

UNIVERSITY
TECHNICAL COLLEGE BOLTON

UTC BOLTON

SEND POLICY

2017-2018

Approved: Chair of IMC

Date: May 2017

Date for Review: May 2018

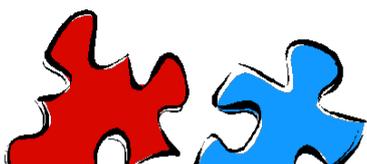
Revision History:

Revision History			
Revision	Date	Owner	Summary of Changes
1	May 2017	LM	Updated
2	September 2017	LM	Name of new SENDCO added Replaced references to Governing Body with Interim Management Committee
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4			
5			

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THE VISION OF UTC BOLTON

The vision of UTC Bolton is to:

- Promote inclusion and tackle under-performance by removing barriers to achievement;
- Collaboratively support the delivery of high quality, whole class learning and teaching across the curriculum of the UTC;
- Co-ordinate and lead the integrated delivery of structured intervention programmes in order to establish individual and personalised student learning journeys;
- Increase rates of progress for all students;
- Enable students to attain specific targets;
- Secure and consolidate learning for all groups of students, regardless of need;
- Ensure students realise their potential, exceed national expectations and achieve career pathways in health sciences and engineering technologies.

THE DEFINITION OF SEND

The Education Act (1996) states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the Local Authority (LA). Special educational provision includes that which is additional to, or different from, the provision generally made for students of the same age. Neither the Children and Families Act (2014) nor the SEND Code of Practice (2015) has changed this definition.

The Disability Discrimination Act (DDA) (1995) and Equality Act (2010) define disability as 'a person with a physical or mental impairment which has a

substantial long-term adverse effect on their ability to carry out normal day-to-day activities.’ Thus the legal definition of disability is not the same as the definition of special educational needs

It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice, the UTC accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. The UTC will always consider the child’s educational needs rather than a medical diagnosis or disability.

IMPLEMENTATION OF LEGISLATION

UTC Bolton recognises that the implementation of the Children and Families Act (2014) and SEND Code of Practice (2015) have created a legacy of students transferring to the UTC with School Action, School Action + and Statemented provision with or without additional provision (K) or Education, Health and Care provision (E). However, regardless of which status applies, the aim is the same which is to achieve the best possible educational and other outcomes. Transitional arrangements are put into place in order to continue to support legacy students and provide them with the provision they require.

ENGLISH AS AN ADDITIONAL LANGUAGE:

Children do not have a learning difficulty simply because the home language is not English. In the event of a student arriving at the UTC in need of language support, an initial assessment is undertaken as to their needs regarding verbal and written understanding and an ILP is developed to ensure he/ she is supported in gaining improved communication skills and accessing the curriculum. If required they are allocated 1:1 specialist provision to improve their use of English and to ensure it is age-appropriate so they are able to fully access the curriculum.

CONTEXT

UTC Bolton recognises that a number of its students, at some time during

their education, may have special educational needs and/or disabilities. The UTC's policy therefore, is designed to facilitate the provision of education to all students who need additional support to cope with the demands of life-long learning within a framework of 'excellence for all'.

Students with SEN and/or disabilities admitted to UTC Bolton could have difficulties with one or more of:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical needs

UTC Bolton believes that every student is an individual and has unique needs. Diversity is valued as a rich resource which supports the learning of all and the UTC believes that every student has an entitlement to develop their full potential in a holistic manner. Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of the barriers to learning and participation that may be experienced by any student, irrespective of age, ability, gender, ethnicity, language or social background and the maximising of resources to reduce such barriers.

THE APPROACH OF UTC BOLTON TO SEND

Meeting the needs of students with special educational needs is not something that the SENDCO, a special educational needs 'department', nor its learning support assistants can achieve in isolation. 'Synergy' and its jigsaw logo have been chosen to reflect this complexity and the collaborative and partnership approach UTC Bolton has to SEND. The underlying principle is to achieve 'excellence for all' without stigma and for *all* UTC staff to take responsibility for the progress and outcomes of *all* students. This vision of integrated multi-agency working is central to the approach of Student Services.

