

INCLUSION POLICY

Incorporating Special Educational Needs Information Report in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (January 2015)

Member of Staff Responsible	Deputy Principal
Board of Directors' Committee Responsible	SEN Link Governor
Related policies	Equal opportunities Curriculum statement Admissions Teaching and Learning Gifted and Talented Assessment, Reporting and Recording Safeguarding Complaints Disability
Implementation date	28 February 2018
Review date	28 February 2019

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and students with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) May 2015.

Ofsted Section 5 & 8 Inspection Handbooks and the Common Inspection Framework.

Ofsted SEND Review 2010 "A Statement is not enough".

Equality Act 2010.

Students and Families Act 2014.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all students regardless of ability (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the students within the college and provide materials appropriate to students' interests and abilities. This ensures that all students have the best possible access to the college curriculum.

- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others, by appropriate intervention and support.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress, both academic and social, as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our college may be underachieving but will not have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the best opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided through additional support funded from the devolved appropriate college budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this college are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To foster high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Principal and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Principal, Assistant Principal and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of students who have EAL and the achievement of vulnerable ethnic minority groups (this role is also included within the SENCO role).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of students who are adopted or in local authority care. This role will be overseen by the Assistant Principal.

85 **All staff in the college have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times. Regular training and updates will be provided by the SENCO to ensure teachers are reminded of their responsibilities.

90 **The name and contact details of the SEN co-ordinator.**

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01327 855010

95 **The name and contact details of the Ethnic Minority Achievement co-ordinator.**

Mrs Christie Norris
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01327 855010

100 **The name and contact details of the Designated Teacher for Looked After Children**

Mr John McAfee
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105 As an inclusive college we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia.
- Autistic Spectrum Disorders.
- 110 • Attention Deficit Hyperactivity Disorder.
- Visual Impairment.
- Hearing impairment.
- Behavioural, emotional and social difficulties.

115 In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the college's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the college's needs make that a necessity. As part of mainstream schooling, it
120 would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a different schooling environment. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing our staged arrangements, the college has taken into account the following statements and definitions:

130 *"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."*

135 ***'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)***

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014."

140 ***SEND Code of Practice (2015 : Para 1.24)***

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

145 ***"Achievement for All" (National Strategies : 2009)***

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

150 ***Ofsted SEND Review 2010***

STAGE 1: Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-college provision record.

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- All learners will have access to high quality teaching.
 - Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the college curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the college as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual college curriculum – not a special intervention for pupils with SEN.
 - All vulnerable learners will be included on a detailed whole-college provision record which outlines and monitors all additional intervention across the college. The whole college provision enables the college to:

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 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LEA, external agencies and Ofsted about resource deployment.
 - Focus attention on whole-college issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

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Identification and Assessment at Stage 1

Students' needs should be identified and met as early as possible through:

- Meeting with SEN students to build a personal profile.
- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-college pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns.
- Tracking individual students' progress over time.
- Information from previous colleges.
- Information from other services.
- Maintaining a provision record for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the college's devolved budget or in receipt of High Needs funding. This provision record is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant, or changes over time.

Curriculum Access and Provision for vulnerable learners

Where students are underachieving and/or identified as having special educational needs, the college provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

Teachers differentiate work as part of high quality teaching.

- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Individual class support / individual withdrawal.
- Bilingual support/access to materials in translation.
- Further differentiation of resources.
- IEP (as deemed appropriate by the SENCO/Assistant Principal).
- Access to Student Services for further support.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO and/or senior leaders.
- On-going assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the SENCO/EMA co-ordinator.
- Informal feedback from all staff.
- Pupil interviews when setting new targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-college processes), known as Pit Stop.
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- Attendance records and liaison with Education Entitlement Service.

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- Regular meetings about pupils' progress between the SENCO/EMA co-ordinator, the Principal and Assistant Principal.
 - Principal's report to parents and governors.

230 **STAGE 2: Additional SEN Support**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the college i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- 235 • Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the college's provision record).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-college provision record.
- 240 • It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the college can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- 245 • Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- 250 • Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice is as follows:
 - 255 ▪ Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
 - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all students. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
 - 260 ▪ Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
 - Our IEPs will be based on informed assessment and will include the input of outside agencies.
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - 265 ▪ Our IEPs will be time-limited – (at least) termly review, there will be an agreed "where to next?".
 - Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
 - 270 ▪ Our IEPs will specify how often the target(s) will be covered.
 - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

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- Targets for an IEP will be arrived at through:
 - Discussion between teacher and SENCO.
 - Discussion, wherever possible, with parents/carers and pupil.
 - Discussion with another professional (after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
 - Our IEPs will be reviewed at least termly by appropriate staff in consultation with the SENCO.
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STAGE 3: Statement of Special Educational Needs or Education Health and Care Plan

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- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
 - Our college will comply with all local arrangements and procedures when applying for:
 - High Needs Block Funding;
 - an Education Health and Care Plan;
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- and will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard
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- to the timescales set out within the process.

