



Health  
Futures  
UTC

## **SEND Policy**

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

HFUTC will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and HFUTC 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, we will intervene as described in this document. Such interventions are a means of helping HFUTC and parents / guardians match special educational provision to individual student needs.

## 2. Legislation and guidance

This policy and 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 schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN 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 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 schools

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 schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Rebecca Griffith

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants 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 to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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

## **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

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

When a student is found not to make progress, despite quality first teaching, the SENCO, teacher and parent should assess whether the child has SEN whilst gathering evidence. A child is considered to have SEN if they fit into one or more of the four broad areas of need listed previously.

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP.

This will decide the nature of the provision necessary to meet the student's SEND. If this cannot reasonably be met by HFUTC, then the LA may provide extra resources.

## **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## **5.4 Assessing and reviewing pupils' 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 pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## 5.6 Our approach to teaching pupils with SEN

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the learning fully. Our staff have experience and/or are trained in these techniques, as well as receiving the ongoing support of senior colleagues and the leadership team.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and, should your child need this, it would be discussed with you.

We will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

## 5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, option choices; additional literacy; nurture groups; intervention groups and a different number of qualifications studied.
- 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.
- Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.

## 5.8 Additional support for learning

We have 2 teaching assistants who are trained to deliver interventions. We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND.

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan and in agreement with parents. LSA's are allocated, where resources allow, to support students in and outside of lessons. Staff liaise closely with the LSA's to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

Students with EHCP's will have targets and strategies set by agreement with their LSA and from input from parents and tutors. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

We work with the following agencies to provide support for pupils with SEN:

- Sandwell Inclusion team [www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

## 5.9 Expertise and training of staff

Our SENCO is currently undertaking the National Award for Special Educational Needs Coordination at the University of Birmingham. She is an experienced teacher of thirteen years with a particular responsibility for Teaching and Learning.

We have a team of three teaching assistants, who are trained to deliver SEN provision.

## 5.10 Securing equipment and facilities

As a school we can access a range of services from within the local area. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENCO or discuss the issue at the next review/parents evening.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

At HFUTC we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a tutor group who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between tutor and students.

There are additional members of staff who are able to provide pastoral support, these include: Director of Pastoral Care, Designated Safeguard Lead and Deputy, Heads of years (and Support Staff. We are also developing relationships with a number of external agencies.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

Please see our local offer

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the form tutor in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school 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 pupils with SEN**

For learning support queries please contact the SENCO.

For queries regarding exam access arrangements, please contact either Mrs Shelagh Pape: [s.pape@healthfuturesutc.co.uk](mailto:s.pape@healthfuturesutc.co.uk), or Miss Charlotte Adams: [c.adams@healthfuturesutc.co.uk](mailto:c.adams@healthfuturesutc.co.uk) or alternatively the exams officer, Laura Kubicek, [l.kubicek@healthfuturesutc.co.uk](mailto:l.kubicek@healthfuturesutc.co.uk)

### **5.17 Contact details for raising concerns**

Concerns and complaints are dealt with in line with the HFUTC Complaints Procedure. Any concerns should initially be raised with the tutor of the student or, should this not resolve the concern, with the SENCO.

Further information on how to express a concern or raise a complaint by phone or in writing can be found in the HFUTC Complaints Procedure.

### **5.18 The local authority local offer**

Our local authority's local offer is published here: [www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Rebecca Griffith (SENCO) and the SEN governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives