ALDRIDGE EDUCATION

SEND Policy and SEND Information report

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Key Contact Personnel:

Principal	SENCo	Other staff with responsibility for SEND include
Mr C Hatherall	Mrs S Lee	Mrs J Rigby, Associate Assistant Principal - Quality of Education

Nominated SEND Link Governor	Chair of Governors	Trust Safeguarding Link / Head of Inclusion	Academy Local Authority SEND team
Mr M Houghton	Mr M Houghton	Karen Foster	Warrington

1. Aims

Our SEND policy and information report aims to:

- Set out how our academy will support and make provision for learners with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

The policy sets out the Aldridge Education Trust vision and principles for learners and young people with special needs and disability (SEND).

Vision: Aldridge Academy Trust is committed to:

Identifying learners with special educational needs and disabilities – knowing who needs provision additional to and different from high quality teaching. Therefore, ensuring that we are providing "Aldridge Advantage" to all, and leaving no one behind

Understanding and communicating learners' special needs – knowing the nature and extent of learners' needs and the profile of need at our academies and sharing this with all staff

Making effective provision in class to ensure that "every moment matters" – teachers plan and deliver an adapted curriculum to meet the needs of those they teach

Making effective provision in specialist interventions – interventions target the right learners and accelerate their progress to ensure that the "Standard is excellence"

Developing teachers' SEND skills, knowledge and understanding using the coaching model, demonstrating how to "Lead by example" – teaching staff are up-to-date and competent to plan and deliver curriculum adaptations for learners with SEND

Making effective provision for learners with education, health and care plans (EHCPs) – evidencing clearly that "Our people matter"

Accountability for ensuring "every moment matters" – evaluation of provision to ensure it effectively meets the needs of the learners

2. Legislation and Guidance

The policy complies with all statutory requirements, including those relating to the legislation contained in:

- The Equality Act 2010
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- SEND code of practice
- Keeping Children Safe in Education
- Working together to improve school attendance
- The Trust follows the statutory guidance within the Special Educational Needs and Disability Code of Practice, 0 to 25 years (2014 revised 2015).
- The School Admission Code
- The Public Sector Equality Duty
- The Governance guide for maintained schools/academy trusts

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

Copies of the policy are available on request and are published on each academy website.

Admissions: The Trust supports the guidance as set out in the admissions arrangements for all Aldridge academies.

The Accessibility Policy and plan outlines how the Trust will consider any issues which may be barriers

to learners' participation in academy life.

3. Inclusion and Equal Opportunities

At UTC Warrington we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that learners with SEND are included in all aspects of school life.

4. Definitions

Special Educational Needs and Disability (SEND)

A child, young person or adult has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

Learners have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most others of the same age, or
- have a disability which prevents or hinders the learner from making use of educational facilities of a kind generally provided for learners of the same age in mainstream academies or mainstream post-16 institutions
- are under five and fall within the definition of two preceding bullet points above or are likely to do so when of compulsory school age if special educational provision was not made for the learner.

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the learners particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Learners who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Learners with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Learners may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated.
Sensory and/or physical	Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided. Learners may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.

There are other areas which may impact on children's progress and attainment, but are not considered as SEND. For example;

- Poor attendance and punctuality
- Poor physical or mental health and welfare
- Medical conditions such as diabetes, allergies or asthma
- English as an Additional Language (EAL)
- Being in receipt of learner premium
- Being a looked after child / Post looked after child
- Being a child of serving officer
- Behavioural difficulties

Special Educational Provision

Educational or training provision that is additional to and / or different from, that made generally for other learners or young people of the same age by mainstream schools.

SEND Coordinator (SENCO)

The SENDco is co-opted to SLT at UTC Warrington.

