

West Midlands UTC

Special Educational Needs and Disabilities Policy

Author	Simon Smith (SENCO)	Review Date:	09/09/2017
Date Approved		Date of Next Review:	09/09/2018
Comments	<p>This is a statutory policy detailing the arrangements for the support of students with Special Educational Needs and/or Disabilities.</p> <p>The review of the policy was delayed due to WMUTC moving school sites from Northwood Park Campus to Springfield Brewery on Monday 7th November 2016.</p>		
Monitoring, Evaluation and Review	<p>The Governing Body will review this document annually and assess its implementation and effectiveness in consultation with key stakeholders.</p> <p>The SENCO retains responsibility for ensuring that the commitments made within this policy are upheld by the UTC. They 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.</p> <p>The SENCO will review the policy with the support of the Senior Leadership Team (SLT) and its impact annually and offer feedback to the Governing Body.</p>		

Introduction

At WMUTC we are committed to the inclusion of all students and welcome all students to the school regardless of race, gender or ability. Where necessary, adjustments will be made to enable all students for whom WMUTC is the best placement, to access lessons and social time as freely as possible. These needs and adjustments will be considered on an individual basis. This policy identifies how the school will: implement procedures for assessment, identification and provision for students with Special Educational Needs within the framework of the [SEND Code of Practice January 2015](#) (which takes account of the SEN provisions of the SEN and Disability Act, 2015); **Equality Act, 2010; Children and Families Act, 2014**. WMUTC is committed in its duties under the Equality Act (2010) towards individual disabled young people, providing a welcoming and inclusive setting free from discrimination.

Definition of SEND

We adhere to the definition as given in the [SEND Code of Practice January 2015](#)

‘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:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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’.

WMUTC regards students as having Special Educational Needs if they:

- They have a difficulty which calls for special education provision to be made for them e.g. which is in addition to or different from differentiated curriculum plans.
- Have a significantly greater difficulty in learning than the majority of students of the same age.

- Have a disability which prevents or hinders students from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the Local Authority.
- Students will not be regarded as having a learning difficulty solely because the language or form of language of the student's home is different from the language in which they will be taught.

Objectives for SEND Provision

- At WMUTC all students have the opportunity to contribute to the life and work of the school. This is encouraged and developed by all students having access to a broad and balanced curriculum.
- The continued existence of a SEND Team facilitates the effective provision for students with Special Educational Needs.
- WMUTC works towards a partnership with all appropriate persons and agencies; this includes governors, parents, students, teaching and non-teaching staff.
- External to school, this includes support services such as the Educational Psychology Service, Health and Social Services and Specialist Teachers.
- This SEN policy works alongside and in conjunction with the Local Offer offered by Wolverhampton Local Authority.
- SEN Provision is a matter for the whole school.
- All teachers are teachers of children with Special Educational Needs.
- At WMUTC we aim to provide quality first teaching which is differentiated for all pupils.

WMUTC will do its best to ensure that all students with Special Educational Needs and/or Disabilities (SEND):

- Reach their full potential.
- Are provided with appropriate support.
- Are taught by staff who are aware of their needs.
- Are fully included within the WMUTC community and can join in the activities of the UTC together with non-SEND students, so far as is reasonably practical and allowing for the efficient education of all students.

- Can transfer successfully between educational establishments.

Aims of the Special Educational Needs Department

1. To identify and assess the learning needs of students.
2. To liaise with Curriculum Areas so that individual needs, teacher perceptions and curriculum requirements are matched.
3. To provide provision for a number of students with specific identified needs in a secure environment providing a curriculum which meets their needs.
4. To assist in the planning, resourcing and delivery of a curriculum which encourages progress and continuity for students by being supportive and responsive to their learning needs.
5. To involve SEND pupils and parents more in their own learning, and the processes by which it is acquired.
6. To celebrate the achievements of students who have had learning difficulties equally with those who find success easier to attain.

