



Trust Policy

**Trust SEND Policy**

Approver: Trustees

Review Cycle: Triennial

Revision History			
Date	Version	Short Description of Changes	Approved by:
28/9/2023	1.0	New Policy (Trust Template) SENDCo Mrs. H. Briggs	LGC on 29.11.2023

Name of SENDCo: Mrs H Briggs

KEY Staff:

<b>Headteacher</b>	-	Mrs H Dowds
<b>Deputy Headteacher</b>	-	Mr J Connell
<b>Pastoral Lead</b>	-	Ms J McLeod
<b>Senior Mental Health Lead</b>	-	MR J Connell
<b>SEND Governor</b>	-	Mr C White

Abbreviations Used:

***SEND-*** *Special Educational Needs and Disabilities*

***SENDCo-*** *Special Educational Needs and Disabilities Co-ordinator*

***CoP-*** *Code of Practice 2015*

***LA-*** *Local Authority*

***IPM-*** *Individual Provision Map*

***EHCAR-*** *Education, Health and Care Assessment Request*

***EHCP-*** *Education, Health and Care Plan*

***SLT-*** *Senior Leadership Team*

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) at *Scarborough University Technical College*.

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## Statement of intent

### 1. Statement of intent

- 1.1. Coast and Vale Learning Trust's (the Trust's) vision is for our schools to be places 'where learners and staff thrive'. The Trust is ambitious for all learners whether they have Special Educational Needs or not. The Trust's Strategic Objectives include providing a "broad range of educational experiences for all youngsters" and learners with SEND have equal entitlement to this.
- 1.2. We believe that every learner is an individual with unique needs who should all have the same opportunities as their peers. We also believe that every teacher is a teacher of SEND.
- 1.3. Provision for learners with special educational needs is a matter for each school as a whole. In each school in addition to the Local Governing Committee (LGC), the Headteacher and the SENDCo, all other members of staff, both teaching and support staff, have very important day-to-day responsibilities to ensure inclusion for all.
- 1.4. Our aim is to raise aspirations, expectations and progress leading to achievement for all learners with SEND.
- 1.5. We aim to:
  - ensure access to the curriculum for all learners
  - operate a 'right support, right place, right time' approach to the management and provision of support for special educational needs
  - identify and provide for learners who have special educational needs and additional needs, including the use of outside agencies and support services!
  - work within the guidance provided in the SEND Code of Practice and Equality Act 2010 ensuring we maintain current knowledge of new legislation, guidance, and evidence-based research.
  - Develop and maintain partnerships and high levels of engagement with parents and carers
  - provide support and advice for all staff working with special educational needs learners
  - ensure there is a SEND Champion in all our schools.
- 1.6. Through successful implementation of this policy, the Trust aims to ensure:
  - the early identification, assessment, graduated provision, and ongoing support for all learners requiring SEND provision.
  - outstanding academic achievement for all learners.
  - a broad range of educational experiences with equal opportunities for all learners in the Trust.

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- schools eliminate discrimination.
- foster good relationships between all learners.
- work in partnership with parents, carers and external agencies to support learner's needs.
- leadership opportunities for all

1.7. The Trust will work within the following principles, which underpin this policy:

- Early identification of children and young people's needs
- High quality provision to meet the needs of children and young people with SEND.
- All learners have the right to achieve their maximum academic and social potential.
- The involvement of children, parents and young people in decision-making.
- Collaboration between education, health and social care services to provide support.
- Greater choice and control for young people and parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.
- Working collaboratively across the Trust to support improvement for our learners with SEND.
- Deliver effective CPD to ensure the development of staff working with our learners with SEND.

## 2. Legislation

2.1 This policy has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the Equality Act 2010) September 2014 (updated April 2020);
- Ofsted Education Inspection Framework July 2022.
- Early Years Foundation Stage (EYFS) statutory framework 2021
- Working Together to Safeguard Children 2020.
- KCSIE 2022
- Equality Act 2010;

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- Education Bill 2011;
- Children and Families Act 2014;
- Supporting learners with medical conditions at school 2017.
- Education for children with health needs who cannot attend school 2013.
- North Yorkshire Local Offer
- Individual school SEND policies and reports

### 3. Key Definitions

3.1 **The Trust:** All Schools within the Coast and Vale Learning Trust, as well as the Central Team.