5. Roles and Responsibilities

The Trustees

- Ensure that a SEND Link Trustee has been appointed who will lead on the boards monitoring of support for learners with SEND. Ensure that the Link Trustee works closely with the CEO /CAO to ensure SEND provision is meeting the needs in all settings
- Ensure that the Trust's policies and strategies include specific provisions for learners with SEND.
- Ensure that the Trust and its settings comply with all relevant legislation and regulations concerning SEND provision

- Monitor the performance and progress of the academies effectiveness in providing SEND support which meets the needs of all learners

The CEO

- Will ensure that all the academies make the necessary special educational provision for learners with SEND
- Will understand, and as necessary address, the quality and effectiveness of SEND provision within each academy and update the relevant Principal, and Chief Academic Officer on this as appropriate.

The SENCO

- Will oversee the day-to-day operation of the Academy's SEND policy.
- Coordinating the provision for learners with SEND.
- Liaising with the relevant designated teacher where a looked after learner has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the settings delegated budget and other resources to meet learners' needs effectively.
- Liaising with parents/carers of learners with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority.
- Liaising with potential next providers of education to ensure a learner and their parents are informed about options and a smooth transition is planned.
- Working with the Principal and Local Governing Committee to ensure that the Academy meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensuring that the Academy keeps the records of all learners with SEND up to date.
- Make sure that learners with SEND engage in the activities of the school alongside learners who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Have a clear approach to identifying and responding to SEND
- Ensure annual reviews of EHCP's take place in line with agreed timescales
- Record accurately and keep up to date the provision made for learners with SEND
- Determine their approach to using their resources to support the progress of learners with SEND

The SEND member of the Local Governing Committee (SEND Link Governor)

- Will help to raise awareness of SEND issues at governing committee meetings.
- Will ask challenging questions about the academy's SEN provision and strategies
- Will meet with the SENCo termly to monitor the progress of learners with SEN and update the Local Governing Committee on this
- Support the work of the Principal and SENCO in determining the strategic development of the SEND provision in the Academy.
- Reviewing the SEN offer to monitor effectiveness
- Ensure there is a qualified teacher designated as SENCO for the academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

The Academy Principal

- Will ensure that all settings have a SENCo in post with the appropriate qualifications (or working towards them) and suitable seniority within the academy to fulfil the SENCo responsibilities.
- Will work with the SENCO and Trust Head of Inclusion to determine the strategic development of the SEND policy and provision in the setting.
- Will work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEND within the setting.

- Ensure that the current SEND Report and policy are available on the Academy's website. Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Provide access to a broad and balanced curriculum
- Ensure the provision for all SEND learners is accurate and meet their needs
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school that is either qualified to the National Education Award for Special Education or is working towards gaining the qualification within 3 years of appointment.
- Ensure the key responsibilities of the SENCO role is set out or specified within the job description, and monitor the effectiveness of how these are carried out
- Allocate sufficient resources to support the progress of learners with SEND
- Make sure there is an equitable approach for all SEND learners from year 10 until year 13 to be provided with independent careers advice
-

The Trust Head of Inclusion / Trust Lead for SEND

- Will provide advice and support to the SENCos and Principals on all matters of SEND.
- Help to review the Academy's policy and provision for learners with SEND, together with the Board of Trustees.

The Local Governing Committee

- Have SEND as an area for focus visits.
- Ensure SEND Link Governor is identified
- Ensure the setting has a qualified SENCo with appropriate seniority within the academy as outlined in the SEN Code of Practice
- Review records of visits provided by the SEND Link Governor.
- Review SEN register for compliance annually

The Class Teacher

- Will be responsible for the progress and development of every learner in their class
- Will work 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
- Will be responsible for understanding the needs of each child they teach and seek advice as needed from the SENCo
- Implement strategies and provision outlined within the child / young person's personal education plan
- Will work with the SENCo to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.
- Follow the settings referral process where SEND concerns have been identified

Parents or Carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given an annual report on the learner's progress

The academy will take into account the views of the parent or carer in any decisions made about the learner.

Learners

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
-

The learner's views will be taken into account in making decisions that affect them, whenever possible

6. SEND Information Report

The SEN information report sets out how this policy is implemented by the academy. The information will be updated annually, or as soon as possible after any changes to the information it contains.

