

**DRAFT 09.12.15**

## **Special Educational Needs & Disabilities Policy (SEND)**

<b>Staff Responsible for SEND</b>
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### **Aims and Objectives of this policy**

The aim of this policy is to develop and provide excellent education for learners with SEND. At UTC Lancashire we aim to raise the aspirations of, and expectations for, all learners with SEND. These learners should have access to a relevant, inclusive education in line with the requirements of the National Curriculum where applicable, and wherever possible, they should learn alongside their peers.

Our objectives are:

- To identify and provide for learners who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice 2014
- To operate a “whole learner, whole college” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Consultant who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs learners
- To provide support and advice for parents and families of children with special educational needs.

### **2. Definition of Special Educational Needs**

- UTC Lancashire recognises that all young people have learning and/or behavioural needs and that for some these individual needs become special educational needs.
- UTC Lancashire recognises that every learning coach is a teacher of every learner, including those with SEND
- Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of this policy UTC Lancashire uses the legal definition provided by the 1996 Education Act: ‘A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her’.
- The SEN Code of Practice (2014) says a child has a learning difficulty if he or she:
  - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions*

- Special Educational Provision means:  
*For children aged two or more, 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, maintained nursery colleges, mainstream post-16 institutions or by relevant early years providers.*
- UTC Lancashire recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs forms the basis of excellent learning and teaching.

- Only in a small minority of cases will a learner have special educational needs of a severity or complexity, which require an Education Health and Care Plan. The 1996 Education Act (Section 32) says: 'A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.'
- In addition, an able or gifted child does not fall into the remit of special educational needs. UTC Lancashire recognises that these young people have their own needs which are addressed separately. We also recognise that children and young people may have special educational needs in some areas of their learning and be identified as able and talented in others.

Appendix 1 provides further details of the classification and types of SEND.

### 3. Scope of the Policy

- This policy applies to learners at UTC Lancashire who have additional or special educational needs. The policy applies equally to all learners and their families whatever their gender, ethnic origin, home language, religion, disability, or social circumstances.
- This policy also has implications for all our partners in the SEND process, including: the Board of Directors; sponsor companies; parents/carers and statutory voluntary agencies.

### 4. Responsibilities

**The Board of Directors:** will use its best endeavours to ensure high quality education and support for all. There is a nominated Governor with specific responsibility for SEND.

**The Special Education Needs Consultant:** UTC Lancashire recognises that all staff will potentially work with learners with SEND and that all learning coaches are teachers of those with special needs. The work is led by the SEN Consultant and supported by the nominated Governor and staff. The role of the SEN Consultant within the UTC Lancashire is to be responsible for:

- The day to day operation of UTC Lancashire's SEND policy.
- Liaising with and advising UTC Lancashire staff, giving clear guidelines for procedure when needs are identified.
- Coordinating provision for learners with SEND.
- Maintaining UTC Lancashire's SEND register and overseeing records of all young people with SEND.
- Liaising with parents/carers of young people with SEND.
- Contributing to in-service training and professional development of staff.
- Liaising with external agencies including SEND support services, health and social services and voluntary bodies.
- Providing support and advice to colleagues.
- Monitoring and evaluating the special needs provision and reporting to the Board of Directors on the progress of learners with SEND.

**The Principal** has the responsibility for the overall management of all aspects of the UTC Lancashire's work including provision for young people with special educational needs. She will keep the Board of Directors fully informed.

### 6. Statement of Principles and Values

The principles and values within the UTC Lancashire's policy are based upon the aim of:

- Promoting high standards of education for learners with SEND.

- Encouraging learners with SEND to participate fully in the UTC Lancashire community and take part in decisions about their education.
- Work with other statutory and voluntary bodies to provide support for learners with SEND.

For learners with special educational needs, any one or more of the following may be used to achieve these aims:

### **Early intervention**

UTC Lancashire recognises that the early identification of a young person's special educational needs, together with appropriate multi-disciplinary intervention, should reduce the need for more intensive support later in the young person's life. In working towards this the UTC Lancashire will ensure that:

- UTC Lancashire staff to work closely with colleagues on transition.
- Every consideration will be given to the views of parents/carers in the assessment and decision making process. Young people with special educational needs will also be consulted whenever possible.
- Procedures for inter-service and cross agency referrals will be actively used and reviewed regularly.

### **Promoting inclusive education**

UTC Lancashire believes that Inclusive Education is a human right, is good education and good social sense. It is recognised that inclusion is a process requiring collaborative input from colleagues, parents/carers, support services, other agencies and the wider community.

### **Partnership with parents/carers**

UTC Lancashire recognises that the best results are achieved when college and parents/carers work in partnership. In working towards this, the UTC Lancashire will:

- Assist parents/carers in their understanding of special educational needs procedures; UTC Lancashire based provision; other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Provide opportunities for mediation and discussion where necessary.
- Meet parental/carer preference for an UTC Lancashire place subject to the requirement that the individual child's special educational needs can be met; that the education of other learners will not be adversely affected and that resources are efficiently used.
- Ensure that assessment and review processes seek and take account of the parents/carers and learner's views wherever possible.
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities.
- Value families as the prime educators of their children.
- Recognise that families have valuable knowledge of their child, which service providers should encourage them to share.
- Encourage families to be actively involved in relevant planning appropriate for their child's needs.
- Promote mutual respect as the basis for communication between UTC Lancashire and families. This should include sensitivity to family's needs, desires and understanding.
- Develop and promote open, honest and effective means of communication about the needs of learners who have SEND.