3.2 **SEND:** A learner has special educational needs if:

- They have a learning difficulty, or disability that require additional support, that is, different from or additional to learners of the same age. A learner has learning difficulties if:
  - They have significantly greater difficulty in learning than most others of the same age
  - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

3.3 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

3.4 Many children and young people who have SEN may have a disability under the Equality Act 2010. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3.5 The SEND Code of Practice 2020 identifies four broad areas of need:

- **Communication and interaction (C&I):** This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).
- **Cognition and learning (C&L):** This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect a more specific

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skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.

- **Social, emotional and mental health difficulties (SEMH):** This can manifest themselves in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.
- **Sensory and/or physical needs:** This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

3.6 **Education and Health Care plan (EHCP)** outlines any special education needs a learner has, and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEN. Most children and young people should have transitioned from a statement to an EHCP.

3.7 **Reasonable adjustments:** The duty to make reasonable adjustments for learners with SEND is anticipatory. It requires thought in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services.

3.8 **The Local Offer:** the directory published by the Local Authority which includes the education, health and social care services provided for children, young people and families who have SEN or disabilities accessible to learners at the school. <https://www.northyorks.gov.uk/send-local-offer>

3.9 Learners will not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

#### 4. Collaborative policy

4.1 The Trust SEND policy is a collaborative policy, requiring all parts of the Trust to communicate with each other and work together to ensure all learners and staff thrive.

4.2 The SEND leadership group comprises the Director of Learning, Director of SEND and SENDCos from every school and meets at least termly to share and develop policy, practice, solutions and answers.

4.3 This policy operates in conjunction with the following Trust policies:

- Information Policy
- Trust and School Child Protection Policies
- Supporting Learners with Medical Conditions Policy
- Admissions Policy
- Equality Policy

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- Exclusion Policy

4.4 This policy operates in conjunction with the following individual school policies:

- School SEND Policy
- School SEND Information Report
- Behaviour Policy
- Attendance Policy
- Anti-Bullying Policy

4.5 Link to NYCC local offer: <https://www.northyorks.gov.uk/send-local-offer>

## 5. Identification of need

5.1 As a Trust we identify the needs of learners by considering the needs of the whole child or young person which not only includes the special educational needs of the learner but also other defining factors. These include all those that could impact on progress and attainment, such as attendance and punctuality; health and welfare; being a looked after child.

5.2 We recognise that learners have different educational, physical and behavioural needs, that they acquire, assimilate and communicate in different ways and at different rates and they need a range of teaching approaches and experiences.

## 6. A Graduated Approach to SEND Support

6.1 Schools should use a graduated approach when supporting learners who have been identified as having a special educational need. Initially, the use of high-quality teaching that has been differentiated for individual learners, is the first step in responding to learners who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of Quality First Teaching.

6.2 The SEND Code of Practice 2020 sets out a two-stage approach when a learner has been identified as requiring SEND support and included on the SEND record.

- **SEND Support:** Classroom teachers have initial responsibility for this and will ensure that parents are regularly kept informed if their child is experiencing difficulties. Learners whose needs are not easily met through normal classroom differentiation will undergo in-house assessment to draw up a support plan supported by the SENDCo.
- **Education Health and Care Plan:** This stage is identified by the code, as where the local authority takes the lead in assessing learners and providing/reviewing EHCPs.

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## 7. Schools follow the ‘Assess, Plan, Do, Review’ approach.

- 7.1 **Assess:** A class/subject teacher, working with the SENDCo will carry out a clear analysis of the learners’ needs, using a variety of evidence including, the teacher’s assessment and experience of the learner and their previous progress and attainment. Where appropriate, the SENDCo may run diagnostic tests and gather information from parents /carers.
- 7.2 Children in the EYFS will have differing levels of knowledge, skills and abilities across the EYFS Profile and schools will ensure there is a full assessment of all areas of children’s development, to inform plans for future activities and to identify any additional support needs. The EYFS Profile will be completed for all children, including those with SEND.
- 7.3 Reasonable adjustments to the assessment process for children with SEND will be made as appropriate, including specialist assistance.
- 7.4 **Plan:** Where it is decided to provide a learner with SEND Support, the parents / carers will be notified. The SENDCo will agree in consultation with the parent / carer and the learner the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- 7.5 **Do:** The class/subject teacher should remain responsible for working with the learner on a usual basis. They will ensure that the curriculum is properly sequenced in reducing barriers experienced by learners with SEND. If interventions are required for small group work or one-to-one teaching away from the main class teacher, they should still retain responsibility for the learner, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.
- 7.6 The SENDCo will support the class teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.
- 7.7 Teaching assistants who offer additional support and intervention for learners with SEND will be trained to do so. The SENDCo will ensure that any specialist provision still enables learners with SEND to access the curriculum and that it contains the same level of ambition as that of their peers.
- 7.8 **Review:** Where a learner is receiving SEN support, schools should talk to parents / carers 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 / carer, the learner and the school. Schools should meet parents / carers at least three times each year, this can be face to face or via Video conference.
- The effectiveness of the support and interventions and their impact on the learner’s progress should be reviewed in line with the agreed date. The impact and quality of support and interventions should be evaluated, along with both parental / carer and learner views. Parents / carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

