SEND Policy

Status: Statutory

Member of Staff Responsible: Assistant Principal / SENDCo

Related Policies:

- Admission Policy
- Anti-Bullying Policy
- Complaints Policy
- Data Protection Policy
- First Aid Policy
- Health and Safety Policy
- Safeguarding Policy

Implementation date: September 2025

Reviewed date: September 2026

Next review date: September 2027

Revision History:

Revision	Date	Owner	Summary of Changes
1	September 2017	SHU	Principal's name
2	October 2020	SHU	Updated
3	January 2022	SHU	Updated
4	October 2022	SHU	Updated (Learning Profiles changed to Plan Do Review Profiles)
5	September 2023	KCO	Name of SENDCo SENDCo name SENDCO qualification SEND Plan terminology updated Role of SENDCO page 6
6	June 2024	KCO	Addition of Deputy SENDCO SEND Governor name updated

CONTEXT
This policy pays due regard to: • The SEND Code of Practice: 0 to 25 years, July 2014 • Part 3 of the Children and Families Act 2014 and associated regulations
Governor responsible for SEND: Kayte Haselgrove
Principal: Lee Kirkwood
SENDCo: Kim Coates
SENDCo Qualifications: **SENDCo will be a member of the SLT: Assistant Principal/SENDCo** **National Award for Special Needs Coordination**
Contact details: kcoates@utcderby.org.uk, **01332 477400**

1. Background and Purpose

This policy sets out the arrangements regarding the application, enrolment and on-course delivery to students with special educational needs and disabilities (SEND) at UTC Derby Pride Park.

Students with SEND will be supported by philosophy and practice which values and promotes the inclusion of all, recognises diversity and supports access to education for all. SEND students will have access to a relevant, inclusive education in line with National Curriculum guidance, and wherever possible, learn alongside their peers. The UTC will consider the needs of the student in a holistic manner and staff will be alert to signs of any possible bullying or intimidations of students with SEND by their peers, whether face-to-face or on-line.

The UTC has a responsibility to ensure that support needs are identified, assessed, provision is made and that reasonable adjustments to the learning and teaching environment are identified and delivered. The UTC has a responsibility to address students' needs as they arise and to provide support to meet those needs**.**

2. Defining Special Educational Needs and/or Disabilities

The UTC defines a person as having SEND in accordance with definitions in Section 20 of the Children and Families Act (2014), whereby a young person has a learning difficulty or disability if they have:

a. a significantly greater difficulty in learning than the majority of others of the same age;

   or

b. a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools/colleges or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because their first/home language is different from the language in which they will be taught.

3. Aims and Objectives of the SEND Policy

The UTC aims to provide every student with access to a broad and balanced education, including specialist provision in Engineering. This includes the National Curriculum, where relevant to this age group, in line with the Special Educational Needs Code of Practice (2014).

In order to meet the individual needs of students, the UTC will:

a. **Identify those who have SEND (Special Educational Needs and/or Disability)** at the earliest opportunity by gathering information from parents/carers, feeder school and other providers, the Local Authority and education, health and care services prior to joining the UTC.
b. **Make appropriate provision** to overcome all barriers to learning and ensure students with SEND and other individual needs have full access to the curriculum. This will be co-ordinated by the SENDCo (Special Educational Needs and Disability Co-

ordinator),the Deputy SENDCO, the Learning Managers (LMs) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.

c. **Inform and support staff at the UTC** in meeting individual needs through sharing baseline testing information, access plans, learning profiles, targets, attainments, progress, reviews and strategies.
d. **Have regard to the views, wishes and feelings of the student,** and their parents/carers.
e. **Work with parents/carers** to gain a better understanding of their child and their education and to take their views into consideration. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and the effectiveness of this policy and the UTC's SEND work.
f. **Monitor the progress** of all students in order to aid the identification of those with SEND. Continuous monitoring by teachers of those students with SEND will help to ensure that they are able to reach their full potential.
g. **Work with, and support of, outside agencies** when students' needs cannot be met by the UTC alone.
h. **Create an environment in the UTC where students feel safe to voice their opinions of their own needs.** This could mean providing regular one-to-one meetings between students and their teacher, the LMs and/or Deputy SENDCO/ SENDCo and will be made effective through careful monitoring of the students' progress. This will include consideration of the student's well-being, with staff being alert to any signs of bullying or intimidation by individuals or groups of students, face-to-face and/or on-line.
i. **Provide on-going training** for all staff working with students with SEND in order for the UTC to present a unified approach across staff and partners to ensure all barriers to learning are removed and students are enabled to achieve.

Students without an Education Health Care plan, who make a disclosure of a disability, or medical condition are covered by the Disability Act (2010).

4. Transition

All students joining the UTC will undergo initial assessment and diagnostics in relation to literacy, numeracy and any specific additional support needs, and full use will be made of all transfer information. Students may also be offered the opportunity to attend a pre-transfer visit to the UTC, if deemed appropriate.