The guiding principle of the SEND Policy is to ensure that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the UTC's learning community.

UTC Bolton strives to ensure that high quality teaching or QTF (Quality Teaching First) that is differentiated and personalised in order to meet the individual needs of the majority of children and young people is the 'norm'.

Making higher quality teaching the norm is likely to mean that fewer students require additional support – such improvements in Quality Teaching First tend to be more cost effective and sustainable than additional support through one-to-one intervention and small group intervention.

UTC Bolton has a separate policy to support students with medical conditions through the use of Individual Healthcare Plans (IHPs). Those students who have medical needs and SEN and disabilities have their provision planned and delivered in a co-ordinated way through an Education, Health and Care (EHC) Plan.

AIMS FOR SEND PROVISION

The UTC aims to:

- Work within the guidance provided in the Code of Practice (2015);
- Provide a differentiated curriculum facilitating and supporting excellence for all;
- Seek the early identification of special educational needs and the assessment of need ('Assess') leading to effective additional support through Individual Education Plans and 'Plan, Do, Review' cycles;
- Ensure that students with SEND take as full a part in the curriculum as possible;
- Involve parents/carers at all stages of additional support, recognising that their partnership in the process is vital to securing successful outcomes for students;
- Provide support to any student who may have a special educational need at some time to enable them to overcome their difficulties;
- Demonstrate a proactive commitment to supporting all students' individual needs.

ROLES AND RESPONSIBILITIES

The SEND Team

This comprises of:

- Acting Principal: Liam McDaid
- Director of Inclusion and Student Support Services: David Morley
- SENDCO: Naomi Hamill: day-to-day responsibility for SEND
- Subject Leaders
- Teaching Staff
- Associate Staff

The Interim Management Committee will:

- Secure the necessary provision for any student who has special educational needs;
- Ensure where the responsible person, the Principal or the responsible Governor, has been informed by the Local Authority that a student has special educational needs, those needs are made known to all who are likely to teach him or her;
- Ensure that all staff understand the importance of identifying and providing for students with special educational needs;
- Publish in its annual report to parents/carers, information on the UTC's policy for students with special educational needs. This report will include information on the success of the policy, significant changes in the policy and how resources have been allocated to students with special educational needs;
- Ensure that students join in the activities of the UTC, together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the necessary educational provision, the efficient education of other students in the UTC and the efficient use of resources;
- Have due regard to the revised Code of Practice when carrying out their duties towards all students with special educational needs;
- Ensure the responsible SEND Governor presents an annual report to the Interim Management Committee (IMC).

The Principal will:

- Have responsibility for the day-to-day management of all aspects of the UTC's work including provision for the students with special

educational needs;

- Ensure the curricula and learning and teaching pedagogies reflect the SEND policy;
- Modify or dis-apply the National Curriculum if required;
- Ensure statutory assessments, statements and review procedure comply with relevant legislation and statutory guidance;
- Ensure the IMC is kept fully informed on SEND issues.

The Special Educational Needs and Disability Co-ordinator (SENDCO) will:

- Work with the Principal and the IMC to determine the strategic development of the policy;
- Have responsibility for the day-to-day co-ordination of the SEND policy, maintaining the UTC SEND list and monitoring the maintenance of records and Individual Educational Plans, including IHPs and EHCs;
- Liaise with and advise teachers, co-ordinating provision for students with special educational needs.
- Ensure students identified with specific needs will be monitored as a group within the context of the UTC quality assurance framework. Their individual progress and achievement will be monitored through the academic tutorial process;
- Contribute to in-service provision;
- Liaise with external agencies, including the Educational Psychologist and other support agencies, medical services, Connexions and voluntary bodies;
- Manage Learning Support Assistants;
- Teach SEND classes, withdrawal groups and students with EHCs;
- Map provision.

