



Policy Title: Special Educational Needs Policy

Policy Ref: P74

Last Reviewed: March 2017

If you wish to discuss any aspect of this
policy the member of staff
you should see is:

Andrew Wright
Deputy Principal (Inclusion, SENDCO)

UCTC Special Educational Needs Policy

*'Realising potential for **all** students'*

Aims:

The potential of each student regardless of ability and background will be achieved within the framework of the following stated college aims:

- Promote an atmosphere which encourages the college motto 'Realising Potential'
- Enable each student to develop his/her skills creatively, linguistically, mathematically, scientifically, socially and physically; and to develop an attitude of acquiring these skills
- Encourage in students a sense of self responsibility to themselves, the college and the community
- Give students an awareness of their own worth, achievement and enjoyment in their own learning journey
- To provide a caring atmosphere in college where stable relationships can be formed
- To develop the growing partnership between home, college and the community
- To prepare students for the world of work, training or further education

Key staff involved in this policy:

Head teacher: Hugh Hennebry

Deputy Principal: Andrew Wright (Inclusion, SENDCO)

Special Educational Needs Teachers: Gill Hennebry and Cathryn Nyren

Chair of Governors: Heinrich Wasels

SEN Governor: Simon Rogers

Designated Teacher for looked after children: Andrew Wright

Designated Child Protection teacher: David Burren

Introduction

This policy sets out our approach to supporting young people with special educational needs (SEN). For more information about how we support young people with SEN please also see our [Local Offer for SEN](#) and our [SEN information report](#) that is updated annually.

There is information about the support that the Local Authority and other services provide in the [East Sussex Local Offer for SEN](#).

We seek advice from external services on how to make the site more accessible for any student with a disability. The College currently offers:

- Lifts and ramps to enable wheelchair access to most classrooms
- Two disabled toilets
- Alternative timetabling if access to a classroom is difficult
- Adjustable desks and seating
- Individual emergency evacuation plans for students with disabilities

The SEN policy is divided into 16 sections:

- 1. Leadership and Management of SEN**
- 2. The kinds of special educational needs that are provided for in our school**
- 3. Identification and Assessment of SEN**
- 4. Working in partnership with parents**
- 5. Involving children/young people**
- 6. Assessing and reviewing outcomes**
- 7. Transition**
- 8. The approach to teaching children with SEN**
- 9. Curriculum and learning environment**
- 10. Training and continuing professional development (CPD) for staff**

11. Evaluating the effectiveness and impact of SEN provision

12. Inclusion

13. Emotional and social development and well-being

14. Involving specialists

15. Funding for SEN

16. Data Protection

1. Leadership and Management of SEN

The Inclusion team is led and managed by the Deputy Principal, **Andrew Wright**, he is also currently out SENDCO (Special Educational Needs and Disabilities Co-ordinator)

The SENDCO, **Andrew Wright**, has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care (EHC) plans. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEN receive appropriate support and high quality teaching.

The Governors

Our Governing Body fulfils its statutory duty towards young people with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions
- A SEN information report is published annually
- There is a qualified teacher designated as a SENCO for the school

In addition, our governing body works with the SENDCO and Principal in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

2. The kinds of special educational needs that are provided for in our school

The College has students with a range of needs and all of these young people can be fully included in our school community:

Communication and interaction needs– this includes young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome. Uckfield Community Technology College has a specialist provision for students with ASD. There are 6 places available in this facility and decisions about admission to this provision are made by County Hall.

Cognition and learning needs – this includes young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. UCTC supports the learning and progress of these students in the Character Development Centre (CDC). This team is led by **Ange Kirby** and includes the Pastoral Leaders.

Sensory and/or physical needs - this includes young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

3. Identification and Assessment of SEN

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Regular assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- 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
- widens the attainment gap

The SENCO will follow up any concerns or referrals from subject teachers.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN.

We are alert to emerging difficulties and respond appropriately. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children well and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by young people themselves.

Where it is decided to provide a pupil with SEN support the decision will be recorded on the school provision map and parents will be notified.

We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex an additional needs plan is used when, despite the appropriate targeted support, a young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the young person's SEN. An EHC assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

4. Working in partnership with parents

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

- Communicate with the parents of young people so that they are informed about their child's progress.

If there are any disagreements with parents about SEN support for their young person, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website: www.uctc.org.uk

5. Involving young people

We are committed to involving young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of young people.
- Provide young people with the information and support necessary to enable full participation in decision making.
- Support young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

At UCTC we use ESCC Pupil Voice resources to support this process. We work closely with the Careers Department who provide advice and support for post-school options for young people with SEN.

6. Assessing and reviewing outcomes

We record details of additional or different provision made under SEN support within our Provision Mapping document. Where appropriate, we monitor the impact of interventions using a range of qualitative and quantitative entrance and exit data. This forms part of discussions with parents about the young person's progress, expected outcomes from the support and planned next steps.

7. Transition

The great majority of young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups

and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process.

We support young people so that they are included in social groups and develop friendships. Pastoral Leaders and the Learning Support Department deliver social skills support programmes. There is also a designated area allocated during unstructured times for those who find the college environment more challenging.

If a young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by **15 February** in the calendar year of the transfer.

We ensure that pupils from Year 8 until Year 13 are provided with independent careers guidance. For pupils with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs.

8. The approach to teaching children with SEN

Information about this can be found in our Teaching and Learning document.

We set high expectations for all pupils whatever their prior attainment. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of young people. Some young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

9. Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. Schemes of Learning include provision for students with SEN. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Information about students with SEN and their curriculum access is shared with staff through both the Closing the Gap Directory and the electronic markbooks. These documents detail inclusion strategies.

We do what is necessary to enable young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.

10. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

11. Evaluating the effectiveness and impact of SEN provision

Where appropriate, the provision we offer is carefully considered and its effectiveness monitored. We carry out an SEN audit every year and engage in ongoing climate walks throughout the year to check provision. We also audit every scheme of learning (beginning Term 4 2017).

We will publish an annual SEN report on the school website.

12. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity.

13. Emotional and social development and well-being

As a school we support the emotional, mental and social development of young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

14. Involving specialists

We will involve a specialist where a young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the young person's progress. Together, we agree the needs of the young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of this are kept in the Learning Support Department.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

15. Funding for SEN

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

16. Data Protection

Education Health Care plans (EHC plans) will be kept securely in the Learning Support Department Office so that unauthorised persons do not have access.

EHC plans will not be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the young person.

See our Data Protection policy for more information.

Insert link

Further Questions and Contact Details

If you have any questions about this policy please contact the SENCO or Headteacher.

Address	Uckfield Community Technology College, Downsview Crescent, Uckfield, East Sussex, TN22 3DJ
Email	office@uctc.org.uk
Reception	01825 744950
Facsimile	01825 744950
Website	www.uctc.org.uk

This policy sets out our approach to supporting young people with special educational needs (SEN). For more information about how we support young people with SEN please also see our Local Offer for SEN and the SEN information report that you can find on our website www.uctc.org.uk

Date of this Policy: 1.1.2017

Review Date: Annually

Review to be undertaken by: Deputy Principal, SENDCO, SEN Governor

Implementation and Monitoring of this Policy: Head teacher, Deputy Principal, SENDCO, SEN Governor