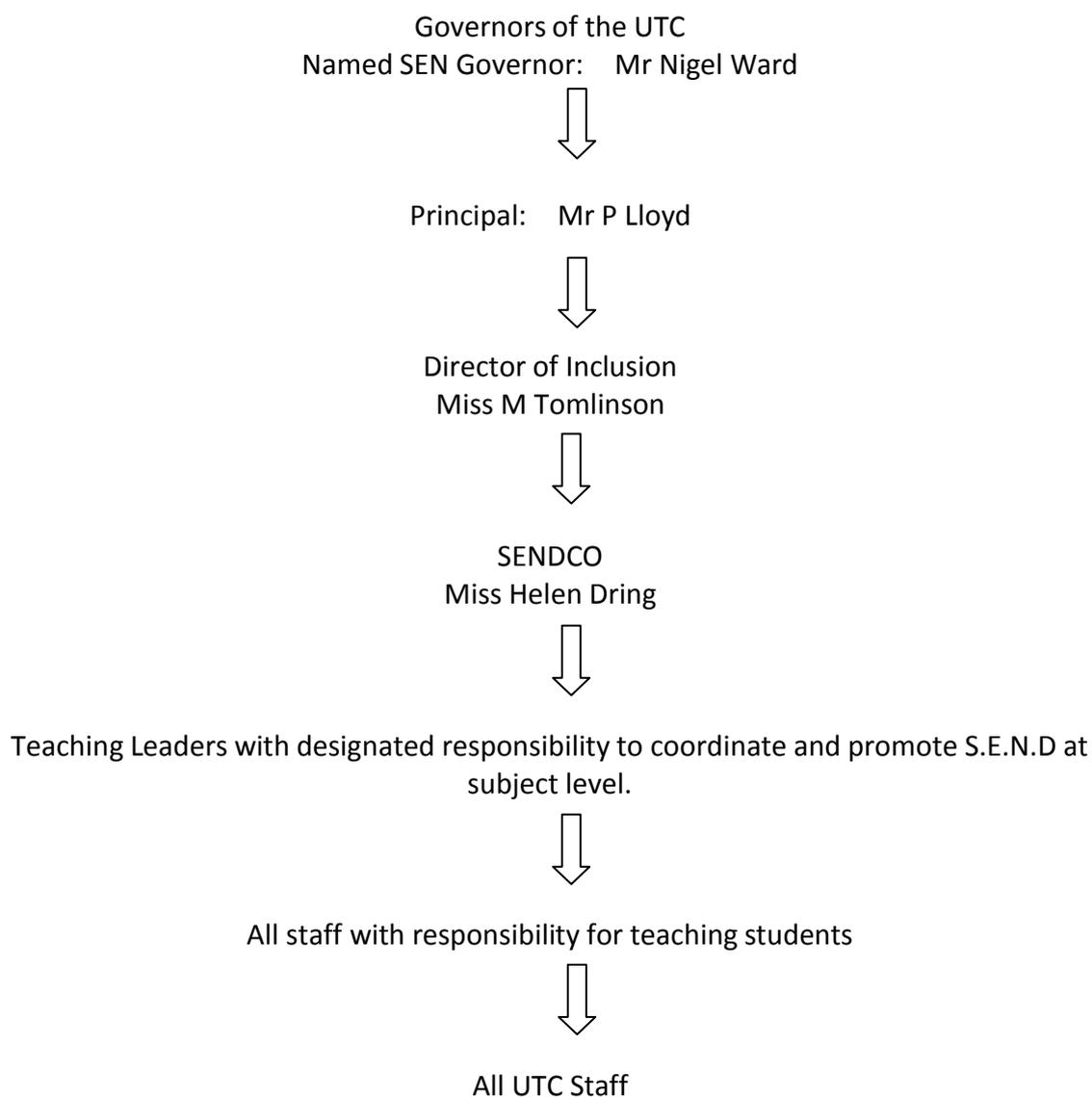


Special Education Needs and Disability Policy

The named person with responsibility for the day to day co-ordination of SEN, Ms Helen Dring, SENDCO.

Overview of S.E.N. Administration



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The Statement of Intent

Addressing the needs of students designated with learning difficulties is the job of every classroom teacher.

There is no separate special needs department at the UTC as it is expected that the teachers will be able to address the majority of learning needs of every student.

Where students need additional support other than that of a classroom teacher for example with, for example, reading intervention or a specific learning difficulty, an individual IEP will be coordinated by the SENDCO to ensure that needs are identified and then ways of addressing the needs decided upon and delivered.

Students identified with specific needs will be monitored as a group within the context of the school quality assurance framework. Their individual progress and achievement will be monitored through the academic tutorial processes.

SEN Aims of the School

- To provide all pupils with a broad, balanced curriculum.
- To provide a differentiated curriculum.
- To provide for the early identification of special educational needs.
- To ensure that SEN pupils take as full a part in the curriculum as possible.
- To involve parents/carers at all stages of the assessment process as we recognise that their support is vital in the support of their child.
- UTC recognises that many children will have a special educational need at some time and that they can be helped to overcome their difficulties.
- The UTC is committed to supporting all students' individual needs.

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Definition of Special Educational Needs.

A child has a special educational need if he or she has a learning difficulty that calls for special provision to be made.

Definition of Learning Difficulty.

- Has a significantly greater difficulty than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of the educational facilities provided for children of the same age within the Local Education Authority

Speakers of Other Languages.

Children do not have a learning difficulty simply because the home language is not English. In the event of a student arriving at UTC in need of language support, we will undertake an initial assessment and develop a IEP for the student where he/ she is supported in gaining good English skills

The UTC will have regard for the Special Needs Code of Practice when carrying out its duties towards students with SEN. It will ensure that parents/carers are notified when special educational provision is being made for their child.

Students who have English as a second language (E2L) are assessed as to their needs re verbal and written understanding. If required they are allocated 1:1 specialist LSA provision to improve their use of English and to ensure it is age appropriate so the E2L students are able to fully access the curriculum.

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Roles and Responsibilities

Staffing

The SEN team in our school comprises of: SEN Governor: Mr Nigel Ward, Principal: Mr P Lloyd, Director of Inclusion: Miss M Tomlinson, SENDCO: Miss Helen Dring

Teaching Leaders

Teaching Staff

Support Staff

Nominated subject team SEND Link Person

SEND Link Person's responsibility

- To attend S.E.N.D Network meetings (usually once per term) on behalf of specialised areas.
- To report discussions of network meetings back to Subject Areas
- To pass on information regarding special educational needs
- To be the named person with responsibility for S.E.N. within the departmental area.
- To quality assure the IEPs that are held on line for the curriculum area

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Admissions

The governors consider that admission criteria should not discriminate against pupils with special educational needs and recognise the spirit of the Code of Practice:

“All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having special educational needs..... students with special educational needs, but without statements, must be treated as fairly as all other applications for admission.”

(Code 1:33)

Links with other Policies

This policy has close links with other documents that form the basis of provision for many of the students at UTC. The main documentation will be in separate policies although brief references should be made.

The Index for Inclusion

The SEN policy builds on our school inclusion policy and reinforces the need for teaching that focuses on, early identification; is broadly balanced; removes barriers to learning; sets high expectations is fully inclusive.

The governing body will ensure that appropriate inclusive provision is made for students with special educational needs. Full reference to the Index is in the Inclusion Policy. Inclusion is more than including children with formal SEN provision.

Evaluating the SEN Policy

The governing body will report annually on policy, in terms of the SEND aims of UTC within the context of the Equality Act 2010 and Equality & Diversity Impact Measures.

In evaluating the policy, note will be taken of the views of teachers, appropriate non-teaching staff, parents, students and external professionals.

We will set targets to provide progress indicators.

Student progress will be the prime indicator of success (assessed by meeting Individual Education Plan targets, improving on standardised tests, satisfactory review meetings.)