Roles and Responsibilities

Governing Body

The Governing Body has important statutory duties towards students with Special Educational Needs:

- The governors working in partnership with the Senior Leadership Team (SLT) and the SENCO, have responsibility for deciding the school's general policy and approach to meeting the needs of SEND students.
- Governors have responsibility for the strategic overview and the implementation of the SEND Policy.
- Whilst all governors are expected to have a working knowledge of the school's SEND Provision, a named governor will be designated to have a more detailed knowledge in order to fulfil a more specific SEND role.
- Governors will monitor the effectiveness of the school's SEND policy and provision.

The Principal

The Principal has responsibility for:

- Day-to-day responsibility for the management and organisation of SEND.
- This responsibility will usually be delegated to another member of the Senior Leadership Team at the Principal's discretion.
- The Principal will retain overall responsibility for the management and organisation of SEND.
- Ensuring the governors are informed of relevant issues relating to SEND provision

Special Educational Needs Co-Ordinator (SENCO)

The SENCO is responsible for:

- In collaboration with the Principal (or via the appropriate line manager for the management of SEND provision) and the Governing Body Board of Governors, for determining the strategic development of the Special Educational Needs Policy and the Provision provided for Special Educational Needs students.
- For overseeing the day-to-day operation of the Special Educational Needs Policy.
- For the management of SEND provision through the devolved SEND budget.
- For managing and developing the roles of learning support assistants.
- For the efficient use of resources in making the appropriate provision for students with Special Educational Needs.
- Liaising with and advising fellow teachers and support staff.
- Contributing to the continuing development and training of staff.
- For organising and maintaining the records of all SEND students.
- Liaising with the Student Welfare Team.
- Liaising with parents of SEND students.
- Liaising with external agencies.
- Liaising with other schools.

- Ensuring that all relevant students are assessed for special access arrangements for examinations and coordinating the provision of such arrangements with the Examinations Officer.

Teaching Staff

Teachers are responsible for:

- Devising strategies and identifying appropriate methods of access to the curriculum.
- Using learning support assistants effectively by collaboratively using them in lesson planning and schemes of work and clarifying their role in the classroom.
- Raising individual concerns to the SENCO particularly for students who may need to be included on the register.
- Ensure that they are fully aware of the arrangements required to properly support SEND students in their care.
- Monitor the performance and progress of students with Special Educational Needs.
- Adapt teaching and learning strategies and experiences to fully support SEND students in their learning activities in accordance with agreed arrangements above.
- Attend relevant training to support SEND students as determined by the SENCO.

Learning Support Assistants

Learning support assistants support the teaching and learning of individuals and groups of students throughout the school, particularly by:

- Supporting students in achieving targets in the classroom or in small group settings under the direction of a teacher.
- Differentiating provision for individuals or groups of students.
- Monitoring and recording progress through assessing students' work where appropriate.
- Contributing to the Annual Review process.

Key Workers

Key workers have responsibility for:

- The oversight of their tutor group including students with SEND whilst ensuring that there is close liaison with the SENCO and the Learning Support Team.
- Monitoring the progress of students and informing the relevant Head of Key Stage and SENCO if students not already identified on the SEND register become a cause for concern in any of the areas identified as SEND.

Identification, Assessment and Provision

WMUTC will adopt a graduated approach to meeting Special Educational Needs that requires the initial use of classroom and WMUTC resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having Special Educational Needs, WMUTC will take action to remove the barriers to learning and put effective educational provision in place based on earlier decisions and actions. These are revisited, refined and revised with a growing understanding of the individual needs and what best supports the making of good progress and secures good outcomes for the individual student.