When students transfer or join the UTC with an existing ECHP, the SENDCo/Deputy SENDCO/LMs will assess the circumstances of each individual utilising their records of support and plans, liaise with appropriate agencies, meet with parents/carers, and determine specific arrangements in consultation with appropriate UTC teaching and support staff to ensure a complete 'picture of need' is identified. These arrangements will be outlined in the SEND Plan and reviewed termly.

5. Responsibility for Co-ordination of SEND Provision

The overall management of special educational needs at the UTC is the responsibility of the **Principal**, who ensures that the UTC adopts an inclusive culture where individual students' strengths and abilities are identified, recognised and nurtured, and that the SEND policy is implemented.

The **Governing Body** has a responsibility to fulfil its statutory duties to students with special educational needs, by securing appropriate resources, establishing, delivering and reviewing this policy and where required, participating in training, as appropriate.

A member of the Governing Body has specific responsibility for SEND. This Governor will keep in regular contact with the SENDCo at the UTC.

The **SENDCo/Deputy SENDCO/LMs** will keep up-to-date with, and monitor the SEND provision in the UTC and produce the annual SEND report to the Governing Body. The SENDCo/Deputy SENDCO and LMs, will work with the Principal and Vice Principal to ensure that arrangements are in place for SEND provision throughout the UTC, including:

a. Responsibility for the day-to-day operation of this policy;
b. Ensuring that the policy and procedures are adhered to by all teaching staff, and LMs;
c. Leading, or supporting, periodic reviews of practice leading to amendments where necessary;
d. Maintaining a spreadsheet register of students with SEND, and ensuring that SEND student records are up-to-date through discussion with the LMs about their identified students;
e. Working closely with the Principal, the Senior Leadership Team (SLT) and other staff in co-ordinating provision for students with SEND;
f. Working with the Vice Principal/Principal, manage LMs employed to work with individual or groups of students with SEND to ensure that appropriate support, differentiation and access arrangements are in place to support teaching and learning.
g. Working closely with the parents/carers of students with SEND
h. Liaising with outside agencies to gain advice and support for students with SEND;
i. Contributing to in-service training for staff on SEND issues.

All staff are required to ensure that all SEND students are able to access learning and have their needs met. Staff must also maintain accurate records which will be used, where necessary, to inform intervention strategies for the student/s. Assessment information will be used in SEND monitoring and reporting procedures for internal and external audiences, including Ofsted.

The **student** is responsible for making optimum use of the provision available to them and contributing their views to the assessment of their needs and their provision.

Parents/carers are responsible for working in partnership with the UTC and through support for their child outside of UTC hours**.**

6. Admission and Accessibility Arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act (2010). This includes student/s with any level of SEND, those with Education, Health and Care Plans, and those without.

The UTC complies with all relevant accessibility requirements. In line with the Equality Act (2010), the Governors and Principal of the UTC have in place up-to-date Accessibility Plans. These ensure that all staff and students have full and easy access to all areas, both inside and outside the building, with appropriate furniture and equipment available where needed**.**

7. Arrangements for Co-ordinating Provision for Students with SEND

The SENDCo/Deputy SENDCO/LMs will hold details of all SEND support records for individual students.

All staff can access:

- The UTC's SEND Policy;
- A copy of the full SEND spreadsheet register;
- Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans);
- Information on individual students' special educational needs, including action plans, any targets set and copies of their SEND Plan, Health or Care plans or alternative records of targets set/outcome monitoring;
- Practical advice, teaching strategies, and information about types of special educational needs, disabilities and other individual needs via the SENDCo/LMs;
- Information logged onto on SIMS and Provision Maps in relation to individual students and their special needs and requirements

In this way, every staff member has complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students. Staff may also request access to the SEND documents held by the SENDCo/LMs.

8. Allocation of Resources for Students with SEND

All students with SEND have access to resources from the relevant budget. Some students with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the Local Authority, who will determine whether the levels and complexity of need meets the threshold for this funding.

Pupil Premium and other funds may also be accessed to support the requirements of PP students with SEND.

Resources can include:

- Staff expertise and time including specific intervention through in-class support;
- A range of books, materials and tasks to suit students of differing abilities;
- A range of information technologies, portable computers and mobile devices etc;
- Out-of-class support including supervision on breaks and lunch;
- Support with medical care in line with the UTC Policy

9. Identification of Students' Needs

9.1 Monitoring and Assessment

The role of subject teachers is to provide high quality teaching for all students, as the Code of Practice states: "High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of under-achievement."

The UTC regularly and carefully reviews the quality of teaching for all students, including those at risk of under-achievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

In recording student needs on a central spreadsheet register, the criteria for entering a student includes:

- Previous support such as information from previous schools and outside agencies;
- Evidence of little progress despite quality teaching from subject teachers;
- Considering individual student progress in the UTC, alongside national data and expectations of progress. This includes formative assessment, using effective tools and early assessment materials.

9.2 SEND Support

Where it is determined that a student does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a student with SEND is to help the UTC ensure that effective provision is put in place and so remove barriers to learning. The support is structured and provision regularly reviewed to ensure the current needs of the student are met.