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- Where learners do not make adequate progress, despite additional provision at SEND support, the school will seek advice and involvement from external support services, including specialist teachers and assessors.
- If deemed appropriate, after relevant evidence has been collected, the school and/or parents / carers may decide to request that the Local Authority undertakes a statutory assessment. This may lead to a learner being provided with an Education, Health and Care Plan.
- The SENDCo is responsible for providing support, monitoring and ensuring that learners with EHCPs receive the support identified within the EHCP. The SENDCo will take a lead on strategic decisions regarding target setting, monitoring and reviewing outcomes for all learners, in conjunction with members of the senior leadership team and accounting for other school assessment routines.
- The SENDCo will keep a record of all learners receiving support that is different from or in addition to the provision available for all learners for special educational needs. The details of the support and any interventions will be mapped and the impact monitored by the SENDCo in collaboration with school staff providing the support. Where a learner benefits from the support such that they no longer require additional or different provision, they will not appear on the register. Any changes to the support offered to individual learners will be communicated to parents / carers.

## 8. Working with learners and families

- 8.1 The SENDCo will support parents / carers in understanding the additional support and information available through the Local Offer.
- 8.2 Schools will meet parents / carers at least three times each year and provide regular reports for parents on how their child is progressing. Where a learner is receiving SEND support, schools will talk to parents / carers 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 parents / carers, the learner and the school.
- 8.3 These discussions strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. They provide essential information on the impact of SEN support outside school and any changes in the learner's needs.
- 8.4 These discussions will be led by a teacher with good knowledge and understanding of the learner who is aware of their needs and attainment. This will usually be the class teacher, lead for the year group/Key Stage or form tutor, supported by the SENDCo. The views of the learner will be included in these discussions. A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff.
- 8.5 All schools provide detailed information of support available. This document, the SEND Information Report is published on the school's websites. The

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expectation is that this will be reviewed at the beginning of the academic year and published on school's websites by 31 December.

- 8.6 SEND support includes the planning and preparation between phases of education and preparation for adult life. To support transition, the Trust will share the relevant information with the school, college or other setting that the child or young person is moving to. Parents will be informed of the information that is passed between the organisations.

## 9. Admissions

- 9.1 The Trust is its own admission authority. Our admissions criteria will not discriminate against learners with SEND. The admission of learners with an EHCP or a statement of Special Educational Needs which names the school falls outside the usual admissions process.
- 9.2 The Educational Effectiveness Committee has due regard for the practice advocated in the Code of Practice 2020. The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admission authorities:
- must consider applications from parents of children who have SEND but do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures
  - must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs
  - must not refuse to admit a child on the grounds that they do not have an EHCP

## 10. Access Arrangements

- 10.1 The Trust follows national guidance about supporting learners in regard to access arrangements. This is overseen by the Senior Leadership Team within the schools.
- 10.2 Each school will ensure that a qualified assessor is in place (as per JCQ guidance), ideally as a member of school staff.
- 10.3 Where this is not possible, the assessor will be a Trust employee from another school or supplied by external provider who has an established working relationship with the school, including from the local authority.
- 10.4 The SENDCo will take responsibility for ensuring that suitable access arrangements and reasonable adjustments are in place for learners who may need adaptations to the usual procedures during examinations.