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

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 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 diagnosed disorders such as attachment disorder.

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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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.

- **Appendix A** provides details of the statutory requirements required by Part 3 of The Special Educational Needs and Disability Regulations 2014. This legislation, along with the Children and Families Act 2014, forms the basis for the SEND Code of Practice and mandates the creation of a SEN information report.
- It also details how the academy meets the requirement.

7. Identifying learners with SEND and assessing their needs

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. When deciding whether special educational provision is required, we will start with the desired outcomes, and the views and the wishes of the learner and their parents/carers.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEND. Teachers look for any gaps in learning and close these at the earliest opportunity as part of our Trust focus on responsive learning. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the learner's parents or carers, consider whether something different or additional is needed, if adaptation of the core offer isn't possible.

Screening tests and Formal Assessment

Screening tests may be carried out. We recognise that such screenings / assessments should not be regarded as a single event, but as a continuing process. If the outcome of a test or any other circumstances gives us reason to think that a learner may have a special educational need, we will report and consult with parents/carers as necessary and make recommendations. If the test results indicate that a learner may have a special educational need should be assessed without delay, and parents or carers should be asked to agree to the learner being formally assessed by an Educational Psychologist, a Speech and Language Therapist, or another identified specialist.

8. Consulting and involving learners and parents/carers

Communication with parents and carers

Parents and carers, and learners will be consulted on all matters relating to the learner's SEND provision. This will be done in the following ways; Phone calls home; messages via my child at school or email; via consent forms and referral paperwork to refer to external services; meetings as necessary.

Parents and carers are also encouraged to participate as fully as possible in supporting their learner's learning needs and request additional meetings with relevant staff to make this possible.

When identifying whether they need special educational provision, an early discussion with the learner and their parent or carer will take place. These conversations will ensure that:

- everyone develops a good understanding of the learner's areas of strength and difficulty
- parents' and carers', and learners' views are considered
- everyone understands the agreed outcomes sought for the learner
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the learner's record, and copies given to their parent/carer. Parents and carers will be formally notified by the Academy when it is decided that a learner will receive SEND support.

Communication with teachers

We will ensure that teachers are given any necessary information about a learner's learning difficulties/SEND and that teaching practices are appropriate.

9. Provision

If a learner is known to have SEND when they arrive at the Academy the Principal, SENCo, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- Use information from the learner's previous school to provide starting points for the development of an appropriate curriculum for the learner.
- Identify and focus attention on the learner's skills and highlight areas for early action to support the learner within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the learner's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the learner's learning.
- Ensure that appropriate informal opportunities for the learner to show what they know, understand, and can do, are maximised through the pastoral programme.
- Involve the learner in planning and agreeing targets to meet their needs.

If a learner is joining the academy, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the academy will work in a multi-agency way to make sure we obtain all relevant information before the learner starts, so support can be put in place as early as possible.