The Director of Inclusion and Student Support Services will:

- Monitor the accuracy of information received at transition and transfer including SEND information;

- Monitor the performance of students who are recorded on the SEND register;
- Monitor letters to parents/carers with children at K Support, with EHC plans and will support the review process;
- Liaise with the SENDCO in the formal assessment process.

Subject Leaders will:

- Ensure that relevant policies refer to SEND policy and are consistent with it;
- Ensure that schemes of work meet the needs of students with SEND and are relevant, balanced and differentiated;
- Monitor and review the departmental provision for SEND;
- Support subject teachers in the delivery of an appropriate and differentiated curriculum to students with SEND;
- Liaise with the SENDCO regarding the progress of students with SEND.

Subject Teachers will:

- Collaborate with the SENDCO to collect information and decide on what action is required to assist students;
- Collaborate with the SENDCO in developing Individual Learning Plans;
- Be aware of the need to keep the SENDCO informed of progress;
- Be aware of procedures for identification, assessment and provision for students with SEND;
- Work with students with SEND on a daily basis to deliver the curriculum;
- Understand their responsibility to provide appropriately for students with SEND;
- Know where to find student information;
- Know what constitutes a 'trigger' for action;
- Be involved in the development of policy;
- Develop constructive relationships with parents / carers and know the procedures for informing them that their child has SEND.

Associate Staff will:

- Support teachers in the delivery of a high quality educational experience for students with SEND.

ADMISSION TO THE UTC

For students entering the UTC at the start of Year 10, the College operates a comprehensive induction process which serves to ensure that the transition from their Secondary high school is a positive and trauma-free experience and, at the same time provides useful information about the new intake of students. Information is collected about students with additional educational needs during the summer term prior to their Year 10 transition. Additional transitional visits are arranged to support students prior to transfer. Where possible the SENDCO attends the annual reviews of those students experiencing transition into Year 10.

- Screening for Year 10 students is undertaken using CAT4, YELLIS or ALIS testing and diagnostic screening where appropriate, together with National Curriculum levels, records from 'feeder' schools, information from parents / carers / external agencies, external examination results, student portfolios;

The screening process is used to collate information, to inform ILPs and is issued to staff in order to:

- Ensure appropriately differentiated work in lessons;
- Indicate the needs of individual students and specific targets;
- Identify students whose scores indicate a probable degree of difficulty in accessing the main curriculum at Key Stage 4;
- Group students in accordance with departmental grouping strategies;
- Identify students who need to undergo psychological and/or educational assessments with specifically trained staff.

If the assessments indicate SEND, the SENDCO will:

- Use information from the previous school to shape initial provision;
- Identify skills and note areas needing support;

- Ensure on-going observations / assessments / feedback;
- Ensure students have the opportunity to demonstrate knowledge and understanding;
- Involve students in planning and agreeing their own targets;
- Involve parents / carers in home - College learning;
- Present the information in the form of an ILP (Individual Learning Plan) which will form the basis for intervention;
- Circulate information already available to all staff at the beginning of each academic year.
- Ensure details of additional needs, the Stage of Assessment under the Code of Practice and any additional provision from other agencies is provided, as well as information about specific strategies which may be useful in meeting the needs of students with SEND.

The identification of individual students' needs is a continuum, incorporating transfer documents and internal or LA screening, referrals from parents/carers, students themselves, all staff (including non-teaching/associate support staff) and external agencies. Assessment is flexible and a range of procedures are made available in response to the nature of the identified needs. Where a student has a specific SEND, an individual meeting is held to discuss their needs and separate visits will be arranged as required. Students are targeted for increased levels of support and individual programmes of study to increase their ability to cope with the demands of mainstream education where required.

The professional judgement by the subject teacher, concern expressed by parents/carers and support agencies is accepted as valid criteria for initiating investigation into individual need. These contributions often provide significant information in social, emotional and behavioural areas.