## 11. Safeguarding

- 11.1 The Trust recognises that children with SEND or certain health conditions can face additional safeguarding challenges. Trust staff will be trained to take steps in removing the additional barriers that can exist when recognising safeguarding concerns in learners with SEND. This includes:

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- recognising abuse and neglect in this group of children
  - not assuming that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
  - acknowledging that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
  - recognising the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
  - reducing communication barriers and difficulties in managing or reporting these challenges;
  - additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
  - that children with SEND are at greater risk of sexual violence and sexual harassment including child on child abuse
- 11.2 Headteachers will ensure that children are taught about safeguarding, including online safety, and recognise that some learners with SEND may need a more personalised or contextualised approach.
- 11.3 When using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions, schools will consider the risks carefully and recognise the additional vulnerability of these groups.
- 11.4 Where the parent/carer of a child with SEND has expressed their intention to remove a child from school with a view to educating at home, school staff will work with the local authority and other key professionals to coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

## 12. Roles and responsibilities

- 12.1 Within our schools each individual Headteacher has overall responsibility for SEND provision. The Board of Trustees delegates responsibility through the scheme of delegation to the Local Governing Committee in each school.
- 12.2 Individual Schools will:
- Appoint a Special Educational Needs & Disability Coordinator (SENDCo) – A designated teacher in each school who is responsible for the day-to-day operation of their individual SEND policy.
- 12.3 SENDCos in each school will:

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- Co-ordinate the day to day running of SEN of the SEND policy and provision in school.
- Adapt the Template School SEND Policy at Appendix 1 and review this on an annual basis. It should be approved by the LGC. This is done in the Autumn term and should be on the school website by 31 December.
- Adapt the Template School Medical Policy at Appendix 2 and review this on an annual basis. It should be approved by the LGC. This is done in the Spring term and should be on the school website by 31 March.
- Review the School Accessibility Plan on an annual basis. It should be approved by the LGC. This is done in the summer term and should be on the school website by 31 July.
- Consult and liaise with staff, parents and carers, the Trust, external agencies and appropriate professionals.
- Ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.
- Produce an annual SEND report to the Local Governing Committee which is published on the school website and is available to parents following guidance from the 2014 SEN Code of Practice. This is typically done at the beginning of the academic year and should be on the school website by 31 December.

#### 12.4 The Board of Trustees will:

- Ensure that SEND provision is an integral part of the school development plan.
- Have regard to the requirements of the SEND Code of Practice 2014.
- Be fully informed about SEND issues, by the Director of SEND, so that they can play a part in the school's self-evaluation process.
- Set up appropriate staffing and funding arrangements and oversee the schools' work for learners with SEND.
- Ensure that the quality of SEND provision is regularly monitored.
- Identify a trustee to be the person responsible for SEND for this person to link with the Director of SEND.

#### 12.5 The **Director of SEND** will provide:

##### 12.5.1 Trust Support

- CPD for SENDCos across Trust
- Support schools in need, for example when the SENDCo is absent from work.

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- Support SENDCos who are new to the post or the individual school.
- Advise schools on the best course of action for supporting learners with SEND.
- Support school SENDCos to monitor and evaluate the quality of provision for learners with SEND.
- Provide Bulletins for School Headteachers and SENDCos including updates.
- Developing resources to support schools.
- Bespoke support for schools to improve SEN provision.
- Quality assuring EHCPs before submission to LA as needed.
- Liaise with schools to ensure that there is effective transition and support in place.
- CPD for practitioners including TAs.
- Attendance at National Conferences/Course on behalf of the Trust – to be cascaded to all SENDCos.
- Attendance at Local Conferences – as above.
- Identifying best practice including researched programmes that support SEND.
- Monitor attendance of SEND children with the support of each school.
- Monitor and review SEND provision across the Trust including EHCPs and support plans.
- Develop a Trust strategic overview of SEND.
- Monitor outcomes for those learners with SEND and report to the Trust as appropriate.
- Develop and facilitate SEND in-service training and Continuing Professional Development.
- School and SENDCo support pre and post Ofsted.

#### 12.5.2 Trust Central Support

- Analysing patterns and distribution of SEND need across all schools – leading to training.
- Focusing on resources appropriate to need, mapped across the Trust.
- Data analysis of all schools – trends, patterns and progress.

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- Reviewing exclusions to ensure we are in line with the Code of Practice.
- SENDCo review meetings across all schools – monitoring provision and practice.
- Promoting every teacher is a SEND teacher.
- Develop partnerships with other Trusts/MATs and behaviour support units and external providers.
- Develop a Trust strategic overview of SEND identification, provision and training and development.
- Participation in Trust SEND reviews.
- Support the Trust during OFSTED.