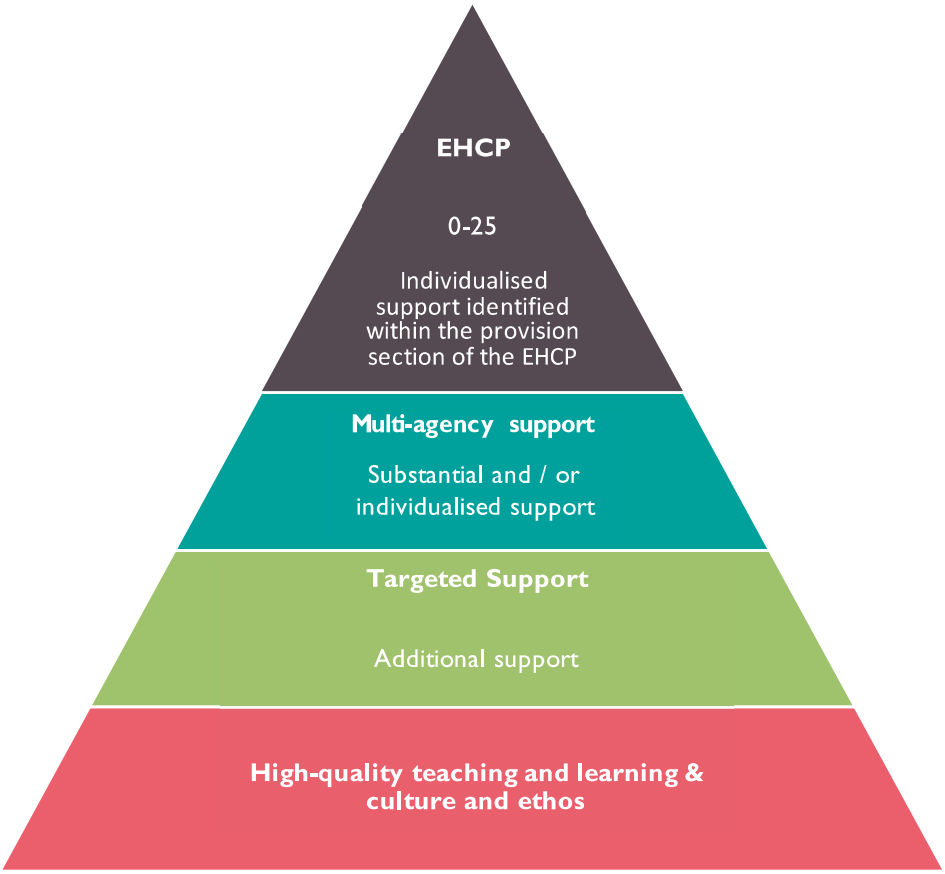
10. Involve parents and carers in developing and implementing a joint learning approach at home and in school. Assessing and Reviewing Learners progress towards outcomes

A graduated approach is used to support the accurate identification of a learners' special educational needs and to explore the effective and efficient learning support provision to address those needs and enable the learner to progress.

The Code recommends a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. The Academy's approach is explained in the diagram (Fig. 1) and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach. Teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.

Academy's graduated approach to supporting learners with SEND Stage of provision	Action involved
Assess	In identifying a learner as needing SEND support, the class or subject teacher, working with the SENCo, should carry out a clear analysis of the learner's needs. The views of the learner and their parents/carers will be taken into account. The academy may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the learner's need. For many learners, the most reliable way to identify needs is to observe the way they respond to an intervention.
Plan	The teacher and SENCo should agree in consultation with the parent and the learner, the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review. Individual Education Plans or Learner Passports (as described and managed by individual academies) will be put in place and a clear date for review agreed. All staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded is student's passports and made accessible to staff and to learners/parents on request.
Do	The class or subject teacher will remain responsible for working with the learner. The SENCo will support the main class or subject teacher in the further assessment of the learner's particular strengths and difficulties, in problem solving and advising on the effective implementation of support. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the learner. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
Review	The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the learner and their parents. This evaluation will be based on: • The views of the parents/carers and learner • The level of progress the learner has made towards their outcomes • The views of teaching staff who work with the learner

	The support will be revised in light of the learner's progress and development in consultation with the learner and parents.
Involving specialists	Where a learner continues to make less than expected progress, despite evidence-based support and interventions, the Academy will consider involving specialists after discussing the matter with the learner's parents. If no progress is being made, a request for an Education, Health and Care Needs assessment can made to the Local Authority by the Principal/parents/ services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy. The Local Authority meets and reviews advice and reports from professionals. EHC assessments will apply to very few learners.
Education, Health and Care Plans (EHCPs)	Local Authority issues EHCPs based on evidence provided by above agencies. Individual Education Plans and reviews of IEPs. Annual review of the EHCP.



11. Levels of support, including Education Health and Care Assessments and Education Health Care Plans (EHCPs)

School based SEN provision

Learners receiving SEN provision will be placed on the academy's SEND register. These learners have needs that can be met by the academy through the graduated approach. Where the learners needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education Health and Care Assessments (assessment)

The Academy (as well as the parents) can ask the Local Authority to arrange an assessment of the learner. The academy will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Provision under the Education Health Care Plan

Where a prospective learner has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the Academy. We will cooperate with the LA to ensure that annual reviews of EHCP are carried out as required.