All staff are involved in the identification of students with additional needs in their mainstream classroom. Staff must register their initial concern using a referral form. These concerns are evaluated by the SENDCO and decisions taken as to whether the concerns warrant action according to the SEN Code of Practice.

All students have a OneNote page which is produced in conjunction with staff in order to highlight the student's strengths and areas for development regarding both academic and pastoral matters. OneNote functions as a living document recording the most up-to-date 'Plan, Do, Review' cycle and ILP. This allows students to address any concerns they or their teachers may have, as well as share good practice in relation to effective intervention and support strategies.

Students are re-tested at an appropriate point in order to ascertain rates of progress and to ensure there has been no regression. If regression occurs, the student is targeted for appropriate intervention.

Full results of the tests are held on the staff intranet and are also sent to parents/carers after the summer re-test.

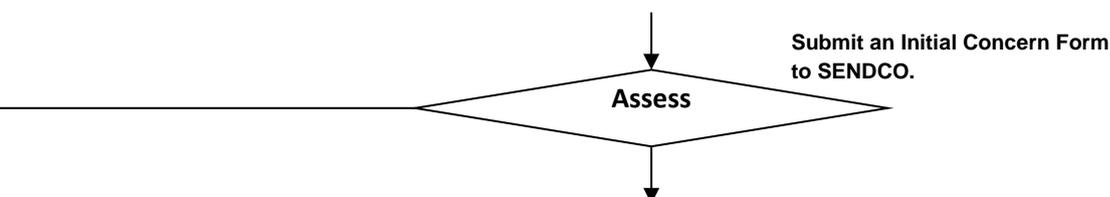
GRADUATED PROVISION

The UTC quality assurance framework regularly and carefully reviews the quality of learning and teaching for all students. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of SEND.

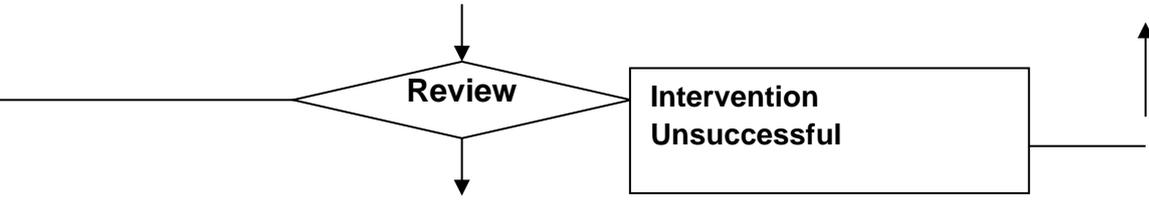
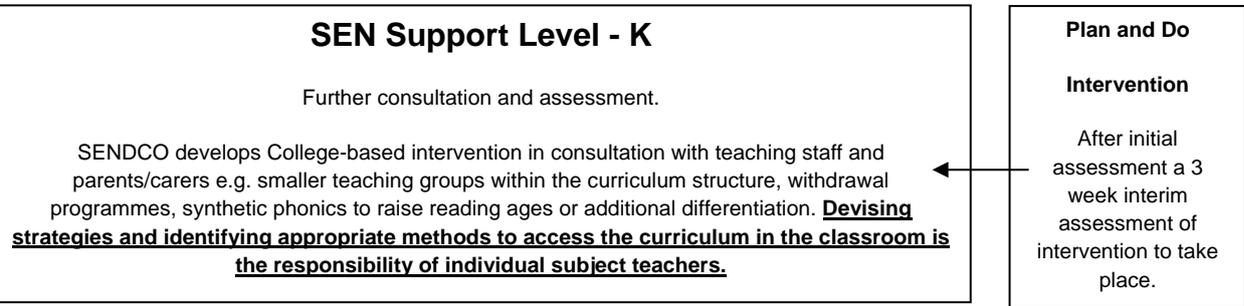
Identification of a SEND Student:

Despite receiving differentiated learning opportunities the student:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness (the key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all students will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect that a particular student will achieve)
- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the UTC
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.