Looked After Children

See pages 16 – 17.

Roles and Responsibilities

Principal

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- The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
 - The Principal and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and Ethnic Minority Achievement Co-ordinator.
 - The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the college's provision in this regard through:
 - Analysis of the whole-college pupil progress tracking system.
 - Maintenance and analysis of a whole-college provision record for vulnerable learners (could be devolved to another member of the SLT and SENCO).
 - Pupil progress meetings with individual teachers.
 - Regular meetings with the SENCO/EMA Co-ordinator.
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- Discussions and consultations with pupils and parents.

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

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- Maintenance and analysis of whole-college provision record for vulnerable learners.

- Identifying on this provision record a staged list of pupils with special educational needs – those in receipt of additional SEN support from the colleges devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans.
- 325 ▪ Co-ordinating provision for students with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all students with Special Educational Needs.
- Contributing to the in-service training of staff.
- 330 ▪ Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.
- 335 ▪ Overseeing the smooth running of transition arrangements and transfer of information for Year 11 pupils on the vulnerable learners' provision record.
- Monitoring the college's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- 340 ▪ Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the college's provision record (college managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- 345 ▪ Liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- 350 ▪ attending area SENCO network meetings and training as appropriate.
- Liaising with the college's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within college).
- Liaising closely with a range of outside agencies to support vulnerable learners.

Ethnic Minority Achievement Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- 360 ▪ Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the college's provision record.
- In collaboration with the SENCO, maintenance and analysis of whole-college provision record for vulnerable learners from ethnic/linguistic minority backgrounds.
- Advising on and co-ordinating provision for students with additional needs relating to ethnic or linguistic background.
- 365 ▪ Working collaboratively with teachers to plan for and teach students with EAL as part of mainstream teaching practice.
- Managing other classroom staff involved in supporting ethnic/linguistic minorities.
- Overseeing the initial and on-going assessment records on all students with EAL.
- 370 ▪ Liaising with parents of ethnic and linguistic minority students, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.

- Meeting at least termly with each teacher to review the linguistic progress of students learning EAL and establish next steps in learning.
- In collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for students from cultural and linguistic minority backgrounds.
- 375 ▪ In collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the college.
- 380 ▪ Advising on and sourcing bilingual and culturally reflective materials to support students' learning across the curriculum.
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- Attending EMA Co-ordinator network meetings and training as appropriate.
- 385 ▪ Liaising with the college's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic and linguistic minority learners.

Class teacher

- 390 ▪ Liaising with the SENCO/EMA co-ordinator to agree:
 - Which pupils in the class are vulnerable learners.
 - Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision record – but do not have special educational needs.
 - 395 ▪ Which pupils require additional support because of a special educational need and need to go on the college's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans).
- 400 ▪ Securing good provision and good outcomes for all groups of vulnerable learners by:
 - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
 - Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2015).
 - 405 ▪ Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- 415 • Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The college's generic processes for tracking the progress of all pupils.
 - Half termly evaluation of the effectiveness of interventions on the provision record (in relation to the progress of each pupil).

- 420 • At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015).
- 425 • As an inclusive college, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the college.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- 430 • Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the college (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- 435 • All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- 440 • Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- In accordance with the SEND Code of Practice 2015, our Special Educational Needs Coordinator will be a qualified teacher working at our college and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- 445 • The SENCO, EMA Coordinator and Designated Teacher for LAC will attend local network meetings as appropriate
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the college development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- 450 • Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the college from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our college will, wherever possible, join with other colleges in joint commissioning and quality assurance arrangements.
- 455 • All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our college employs staff of the highest calibre.
- 460 • When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our college will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the college will apply to the Local Authority for High Needs Block Funding.
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- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the college from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our college will, wherever possible, join with other colleges in joint purchasing/hire of equipment.
- 470 • All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

