

SEND Policy and information report

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School	UTC Warrington
Address	Dallam Lane
Town	Warrington
District or Borough	Warrington
Postcode	WA27NG
Telephone	01925 737067
Warrington’s local offer	https://www.warrington.gov.uk/localoffer/

UTCW contribution to the local offer			
Contact Persons	Head of College:	Christopher Hatherall	info@utcw.co.uk
	SEnCo:	Samantha Lee	slee@utcw.co.uk
	Vice Principal:	Paul Rigby	Prigby@utcw.co.uk
	Designated Safeguarding Lead:	Paul Rigby	Prigby@utcw.co.uk
	Pastoral Manager:	Ben Rane	Brane@utcw.co.uk
Website	www.utcw.co.uk		

1. Aims

Our SEN policy and information report aims to:

Set out how our school will support and make provision for students with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for students with SEN

UTC Warrington is a non-selective academy that enrolls students in years 10 and 12. Our motto is excellence and kindness and we strive to show both excellence and kindness throughout our College.

UTC Warrington's commitment to students with SEND is to:

“Ensure that students with SEND achieve their personal best, both academically and socially and that they are included in every aspect of College life”.

We believe that our response should be rooted in a whole College approach to ensure access, participation and achievement for all. At UTC Warrington, teachers and learning support assistants are responsible for the progress and development of the student in their class or for whom they provide support. At every opportunity we aim to raise awareness of special educational needs and disabilities with both staff and students in order to foster a shared understanding and acceptance of diversity within the College.

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 students 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 co-ordinators (SENCOs) and the SEN information report
- The Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- The Special Educational Needs and Disability Regulations (2014)
- The Equality Act (2010)

- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

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

3. Definitions

A student 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 the 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 Samantha Lee, slee@utcw.co.uk

They will:

- Work with the Head of College 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 students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 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 students 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 principle and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head of College

The principle will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within 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 student 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 student'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

Although we are not a specialist SEND setting, we are inclusive and cater for students who have needs in the four broad areas identified in the SEND Code of Practice 2014:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

5.2 Identifying students with SEN and assessing their needs

UTC Warrington has a clear approach to identifying and responding to SEND. All teachers at UTC Warrington are responsible for identifying students with SEND and, in collaboration with the SENCO, will ensure that students requiring different or additional support are identified at an early stage.

UTC Warrington regularly gathers information about every student's progress, alongside national data and expectations of progress. Academic data is updated three times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- Be significantly slower than that of their peers starting from the same baseline;
- Fail to match or better the students previous rate of progress;
- Fail to close the attainment gap between the student and their peers;
- Widen the attainment gap.

This can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Students may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.

The views of the parent and/or student will also be sought as appropriate. For looked after children information from professionals working with them will also be sought.

In order to assess and review needs UTC Warrington regularly gathers information about every student's progress, alongside national data and expectations of progress. Academic data is updated three times a year and shared with students and parents. Progress is the crucial factor in determining the success of any intervention that is currently in place, if further intervention is required or if some intervention is no longer required.

The progress of students with an EHCP will also be considered against the specific targets in their EHC Plan and shared with parents at their annual review and other appropriate opportunities.

Some students may require additional monitoring to determine the most appropriate support via College or through referrals to external agencies. Those students will be supported via the graduated approach using the assess, plan, do, review cycle. At this point an individual education plan (IEP) may be written to support the child, they may also be given a support report card to collect information from teachers about the student in lessons. The support report is not a behaviour management tool, if unwanted behaviour is recorded it will first be considered in the context of an underlying SEN.

A student with an IEP and their parents will be invited to be involved in its creation and the review process, either via telephone conversations or face to face meetings.

The SENCO is responsible for investigating and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support.

The identification and assessment of SEND includes an early discussion with the student and their parents. These discussions enable UTCW staff to develop a good understanding of the student's areas of strength and difficulty, the parent and students concerns, the agreed outcomes sought for the student and the next steps.

We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process. For looked after children professionals working with them will also be involved in or informed of this process as appropriate.

For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals. We ask that parents liaise with UTC Warrington and work with us to refer students through our own channels or those we recommend to parents for any additional testing or assessments required. External reports and test results provided by parents from agencies outside of those used by and known to UTC Warrington will be considered but we cannot guarantee to put all recommendations arising from such reports in place.

