

SEN policy and information report



**South
Bank
UTC**

LSBU | GROUP

Approved by: Austin Sheppard

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1. Aims

Our SEN policy and information report aims to:

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

At Southbank Engineering UTC we rigorously monitor the progress of all our students, including those identified as SEN. The strategic analysis of approach, practice, and outcomes informs planning for and the development of provisions and practices.

Innovation, Integrity and Intent.

Our ability to think creatively and develop problem solving skills is fundamental to our innovative approach to curriculum and teaching and learning, it will help us to prepare our students for ever evolving modern workplace. Central to our values is Integrity, this will manifest itself in professional conduct and a trust in the quality of our work and efforts. Finally, a clear Intent will drive forward our ambition to succeed and perform to the highest of our ability.

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

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

3. Definitions

3.1 Definition of SEN

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 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.

3.2 Definition of Disability

‘Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. (DfE/DoH 2015: 16)

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ms Elysa Alton MAEd (SEN), BAEd Hons, Level 7 Specific Learning Difficulties (SpLD), Postgraduate Certificate in SEN Coordination - National Award for SEN Coordination (NASENCO), Member of the Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS), Member of the British Dyslexia Association and member of the British Psychological Society.

They will:

- Work with the Principal 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 students and their parents are informed about options and a smooth transition is planned

- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all 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 Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

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

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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

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, specifically in years 10 and 12, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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. 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.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents/careers/guardians when identifying whether they need special educational provision as defined by the Code of Practice as amended in 2015. 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

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- the teacher's assessment and experience of the student
- their previous progress and attainment and behaviours
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the student's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

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

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 this.

5.6 Our approach to teaching students with SEN

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 will be differentiated for individual students.

All staff are given continuous professional learning in the development of inclusive teaching practice.

5.7 Adaptations to the curriculum and learning environment

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 small class sizes, 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.

5.8 Additional support for learning

Our teaching assistants are trained to deliver interventions such as literacy, speech and language sessions and differentiation for all subjects.

Teaching assistants will support students on a 1:1 basis when it benefits the student and it rapidly improves progress. Specially for students with severe learning difficulties

Teaching assistants will support students in small groups to support differentiation in the most difficult topics

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

- Speech and language
- Social, emotional & mental health issues

5.9 Expertise and training of staff

Our SENCO has over twenty years' experience as a teacher with five years as a Deputy SENCO and SENCO. She has completed the National SENCO qualification and holds a Master's degree in Special Educational Needs.

They are allocated two days a week, Mondays and Fridays, to manage SEN provision.

We have a team of three teaching assistants, including another member of staff to support administration and coordination of support

In this academic year, staff have been trained in Differentiation and Scaffolding techniques to support learning. During the 2018/19 academic year staff were given regular updates on the learning needs of our students.

As a school we can call on support from consultant and specialist organisations from within the Local Authority as well as Health and Social Care Services.

5.10 Securing equipment and facilities

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

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress via the PAGS (Profile Assessment & Goal Setting) programme
- Holding annual reviews for students with Educational Health Care plans
- SEN Students with an EHCP submit their views in writing as part of their annual review as well as attending the review itself. Students and parents contribute to the setting of their own targets and strategies this is an important part of the ECHP and target setting process.

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

All of our extra-curricular activities and school visits are available to all our students, including our enrichment programme.

All students are encouraged to take part in workshops, trips and visits to enrich the wider curriculum.

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

- *The school follows legal framework for arrangements regarding admission of disabled students. If we believe we can meet the students' needs, we will always accept students into our school community*
- *The school takes reasonable adaptations to prevent disabled students from being treated less favourably than other students*
- *The modern building allows access for all disabled students*
- *The school has an accessibility plan and policy*

5.13 Support for improving emotional and social development

Southbank Engineering UTC understands the importance of the emotional wellbeing of all students and the impact it can have on their learning. We have a strong pastoral team, who are able to work closely with the students and are able to provide support and sign post to relevant professionals should further support be needed.

- Our School Counsellors work two days a week and offer 1-2-1 and small work

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

- Child and adolescent mental health services (CAMHS)
- Parent support agencies
- Education Welfare officers

5.15 Complaints about SEN provision

Concerns and Complaints are dealt with in line with Southbank Engineering UTC Complaints Procedure. Any initial concerns should initially be raised with the tutor of the student or, should this not resolve the concern, with the SENCO. Further information on how to express a concern or raise a complaint by phone or in writing can be found in the Southbank Engineering UTC Complaints Procedure.

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

<https://www.lambeth.gov.uk/children-young-people-and-families>

<https://www.family-action.org.uk/what-we-do/children-families/send/>

<https://www.lambeth.gov.uk/send-local-offer/information-advice-and-support/get-confidential-and-impartial-advice-about-send>

5.17 Contact details for raising concerns

Complaints and concerns can be directed to the Principal – Austin Sheppard

Austin.Sheppard@southbank-utc.co.uk

Complaints about the Principal can be raised with the Executive Principal of South Bank Academies Trust – Dan Cundy Dan.Cundy@southbank-utc.co.uk

Complaints about the can also be directed to the local authority by contacting the Special Educational Needs and Disabilities team in Lambeth.

Telephone: 020 7926 9460 or 020 7926 7754

Email: sendsupport@lambeth.gov.uk

5.18 The local authority local offer

At Southbank Engineering UTC, we are privileged to have students joining us from a large catchment area. This means that we currently work with five different local authorities, each of which service a different area and provide different services, known as the local offer. In order to find out which other services are available to support your child or family, you should contact the district council for your place of residence.

Links to the local offers for the local authorities we currently deal with are linked below.

Croydon - <https://www.croydon.gov.uk/education/special-educational-needs>

Lambeth - - <https://www.lambeth.gov.uk/send-local-offer>

Lewisham - <https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities>

Southwark - <https://localoffer.southwark.gov.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SEND Governor/SENCO **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:

- [Disability Access Statement](#)
- [Behaviour](#)
- [Equality](#)
- [Supporting students with medical conditions](#)
- [Complaints Procedure](#)
- [Behaviour \(Conduct\) Policy](#)

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