475 **Partnership with Parents/Carers**

The college aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting students and their parents.
- giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome.
- 480 • Encouraging parents and carers to inform college of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the college will listen and act appropriately.
- Focusing on the student's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the college can help their child.
- 485 • agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- 490 • Making parents and carers aware of the Parent Partnership Services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

495 **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- Attend all meetings relevant to their education at the UTC.
- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- 505 • self-review their progress and set new targets
- (For some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.
- 510 • Our college will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

- We seek to respond quickly to emerging need and work closely with other agencies including:
 - CAF team.
 - CAMHS.
 - Educational Psychology Service.
 - Northamptonshire Parent Partnership Service.
 - NCC Sensory Impairment team.
 - Local NHS services.
 - Targeted Prevention Team.
 - Education Entitlement Service.
 - Multi-agency safeguarding hub.
- In accordance with the SEN-D Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our college. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.)
- We have a clear point of contact within the college who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.
- We will ensure smooth transition into our college from the previous phase of education and from our college into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the college will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

Admission Arrangements

No student will be refused admission to college on the basis of his or her special educational need, ethnicity or language need, although a complete appraisal of the specific need of the student may inform decision making regarding the best provision which can be offered by the UTC. In line with the Equalities Act 2010, we will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the college, as agreed with the Local Authority*).

Complaints

565 If there are any complaints relating to the provision for students with SEN or EAL, these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by the Assistant Principal. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

570 Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082

575 <http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team: Contact Number: 0300 126 1000

580 <http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Information Advice Support Service: Contact Number: 01604 636 111

<http://www.iassnorthants.co.uk/>

585 Virtual School for Looked After Children: Contact number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040.

590 (See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans).

SEN INFORMATION REPORT

- **Information on where the local authority's local offer is published.**

www.northamptonshire.gov.uk/localoffer

Inclusion of pupils with English as an additional language

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Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of college. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

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Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our college by respecting that diversity and reflecting it in our college environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our college community.

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The routine and prolonged withdrawal from mainstream of students with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual college curriculum.

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Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a college place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our college. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

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Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

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The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2.
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources and translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

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- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCO. Provision will be recorded and monitored for effectiveness using the college's provision record, in line with standard practice for all vulnerable learners in the college. The pupil will not be placed on the SEN register for reasons of EAL.

Parental Support

We recognise that some parents who are learning English may find it difficult to communicate with the college and approach the college regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the college by, wherever possible, providing interpreting facilities at parents' evenings and other college meetings and by providing key college information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our college recognises that:

- Students who are looked after in local authority care have the same rights as all students but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003) why students who are looked after in local authority care often fail to make expected progress at college:
 - Placement instability.
 - Unsatisfactory educational experiences of many carers.
 - Too much time out of college.
 - Insufficient help if they fall behind.
 - Unmet needs - emotional, mental, physical.
- There is a statutory requirement for all colleges to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our college is given on page 3 of this policy). The responsibilities of our designated teacher include:
 - Monitoring the progress of students who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in college.
 - Ensuring that students who are 'looked after' have access to the appropriate network of support.
 - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
 - Ensuring that information concerning the education of students who are 'looked after' is transferred between agencies and individuals.

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- Preparing a report on the student's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern).
 - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers.
Liaising with the student's social worker to ensure that there is effective communication at all times.
 - Celebrating the student's successes and acknowledge the progress they are making.
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Our college will, when necessary, work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance and exclusions.

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Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those students who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

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- Physical talents, sports, games, skilled, dexterity.
 - Visual/performing abilities, dance, movement, drama.
 - Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions.
 - Outstanding leadership organiser, outstanding team leader, sound judgements.
 - Social awareness sensitivity, empathy.
 - Creativity, artistic, musical, linguistic.
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We respect the right of all students in our college, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

725 The aims of our college make specific reference to teaching and learning that takes into account the needs of all students. They also identify the commitment to giving all our students every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented students.

Identification

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Before identifying any student 'very able' in a particular area, we aim to ensure that all students have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/college context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our college does not necessarily mean that in another college or context the child would be identified.

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A very able or talented pupil should be identified using a variety of methods such as:

- Teacher identification.
- Assessment results.
- Specialist teacher identification.
- Parental information.
- Peer identification.
- Self-identification.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our students. We give all students the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for students' learning by providing: a common activity that allows the students to respond at their own level:

- An enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- The opportunity for students to progress through their work at their own rate of learning.

Students meet a variety of organisational strategies as they move through the college. Each strategy supports all students in their learning, but gives due regard to the more able and very able learner.