



Special Educational Needs and Disabilities (SEND) Policy

Responsible:	The Principal
Reviewed:	September 2018
Date Approved by Full Governing Body:	October 2018
Next Review:	July 2020

Introduction

This SEND Policy details how the Watford UTC (WUTC) will ensure that the necessary provision is made for any student who has special educational needs, and that those needs are made known to all who are likely to teach them.

WUTC will aim to ensure that teachers in the WUTC are able to identify and provide for those students who have special educational needs, to allow these students to join in the activities of the WUTC, together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated.

Employees and governors of WUTC will aim to ensure that all SEND students reach their full potential, are fully included within the WUTC community and are able to make successful transfers between educational establishments. This policy aims to support all employees in providing positive whole college approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of SEND students teaching and supporting such students requires a whole WUTC response.

Meeting the needs of SEND students requires partnership working with all those involved – WUTC, Local Authority, parents/carers, students, children’s services and other agencies.

The WUTC works closely with Hertfordshire County Council who provide a number of services, known as the Local Offer. Hertfordshire’s Local Offer is the door to finding information and support available for children and young people ages 0-25 with special educational needs or disabilities (SEND) and their families. In order to find out which other services are available to support children and their families, visit the website: www.hertfordshire.gov.uk/localoffer

WUTC is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom WUTC is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Aims

WUTC will ensure that:

- The Principal, staff and governors will draw up and report annually to parents on the policy and effectiveness of the UTC's work for students with special educational needs;
- Teachers are aware of the importance of early identification and of providing quality first teaching for SEND students for whom they teach (quality first teaching is that which is personalised and differentiated effectively to meet the needs of students);
- SEND students achieve their best, become confident individuals leading fulfilling lives and make a successful transition into adulthood;
- The views of the students are sought and taken into account in decision-making, focusing on the young person as an individual, not their SEND label;
- The views of parents/carers are sought and taken into account in decision-making;
- Parents/carers are supported through the process of transition and adjustment;
- SEND students are offered full access to a broad, balanced 14-19 pathway;
- SEND students have full access to all WUTC activities so far as it is reasonably practical and relates to the students' needs;
- We work in partnership with external agencies to meet the needs of the students;
- There is a smooth transition at each transition stage for the students;
- Funding is used effectively to meet students' needs.

WUTC will:

- Inform the students' parents/carers that special educational provision is being provided for them because they have SEND (see definition below);
- Ensure that parents / guardians have knowledge about the SEND provision that the WUTC offers, and are involved in progress reviews and the allocation of funding;
- Ensure that parents/carers are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEND;
- Ensure that teachers in the WUTC are aware of the importance of identifying and providing for, those students who have SEND;
- Ensure that teachers at WUTC receive appropriate training for providing for the needs of SEND students;
- Ensure that a student with SEND joins in the activities at WUTC together with students who do not have SEND;
- Publish an offer of SEND provision in line with the Local Authority offer;
- Have a written SEND policy.

Definition of SEND

Students have special educational needs if they have a difficulty that calls for special education provision to be made for them e.g. which is in addition to or different from areas differentiated curriculum plans. WUTC regards students as having a SEND if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability that prevents or hinders students from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the Local Authority;
- Students must not be regarded as having a learning difficulty solely because the language or form of language of the student's home is different from the language in which they will be taught.

Identification, Assessment and Provision

Graduated response

WUTC will adopt a graduated response to meeting special educational needs that requires the initial use of the classroom and WUTC resources, before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, WUTC will intervene initially to provide appropriate changes to the curriculum and/or specialist intervention to narrow the gap and ensure expected progress is made. The effectiveness of intervention will be reviewed every six weeks. The review will involve the analysis of relevant progress data and discussion with the SENDCo, teachers, parents/carers, the student and/or a specialist.

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 within the classroom and a record is kept of strategies used. The SENDCo will work with teachers to ensure quality first teaching and deliver training on identification.

Four areas of special educational need:

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

A student could be identified as needing additional or different provision from that provided as part of normal class activities if:

- Concerns are raised regarding a student's mental health;
- 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 that result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties that are not ameliorated by the behaviour management techniques employed by WUTC;
- 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 a differentiated curriculum.