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Allocation of Resources Resourcing and the principles governing the allocation of resources to and amongst pupils with SEND.

It is recognised that the Governors of the school support philosophically, and in practical terms financially, the development of a fully inclusive policy. The Governors recognise that pupils with additional educational needs will also benefit from general expenditure of the school budget.

Funding for the Department is allocated annually by the leadership team. and when available additional monies are allocated for specific items.

Each department is responsible for allocation of the development grant to ensure that all pupils' needs are met. Each departmental budget audit is required to be able to identify the element used specifically for additional educational needs.

Specific elements of the budget support training and development of additional educational needs.

Where a student has a reading age below the age which affects their ability to fully access the curriculum we instigate reading recovery programme. This entails students doing extra reading work in small groups with a trained LSA to bring their reading age up to the appropriate level.

Identification, Assessment & Provision

At the UTC, we have a whole school approach to SEN policy and practice. Students with SEN are, as far as practicable, fully integrated into mainstream classes.

All teachers are responsible for identifying SEN and will collaborate with the SENDCO to ensure that students requiring additional / different support are identified early, assessed and provided for.

We will assess student progress through:

- CAT4 Standardised tests
- Teacher observation / assessment.
- National Curriculum levels / Standardised Assessment Tests.
- NFER Reading Test / YELLIS / ALIS.
- Records from feeder schools.
- Information from parents / carers / external agencies.
- External exam results
- Student portfolios.

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Provision mapping

Provision mapping is a way of documenting the range of support available to SEN students within the school.

How we do it

We seek to provide three 'waves' of support for students, as described below. The SEN Code of Practice describes a 'graduated response' to identifying and meeting special educational needs which may be mapped as three waves.

The waves of intervention model

The wave of intervention model expresses the idea of intervening systematically at a number of levels, and through progressively more tailored teaching and provision.

Wave 1

Wave 1 is about what should be on offer for all students: the effective inclusion of all pupils in high-quality everyday personalised teaching. This approach reduces from the start, the number of students who need extra help with their learning or behaviour. Students may be at any point on the graduated response appropriate to their individual needs.

Wave 2

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers.

Wave 2 intervention is designed for students for whom a well-structured short-term programme, possibly delivered by a support staff working with a teacher during student project time, is all that is needed to enable them to make accelerated progress.

