Special Educational Needs and Disability Policy (2023-24)

Aylesbury UTC

Responsible Officer: Principal

Date: October 2023

Review date: August 2024

Available at: Website 'About Us'/ Parent Portal

Authorised by: Governing Board TBC

CONTENTS

1. AIMS

Our SEND Policy and SEND Information Report aims to:

- Set out how our UTC will support and make provision for students with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At Aylesbury UTC our vision to develop curious, academically able and technically-skilled young people who aspire to be principled, compassionate learners. Aylesbury UTC has a clear vision to be a distinctive education provider and to offer something different to more traditional schools in the local area. We offer our students the knowledge, experiences, skills and values that will prepare them not only for their examinations, but also for career pathways and global competition in the 21st century, primarily in Computing, Health and Construction sectors. We do things a little differently to more traditional schools or colleges because we believe the best and most effective way to educate our students is to always make our teaching more hands-on and career-focussed. Our curriculum strives to create students who are self-motivated, competent, willing to take risks and become lifelong learners.

2. LEGISLATION AND GUIDANCE

This policy and the SEND 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 UTC's responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out UTC's responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs)

This policy also complies with our Funding Agreement and Articles of Association.

3. DEFINTIONS

A student has SEND 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 the 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 colleges

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 colleges.

4. ROLES AND RESPONSIBILITIES

4.1 The Special Educational Needs Co-ordinator (SENCO)

The college SENCO is Joy O'Neill.

She will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND Policy and provision in the college
- Have day-to-day responsibility for the operation of the SEND Policy and the co-

ordination of specific provision made to support individual students with SEND, including those who have Education, Health and Care (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the UTC's delegated budget and other resources to meet students' 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 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 SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the UTC and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND Policy and provision in the UTC

4.3 The Principal

The Principal will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class

- Engaging with the student passports which offer advice and strategies to maximise the progress of all students with additional needs
- Working closely with any student support officers 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 and the pastoral team to review each student's progress and development and decide on any changes to provision
- Ensuring they follow the SEND Policy

5. SEND INFORMATION REPORT

5.1 The kinds of SEND that are provided for

Our UTC currently provides some provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, neuro-developmental differences, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Physical disability

5.2 Identifying students with SEND and assessing their needs

Students at Aylesbury UTC have their special educational needs identified in a variety of ways including liaison with feeder colleges and parents, liaison with external agencies, where appropriate, collecting data such as KS3 and KS4 progress measures and our own screening procedures. These might include:

- Symbol Digit Modalities Test (SDMT) - working memory
- TOWRE 2 word reading efficiency test
- Detailed Assessment of Speed of Handwriting (DASH) - handwriting and speed of writing test
- The short Warwick- Edinburgh Metal well-being scale

Class teachers also identify students' potential individual needs and are encouraged to discuss their concerns with the SENCO.

Much importance is attached to parental involvement and parents/guardians are notified of their child's Special Educational Needs. In addition to the usual opportunities for parent/staff liaison, the SENCO and SLT welcome dialogue with parents of students with special educational needs. New starters with special educational needs and their parents or guardians will be contacted by the SENCO or a member of the pastoral team and together a passport will be drawn up to ensure that these students have appropriate strategies in place ready for a September registration.

A student may be considered for SEND provision if their attainment:

- 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 SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/guardians. We 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

We will have an early discussion with the student and their parents/guardians 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
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record (SIMs, CPOMS and a student's Passport) and confirmation will be given to their parents/guardians.

We will formally notify parents/guardians when it is decided that a student will receive formal SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan,

do, review.

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

- whole UTC data
- termly UTC reports
- seeking views of parents and students for Individual Learning Plan (ILP) / Statement
- EHCP / Inclusion Partnership Agreements (IPA) or UTC Support Plan reviews
- use of teacher concern forms and monitoring records
- case conferences
- reports
- parent meetings

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. The effectiveness of the support and interventions and their impact on the student's progress will be regularly reviewed and developed or changed where it is felt necessary.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the college or other setting the young person is moving to. We will agree with parents and students which information will be shared as part of this.

The Assistant Principal (Pastoral) and SENCO ensure smooth transfer from Year 9 through a programme of working visits by colleges, open events, parents' evenings and by informing staff of the student's SEND. Transfer to further/higher education or the world of work is eased through the careers advisory programme and 'SEND-sitive' work experience placement in Year 10. Students with EHCPs in years 10-13 follow a transition plan included on their UTC Support Plan to meet their individual and continuing needs.

5.6 Our approach to teaching students with SEND

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

High-quality, inclusive teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following, more personalised and nuanced interventions:

- Increased visual aids / modelling
- Walkthru training on improving teaching and learning
- Access to specific ICT (additional software packages, for example)
- Individual mentoring during tutor time
- In-class support officer assistance (when permitted and where specifically needed)
- Peer-on-peer mentoring
- Talk-to-type facility
- Exam approved reading pens
- Dyslexia specific support programmes
- GCSE re-sit coaching
- Individual examination access arrangements
- Report card used for positive behaviour / skills affirmation
- Assigned individual key worker / key professional for individualised mentoring
- Out of class "time-out" pass
- Toilet pass
- Handwriting sessions

- Remote learning modules and lessons for students out of class for a length of time.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our 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 our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The UTC has three Teaching Assistants who will support students both in their lessons and outside the classroom through intervention programmes.