5.3 Consulting parents of children with SEN and involving them in their child's education
UTC Warrington understands the unique contribution that parents can make to a student's educational progress and undertakes a close partnership with the parents of students with SEND. This means that views will be sought and taken into account and that effective two-way

communication is fostered and maintained. As a result, consultation with parents of children with SEND is strong and on-going at UTC Warrington.

Communication happens through pre-arranged meetings with the SENCO or communication via email or telephone. If a student has an Education, Health and Care Plan (EHCP) an Annual Review meeting will take place during the year to review the student's Plan. This is in addition to normal parent-College communication.

For looked after children the views of professionals working with them will also be sought as appropriate.

These conversations will make sure that:

- Everyone develops a good understanding of the student'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

5.4 Consulting young people with SEN and involving them in their education

Student voice is an integral aspect of the College ethos at UTC Warrington. When a student raises a concern about a learning need or barrier that concern will be considered, and appropriate action taken. The SENCO makes it a key priority to have a one-to-one meeting with as many students as possible who are on the SEND register, students are invited to help create their own student passports that give an overview of their needs. In addition, students are invited to meetings or invited to contribute their views and information prior to any meetings that take place.

We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person Centred Planning students with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents. Students' views, opinions, wishes and feelings are always considered.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared.

As part of transition to UTC Warrington, information is obtained from the student, their parents and current SENCO to provide a full picture of the student's current learning profile.

By the end of year 9 Students have often been identified by their previous secondary School if they have any Special Educational Needs and Disability (SEND). Before transition UTC Warrington liaises

with the students' current school and where appropriate their parents to gain necessary and relevant information in order to plan for a smooth transition to UTC Warrington.

On entry to UTC Warrington students take assessments to provide a baseline of their ability and current attainment and indicate if there may be an underlying need that requires further support. Where students are identified as needing further support UTC Warrington will refer those students onto specialist services or teachers to ensure their needs are met. Information from the 'feeder' school is used to shape the student's curriculum and pastoral provision in the first few months.

At UTC Warrington, we aim to create a unique, aspirational, technical and academic curriculum, which prepares our students for their future career. This could be via full time university study, a degree apprenticeship or direct entry into employment. We have a network of employer and university partners who engage with students to help prepare them for life after college. All year 10 students complete 2 weeks of work experience. All students receive support with applying for jobs, CV writing, College and UCAS applications.

5.6 Our approach to teaching students with SEN

At UTC Warrington Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This support will be scaffolded as necessary for individual students.

5.6.1 Quality First Teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, scaffolded for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-College responsibility. This requirement has been strengthened in the SEND Code of Practice (2014)

Additional intervention and support cannot compensate for a lack of good quality teaching:

- All UTC Warrington students have access to a specialist curriculum, with targets that are ambitious.
- UTC Warrington regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENCO carries out regular learning walks to ensure that high quality teaching for SEND students is in place across the curriculum.
- There is regular advice and training delivered by the SENCO for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- Where necessary outside agencies deliver be-spoke training

5.6.2 Increased levels of provision and support

Despite high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

Where it is decided that a student has a special educational need (SEND), this decision is recorded in UTC Warrington records and the parents are informed. Information which is recorded and retained is compliant with Data Protection and GDPR legislation.

Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any learning support assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

For those students with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment (formerly known as a statement). Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment UTC Warrington may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

5.7 Adaptations to the curriculum and learning environment

In order to facilitate the provision of education to students who need additional support, UTCW will provide resources to meet the needs of such students.

Making higher quality teaching the norm, is likely to mean that fewer students require additional support – such improvements in Quality First Teaching tend to be more cost effective and sustainable than additional support through one-to-one intervention and small group intervention. This is the main focus of the additional support framework – as a number of groups will be operating below economic viability, providing additional capacity through very favourable teacher: student ratios.

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- 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.
- Alternative learning materials or equipment;
- Alternative methods of recording work;
- Individual targeted teaching programme;
- Access to specialist provision from within the UTC;
- Access to specialist teaching programmes;
- Staff development to enhance skills.

In addition, those students whose EHCs specify extra resources (e.g. Learning Support Assistant intervention, specialist equipment) will receive such resources from additional funding.

SEND provision, is provided by ALL staff, who work as a team, in liaison with specialists, to meet the specific and individual needs of the students concerned, working in partnership with parents and external agencies.

5.8 Additional support for learning

We have two teaching assistants and a progress manager who works with students and teachers to identify and close gaps in learning.

