



DAVENTRY UTC

INCLUSION POLICY

Status: **Statutory**

Member of Staff responsible: **Deputy Principal**

Associated Policies and documentation:

BfL

Curriculum

Exclusions

Safeguarding

Anti-Bullying

Assessment

Teaching & Learning

Implementation date: September 2014

Review Date: July 2015

LEGISLATIVE COMPLIANCE

This policy complies with the guidance given in **Statutory Instrument 2013 Special Needs (Information Regulations) Clause 64** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2013

Ofsted Section 5 Inspection Framework 2012

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Bill 2013

INCLUSION STATEMENT

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the students within the UTC and provide materials appropriate to student's interests and abilities. This ensures that all students have a full access to the UTC curriculum.
- A 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.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress 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 students in our UTC may be underachieving but will not necessarily 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 students catch up.
 - Other students 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 students with special educational needs have the maximum opportunity to attain and achieve 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 students. These will be provided, initially, through Additional SEN Support funded from the devolved UTCs budget.

AIMS AND OBJECTIVES OF THIS POLICY

The aims of our inclusion policy and practice in this UTC 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 attain high levels of satisfaction and participation from students, 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 student 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-professional 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, 2000).

In agreeing these staged arrangements, the UTC has taken into account the following statements and definitions :

“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 students’ 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.”

‘Inclusion: does it matter where students are taught?’ (Ofsted, 2006a)

“The Code of Practice states that students at School Action or above must be receiving “support and or interventions that are “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”.

SEN Code Of Practice (2013)

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

“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.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2013)

STAGE 1

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-UTC provision map.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children 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 UTC curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be students who are underachieving and have been identified by the UTC as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual UTC curriculum – not a special intervention for students with SEN.
- All vulnerable learners will be included on a detailed whole-UTC provision map which outlines and monitors all additional intervention across the UTC. The whole UTC provision map enables the UTC to:
 - Plan strategically to meet students' 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 the UTC issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other UTC student progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time, including progress in EAL
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining provision map for all vulnerable learners but which clearly identifies students receiving Additional SEN Support . This provision map 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 student'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.

Curriculum Access and Provision for vulnerable learners

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

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors
- homework/learning support club
- IEP tutorials

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, EMA co-ordinator and UTC staff.
- ongoing 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.
- student interviews when setting new IEP targets or reviewing existing targets
- student interviews when formulating individual provision maps.
- student progress tracking using assessment data
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on students' progress.
- attendance records and liaison with EWO.
- regular meetings about students' progress between the SENCO/EMA co-ordinator and the Principal
- Principal's report to parents and governors

STAGE 2

Additional SEN Support

- Students 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 students in the UTC ie they have a special educational need as defined by the SEN Code of Practice 2013.
- Under-achieving students and students with EAL who do not have SEN will **not** be placed on the list of students being offered Additional SEN Support..
- In keeping with all vulnerable learners, intervention for students on the SEN list will be identified and tracked using the whole-UTC provision map.
- It may be decided that some, **but not all** students on the SEN list will require an individual education plan to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. It would be usual for students with statements of Special Educational Need or Education, Health and Care Plans to have a shorter term Individual Education Plan, as a working document..
- Our approach to IEPs is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for students with special educational needs. They are seen as 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 children. Targets will address the underlying reasons why a student is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our IEPs will be accessible to all those involved in their implementation – students 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.
 - Our IEPs will be time-limited – at (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 student.
 - 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 student should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and student
 - 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 student to student).

- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

STAGE 3

Statement of Special Educational Needs or Education Health and Care Plan

- Students 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 students on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our UTC will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active Additional SEN Support.
- 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 to the timescales set out within the process.

INCLUSION OF STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Definition

A student who has English as an Additional Language is a student whose first language is not English, and who uses that language on a regular basis inside or outside of the UTC. EAL students 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.

Ethos

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

Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a UTC 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 UTC. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Students 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.

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 student's first language

- students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with SEN students unless SEN is indicated.
- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the student to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students 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 students 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 UTC's provision map, in line with standard practice for all vulnerable learners in the UTC. The student 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 UTC and approach the UTC regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the UTC by, wherever possible, providing interpreting facilities at parents' evenings and other UTC meetings and by providing key UTC information in translated format.