Improved Strategies



Education Health Care Plans

An EHCP must specify:

- Any appropriate facilities and equipment, staffing arrangements and curriculum
- Any appropriate modifications to the application of the National Curriculum
- Any appropriate exclusions from the application of the National Curriculum, in detail, and the provision which it is proposed to substitute for any such exclusions in order to maintain a balanced and broadly-based curriculum; and
- Where residential accommodation is appropriate
- Individual student outcomes

A new ILP is devised to set out the new strategies required to meet the needs of the EHC AND support student progress.

The triggers for *SEND Support* could be that, despite receiving an individualised programme and/or concentrated support, the student:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of students of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

PROVISION OF RESOURCES

In order to facilitate the provision of education to students who need additional support, the UTC will provide resources to meet the needs of such students.

Making higher quality teaching the norm, is likely to mean that fewer students require additional support – such improvements in Quality Teaching First tend to be more cost effective and sustainable than additional support through one-to-one intervention and small group intervention. This is the main focus of the additional support framework – as a number of groups will be operating below economic viability, providing additional capacity through very favourable teacher: student ratios.

A range of support is available and will be allocated by the SENDCO and specialist providers on the basis of identified needs:

- Support from a teaching assistant;
- Alternative learning materials or equipment;
- Alternative methods of recording work;
- Small group teaching;
- Individual targeted teaching programme;
- Access to specialist provision from within the UTC;
- Access to specialist teaching programmes;
- Access to LA or support services for advice on strategies / equipment / staff training;
- Staff development to enhance skills.

In addition, those students whose statements or EHCs specify extra resources (e.g. Learning Support Assistant intervention, specialist equipment) will receive such resources from additional funding.

SEND provision, is provided by ALL staff, who work as a team, in liaison with specialists, to meet the specific and individual needs of the students concerned, working in partnership with parents/carers and external agencies.

Learning Support Assistants are allocated where resources allow, to specific students or groups. Teaching staff who are below their allocated teaching load are also deployed in order to support students with SEND. Teaching staff liaise closely with them to ensure maximum effectiveness. Learning Support Assistants have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

THE WAVES OF INTERVENTION MODEL

The UTC seeks to provide three 'waves' of support for students, as described below. The SEND Code of Practice describes a 'graduated response' to identifying and meeting special educational needs which may be mapped as three waves. The Waves of Intervention Model expresses the concept of intervening systematically at a number of levels, and through progressively more tailored teaching and provision.

Wave 1

Wave 1 is designed for all students: the effective inclusion of all students in high-quality every-day, personalised teaching. This approach automatically reduces from the start the number of students who need extra support with their learning.

Wave 2

Wave 2 describes targeted small-group intervention for students who can be expected to catch up with their peers.

Wave 2 intervention is designed for students for whom a well-structured short-term programme, possibly delivered by a member of support staff working with a teacher during student project time, is all that is needed to enable the student to make accelerated progress.

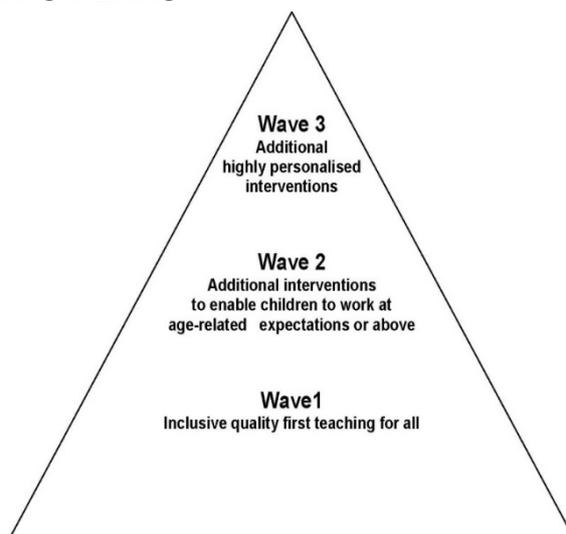
Wave 3

Wave 3 is intervention for students for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It is a specifically targeted intervention for individual students identified as requiring SEND support. It may need to be a more intensive programme, involving more individual support or specialist expertise.