12.5.3 Additional School support is available outside this remit, in liaison with the Director of SEND and the Trust Central Team:

- Monitoring of SEND register and associated paperwork.
- Discussions with parents/carers.
- Signposting families to the correct support.
- Attendance at NYAPP meetings.
- Advising with writing EHCP/EHCARs.
- Liaising with agencies.
- Intervention strategies.
- And all other associated SENDCo responsibilities under the agreed job description.
- To access this additional support, Headteachers should contact the Director of Learning in the first instance.

### 13. Record Keeping

13.1 The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Data Retention Policy.

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## Appendix 1 – Scarborough UTC SEND Policy

Scarborough UTC SEND Policy

**26<sup>th</sup> September 2023**

Name of SENDCo: Mrs H Briggs

KEY Staff:

**Headteacher-** Mrs H Dowds

**Deputy Headteacher-** Mr J Connell

**Pastoral Lead-** Ms J McLeod

**Senior Mental Health Lead-** MR J Connell

**SEND Governor-** Mr C White

Abbreviations Used:

**SEND-** Special Educational Needs and Disabilities

**SENDCo-** Special Educational Needs and Disabilities Co-ordinator

**CoP-** Code of Practice 2015

**LA-** Local Authority

**IPM-** Individual Provision Map

**EHCAR-** Education, Health and Care Assessment Request

**EHCP-** Education, Health and Care Plan

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This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) at Scarborough UTC.

To see it in practice - see the School's SEND information Report (<https://www.sutc.coastandvale.academy/parent-information/send>)

#### 14. Coast and Vale SEND vision

- 14.1 Coast and Vale Learning Trust's (the Trust's) vision is for our schools to be places 'where learners and staff thrive'. The Trust expects high outcomes and progress for all learners whether they have Special Educational Needs or not. The Trust's Strategic Objectives include providing a "broad range of educational experiences for all youngsters" and learners with SEND have equal entitlement to this.
- 14.2 We believe that every learner is an individual with unique needs who should all have the same opportunities as their peers. We also believe that every teacher is a teacher of SEND.
- 14.3 Provision for learners with special educational needs is a matter for each school as a whole. In each school in addition to the Local Governing Committee, the Headteacher and the SENDCo, all other members of staff, both teaching and support staff, have very important day-to-day responsibilities to ensure inclusion for all.
- 14.4 Our aim is to raise aspirations, expectations and progress leading to achievement for all learners with SEND.

#### 15. School visions & values/ethos

15.1 Our Mission is to provide:

- Technical progression routes into careers in the engineering, computer science and health industries.
- Technical excellence and frequent real employer experiences.
- The highest standards of teaching and learning every day.
- High quality student outcomes at age 16 and age 18.

15.2 Our Professional Values are:

##### **S**

- Self-management including organisational skills and hard work, good manners, using initiative and being self-motivated, working under pressure and to deadlines, Ability to learn and adapt, respect and be honest

##### **U**

- Understanding including problem-solving, enquiry and analysis, Numeracy and IT skills

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## T

- Teamwork, Valuing diversity and difference, Communication, literacy and interpersonal skills, Negotiation skills including collaboration, kindness and resilience

## C

- Creativity including curiosity, imagination and ingenuity

## 16. Legislation

16.1 This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- National SEND Code of Practice (which takes account of the SEND provisions of the Equality Act 2010) September 2014 (updated April 2020);
- Ofsted Education Inspection Framework July 2022.
- Early Years Foundation Stage (EYFS) statutory framework 2021
- Working Together to Safeguard Children 2020.
- KCSIE 2023
- Equality Act 2010;
- Education Bill 2011;
- Children and Families Act 2014;
- Supporting learners with medical conditions at school 2017.
- Education for children with health needs who cannot attend school 2013.
- North Yorkshire Local Offer
- Education & learning settings own documents & policies e.g:
- Supporting pupils with medical conditions policy
- Accessibility policy & plan
- Behaviour policy
- Safeguarding policy
- Trust Admissions policy
- Trust GDPR policies

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- Anti-bullying policy

## 17. Key Definitions

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- **SEND:** A learner has special educational needs if:
  - They have a learning difficulty, or disability that require additional support, that is, different from or additional to learners of the same age. A learner has learning difficulties if:
    - They have significantly greater difficulty in learning than most others of the same age.
    - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
    - Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
    - Many children and young people who have SEN may have a disability under the Equality Act 2010. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.
  - The SEND Code of Practice 2020 identifies four broad areas of need:
    - **Communication and interaction (C&I):** This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).
    - **Cognition and learning (C&L):** This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect a more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.
    - **Social, emotional and mental health difficulties (SEMH):** This can manifest themselves in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.