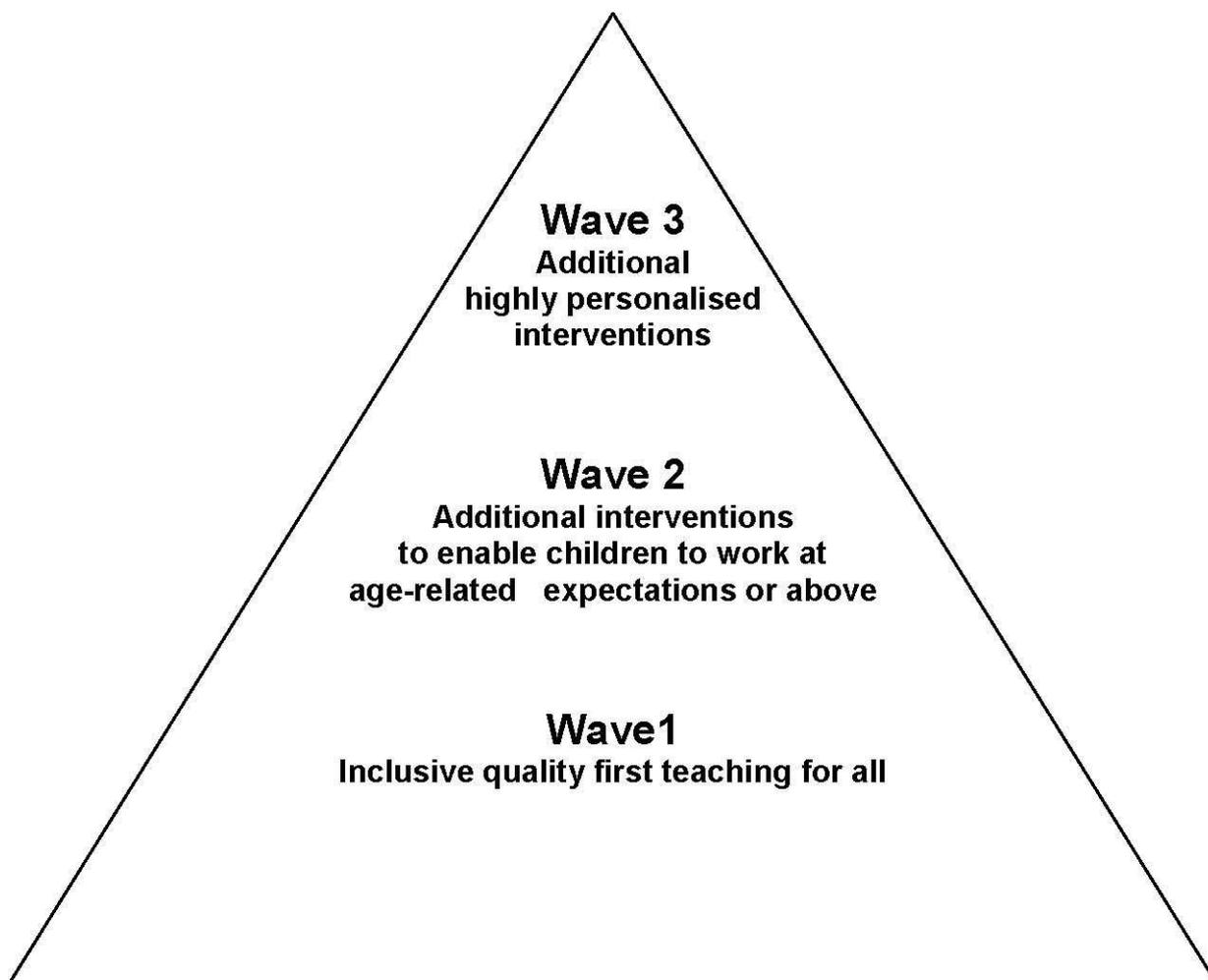
Wave 3

Wave 3 is about intervention for students for whom quality first teaching and Wave 2 catch-up programmes are not enough. It is specific targeted intervention for individual students identified as requiring SEND support. It may need to be a more intensive programme, involving more individual support or specialist expertise.

Where this wave model is working effectively it will have a funneling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention and through Wave 2 the numbers who need more intensive and individual help. This means that UTC will be able to target their resources more effectively, at fewer children.

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Complex SEN

Where children are deemed to have a range of complex issues beyond a single SEN diagnosis they shall be monitored by the SENDCO.

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1. Prior to admission to the UTC

School Liaison

It is the policy of the UTC to maintain and foster regular links with feeder schools in order to have knowledge and understanding of student's needs before transition. This is particularly important when a student has significant or noted needs.

Positive established links will lead to the SENDCO and other members of the department, being invited to attend Annual reviews of Year 10 students opting for a place at the UTC.

Prior to admission the admission team will liaise with feeder secondary schools to ensure the effective transfer of information for all students including those with specific needs.

Where a student has a specific SEN individual meeting can be held to discuss their needs and separate visits will be arranged as required.

2. On Admission

Intake screening procedure

Screening for intake year is undertaken using CAT4, YELLIS or ALIS testing.

All subjects will undertake assessments in the

The school also assess National Curriculum sub-levels, based on NC test scores in English, Maths and Science.

The screening process is used to collate information, to inform IEP's and is issued to staff to:

- To produce differentiated work for lessons
- To indicate the needs of individual students and specific targets
- To identify students whose scores indicate a probable degree of difficulty in accessing the main curriculum at secondary level.
- To group pupils in accordance with policy.
- Students take the NFER assessment test
- Where required students will Psychological and/or Educational Assessments with specifically trained staff – Mr Peter Webb

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Students are targeted for increased levels of support and individual programmes of study to increase the ability to cope with the demands of mainstream education where required.

