setting.</p> <p>If a student is in receipt of an EHCP the UTC will work in partnership with student, parents and agencies to create an individualised programme of support.</p> <p>This support will be monitored to make sure progress is being made in partnership with parents and any other agencies involved with the student.</p>
Identifying students who need support?	<ul style="list-style-type: none"> <li>• Information from previous schools prior to transition.</li> <li>• Testing on arrival.</li> <li>• If despite ‘Quality First Teaching’ progress is limited.</li> </ul>
	<ul style="list-style-type: none"> <li>• Observations from UTC staff</li> <li>• If your child has received a recent diagnosis from a Health Care Professional.</li> </ul>

<p>How are the needs of the students met?</p>	<ul style="list-style-type: none"> <li>• The SEN department at TTUTC consists of the SENCo, and five Learning Support Assistants. Current interventions are:</li> <li>• Targeted, planned intervention which may be facilitated on a 1-1 or small group basis.</li> <li>• Targeted support in English, Mathematics, Science, Construction and across the wider curriculum lessons.</li> <li>• Physically disabled students are supported in Physical Education and with the use of a lift key.</li> <li>• Spelling and reading intervention groups. Mathematical intervention.</li> <li>• Literacy support through mentoring.</li> <li>• We offer 1-1 and small group sessions to support organisational skills, revision skills through form time using an experienced English specialist.</li> <li>• Emotional support is offered through the welfare lead and visiting counsellor.</li> </ul>
<p>How we evaluate the support given to students?</p>	<p>Progress of all students is tracked on the reports. This data is used to show who requires intervention.</p>
<p>Student's voice?</p>	<p>Students identified on the SEN register will be key to creating their 'Passport for Support'. They will get the opportunity to review their strengths and weaknesses, and set new targets for themselves.</p>
<p>Training of SEND staff?</p>	<p>The SENCo is an experienced qualified teacher and holds the National Award in Special Educational Needs qualification. All SEND staff have access to or receive training at planned opportunities throughout the year. A Specialist Teacher completes specialist assessments for Examination Access Arrangements as required through the SLA.</p>
<p>How accessible is the UTC with physical disabilities?</p>	<p>There are a number of aspects of the UTC building which are accessible to all those with a physical disability, including lifts, disabled toilets and changing facilities. In addition, staff are fully trained on evacuation procedures.</p>
<p>Who can I contact the UTC?</p>	<p>If your child has a specific need please contact: Mrs Shaw – <a href="mailto:pshaw@thomastelfordutc.com">pshaw@thomastelfordutc.com</a></p>
<p>Arrangements for consulting and involving parents/carers</p>	<p>All parents and carers have regular communication about the child's progress through their child's personal tutor group. This includes progress checks and parents' consultations. In addition to this, children with identified SEND have regular meeting with the SEND team.</p>
<p>What type of support my child may receive?</p>	<p>All students are in receipt of Quality First Teaching where their progress is carefully monitored and tracked. Students who are not making adequate progress, targeted intervention takes place. The SEND department is then informed. A more specialist support may be required for some students.</p> <p>On entry to the UTC, information about additional needs and prior attainment is shared with the SENCO so that relevant support can be put into place. All new students to the UTC undergo baseline assessments in English, Mathematics and science and CAT4 tests. The results of these will be analysed and any concerns will be raised with parents/carers and the SEND department.</p> <p>Student who are in receipt of a Special Educations Needs Health and Care Plan will receive specialist support as outlined in their plan.</p> <p><b>Word Processing</b></p>

	<p>The use of a word processor must reflect the candidate's normal way of working within the centre. The UTC will consider each candidate on an individual basis and would consider a candidate would benefit from the use of a word processor if:</p> <ul style="list-style-type: none"> <li>• They have a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly</li> <li>• They have a medical condition</li> <li>• They have a physical disability</li> <li>• They have a sensory impairment</li> <li>• They have problems planning and organising when writing by hand</li> <li>• They have poor handwriting</li> </ul>
<p>Arrangements for supporting students with Special Educational Needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>Before joining the UTC students attend induction days. Support from the pastoral system ensures a smooth transition. Children identified with SEND needs have the opportunity to meet with the SENCo in addition to the induction days.</p> <p>The UTC works closely with all students to ensure that each student has a transition plan into post-16 education, higher education, training courses or the work place.</p>
<p>External expertise and services used by the UTC.</p>	<p>The UTC may include accessing Specialist Services such as Learning Support Advisory Teachers. In addition, we may seek advice from occupational therapists, physiotherapists, speech and language therapists, Social Services, Specialist teacher of the deaf/visually impaired and CAMHS.</p> <p>The UTC has counsellor provision.</p>
<p>Governing Board support the work of the UTC School SEND department.</p>	<p>The Governing Board nominates a named governor who will ensure the department meets all statutory guidelines for the provision of students with identified Special Educational Needs.</p> <p>The named governor is currently Kerrie Jones.</p> <p>The Governing Board will also deal with any complaints which may implicate the provision for students with additional needs, if it is felt that an issue has not been dealt with sufficiently by the SENCO or Principal.</p>

TTUTC – SEND Policy/Statement  
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