12. Record keeping

If the parents and the Academy decide that a learner should receive additional support, apply for an assessment or an Education Health and Care Plan, the Academy will work with the parents and other agencies as appropriate to employ strategies to assist progress.

Academies are required to keep clear records of a learner's SEND, the provision put in place for them and the difference that support will make. This record will include:

- The short-term targets set for or by the learner
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes

Progress will be reviewed at least termly with the class teacher and parents, with support from the SENCo. Where a learner is receiving SEND support, the Academy will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the learner, and the Academy.

The SENCo has responsibility for ensuring that records are properly kept and available as needed.

13. SEND register

Learners should be added to the SEND register if they require provision that is **additional to** and **different from** that which is offered to all learners in order to reach the expected standard, because they have SEN or a disability.

This might include learners who:

Have an EHC plan

Receive internal interventions

Work with an external specialist

Receive 1-to-1 support

The SEND register should be reviewed termly and it should be a dynamic document, which is updated whenever there are changes to a learners circumstances or a new learner joins the academy. Academies need to inform parents or carers as to why their child is being added to the register, and how this information will be used.

Some learners are likely to stay on the register for the duration of their time at the academy, however, if the interventions that were put in place for a learner have been successful, and the learner is now progressing in line with age-appropriate expectations, they should be removed from the SEND register.

Before you decide to remove a learner from the register, academies should ensure that have evidence to show that the issues that resulted in this learner being added to the SEN register been addressed and that they will now be able to achieve their identified outcomes through 'quality first teaching' alone.

14. Supporting learners moving between phases and preparing for adulthood

Previous settings are required to transfer records to secondary academies for all learners within 15 school days of learners ceasing to be registered at the academy. The Academy will make full use of this information in determining the provision for learners with learning difficulties or SEND.

Where a learner is moving to another school we will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

Learners joining UTC Warrington in September and identified as likely to require additional support are invited to attend additional transition. Additional transition is usually two half days by invitation only at UTC Warrington before our whole day transition events that all students are invited to.

When learners join us in year, they will be invited in for a meeting and to complete baseline assessments before they start full time at UTC Warrington.

15. Our approach to teaching learners with SEND

High quality responsive teaching will meet the needs of the majority of learners (see the Aldridge playbook for further details) Some will need educational provision that is additional to or different from this and UTC Warrington will endeavour to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching. Teachers are responsible and accountable for the progress and development of all the learners in their class.

UTC Warrington will:

- ensure decisions are informed by the insights of parents and those of the learner themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

UTC Warrington ensures all learners receive:

- high quality teaching in all lessons,
- appropriate reasonable adjustments
- teaching and learning strategies are identified and shared with teachers.
- targeted intervention where gaps in learners academic, social or emotional regulation skills are identified

Learners with SEND are included within all activities/experiences within school, with adaptations and adjustments being made on an individual basis and with input from external agencies where required. Within day-to-day classroom practice, SEND learners will be provided with resources, adaptations, support as is required to allow them the best opportunities for success and progress.

We will also provide the following interventions:

- Lexonic Leap
- Lexonic advanced
- Fine motor skill development
- Personalised 1:1 and small group SALT interventions
- ELSA
- Pre-teaching vocabulary
- Speech and Language support
- Support with social interactions
- Neuro Feedback
- Youth for Christ Mentoring

16. Adaptations to the curriculum and learning environment

Adaptive teaching centres on the *actual* adaptation of teaching to the *thoroughly* identified needs of all learners. It involves continuous monitoring of a learners progress during teaching, allowing teachers to make informed decisions while teaching, adapting their methods, resources and activities to meet individual needs as they

arise. Effective adaptive teaching considers the quality of adaptations made, ensuring that the chosen teaching approaches, content and materials appropriately address individual needs and support progress towards learning goals

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

- Ensuring our curriculum is accessible to all, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Deploying staff to respond to needs
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Ensuring teaching is accessible to all, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Implementing a robust Accessibility Plan to support improved physical environments and curriculum access for learners with disabilities, with a focus on inclusion, early identification of needs, and consistent, high-quality support. It will ensure that resources are appropriately allocated, staff trained and up-skilled, implementing strategies for full participation with learning, and establishing systems for monitoring and continuous improvement to create a more inclusive and effective system for all children with SEND. Details of UTC Warrington can be found via the policies section on our website.

