

Scarborough UTC

Special Educational Needs and Disability (SEND) Policy 2019 - 2020

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Statement of intent

This policy pays due regard to;

- **The SEND Code of Practice: 0 to 25 years, July 2014** and in partnership with all relevant Local Authorities
- **Part 3 of the Children and Families Act 2014 and associated regulations**

This policy is consistent with Scarborough UTC's approach to teaching and learning and equality of opportunity policy and aims to support inclusion and maximising progression for all of our students. The responsibility for the management of this policy falls to the Principal whilst the day-to-day operation of the policy is the responsibility of Special Educational Needs Co-ordinator (SENCo). The Governing Board, Principal and SENCo will work together closely to ensure that this policy is working effectively.

The teaching and learning policy for Scarborough UTC requires all staff to work collectively in providing the highest quality of learning experience which is differentiated and personalised to meet the needs of individual students. In achieving such, some students will need adjustments to their programmes of learning which require specialist resource designed to enable their learning and personal development to progress at a similar pace and to a similar level as the vast majority of students. Such students will be identified as having special educational, behavioural, or emotional needs or disabilities. Scarborough UTC (through its Governing Board and Principal) will do its utmost to ensure that the necessary adjustments to provision are made for any student whose needs fall in to the aforementioned categories. We will ensure that all staff in our UTC are aware of the content of, and practice associated with our SEND Policy, and all relevant staff are able to identify and provide for those students with special educational, emotional, behavioural needs or disabilities. In such a way all students will be supported (and encouraged) to play a full part in the life of the UTC, participate in its activities and in so doing, thrive personally, socially academically and in due course, professionally.

Teaching and supporting students with SEND is therefore a whole organisation responsibility requiring a whole UTC response. Meeting the needs of students with SEND requires partnership working between all those involved i.e. UTC, Local Authority (LA), parents/carers, students, and relevant agencies.

Signed by:

_____	Principal	Date:	_____
_____	Chair of governing board	Date:	_____

1. Admission Policy

- 1.1. No student will be refused admission to Scarborough UTC on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

2. Aims and Objectives

2.1. Aims

To provide the structure for a student-centred process that engages student, family, UTC and other professionals in planning for and implementing high quality, needs led provision that is consistent across the UTC. This is to ensure all of our students are able to access the same opportunities for learning and personal and social development in order to achieve maximum progress, fulfil their potential and promote their wellbeing.

2.2. Objectives

The SEND Policy of Scarborough UTC reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for students with disabilities are met,
- To enable students with special educational needs to have their needs met,
- To take into account the views of the students with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of students with special educational needs,
- To facilitate full access to the curriculum of Scarborough UTC including all academic, technical, practical and enrichment elements. In conjunction with the Medical Policy make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at UTC with medical conditions,
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation and modifications,
- Employ a collaborative approach with learners with SEND, their families, staff within the UTC, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family (for students under the age of 16),
- Share expertise and good practice across the UTC and local learning community,
- Make efficient and effective use of UTC resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,

2.3. Identifying and supporting Special Educational Needs & Disabilities

Definition of Special Educational Need

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. Scarborough UTC regards students as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream UTCs or mainstream post-16 institutions

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Scarborough UTC will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed by the UTC that SEND provision is being made for their child.

There may be times in a student's UTC career when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

3. Areas of Special Educational Need

3.1. What kinds of special educational needs might students at Scarborough UTC have?

Under the SEND Code of Practice 2014 students identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

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

These categories of need are described in detail in Appendix 1.

4. Transition and the Graduated Approach to SEND

4.1. On entry to Scarborough UTC, students already identified as having special educational needs or disabilities will have their previous provision assessed and

appropriate modifications and resources identified in their Individual Educational Plan.

4.2. Scarborough UTC will subsequently use the Graduated Approach (as described in the SEN Code of Practice 2014) to identifying and providing provision for all students within the continuum of special educational needs.