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- **Sensory and/or physical needs:** This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).
- **Education and Health Care Plan (EHCP)** outlines any special education needs a learner has, and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEN. Most children and young people should have transitioned from a statement to an EHCP.
- **Reasonable adjustments:** The duty to make reasonable adjustments for learners with SEND is anticipatory. It requires thought in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services.
- **The Local Offer:** the directory published by the Local Authority which includes the education, health and social care services provided for children, young people and families who have SEN or disabilities accessible to learners at the school. <https://www.northyorks.gov.uk/send-local-offer>
- Learners will not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

## 18. Identification of need

- 18.1 On entry to Scarborough UTC, students already identified as having special educational needs or disabilities will have their previous provision assessed and appropriate modifications and resources identified in their Individual Educational Plan.
- 18.2 Scarborough UTC will subsequently use the Graduated Approach (as described in the SEN Code of Practice 2014) to identifying and providing provision for all students within the continuum of special educational needs.
- 18.3 The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation and modifications within the classroom and a record is kept of strategies used.
- 18.4 All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:
- Be similar to that of peers;
  - Match or better the students' previous rate of progress;
  - Close the attainment gap between the student and their peers;
  - Prevent the attainment gap growing wider.

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- 18.5 Where students continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the SENCo to assess if a student has a significant learning difficulty and agree appropriate support. In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or Educational Psychologist. This will always involve discussion and agreement with the student's parents/carers.
- 18.6 When considering whether a student has a special educational need any of the following may be evident:
- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
  - Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
  - Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
  - Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
  - Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
  - Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme;
  - Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
  - Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

## 19. Special Educational Provision

- 19.1 Where a student is identified as having SEND, we will act to support effective learning by removing barriers to learning and put effective special educational provision in place. This special education support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.
- 19.2 For students with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular assessment and planning cycle for all students (through Student Progress Meetings). For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set (to include the Student Progress Meetings.)

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### 19.3 The Graduated Approach – assess, plan, do, review.

#### 19.4 Assess

- In identifying a student as needing special needs support the SENCo working with the relevant Teacher, Pastoral Manager and Deputy Principal, will carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the UTC.
- The student's development in comparison to his/her peers, and national data, should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services. These will be recorded on a Learner Profile. The UTC and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date Learner Profile targets or where applicable EHC Plan.
- This assessment will be reviewed regularly to ensure adjustments and resources are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

#### 19.5 Plan

- Parents/carers, with their child, will meet with the SENCo, and/or Pastoral Manager, Deputy Principal to determine the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a Learner Profile where appropriate with a date to review the plan. The date for review will depend on the level of need present.
- The Learner Profile will clearly identify the areas of needs, the desired outcomes, the modifications and resources provided, including any teaching strategies or approaches that are required. All Learner Profiles will be attached to student profiles within the UTC's information management system and accessible to appropriate staff.
- The modifications and resources provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Learner Profile will normally involve a contribution by parents/carers to reinforce strategies in the home.
- Where appropriate, the Learner Profile will detail the support from other agencies and how this will support the student in achieving the desired outcomes.

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- Parents/carers will then be formally notified by letter when it is decided to provide a student with SEN support (although parents/carers should have already been involved in the assessment of need).

## Do

- Teachers remain responsible for working with the student on a daily basis and will work closely with any technicians, teaching assistants or specialist staff involved, to plan and assess the impact of strategies and resources prescribed in the student's Learner Profile.
- The SENCo will support teachers in the further assessment of the student's needs, in problem solving and advising on the effective implementation of the Learner Profile.

### 19.6 Review

- Scheduled Learner Profile reviews will evaluate the impact and quality of the modifications and resources employed and include the views of the student and their parents/carers.
- Parents/carers will be given information about the impact of the Learner Profile enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a student has complex needs involving more than one agency it will depend on the student's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial Learner Profile target setting meeting.
- Scheduled Learner Profile reviews will feedback into the analysis of the student's needs, revise modifications and resources in light of the student's progress and development, with decisions on any changes made in consultation with the parent and the student.
- Where there is a sustained period of insufficient or no progress, the UTC may decide to gain involvement and advice from a specialist or external agency. The UTC will consult with parents/carers before involving a specialist or external agency.
- When a student has made sufficient progress in his/her specific area of special need such that he/she no longer requires any provision that is different from or additional to that which is normally available as part of high quality, personalised teaching, they will no longer be considered to require SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the UTC's SEND register.
- Following removal from the SEND register, SENCO, Directors of Subjects and/or Pastoral Manager will meet with the student and parent/carer following the next Student Progress Review to assess whether appropriate progress has been sustained following removal

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of the modifications and adjustments in the previous Learner Profile targets.

