



**Health
Futures**
UTC

Inclusion Policy

Review and approved: September 2020

Next review date: September 2021

HEALTH FUTURES UTC

INDIVIDUAL NEEDS AND INCLUSION POLICY

1. Introduction

Health Futures 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 a SEND (special educational 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 students 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 Equality Policy. Where the UTC is over subscribed for entry at age 14 then priority will be given to:

- Looked after Children
- Children who have an Education and Health Care Plan (EHCP) and where the UTC is named.

Where a local authority proposes to name the UTC in an EHCP 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 please refer to the SEND Policy for further information and guidance.

3. Provision

The individual needs of students are met through quality first teaching, entitling all 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 one page profiles.

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 standardised reading, English, maths and science 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.

Monitoring Evaluation and Review of Policy

The Principal will report to the Governors relevant aspects of the working of the policy as appropriate.

Signed by

Chair of Governors

Date:

Rut Schneeh

Principal

Date: 27 August 2020

The governors will review the policy **annually** or as appropriate.