4.3. Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation and modifications within the classroom and a record is kept of strategies used.

4.4. How we identify and support students with SEND

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the students' previous rate of progress;
- Close the attainment gap between the student and their peers;
- Prevent the attainment gap growing wider.

4.5. Where students continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the SENCo to assess if a student has a significant learning difficulty and agree appropriate support. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or Educational Psychologist. This will always involve discussion and agreement with the student's parents/carers.

4.6. When considering whether a student has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- 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 an appropriate differentiated curriculum.

- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

4.7. Assess, Plan, Do and Review

Where a student is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This special education support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For students with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular assessment and planning cycle for all students (through Student Progress Meetings). For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set (to include the Student Progress Meetings.) A detailed description of each of the four stages in this cycle is provided in Appendix 2.

4.8. Exit criteria

When a student has made sufficient progress in his/her specific area of special need such that he/she no longer requires any provision that is different from or additional to that which is normally available as part of high quality, personalised teaching, they will no longer be considered to require SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the UTC's SEND register.

- #### 4.9. Following removal from the SEND register, SENCO, Directors of Subjects and/or Pastoral Manager will meet with the student and parent/carer following the next Student Progress Review to assess whether appropriate progress has been sustained following removal of the modifications and adjustments in the previous Learner Profile targets.

5. Statutory Assessment of Needs (EHC)

- #### 5.1. Where a Learner Profile with targets is in place and has been implemented, and despite the UTC having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the student has not made expected progress, then the UTC or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence

gathered through the regular review of the Learner profile will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

- 5.2. Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Scarborough UTC will meet its obligations on behalf of the student and parent/carer, to support, contribute and complete the appropriate paperwork for this process.

6. Monitoring and Evaluation of SEND

- 6.1. Regular monitoring of the quality of provision for all students including those with SEND follows the UTCs assessment and monitoring calendar and is in line with the 'Assess Plan Do Review' cycle. In addition the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.
- 6.2. Student progress is tracked regularly and frequently in line with the UTC's assessment and reporting policy, and where students are not making sufficient progress additional information is sought and appropriate action taken.

7. Supporting Students and Families

- 7.1. We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the UTC and other professionals to ensure that their child's needs are identified properly and met as early as possible.
- 7.2. In order that they play an active part in their child's development, the UTC endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.
- 7.3. At Scarborough UTC we endeavour to support parents/carers so that they are able to:
 - Feel fully engaged and taken seriously should they raise a concern about their child
 - Recognise and fulfil their responsibilities and play an active and valued role in their child's education
 - Understand procedures and documentation
 - Make their views known about how their child is educated
 - Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- 7.4. Parents/carers of a child on the UTC's SEND register will have the opportunity to meet with the SENCo, Tutor & Deputy Principal on a regular basis through the Learner Profile targets construction and review cycle. The Pastoral Manager will endeavour to meet with parents/carers by prior arrangement, whenever possible.

- 7.5. Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

8. Children in Care

- 8.1. When a child is in care, the carers are accorded the same rights and responsibilities as parents. The UTC has both an appointed member of staff and a governor for Looked after Children.

9. Student Voice

- 9.1. We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).
- 9.2. These views are welcome at any time but are specifically sought as part of their annual review or the Learner Profile targets construction and review process. We ask all students to contribute to the setting of their own outcomes.

10. Partnership with External Agencies

- 10.1. The UTC is supported by a wide range of different agencies and teams. The UTCs SEND Information report details which agencies the UTC have worked with in the last 12 months. This will be placed on the UTC website and up-dated annually.

11. Transition

- 11.1. Transition to the Scarborough UTC, whether at 14 years old or 16 years old, can be an exciting, yet anxious time for all students. We recognise that this can be particularly challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to students and families.