At key stage five we have a 6th form mentor who alongside providing academic and pastoral support has had training in mental health first aid and mentoring.

Teaching assistants will support students on a 1:1 basis when they have a clear need for this via an EHCP, a course of work recommended by an external professional for the student or a there is a clear need arising from observations of UTC staff.

Teaching assistants will support students in small groups when this is part of their EHCP provision or UTCW have identified the student would benefit from a program of small group work

We have secured the services of a private Speech and Language Therapist (SALT) and SALT practitioner to support students identified with possible speech and language needs.

5.9 Expertise and training of staff

Staff at UTC Warrington are accustomed to supporting students with SEND. There is regular advice and training delivered by the SENCO for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with barriers to learning.

The SENDCo regularly liaises with outside agencies and shares relevant information with staff to support teaching and learning. Where necessary outside agencies deliver be-spoke training

Our SENCO has three years experience in this role and has worked as a secondary school teacher for thirteen years prior to this.

5.10 Securing equipment and facilities

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

5.11 Evaluating the effectiveness of SEN provision

The effectiveness of SEND provision and its implementation is regularly under review and the success of the SEND Inclusion strategy is assessed both qualitatively and quantitatively.

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

Quantitative success is judged in terms of how far the student has progressed from base line assessment, usually in the form of psychometric assessments using standardised assessment materials. This would be in conjunction with data from across curriculum areas after each Progress Point. However, not all interventions and support can be measured in this way.

Qualitative progress is judged through a variety of channels:

- The student's own perceptions of their progress
- Progress measured through a student's IEP which may measure progress not easily quantifiable like emotional and social well-being.
- Professional feedback from staff and representatives of external agencies.
- The views of parents

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

All aspects of College life are equally open to students with SEN, students with SEN are often actively encouraged to participate in enrichment activities due to the benefits enrichments can provide.

- All students are encouraged to go on any trips that take place throughout the year.
- All students are encouraged to take part in events that take place in school, for example careers events.
- No student is ever excluded from taking part in these activities because of their SEN or disability.

UTC Warrington's Accessibility Policy can be found here:

<https://utcw.co.uk/wp-content/uploads/2023/02/UTCW002-Accessibility-Plan.pdf5.13>

Support for improving emotional and social development

The SENDco works closely with the pastoral and safeguarding team to ensure all of our students' needs are being met. Where necessary students are given a named key worker who they can talk to share concerns and worries and seek support.

The spiritual, moral, social and cultural (SMSC) program delivered by PAT tutors provides a means to support and improve emotional and social development for all Students.

We have a zero tolerance approach to bullying.

5.14 Measures to prevent bullying

UTC Warrington recognises that bullying will occur within the school environment however, we certainly do not tolerate bullying. In the first instance students should approach their PAT or subject teacher who may be able to resolve the situation. If the PAT or subject teacher cannot resolve the situation it should then be escalated to the pastoral team, where the SENDCo and pastoral manager may take on a combined approach if necessary, to resolve the situation. After a bullying incident has been addressed, staff will be informed and asked to monitor those individuals for signs of bullying. If the bullying continues after it has been addressed, it must be reported to us again so we can take appropriate steps to ensure it stops.

5.14 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, Exam Access Arrangements Assessor

5.15 Complaints about SEN provision

Complaints are an indication of concern and are dealt with promptly in a positive manner with a view to the difficulty being resolved.

In the first instance contact the SENDCo: Mrs Samantha Lee – slee@utcw.co.uk

If the issue cannot be resolved by the SENDCO then the separate UTC Complaints Procedures should be followed which can be found on the UTC website.

The parents of students 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 students with SEN

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

Warrington SENDIASS:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/service.page?id=MQaEEncW9kQ>

5.17 Contact details for raising concerns

SENDCo: Samantha Lee - slee@utcw.co.uk

Designated Safeguarding Lead: Paul Rigby – prigby@utcw.co.uk

Pastoral Manager: Ben Rane– brane@utcw.co.uk

5.18 The local authority local offer

Our contribution to the local offer is:

https://www.mylifewarrington.co.uk/kb5/warrington/directory/service.page?id=EajsB_Rz3EA

Our local authority's local offer is published here:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCo and Governors **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
- Equality Plan
- Admissions Arrangements
- Medical Needs Policy

8. Destinations

Our students with SEN generally secure excellent destinations including University degree courses at Manchester Met, Bangor and Salford University and apprenticeships at Sellafield, DP Metalwork and Jacobs.