



**Health
Futures**
UTC

**Individual Needs and
Inclusion Policy**

Review and approved: March 2015

HEALTH FUTURES UTC

INDIVIDUAL NEEDS AND INCLUSION POLICY

1. Introduction

Health Futures UTC (the UTC) recognises that every student has individual needs and that all staff at the UTC have a responsibility to meet those needs. Furthermore, all students have the right to a broad, balanced and relevant curriculum that cultivates social and educational inclusion.

A student's individual needs may be such that they are identified as having SEND (Special Education Needs or Disability) where this is the case the relevant legislation/codes of practice shall apply to their provision. A student is identified as having SEND if he or she either:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- 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 schools or mainstream post-16 institutions

2. Admissions to the UTC at age 14

The UTC shall ensure that pupils with Individual Needs are admitted on an equal basis with others in accordance with its admissions policy. The UTC is open to students who live in the Catchment Area (see Admissions Policy for detail of catchment areas) and will cater for both genders and for students of all abilities, irrespective of ethnic origin, background or ability. Students of all abilities will be accepted, as will students who have learning difficulties and/or a physical or sensory impairment, reflecting the UTC's equal opportunities policy. Where the UTC is over subscribed for entry at age 11 then priority will be given to:

- Looked after Children
- Children who have a Statement of Special Educational Need or an Education and Health Care Plan and where the UTC is named.

Where a Local Authority proposes to name the UTC in a statement of SEN or an EHC Plan made in accordance with section 324 of the Education Act 1996, the UTC shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the UTC shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.

In the event of any disagreement between the UTC and the Local Authority over the proposed naming of the UTC in a statement, the UTC may ask the Secretary of State to determine whether the UTC should be named. The Secretary of State's determination shall, subject only to any right of

appeal which any parent or carer of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

If a parent or carer of a child in respect of whom a statement or EHC Plan is maintained by the Local Authority appeals to SENDIST either against the naming of the UTC in the child's SEN statement or EHC Plan or asking the Tribunal to name the UTC, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision.

Where the UTC has consented to be named in a child's statement of SEN or EHC Plan, or the Secretary of State or SENDIST have determined that it should be named, the UTC shall admit the child.

3. Provision

The individual needs of students are met through structured 'in class' learning support and on an individual/small group withdrawal basis, entitling students to a fully inclusive education where appropriate.

Where appropriate, students will be included on the UTC's SEND register which contains information on student needs and appropriate support and strategies. In these cases, we will work closely with partners and parents/carers to develop, implement and review individual education plans.

While the UTC's identified SENCO is responsible for leading and evaluating provision for students' individual needs, all staff should plan appropriately to ensure the needs of all students are met.

4. Identification of needs

All available information from a student's feeder school is collated prior to the student's admission. In addition, early identification of needs is provided by the analysis of the results from reading tests and CATs tests that are completed on entry to the UTC.

All staff have responsibility for raising concerns about a student having unidentified individual needs with the SENCO who will investigate and respond as appropriate. Additional group and individual diagnostic testing is used as and when required.

5. Partnership

The UTC works in partnership with all stakeholders to ensure that every student has a curriculum appropriate to their needs and aspirations, allowing them to achieve their full potential both academically and personally.

The UTC will inform parents/carers when they are making special educational provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.

The UTC works in partnership with other agencies for the benefit of its students and that specialist support may be found from a range of Public and Voluntary bodies.

6. Monitoring Evaluation and Review

The UTC will prepare a SEN Information Report in accordance with paragraphs 6.79 onwards of the SEN Code of Practice and publish it on our website.

The Principal/Director of Learning will report to the Governors/Lead Governor relevant aspects of the working of the policy.