INCLUSION OF STUDENTS WHO ARE LOOKED AFTER IN LOCAL AUTHORITY CARE

Our UTC recognises that:

- Children who are looked after in local authority care have the same rights as all children 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 children who are looked after in local authority care often fail to make expected progress at UTC :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of the UTC
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our UTC is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities at the UTC
 - ensuring that children 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 children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child'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 and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our UTC will 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 & exclusions.

Inclusion of students who are very able and/or talented

In this section the term 'very able' refers to students who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to students 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 |

We respect the right of all children in our UTC, 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.

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

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of students as 'very able' and/or 'talented' is a judgement which applies to the current class/UTC 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 UTC does not necessarily mean that in another school or context the child would be identified.

A very able or talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the UTC will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the UTC's provision map

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children 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 children to progress through their work at their own rate of learning.

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

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

Sally Kirk
Deputy Principal/SENCo
Daventry UTC
Ashby Road
Daventry
Northants
NN11 0QE
01237 304961
Sally.kirk@daventryutc.com

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

Sally Kirk
Deputy Principal/SENCo
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01237 304961
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The name and contact details of the Designated Teacher for Looked After students

Sally Kirk
Deputy Principal/SENCo
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MANAGEMENT OF INCLUSION WITHIN OUR UTC

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 head 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 children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role). The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in UTC have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of 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 students at all times.

Principal

- the Principal is responsible for monitoring and evaluating the progress of all students 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 (EMA)
- the Principal will be informed of the progress of all vulnerable learners and any issues with regard to the UTC's provision in this regard through:
 - analysis of the UTC student progress tracking system
 - maintenance and analysis of a UTC provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
 - student progress meetings with individual teachers
 - regular meetings with the SENCO/EMA Co-ordinator
 - discussions with students and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2013, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of UTC provision map for vulnerable learners
- identifying on this provision map a staged list of students with special educational needs – those in receipt of Additional SEN Support and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all students 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 block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention Additional SEN Support, that a student may have a special educational need which will require significant support, possibly to the age of 25 and beyond
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.

- monitoring the UTC's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a student with special educational needs, have a high profile in the classroom and with students (see section below on Individual Education Plans).
- 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 UTC's provision map (UTC managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising sensitively with parents and families of students on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the UTC'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 the UTC).
- 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:

- maintenance of a list of students with ethnic minority heritage and EAL, ensuring they are identified on the UTC's provision map
- in collaboration with the SENCO, maintenance and analysis of the UTC provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children 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 children with EAL
- liaising with parents of ethnic and linguistic minority children, 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 children learning EAL and establish next steps in learning
- In collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 students 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 UTC
- advising on and sourcing bilingual and culturally reflective materials to support children's 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.
- liaising with the UTC'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 & linguistic minority learners

Class Teacher

- liaising with the SENCO/EMA co-ordinator to agree :
 - which students in the class are vulnerable learners
 - which students are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.

- which students (also on the provision map) require additional support because of a special educational need and need to go on the UTC's SEN list. Some of these students may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include students with statements)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for students 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". (SEN Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 5.7 of the SEN Code of Practice 2013, if appointed after September 2008, our Special Educational Needs Coordinator will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO and EMA Coordinator will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the UTC development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the UTC from the open market. 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 UTC will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our UTC will fund this as Additional SEN Support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the UTC will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation its use will be purchased/hired/ commissioned by the UTC from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our UTC will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- 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.

Partnership with Parents/Carers

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

- working effectively with all other agencies supporting children 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
- encouraging parents and carers to inform UTC of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the UTC will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the UTC can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students 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
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Students

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

- 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,**
- self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all students in receipt of Additional SEN support and all those with statements of Special Educational Needs. Students 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 student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Students and parents will be encouraged to consider all options for the next phase of education and the UTC 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 child will be refused admission to the UTC on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the UTC, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children 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 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)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number : EducPsychology@northamptonshire.gov.uk

Education Entitlement Service: Contact

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/parents/pages/education-entitlement-service.aspx>

Parent Partnership Service: Contact Number : 01604 636111

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