Identification of students' learning needs takes place through:

- The Special Educational Needs information of Primary and Secondary school.
- CAT4 Testing.
- Information provided by the LA regarding the needs of students who have Special Educational Needs.
- External agencies including the Educational Psychology Service, Hearing Impairment, Visual Impairment, Speech Therapist, Home Tuition, Health and Social Services and voluntary bodies.
- Parental concerns are an important part of the identification process and should be discussed with the Special Educational Needs Co-ordinator.
- A teacher, in the role as support teacher, curriculum teacher or form tutor may identify student's needs. Identification of the learning needs of students becomes evident through formal assessment procedures on entry in Year 10 and continuing teacher assessment.

At WMUTC regular assessments are undertaken by subject teachers to assess the progress and attainment of all students. These assessments are regularly reviewed to ensure barriers to learning are identified and supported and intervention is matched to best suit need. Where external

professional agencies are involved WMUTC will liaise to inform the assessment. Where it is decided to provide a student with Special Educational Needs support the student and parents/carers will be informed and involved in consultation regarding adjustments, interventions and support to be put in place. There is an expectation that parent/carers will reinforce and contribute to the progress of the planned support at home.

The subject teacher will remain responsible for working with the student on a daily basis. Interventions involving group or one to one learning are still the responsibility of the subject teacher. The teacher will work closely with learning support assistants to plan and assess the impact of support and interventions and how they are best linked to classroom teaching. The SENCO will support the subject teacher in further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The effectiveness of support and interventions and their impact on the student's progress will be reviewed in line with an agreed date. The impact and quality of support and interventions will be evaluated along with the views of the student, parent/carer. The subject teacher working with the SENCO, will revise the support in line with student progress and development, deciding on any changes to the support, and outcomes will be determined in consultation with the student and parent/carer.

Where, despite WMUTC having taken relevant and purposeful action to identify, assess and meet the SEND of the student, the student has not made the expected progress, a request for an Education Health and Care assessment, based on all evidence of action taken by WMUTC to support the individual student's SEND, will be discussed and considered with the student and parent/carer.

Provision Mapping will be used to highlight the provision made for all SEND students and will replace IEPs. Provision mapping allows SENCOs to strategically develop SEND provision and identify the different patterns of need for students. The use of provision maps allows for systematic evaluation of the impact of each intervention. The use of provision maps will allow for easier inclusion where the SENCO can monitor, evaluate and plan the development of provision for students with diverse

needs. The provision maps will also be used in lessons where there are SEND students so the teacher can demonstrate the provision that is being made for SEND students.

School Base

This is a way of documenting the range of support to pupils with SEND within the school. This allows the SENCO to:

- Audit how well provision matches need and recognise gaps in provision;
- Cost provision accurately;
- Highlight repetitive or ineffective use of resources;
- Assess school effectiveness when linked with outcomes for pupils;
- Demonstrate accountability;
- Record changes in provision.

Review Procedures

The SEND Department co-ordinates the review of progress for every student on the Special Needs and Disabilities Register. Reviews take place annually in consultation with the student, subject teacher, learning support assistants, form tutor, Head of Year, parents/guardians and outside agencies/support services if involved.

All EHCP's will be reviewed annually with the review taking place in school. The parents/carers, the student and involved professionals will be invited to consider the progress made by the student in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Attending their review meetings.
- Offering their opinion and advice in the setting of targets.
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO will then discuss the outcome of the WMUTC review and inform Local Authority representatives. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16. Students are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies.

From Statement to Education Health Care Plan (EHCP)

Students with a current Statement of SEN will continue to have an annual statement review in which their views and those of the parent/carer can be expressed along with those of relevant external agencies and WMUTC, in relation to learning progress, barriers to learning, social and emotional wellbeing and personal action plans. Conversion from statement to EHCP will happen through the Local Authority by April 2018 at the latest. The Local Authority responsible for the student for any SEN/EHCP provision remains determined by where the student resides. Annual EHC plan reviews will be completed each academic year. However, interim reviews can take place earlier than the annual review if needed.

Annual Report to Governors

Each year, the SENCO with guidance from the Assistant Principal will provide an annual report to Governors on SEND matters at the UTC. The report template is found in appendix 1. The SENCO will meet throughout the year with the SEN Governor to complete self-evaluation and subsequent development planning.