Teaching Assistants will support students one-to-one when the EHC plan makes this specific recommendation and discussion with the young person indicates that this would be an effective intervention.

Teaching Assistants will support students in small groups when the UTC Support Plan makes this recommendation, or where small group work can facilitate attainment gap closure, particularly in core subjects.

We work with the following agencies to provide support for students with varying types of SEND:

- PEP for training and paperwork
- Local SENCo network
- CAMHs
- Samaritans
- Relate
- School Nursing Service
- Buckinghamshire Mental Health Support Team

5.9 Expertise and training of staff

We have a limited team of Teaching Assistants, who are trained to deliver some SEND provision. We use specialist staff for SEMH needs, including external counsellors.

Whole staff training on issues of special needs is provided, as necessary, using parts of professional day closures, staff meetings or in Monday Staff meetings. Individual training needs for SEND are met according to the requirements of the UTC and students.

The SENCO organises case conferences as necessary to consider the needs of specific students. These may take the form of a "Team Around the Family" support meeting to discuss strategies for maximising potential and progress or may be a formal meeting with outside agencies who may be involved.

The SENCO attends termly SEND Network meetings.

5.10 Securing equipment and facilities

Aylesbury UTC is well-resourced and has excellent facilities for students with SEND:

- The UTC building is on a compact site, with access to each floor for physically disabled students via a lift.

The Principal and Board of Governors adopt a graduated response to allocating resources to students. Funding is allocated to students in accordance with Buckinghamshire Local Authority's (LA) SEND audit process. Every attempt is made to use funds efficiently and effectively to meet students' needs.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of a term
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding termly update and annual reviews for students with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the college who do not have SEND

All students, including those with SEND, receive the same opportunities and encouragement to become involved in the many activities offered beyond the formal curriculum. Every attempt is made to include students with SEND within the whole UTC community. Special arrangements are made as appropriate to enable all students to participate as fully as possible.

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

5.13 Support for improving emotional and social development

The UTC recognises that young people's emotional and social development is of paramount importance. The PSHE programme has a focused curriculum area dedicated to helping students build coping strategies, enabling them to become emotionally literate and resilient. The PSHE policy, as part of the Relationships and Sex Education Policy, is reviewed annually and subject to change, in accordance with a response to areas of national concern.

Some students, where it is considered appropriate, will be invited to undertake a programme of mentoring sessions with a Teaching Assistant. In addition, all students will have a regular one-to-one pastoral meeting with their tutor.

We have a zero tolerance approach to bullying and any incidents of unkindness will be resolved using a restorative management approach.

5.14 Working with other agencies

The UTC recognises the importance of working in partnership or tandem with other agencies to identify, assess and provide support for SEND students. When necessary, we consult with local and national agencies who offer a wealth of information that help us develop understanding and who can offer support and information for parents/carers. Buckinghamshire council SEND and inclusion web page is a good source of information with support, signposting and local services that can be accessed by the college and parents.

When it is considered necessary, colleagues from the following support services will be

involved with SEND students:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- School Nurse

Aylesbury UTC also recognises the link between social emotional and mental health needs having an impact on learning. In these cases the college will involve other agencies such as:

- MASH
- Early Help
- Social Services
- CAMHS
- Aspire

The UTC draws upon the expertise of outside agencies in line with the [Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (January 2015).](#) These commonly include:

- Educational Psychology Service
- Education Business Partnership
- Parent Partnership Service
- Child and Family Therapy / Children and Adolescent Mental Health Service (CAMHS)
- Children Services

5.15 Complaints about SEND provision

Complaints about SEND provision in our UTC should be made to the SENCO in the first

instance. If the complaint is about the SENCO, the complaint should instead be made to the Principal. The complainant 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 our UTC has discriminated against their children. 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

5.16 Contact details of support services for parents of students with SEND

As previously detailed, Aylesbury UTC may utilise the services of a range of external agencies and services to support the learning and development of students with SEND needs. We also encourage a triangulation between student, parents and staff. Useful contact details of additional, external support services include:

Early Help: Early help and prevention service

Family Action: SEND information for parents and carers

Government Guidelines: SEND support: easy-read guide for parents

CAHMS Buckinghamshire: https://www.oxfordhealth.nhs.uk/camhs/bucks/

NSPCC: Supporting children with special educational needs and disabilities

5.17 Contact details for raising concerns

Aylesbury UTC SENCO: joneill@aylesburyutc.co.uk

5.18 The Local Authority Local Offer

The UTC will maintain good links with personnel from the local Health Authority and

Social Care.

6. MONITORING ARRANGEMENTS

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

It will be approved by the Board of Governors

7 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:
- Behaviour
- Safeguarding
- Teaching and Learning

APPENDIX A - ADMISSIONS

Students are admitted to Aylesbury UTC according to the UTC's admissions policy irrespective of whether or not they have any special needs. Students with special needs, both with and without EHCPs are admitted, provided they fall within the criteria of the admissions policy.