17. Additional support for learning

- We have 4 teaching assistants who are trained to deliver interventions such as Lexonix Leap, Lexonic Advanced. We have a progress manager who delivers ELSA and Lexonic interventions.
- Teaching assistants will support learners on a 1:1 basis when they have this level of support as a requirement of their EHCP.
- Teaching assistants will support learners in small groups when required by their EHCP or as part of a short time limited intervention to close an educational or pastoral learning gap.
- We work with the following agencies to provide support for learners with SEND:

Chatterjacks SALT
Bridgewater Healthcare
Warrington Sensory Service
Orthoptic Visual Processing Difficulties Clinic
Warrington Borough Council – Local Authority
Home local authorities of students who live outside the Warrington area

18. Expertise and training of staff

Our SENCO has 5 years experience in this role and has worked as a teacher of ICT/Computing for 13 years prior to this.
Our SENDCo does not have a teaching timetable.
We have a team of 4 teaching assistants, including 1 higher level teaching assistant (HLTAs) who is trained to deliver SEND provision.
In the last academic year, staff have been trained in Boxall Profile, Mini Paths.
We use specialist staff for speech and language interventions.

19. Securing equipment and facilities

For learners with specific needs as evidenced by an EHCP or medical diagnosis the Academy liaises with outreach from the Local Authority Specialist Teaching Team, with the relevant SEND support team for example the Sensory Services Team or Occupational Therapist. They will advise on suitable and appropriate equipment for the learner.

For learners with SEND the provision of equipment and resources is reviewed throughout the year and purchasing decisions are based on how best support learners while still providing value for money. For some learners, vocational courses aligned with our occupational specialisms may also be secured via external

providers.

Equipment and facilities are then secured based on available budget, need and the solution that presents the best value for money.

Equipment and facilities are then secured based on available budget, need and the solution that presents the best value for money.

20. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners with SEND by:

- Using a graduated approach
- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions at an appropriate interval for that intention and student, but at least once every 6 weeks
- Using learner questionnaires / focus groups
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for learners with EHC plans
- Regular monitoring by the Local Governing Committee, Senior Leadership Team and Officers of the Trust.
- Ensuring that all learners have appropriate access and support if necessary to External assessments / examinations

21. Enabling learners with SEND to engage in activities available to those in the setting who do not have SEND

- All our extra-curricular activities and academy visits are available to all our learners, including our before-and after-school clubs.
- All learners are encouraged to go on any residential trip(s)
- All learners are encouraged to take part in any personal development activities, events facilitated by external providers
- All learners are expected to take place in work experience and will be supported to mitigate any perceived barriers.

UTC Warrington will do what is necessary to enable all SEND learners to have equal opportunities to develop, learn, participate and achieve the best possible outcomes. Reasonable adjustments will always be explored and implemented (where practicable) to ensure that no learner is intentionally excluded from taking part in these activities because of their special educational need or disability.

- Learners with an EHCP who are interested in a place at UTC Warrington are offered a working day tour.
- All learners whose education, health and care (EHC) plans name the academy will be admitted before any other places are allocated
- UTC Warrington has a modern step free building arranged over 6 floors with lift access and disabled toilet facilities on each floor.
- Our accessibility plan can be accessed via the policies section on our website.
- UTC Warrington continues to improve its facilities for the benefit of all learners, and the needs of disabled learners are taken into consideration when improvements are planned.
    - Information is routinely presented to learners using clear sans serif fonts, adequate text size and line spacing and regarding reducing students cognitive load.
    - Where students have specific requirements for enlarged text for example we will provide this.