Before any support is provided, the SENDCo will analyse the needs of the student, drawing upon teachers' assessments and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The student's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and any discrepancies will be kept under review.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

The SENDCo will work with subject teachers and LMs to plan the kinds and levels of support which are deemed necessary to meet the student's needs. The student and their parent/carer will be consulted as part of this process, and where possible, their views will be taken into account.

The UTC sees parents/carers as an integral part of the process of ensuring SEND students achieve or exceed their potential, by providing support to the student out of the UTC; in this was a holistic approach is provided.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The subject teacher remains responsible for working with the student on a day-to-day basis. **All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.** Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND

requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies. The subject teacher will remain responsible for working with the student on a day-to-day basis. They will retain responsibility for students' progress. They will work closely with the SENDCo/LMs and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the student's progress and any further amendments/refinements of the strategy will be provided by the SENDCo/LMs.

The effectiveness of the support as gauged by the student's progress will be regularly reviewed by subject teachers in conjunction with LMs and/or the SENDCo.

The review process will evaluate the effectiveness of the support given and the impact on the student's progress. Work Scrutiny and Data Analysis as identified in the annual Quality Assurance Cycle will provide data which will be used to analyse whether the student is making expected progress against UTC targets and national benchmarks. Where necessary, adjustments will be made to better fit the student's needs.

Where a student has an Educational Health and Care Plan (EHCP), a statutory annual review meeting will take place with additional meetings as necessary.

10. Inclusion and Integration Arrangements

All students at the UTC have access to all aspects of UTC life and curriculum, and are encouraged to participate fully. Buildings and facilities have been designed in line with the Disability Act (2010) and curriculum areas have spaces that can accommodate learners with specific access needs. Students with SEND are integrated into mainstream learning and teaching and are encouraged and supported to participate in all additional activities, enrichment and extra-curricular activities.

Where participation in additional activities, enrichment and extra-curricular activities is not possible, alternative provision is designed.

For students with an EHCP, the provision specified in their plan is made through adapted learning resources and delivery methods in collaboration between teachers, the LMs and/or the SENDCo. On-going support and small group work support is carefully planned to ensure progress and attainment in line with individual plans.

11. Statutory Assessment and Annual Review

The SENDCo may request a Statutory Assessment, which contains information provided by all agencies and parents/carers. The assessment will identify suitable provision and arrangements and these will be detailed in an EHCP. An individual SEND Plan will be devised following recommendations in the plan, supported by an Annual Review to discuss progress which involves all parties.

All students with an EHCP at the UTC will participate in a formal Annual Review meeting to evaluate progress, to include: parents/carers, LMs and/or SENDCo and appropriate external agencies.

12. Transition Reviews

Transition Reviews are held towards the end of each Key Stage. The purpose is to develop a Career Plan for each student with a statement of special educational needs and option choices for the future are considered with the student and their parent/carer.

13. Learning and Teaching Provision

Students with SEND are given access to the curriculum through the specialist SEND provision provided by the UTC. This is in line with the needs of the student and the wishes of their parents/carers as far as possible. In order for this to be as effective as possible, the UTC will:

- Provide regular training and learning opportunities for staff in all faculties on the subject of SEND and SEND teaching. It is an expectation of the UTC that all staff are up-to-date with teaching methods which will aid the progress of all students including those with SEND;
- Ensure that maximum use is made of class facilities and space;
- Use in-class provision and support effectively to ensure that the curriculum is scaffolded where necessary;
- Ensure that individual or group tuition is available where it is felt that students would benefit;
- Provide group teaching outside of the classroom following discussion with the LMs/Deputy SENDCO/SENDCo to ensure there is a holistic approach;
- Set appropriate, yet aspirational individual targets that motivate students and ensure their achievements are celebrated.

For students with an EHCP the provision specified in their plan is made through adapted learning resources and delivery methods in collaboration between teachers, LMs and/or SENDCo.

14. Staff Training and CPD

The LMs/Deputy SENDCO/SENDCo will ensure that materials and strategies are available to teachers to support inclusion and that relevant and up-to-date CPD is delivered to all staff. Training and CPD programmes at the UTC are designed to ensure all staff are up-to-date on SEND policy, practices and legislation, and that good practice is known and shared. The Senior Leadership Team are responsible for the design and co-ordination of an annual training and CPD plan, integrated into the UTC-wide training strategy and plan.

15. External Agencies

This is an indicative list of agencies with whom the UTC may liaise and may not represent all external agencies that have a voice in the application, enrolment and learning and teaching experience of students with SEND.

- The Educational Psychology Service
- Educational Welfare Officer
- Hearing Impairment Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Social Care

16. Facilities and Physical Access

The UTC has ensured that the following facilities are appropriately distributed around the premises, making reasonable adjustments to support the learning of all students:

- Disabled toilets
- ICT facilities including computer reader/reading pens
- Lift

17. Dealing with Complaints

If students, or their parents/carers, are concerned about the provision discussed with them at reviews or during a meeting, they are encouraged to forward their views in line with the Complaints Policy of the UTC, a copy of which is available on the UTC website.

18. Monitoring and Review

The Principal will review this policy annually and assess its implementation and effectiveness and make an annual report to the Governing Body. The policy will be promoted and implemented throughout the UTC.