



## Special Educational Needs and Disabilities (SEND) Policy

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## 1. AIMS

The London Design and Engineering (LDE) UTC's SEN policy aims to:

- Set out how the UTC will support and make provision for students with special educational needs (SEN); and
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The London Design and Engineering UTC (LDE UTC) is a practical and timely response to the pressing needs of both engineering employers and young people in East London. Our specialisms, in Design, and Engineering, are rooted in the needs of, and the career opportunities provided by, our university and employer sponsors

The character of education provided by the LDE UTC is designed to be the most effective route for technically interested local young people, regardless of ability or educational need, to progress seamlessly into employment or higher education in engineering and related industries. Design is embedded as a skill that enables individuals and teams to resolve Engineering challenges. The curriculum is supported by industry standard resources.

LDE UTC has an ethos of high aspiration for every student. This SEND Policy details how LDE UTC will ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them.

The London Design and Engineering UTC aims to ensure that:

- All teachers are aware of the importance of early identification of educational needs and of providing for students with SEN that they teach.
- All students with SEN will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with parents/guardians plays a key role in supporting their child's education and enabling them to achieve their full potential.
- The UTC will support parents/guardians through the processes of induction, transition and adjustment.
- All students with SEN are offered full access to broad, balanced 14-19 learning pathways focused on Design and Engineering, wherever this is practical and safe.
- All students with SEN have full access to all UTC activities so far as it is reasonably practical and meets the student's needs.
- We work in partnership with all relevant external agencies to meet the needs of the student.
- All students with SEN will make positive progress through their projects, skills development and units of learning regardless of their starting points and educational challenges.

## 2. LEGISLATION AND GUIDANCE

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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

## 3. DEFINITIONS

A student has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. ROLES AND RESPONSIBILITIES

### 4.1 THE SENCO

The SENCO is **Gloria Gold, Chief Experience Officer**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the UTC.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching.

- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the UTC's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Board of Directors to ensure that the UTC meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the UTC keeps the records of all students with SEN up to date.

#### **4.2 THE SEN DIRECTOR**

The SEN Director will:

- Help to raise awareness of SEN issues at Board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the UTC

#### **4.3 THE PRINCIPAL**

The Principal will:

- Work with the SENCO and SEN Director to determine the strategic development of the SEN policy and provision in the UTC
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 CLASS TEACHERS**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. APPROACH TO SEN

### 5.1 AREAS OF SPECIAL EDUCATIONAL NEED ARE CATEGORISED AS:

- 1. Communication and interaction
- 2. Cognition and learning
- 3. Social, mental and emotional health
- 4. Sensory and/or physical

### 5.2 IDENTIFYING STUDENTS WITH SEN AND ASSESSING THEIR NEEDS

The LDE UTC will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment **will not automatically** mean a student is recorded as having SEN.

When deciding whether special educational provision is required, the UTC will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. It will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 CONSULTING AND INVOLVING STUDENTS AND PARENTS

The LDE UTC will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

## 5.4 ASSESSING AND REVIEWING STUDENTS' PROGRESS TOWARDS OUTCOMES

The LDE UTC will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## 5.5 SUPPORTING STUDENTS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

The LDE UTC will share information with the school, college, or other setting the student is moving to both at post 16 and post 18. The UTC will agree with parents and students which information will be shared as part of this.

## 5.6 OUR APPROACH TO TEACHING PUPILS WITH SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is the LDE UTC's first step in responding to students who have SEN. This will be differentiated for individuals.

The UTC will also provide the following interventions:

- 1:1 / small group intervention in Core Subjects
- Personal Coaches allocated to students

- Industry Mentors allocated to students

## **5.7 ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT**

The LDE UTC make the following adaptations to ensure all students' needs are met:

- Differentiating the curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating the teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 EXPERTISE AND TRAINING OF STAFF**

The LDE UTC's SENCO is a member of the Senior Leadership team and has undertaken NASENCO training.

They are allocated one day a week to manage SEN provision.

The LDE UTC has a team of Personal Coaches who offer support to students.

The UTC also uses specialist staff for subject specific interventions in Core Subjects.

## **5.9 EVALUATING THE EFFECTIVENESS OF SEN PROVISION**

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

## **5.10 ENABLING STUDENTS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE UTC WHO DO NOT HAVE SEN**

All of our extra-curricular activities and visits are available to all UTC students, where practically possible.

All students are encouraged to go on these trips and visits.



All students are encouraged to take part in sports, specialist workshops etc

No student is ever excluded from taking part in these activities because of their SEN or disability.

### **5.11 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT**

The LDE UTC provides support for students to improve their emotional and social development in the following ways:

- All students in KS4 participate in the Learning 4 Life programme
- Students with SEN are encouraged to be part of the school council

The LDE UTC has a zero tolerance approach to bullying.

### **5.12 WORKING WITH OTHER AGENCIES**

The UTC's staff will be an active part of a wider team of multi-disciplinary professionals who support the complex needs of SEN students within and outside the UTC. In order to fully meet these students' needs, external services will be purchased from, or provided by, the Local Authority or other providers. This could include the involvement / use of speech and language therapy, occupational therapy, educational psychology, school nurses, social services, educational welfare, youth and inclusion support projects, art therapy / counselling services.

Excellent working relationships with each of these external agencies will ensure that the highest quality provision is implemented across the school. The SENCo will be responsible for regularly communicating with these agencies so that they are fully informed of the needs of the students.

### **5.13 COMPLAINTS ABOUT SEN PROVISION**

Complaints about SEN provision in the LDE UTC should be made to the SENCo in the first instance. They will then be referred to the UTC's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the UTC has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 6. MONITORING ARRANGEMENTS

This policy and the attached information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the LDE UTC Board of Directors.

## 7. LINKS WITH OTHER POLICIES

This policy links to our policies on:

- Accessibility plan
- Behaviour for Learning
- Equality information and objectives
- Supporting pupils with medical conditions
- SEN information report