22. Attendance

Many learners with SEND face complex barriers to attendance. Their right to an education is the same as any other learner and therefore the attendance ambition for them is the same as it is for their peers who do not have SEN. However, they may need additional support.

Our approach to supporting learners who are absent from school due to their SEND is found in section 2.1 of the Attendance Policy and is also set out below:-

Targeted Support for SEND Learners

2.1 SEND-Specific Monitoring and Analysis

- Attendance for SEND pupils is tracked separately to ensure early identification of need.
- Barriers are explored through the Assess–Plan–Do–Review cycle, working with parents and external professionals.

2.2 Adapted Attendance Plans

- Individual Attendance Plans incorporate reasonable adjustments aligned with the pupil's SEND profile, such as:
    - Adjusted timetables or phased returns
    - Safe arrival/departure arrangements
    - Flexible lesson transitions
    - Access to sensory breaks for pupils with sensory needs or ASD.

2.3 Teaching and Learning Adjustments

- Pupils receive Quality First Teaching with scaffolding and differentiated tasks. When pupils feel successful and supported in lessons, attendance improves.
- Key workers or TAs check in with pupils daily to support transitions, reduce anxiety, and encourage sustained attendance.

2.4 Specialist Interventions

- SALT, OT, EP, SEMH, or specialist behaviour support involvement where attendance is affected by communication difficulties, processing needs, or anxiety.

- Small-group nurture or SEND interventions (e.g., social communication groups, Zones of Regulation) supporting emotional readiness for learning and school engagement.

23. Safeguarding

We recognise that learners with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer learners with SEND, and the support we provide to help learners overcome any communication barriers they face, see our child protection policy.

24. Support for improving emotional and social development

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

- Learners with SEND are encouraged to be part of the Shadow Board
- Learners with SEND are also encouraged to make use of the quiet club at lunchtime to encourage them to manage their sensory needs in a positive way.
- Staff are available to check in with all students at the start of the day, but will prioritise students identified as especially benefitting from this support.

We have a zero-tolerance approach to bullying.

25. Admissions and accessibility arrangements

Admission arrangements

UTCW is committed to straight forward, fair, open and transparent admissions arrangements

- Once UTC Warrington is made aware of learners who may need accessibility arrangements, we will support each learner and their family on a case-by-case basis to identify potential barriers and mitigations.
- Places are reserved on the waiting list for prospective students with an EHCP while they go through the EHCP placement process. Reserved places that are not required are released back to the general waiting list.
- An explanation of how your oversubscription criteria avoid unfairly disadvantaging prospective learners with a disability or SEN

Our approach to Admissions to ensure that learners with a disability or SEN are not disadvantaged by our oversubscription criteria is set out in our Admissions Policy section 5.1.5 of the Attendance Policy and is also set out below:-

> 5.1.5 Should an applicant join the waiting list with higher priority under the oversubscription criteria than others already on the waiting list, they will be ranked appropriately, without reference to when they were placed on the waiting list.

The Admissions policy can be viewed in the policy section of our website.

Accessibility arrangements

- Teaching and support staff have ongoing training regarding making reasonable adjustments in lessons and to the behaviour policy.
- Learners at UTC Warrington are encouraged to make appropriate use of fiddle objects, noise cancelling ear plugs/ear defenders to help manage sensory needs
- Reading pens are available for students who require them
- We expect our curriculum to be accessible to all learners, where barriers are identified we will work with the learner to mitigate those barriers.
- Our accessibility plan is available via this link and in the policy section on our website.
- Our accessibility plan can be accessed via the policies section on our website.
- UTC Warrington continues to improve its facilities for the benefit of all learners, and the needs of disabled learners are taken into consideration when improvements are planned.
- Information is routinely presented to learners using clear sans serif fonts, adequate text size and line spacing and regarding reducing students cognitive load.
- Where students have specific requirements for enlarged text for example we will provide this.