In some cases, outside professionals from health or children's services may already be involved with the student. Where these professionals are not already working with the WUTC, the SENDCo and the Learning Support Co-ordinator will contact them having discussed the situation with the parents/carers. The SEND team will further assess the student and support for the individual will be discussed and action taken. A Personalised Learning Plan (PLP) will be written.

Statutory Assessment of SEND (Education, Health and Care Plan)

In very few cases, if a student continues to demonstrate significant cause for concern, despite interventions and involvement from outside specialists, a request may be made to the Local Authority for Statutory Assessment.

This will decide the nature of the provision necessary to meet the student's SEND. If this cannot reasonably be met by WUTC, then the Local Authority may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to the Hertfordshire Council Access and Monitoring Team, the student will have demonstrated significant cause for concern and the WUTC will provide written evidence to the Local Authority (LA) detailing:

- The WUTC's action through intervention;
- Personal learning plans for the student;
- Records of regular reviews and their outcomes;
- The student's health including the student's medical history where relevant;
- National Curriculum levels attainments in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents / guardians and of the student;
- Involvement of other professionals, for example, involvement by social services or the Education Welfare Service.

Assessment, Planning and Review

Identification

SEND students may be identified through teacher observations and assessment, standardised assessments (Baseline, Key Stage 2, CATs) progress checklists, target setting, parental/carer concerns, the students' own observations or by external agencies. Areas of need are identified and prioritised and become the basis of the PLP.

Personalised Learning Plans (PLPs)

PLPs include three or four (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support assistants, parents / guardians and student and the date the provision starts. The PLP should include information about:

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when PLP is reviewed) Review Process

PLPs are reviewed termly, with input from the student, parent/carer, teachers, teaching assistants and outside agencies. Students with an Education, Health and Care Plan (EHCP) are set short-term targets, which have been established after consultation with the parents/carers and the individual student. These targets will be set out in the PLP and will be implemented, at least in part and as

far as possible, within the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the VTT and subject teachers. All EHCPs will be reviewed annually, with the Annual Review meeting taking place in school. The parents/carers, the student and involved professionals will be invited to consider the progress made by the student in achieving targets set, and to discuss and agree any proposed changes/amendments for the student's updated EHCP. Students participate in their Annual Reviews by:

- attending their review meetings;
- offering their opinion and advice in the setting of targets;
- discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.

The SENDCo will then discuss the outcome of the WUTC review and inform the Local Authority representatives. Following the Annual Review at the end of KS4, the aim is to provide clear recommendations as to the type of provision required for Post 16.

Student Voice

Students who have an Educational, Health and Care Plan (EHCP), are invited to submit their views in writing as part of their annual review, as well as attending the review meeting. Students contribute to the setting their own targets and strategies.

The Role of the Board of Governors

Governors have responsibility for the strategic overview and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at the WUTC is the responsibility of the Principal and SENDCo in conjunction with the support of colleagues in the WUTC. Governors will make sure that they are fully involved and will undertake the reviewing and monitoring of the WUTC's SEND Policy. All governors will ensure that they are up to date and knowledgeable about the WUTC's SEND provision.

The Role of the SENDCo

- In collaboration with the Principal and Board of Governors, the SENDCo will determine the strategic development of the SEND policy and provision at WUTC, with the ultimate aim of raising the achievement of students with SEND.
- Collaborating with SENDCos in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of WUTC staff.
- Overseeing the review and maintenance of EHCPs.
- Overseeing the day-to-day operation of WUTC's SEND Policy.
- Co-ordinating provision for SEND students.
- Organising and maintaining the records of all SEND students.
- Liaising with parents/guardians of SEND students in co-operation with form, subject teachers, learning support assistants and others, as appropriate.
- Liaising with external agencies including the Local Authority Officer, Educational Psychologists, Specialist Autism Teachers, Hearing Impairment Specialists, Health and Children's services, voluntary bodies and others as relevant/appropriate.

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of the WUTC's SEND Policy.