12. Training and Resources

- 12.1. Allocation of resources:

- Resources are allocated to support students with identified needs as identified previously.
- Each year we will map our provision to show how we allocate human resources to each Year Group; this is reviewed regularly and can change during the academic year, responding to the changing needs of our student groups.
- This support may take the form of modifications of work in class or employer projects, support from a technician or learning assistant, or in focused intervention in groups or for individuals.
- Specialist equipment, books or other resources that may help the student will be purchased as required as feasible within the UTC's finances.

13. Continuing Professional Development (CPD) for Special Educational Needs

- 13.1. All staff at the UTC will engage in training sessions on a regular basis designed to secure continuous improvement in the provision of the highest quality learning experience, personalised to meet the needs of all their students.
- 13.2. The SENCo and other Scarborough UTC leaders will provide regular CPD to other staff in specific aspects of meeting the needs of students with SEND.
- 13.3. All staff participate in the UTC's annual Appraisal cycle. The progress of all students including those with SEND is a core aspect of the appraisal process and targets will look at how to develop staff skills in meeting individual student needs as necessary.
- 13.4. In the UTC, technicians and learning assistants will be engaged in ongoing training which develops the knowledge, skills and abilities required to provide highly effective support to all students, and in particular, those with special educational, behavioural and emotional needs and disabilities.
- 13.5. Specialised external trainers will periodically address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specialised strategies.
- 13.6. Peer support and guidance is available daily for all staff in the UTC and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.
- 13.7. The SENCo for Scarborough UTC will be provided with access to training and CPD which ensures he/she is completely up to date with the latest research, effective practice and statutory requirements.

14. Funding

- 14.1. Funding for SEND is mainly delegated to the UTCs' budget. It is the expectation that the UTC provides support to its students with SEND from its SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the UTC can make a request for Additional Resource. The UTC will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authority's high needs block into the UTC's budget.

15. Personal Budgets

- 15.1. Personal Budgets are only available to students with an Education, Health and social Care Plan (EHCP) or students who are currently under-going a needs assessment for

an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

15.2. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

16.Roles and Responsibilities

16.1. Provision for students with special educational needs is a matter for the UTC as a whole. In addition to the Governing Board, Principal and SENCo, all members of staff have important responsibilities.

Governance:

16.2. The Governing Board will ensure that the guidelines as laid down in the SEND Code of Practice (2014) are followed, in order to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the UTC alongside students who do not have SEN
- Appoint a person to be responsible for co-ordinating SEND provision – the SEN co-ordinator, or SENCo.
- Ensure parents/carers are made aware when the UTC is making special educational provision for a child
- Prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the UTC for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Principal:

16.3. The Principal of Scarborough UTC has responsibility for the day-to-day management of all aspects of the UTC’s work, including provision for children with special educational needs. The Principal will keep the Governing Board fully informed on Special Educational Needs and Disabilities issues. He/she will work closely with the SENCo and the Governor with responsibility for SEND.

SENCo:

16.4. In collaboration with the Principal and Governing Board, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement and destinations of students with SEND.

16.5. The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff,

parents/carers and external agencies. He/she provides relevant professional guidance to colleagues with the aim of securing high-quality teaching and learning for students with special educational needs.

16.6. Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

16.7. The SENCo will liaise and collaborate with appropriate team leaders and other staff so that learning for all children is given equal priority.

16.8. The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the UTC's delegated budget and other resources to meet students' needs effectively
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs or disabilities and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs or disabilities
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its assessment and support services
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of modifications and resources provided for students with SEND
- To lead on the development of high quality SEND provision as an integral part of the UTC improvement plan
- Working with the Principal and Governing Board to ensure that the UTC meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All staff:

- All staff are aware of the UTC's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs or disabilities.

- Teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Learning assistants and technicians will liaise with relevant teachers in the effective implementation of the modifications and resources identified in students' Learner Profiles and provide ongoing feedback as to the effectiveness of these provisions.