- Deliver information in an appropriate and accessible form.

### **Promoting high expectations**

UTC Lancashire will set high standards for young people with special educational needs with an expectation that they will achieve their full potential. In working towards this, the UTC Lancashire will aim to ensure that:

- Every learner experiencing special educational needs will have the barriers to achieving their potential identified and strategies put in place to help them overcome them.
- Literacy and numeracy strategies and relevant targets will be applied equally to all learners including those with special educational needs.
- Learners with SEND have equal access to extra-curricular and enrichment activities.
- The use of assessments and the value added data will provide effective measures of the performance of learners with special educational needs.
- All learners develop high self-esteem and confidence. With appropriate support, learners will contribute to the setting, assessment and review of personal goals.

### **Equality of opportunity**

Learners with SEND are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum. In working towards this, UTC Lancashire will ensure that:

- All learners are valued equally.
- Special educational needs will not be considered a barrier in achieving a place at the UTC Lancashire.
- The building will be DDA compliant.
- All learners will be expected to make progress regardless of gender, disability, race, faith and culture.
- All learners have access to a relevant, broad and balanced curriculum including the National Curriculum. The main aim of additional and specialist resources is to enable young people to access this curriculum.
- Additional resources will be allocated to those young people with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to identification and assessment of special educational need.

### **Sharing responsibility**

UTC Lancashire recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle UTC Lancashire will share responsibility with a range of other partners and agencies.

UTC Lancashire believes that the interests of the young people can best be served by viewing identified difficulties as a whole. Procedures will recognise the importance of sharing information and collaboratively devising support programmes for young people with special educational needs. This is especially important at those periods of a young person's educational life where transition is involved.

### **Continuum of high quality provision**

UTC Lancashire will:

In accordance with the Code of Practice and Disability Discrimination Act ensure that a learner's special educational needs will be met alongside his or her peers and within his or her own community.

- Ensure that a continuum of provision is available to meet a continuum of need.

- Keep under regular review Special Educational Provision to ensure there is consistency between policies within UTC Lancashire.

### **High quality trained staff**

Learners with SEND, and their families, have a right to be supported by high quality, skilled professionals. UTC Lancashire will support this principle through ensuring staff have access to a Continuous Professional Development programme which directly addresses the development of expertise in special educational needs. This will be available not only to teaching staff but also to support staff.

### **Procedures, which are clear and effective**

Procedures for identifying young people with special educational needs and for monitoring their progress should be clear, effective and straightforward. Procedures will take account of the most recent Code of Practice on the identification and assessment of special educational needs. In working towards this UTC Lancashire will aim to:

- Ensure statements of SEND, EHC plans and Learner Passports are reviewed annually and the appropriate action taken where required.
- Ensure procedures for identifying young people with special needs and for monitoring their progress are clear, effective and straightforward and follow published local and national criteria.
- Ensure procedures are in place to make sure the views of parents/carers and learners are sought when the statutory review process is taking place as well as those of the professionals involved.
- Ensure procedures are in place to involve parents/carers and learners in the setting of targets, assessment of progress and reviews.

### **Monitoring, review and evaluation**

- UTC Lancashire will conduct internal reviews at least annually to complement the on-going monitoring and evaluation of provision and outcomes. The SEN Consultant will report regularly to the Principal and Governing Body in relation to SEND.
- Parents/carers also have a role to play through their contribution to reviews of their child's learning.
- In carrying out its responsibilities towards young people with special educational needs the UTC Lancashire will:
  - Keep its arrangements and provision for SEND under review.
  - Review the effective use of its resources.
  - Review and evaluate arrangements for individual education planning and reviewing, including parental and external services' involvement.
  - Internally monitor all SEND arrangements and curricular provision taking into account UTC Lancashire's Development Plan and SEND Policy.

### **Partnership with Young People**

At UTC Lancashire we believe that partnership with young people is essential and they have the right to be involved in decision-making about their own SEND and to have their views incorporated into assessment and review. Including:

- Close co-operation between UTC Lancashire, young people's services and health services
- All young people have the right to learn together, develop relationships and prepare for life at work and in the community
- All young people should be encouraged to develop a positive self-image and pride in their own identity

- All young people should be encouraged to accept and value differences.

#### **COMPLIANCE**

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to:
  - the Equality Act 2010 and the Advice for Schools DfE Feb 2013
  - SEND Code of Practice 0 – 25 July 2014
  - Schools SEN Information Report Regulations (2014)
  - Statutory requirements and the SEND Code of practice 2014
  - Safeguarding Policy
  - Equal Opportunities Policy
  - Accessibility Policy
  - Teachers’ Standards 2012

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Next Review</b>
2	16/08/2016	K Driver	16/08/2017

## **APPENDIX 1**

### **Broad areas of need – SEND Code of Practice 2014**

#### **Communication and interaction**

Children and young people 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 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 and young people with ASD, including Asperger's Syndrome and Autism, 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.

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **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.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

#### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which 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 and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.