DfE Guidance and Supporting Documentation

[SEND Code of Practice January 2015](#)

Appendix 1

Report to governors on SEND related issues

Date:

1) Profile of pupils with SEND

a) Number of pupils on UTC's SEND record (or provide print out of most recent audit of SEN record)

	School Support	Statutory Assessment	EHCP
Year 10			
Year 11			
Year 12			
Year 13			
Total numbers			

b) Areas of need (total numbers on UTC's SEND record)

	General Learning Difficulties	Specific Learning Difficulties	Speech and Language Difficulties	Autistic Spectrum Disorders	Emotional, Behaviour and/or Social Difficulties	Hearing Impairment	Visual Impairment	Physical/Medical Difficulties
Number of pupils								

c) Gender of pupils on UTC's SEND record

Total number of boys	Total number of girls

d) Ethnicity of pupils on UTC's SEND record

	White	Mixed e.g. White and Asian	Asian	Black	Chinese	• Other
Number of pupils						

2) Staff Skills

Date	Title / content of training and frequency	Who was involved?	Outcomes / impact of training

3) Accessibility

Accessibility of the school buildings, curriculum and printed materials and plans to extend this, as required by the SEN and Disability Act 2001, Disability Equality Scheme.

Information to be provided in Annual Governors' Report to Parents	<i>Where information may be found</i>
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<ul style="list-style-type: none"> • A description of the admissions arrangements for pupils with disabilities • Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils 	<p><i>School's SEN policy</i></p> <p><i>SEN policy</i> <i>Accessibility plan</i></p>
<ul style="list-style-type: none"> • Details of facilities provided to assist access to the school by pupils with disabilities 	<p><i>Append School's accessibility plan (showing outcomes) or list facilities as in SEN policy</i></p>

4) Resources available for SEND and how they are deployed.

Budget Information

Income

a) Notional school budget for SEN (This includes: delegated amount for statements, SENCO release, and 4% AWPU) £ b) Other sources of funding,

e.g. Standards Fund, spent on SEN

i) £ ii) £ iii) £

TOTAL £

Expenditure

a) Amount spent on staffing (internal)

i) SENCo's or part of SENCo's salary £ ii) SEND support teachers £

iii) Teachers who teach small lower sets (roughly half or fewer usual numbers) £ iv) SEND learning support assistants £ v) Administration for

SEND £ vi) Other – please specify: £

£

£

£ b)

Amount spent on external services , e.g.

STS, consultancy

i) _____ _____ _____	£	ii) _____	£	iii) _____	£	c) _____
		Amount		spent		on
		materials/resources		£		
d) Amount spent on INSET (include course fees, supply cover, travel etc)						
£						
_____		e) Other expenditure				
(please list) £						

		£				

				£		
		£				
TOTAL						£

5) Outcomes

a) Achievement

Provide analysed data e.g. RAISEonline, conversion data, gains in reading scores; spelling scores; SATs results over time, number of IEP targets met. See data section of LEA 'Supporting School Effectiveness –Self evaluation guidance and materials'

b) Pupil and parental involvement in annual review meetings

Percentage of pupils attending/involved in their annual review meeting	Percentage of parents/carers attending/involved in their child's annual review meeting

c) Exclusions – permanent and fixed term – of pupils with SEN

	Permanent exclusions	Fixed term exclusions
Total number of days pupils with SEN were excluded for over the year		
Number of pupils with SEN involved		

Number of pupils with SEN excluded as a percentage of all pupils excluded		
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d) Attendance of pupils with SEN – authorised and non-authorised

	Whole school including pupils with SEN	Pupils with SEN
Attendance – Average attendance rate (%)		
Non-attendance – Average authorised (%)		
Non-attendance – Average unauthorised (%)		

6) SEN Policy Update

Outline reasons for any changes to SEND policy and effects on provision (predicted or actual).