17.Meeting Medical Needs

- 17.1. The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. As a school, this applies equally to the UTC. Where applicable, Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such students.
- 17.2. Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way. For those students with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.
- 17.3. The UTC recognises that students with medical conditions should be properly supported so that they have full access to its full curriculum, including employer projects, technical learning, work place visits and field trips, physical education and the full enrichment programme. Some children with medical conditions may be disabled and where this is the case the UTC will comply with its duties under the Equality Act 2010. Please see the UTCs Medical Policy for further details.

18.Children in Hospital

- 18.1. The member of staff responsible for ensuring that students with health needs have proper access to education will liaise with other agencies and professionals e.g. medical agencies, Hospital UTC, DPLS, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

19.SEND Information Report

- 19.1. The UTC will ensure that the SEND information is accessible on the UTC website. The Governing Board has a legal duty to publish information on the UTC website about

the implementation of the policy for students with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

<https://www.scarboroughutc.co.uk/wp-content/uploads/2020/06/UTC-SEN-Information-Report-2018-3rd-June-2019.pdf>

20. Accessibility

20.1. The UTC is compliant with the Equality Act 2010 and Accessibility legislation. The UTC's accessibility plan detailing how its access arrangements were designed from its inception, and how they will be continuously developed is available on the UTC website.

21. Storing and Managing Information

21.1. Student SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_UTCs_policies.pdf).

22. Responding to Complaints

22.1. In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Scarborough UTC Complaints Policy.

22.2. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the UTC. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Scarborough UTC Special Education Needs and Disability (SEND) Policy 2019-20 approved by:

Principal:

Date:

On behalf of Governing Board:

Date:

This Policy (and appendices) will be reviewed on an annual basis.

Date of next review date:

Appendix 1 - Categories of Special Educational Need

1. Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

2. Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

3. Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

4. Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Appendix 2 – The Graduated Approach – assess, plan, do, review

Assess

- In identifying a student as needing special needs support the SENCo working with the relevant Tutor and Deputy Principal, will carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the UTC.
- The student's development in comparison to his/her peers, and national data, should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services. These will be recorded on a Learner Profile. The UTC and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date Learner Profile targets or where applicable EHC Plan.
- This assessment will be reviewed regularly to ensure adjustments and resources are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the SENCo, Tutor and/or Deputy Principal to determine the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a Learner Profile where appropriate with a date to review the plan. The date for review will depend on the level of need present.
- The Learner Profile will clearly identify the areas of needs, the desired outcomes, the modifications and resources provided, including any teaching strategies or approaches that are required. All Learner Profiles will be attached to student profiles within the UTC's information management system and accessible to appropriate staff.
- The modifications and resources provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Learner Profile will normally involve a contribution by parents/carers to reinforce strategies in the home.
- Where appropriate, the Learner Profile will detail the support from other agencies and how this will support the student in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a student with SEN support (although parents/carers should have already been involved in the assessment of need).

Do

- Teachers remain responsible for working with the student on a daily basis and will work closely with any technicians, learning assistants or specialist staff involved, to plan and assess the impact of strategies and resources prescribed in the student's Learner Profile.
- The SENCo will support teachers in the further assessment of the student's needs, in problem solving and advising on the effective implementation of the Learner Profile.

Review

- Scheduled Learner Profile reviews will evaluate the impact and quality of the modifications and resources employed and include the views of the student and their parents/carers.
- Parents/carers will be given information about the impact of the Learner Profile enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a student has complex needs involving more than one agency it will depend on the student's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial Learner Profile target setting meeting.
- Scheduled Learner Profile reviews will feedback into the analysis of the student's needs, revise modifications and resources in light of the student's progress and development, with decisions on any changes made in consultation with the parent and the student.
- Where there is a sustained period of insufficient or no progress, the UTC may decide to gain involvement and advice from a specialist or external agency. The UTC will consult with parents/carers before involving a specialist or external agency.
- When a student has made sufficient progress in his/her specific area of special need such that he/she no longer requires any provision that is different from or additional to that which is normally available as part of high quality, personalised teaching, they will no longer be considered to require SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the UTC's SEND register.