26. Welfare and examinations

Welfare and safeguarding needs

The setting recognises that learners with Special Educational Needs or learning difficulties may be at risk of being bullied and benefit from extra support to keep them safe. The setting has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Safeguarding staff are aware of how to identify any additional risks for learners with SEND.

Learners with SEND are more vulnerable. Particularly those with communication and interaction needs.

Adults who work with learners with SEND should be aware of the additional needs they may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some learners may be vulnerable because they:

- have additional communication needs
- adults may believe that their behaviour is linked to the special educational need
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

Examinations

Learners who have been diagnosed with a learning difficulty/SEND may be eligible to apply for Access Arrangements to complete internal examinations and public examinations. Parents are asked to liaise with your learner's class teacher or the SENCo in good time with respect to this. All staff within the setting will liaise with the examinations officer and SENCo to ensure these arrangements are upheld.

27. Working with other agencies

UTC Warrington routinely works with external agencies to secure advice, support and diagnoses for our students to ensure they can reach their full potential. These services include (but is not limited to): CAHMS, Early Help, Educational Psychologist, Kooth, School nurse, Speech and Language Therapy, Youth Offending Team, Educational Psychologist.

28. Complaints about SEND provision

We need to know immediately if your learner's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally, but parents who have a complaint about SEND provision should refer to the Academy's complaints procedure. Complaints about SEND provision in our academy should be made to the SENCo in the first instance.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy 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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

29. Contact details of support services for parents of learners with SEND

Warrington SENDIASS (SEND information advice and support service) provides help and support for parents and students with SEN.
Warrington SENDIASS | warrington.gov.uk

Students from outside the Warrington area should use the equivalent service from their home local authority.

National charities that offer information and support to families of children with SEND are:

IPSEA
SEND family support
NSPCC
Family Action
Special Needs Jungle

30. Contact details for raising concerns

Mrs S Lee via info@utcw.co.uk
Mrs J Rigby via info@utcw.co.uk

31. The local authority local offer

Our contribution to the local offer is: https://www.warrington.gov.uk/utc-warrington
Our local authority's local offer is published here: https://www.warrington.gov.uk/local-offer-send

32. Monitoring, evaluation, and review

The Trust will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of learners with SEND and may wish to consult support services used by the Academy other academies and parents. The Trust will advise the Academy as to whether any amendments to the policy are required.

33. Links with other policies and documents

This policy links to our other policies including:

- Accessibility Plan
- Intimate Care Policy
- Child Protection and Safeguarding Policy
- First Aid and Administering Prescribed Medicines Policy
- Children with Health Needs who cannot attend school
- Equality Statement and Objectives
- Behaviour Policy
- Admissions Policy
- Local Authority Local Offer
- Suspensions and Exclusions Policy
- Anti-Bullying Policy
- Equality statement

34. Appendix A - SEND information report

Reg 14 statutory information included within this policy to evidence compliance

This is the 'law' on what needs to be included in the information report;

Statutory requirement	Where this is mentioned in the policy	Evidence of how this requirement is met by the academy (include below if not already covered in the section content above)
The kinds of SEN that are provided for	Section 6	As per the policy
Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO	Sections 7, 13	As per the policy
Arrangements for consulting parents of children with SEN and involving them in their child's education	Sections 8, 10	As per the policy
Arrangements for consulting young people with SEN and involving them in their education	Section 8	As per the policy
Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	Section 10	As per the policy
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society	Section 14	As per the policy
The approach to teaching children and young people with SEN	Sections 15, 16 & 18	As per the policy
How adaptations are made to the curriculum and the learning environment of children and young people with SEN	Sections 16, 19, 17, 27	As per the policy
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	Section 9	As per the policy
Evaluating the effectiveness of the provision made for children and young people with SEN	Section 20	As per the policy
How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	Sections 21, 15	As per the policy

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	Sections 24, 21, 23 & 27	As per the policy
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families	Sections 13, 19, 18	As per the policy
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	Sections 14, 10, 20, 27 & 28	As per the policy