Where this wave model is working effectively it will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention and through Wave 2, the numbers who need more intensive and

individual help. This means that the UTC is able to target resources more effectively, at fewer students.

INDIVIDUAL LEARNING PLANS



All students with SEND have an ILP, produced by the student, the Academic Mentor, subject teachers and the SENDCO to provide smart targets for improvements.

Strategies for student progress are recorded on an Individual Education Plan and will include:

- Short term targets which are different from, and additional to, the differentiated curriculum available to all students;
- A range of teaching strategies;
- The type of provision;
- The review date;
- An outline of the success or exit criteria;
- All outcomes will be recorded at the review.

Reviewing Individual Learning Plans

Individual Learning Plans and EHC Plans are reviewed twice a year. (One review to coincide with a Parents' Evening). Where possible, the reviews are held in an informal manner. Parents / carers and students' views are actively sought. Where appropriate, students are actively involved in the review.

PARTNERSHIP WITH PARENTS/CARERS

The relationship between parents/carers of children with special educational needs and the UTC has a crucial bearing on the child's educational progress and the effectiveness of any UTC-based action.

The UTC believes in developing firm relationships with parents / carers as this supports students in achieving their potential. The UTC recognises that parents/carers have a unique overview of their child's needs and can help decide how to support them. It is worthwhile noting that when parents/carers feel that their views and opinions are taken into account, the process of co-ordinating an effective support system with the external agencies and teaching staff is easier to facilitate. The UTC believes that the policy of working towards full inclusion is most effectively pursued through a partnership which is based on mutual respect, open lines of communication and agreed realistic targets supported by a flexibility of approach to implementing strategies.

The UTC makes available to all parents/carers of students with SEND, details of the parent partnership services available through Bolton Local Authority.

Parents/carers will be informed by the appropriate member of staff of any academic or pastoral issues as required; these will include positive aspects of a student's performance.

ADMISSIONS

Please see the UTC Admissions Policy. The UTC IMC consider that the admission criteria do not discriminate against students with special educational needs.

REVIEW OF THE SEND POLICY

The IMC reports annually on the SEND Policy, in terms of the SEND aims of the UTC within the context of the Equality Act (2010) and the Equality and Diversity Impact Measures contained within the Equality and Diversity policy.

In evaluating the policy, note is taken of the views of teachers, appropriate

non-teaching staff, parents/carers, students and external professionals.

Targets are set to provide progress indicators. Student progress is the prime indicator of success (assessed by meeting Individual Learning Plan targets, improving on standardised tests' results, satisfactory review meetings.)

The quality of the SEND provision at UTC Bolton is **monitored** by: professional discussion, meetings with the Principal and/or members of SLT, dialogue and actions arising from departmental meetings, termly meetings with the SEND Governor, SENDCO network meetings, the process of review with external agencies and the annual Governors' report to parents/carers.

The quality of the SEND provision is **evaluated** through:

- Improved performance by students between reviews;
- Completion of the annual review process for those with EHC plans;
- Parental satisfaction;
- Professional satisfaction by staff and representatives of the external agencies;
- Students' satisfaction;
- Review of overall performance in external assessments by SEND students.

The SEND Policy is **reviewed** on an annual basis and a report is presented by the SENDCO to the IMC in the Autumn Term. The IMC has a duty to report annually to parents/carers and must make reference to:

- The success of the policy;
- Any significant changes in the policy;
- Any proposed changes in designation following consultation with the LA and other schools;
- The allocation of resources to, and amongst students, with SEND.

COMPLAINTS PROCEDURE

Complaints should be perceived as an indication of concern and dealt with

promptly in a positive manner with a view to the difficulty being resolved. The separate UTC Complaints Procedures should be followed if the issue cannot be resolved by the SENDCO. The Complaints Procedures can be found on the UTC website.