19.7 In reviewing an EHCP the College will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the college to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their parents.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and student that they have the right to appeal the decisions made in regard to the EHC plan.

## 20. Monitoring & Evaluating

20.1 Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

## 21. Roles & Responsibilities

21.1 Class teacher/ keyworker

21.1.1 Each class teacher is a teacher of SEND and is responsible for:

- The progress and development of every learner in their class through high quality teaching/ quality first teaching

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- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's/ young person's progress and development and decide any changes to provision
- Provide information, reports or attend review meetings based on the person-centred principles

## 21.2 Support Staff – Teaching Assistants

- Working closely with teacher to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Delivering high quality support, adaptations and interventions under the supervision of class teachers.
- Ensuring they are aware of and follow a child's SEND documents
- Reporting back to teachers on progress of individual pupils.
- Pastoral Manager and Attendance Officer
- Working closely with the SENDCo to identify additional support needed for individual students
- Informing the SENDCo when a pupil with SEND is open to services, including social services.
- Monitoring the attendance of pupils with SEND and liaising with the SENDCo on in school provision.
- Ensuring pupils with medical needs have up-to-date Health Care Plans.

## 21.3 SENDCo

### 21.3.1 The SENDCo is responsible for:

- Co-ordinate the day to day running of the SEND policy and provision in school.
- Consult and liaise with staff, parents and carers, the Trust, external agencies and appropriate professionals.
- Ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.
- Produce an annual SEND report to the Local Governing Committee which is published on the school website and is available to parents/carers following guidance from the 2014 SEN Code of Practice. This is typically done at the beginning of the academic year and should be on the school website by 31 December.

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- Working with the Headteacher/SLT and SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils/young people up to date.

#### 21.4 Headteacher

##### 21.4.1 The Headteacher will:

- Work with the SENDCo and the SEND 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 disability.

#### 21.5 SEND Governor

##### 21.5.1 The SEND 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 body on this
- Work with the SENDCo and the Headteacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

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## 22. Monitoring & Evaluating

- 22.1 Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

## 23. Outside Agencies

- 23.1 The UTC is supported by a wide range of different agencies and teams. The UTCs SEND Information report details which agencies the UTC have worked with in the last 12 months. This will be placed on the UTC website and up-dated annually.
- 23.2 With the consent of parents/carers, outside agencies or specialists may be involved in advising the school on effective provision. Reports and information will be shared with parent/carers.
- 23.3 We have strong links with a number of different services through North Yorkshire Council, East Riding Council, NHS, Charity and private services.

## 24. Exam Access Arrangements

- 24.1 The Trust has an Exams Policy, which can be found on our website.

## 25. Transition

- 25.1 The SENDCo works closely with feeder schools to identify and support needs of the students at all entry points to the College.
- 25.2 The SENDCo works with other schools to provide additional transition arrangements where all parties feel necessary,
- 25.3 For students leaving the College the SENDCo identifies pupils who may benefit from enhanced transition sessions and works closely with higher educational providers to schools to facilitate this.

## 26. Confidentiality & GDPR

- 26.1 The school values confidentiality. Anyone with access to SEND information must treat the content in confidence and in line with the General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).
- 26.2 Any information such as SEND support plans, communications, reports, EHCPs, annual reviews etc. are kept securely via CPOMS. School staff (including teachers, teaching assistants and MSAs) have access to SEND provision plans via the Staff Share. This is a secure online area, which is password protected.
- 26.3 Staff follow the Colleges safeguarding procedures.

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## 27. Complaints

27.1 The Trust has a concerns and complaints policy, which can be found on our website.

## 28. Contact details of support services for parents of pupils with SEND:

28.1 We operate an open door policy and we encourage parents/ carers to come and speak to us whenever they would like to.

If parents/ carers would like impartial advice and support SENDIASS is available to all parents/ carers:

<https://www.northyorks.gov.uk/send-information-advice-and-support-service>

[info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org)

Tel: 01609 536 923

### **Date policy was developed and agreed by staff and governors**

Reviewed annually alongside the SEND Information Report

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