Students are re-tested at the end of their Year 9 in order to ascertain rates of progress and to ensure there has been no regression. If regression occurs, the pupil is targeted for appropriate intervention.

Full results of the tests are held on the staff intranet. Results are sent to parents after the summer retest.

The professional judgement by the subject teacher, concern expressed by parents and support agencies is accepted as valid criteria for initiating investigation into individual need. These contributions often provide significant information in social, emotional and behavioural areas.

If the assessments indicate SEND, the SENDCO will;

- Use information from the previous school to shape initial provision.
- Identify skills and note areas needing support.
- Ensure ongoing observations / assessments / feedback.
- Ensure students have opportunity to demonstrate knowledge and understanding.
- Involve students in planning and agreeing their own targets.
- Involve parents / carers in home / school learning.
- This information will be presented in the form of an IEP (Individual Education Plan) and form the basis for intervention.

All students have a plan which is produced in conjunction with staff in order to highlight their strengths and weaknesses regarding both academic and pastoral matters. This allows students to address any concerns they or their teachers may have.

The Range of Provision

- Full time in class with a differentiated curriculum.
- Teaching in small class groups, with a differentiated or modified curriculum.
- Withdrawal work with an SEN teacher or teaching assistant.
- In class support with a teaching assistant or specialist teacher assistance.
- Assistance from trained year 12 and 13 students, through the literacy coordinator.
- Specialist intervention in literacy programmes.
- Attendance at a specialist unit outside the school on a part time basis.
- Specialist outside support.
- Detailed assessment of complex needs.

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Satisfactory Progress

In line with the Revised Code of Practice, the student will be deemed to have made satisfactory progress if any of the following have been made;

- The attainment gap between student and peers has narrowed.
- The gap has been prevented from widening.
- The gap is the same as peers starting from the same base line.
- The student has equalled or improved on previous progress.
- The student has ensured curricular access.
- The progress is satisfactory to student / parents / carers.
- There has been an improvement in behaviour, self-help, personal or social skills.
- The progress made is likely to lead to Further Education, training or employment.
- The progress made is likely to lead to a useable level of skills.
- The student is able to function at a level in line with ability.

Subject Action

All staff have access to data sheets which give in-depth information about a student's performance across the curriculum. This allows staff to set smart targets for a student's improvement.

Subject Action is triggered when, despite appropriate lesson planning, the class teacher finds it necessary to further differentiate tasks or provide more assistance than usual for a student. The Subject Action Plan will highlight the cause of concern for a student and will also formalise how the teacher has already responded to the needs of that student. This will serve as a trigger for those students who may be in need of intervention at School Action.

Wave 2 Action

Wave 2 Action is triggered when, despite differentiation, there is:

- Little or no progress being made.
- Difficulty in developing literacy and / or numeracy skills.
- A persistent behavioural or emotional difficulty.
- A sensory or physical problem inhibiting learning despite the provision of specialist equipment.

Age not Stage

- Where a student's ability outstrips their age they can be placed in a higher year group where they are suitably challenged academically.

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The Nature of school based intervention.

A range of support is available and will be allocated on the basis of identified needs, by the SENDCO and the specialist providers.

- Support from a teaching assistant.
- Alternative learning materials or equipment.
- Alternative methods of recording work.
- Small group teaching.
- Individual targeted teaching programme.
- Access to specialist provision from within the school.
- Access to specialist teaching programmes.
- Access to LEA or support services for advice on strategies / equipment / staff training.
- Staff development to enhance skills.

Individual Education Plans

All students will have an IEP, this plan is produced by the students and subject teachers to provide targets for improvements. Where the student requires an IEP for social or emotional behaviours it will be produced in conjunction with the SENDCO.

- Strategies for pupil progress will be recorded on an Individual Education Plan and will cover;
- Short term targets which are different from and additional to the differentiated curriculum available to all students.
- Teaching strategies may be suggested
- The type of provision will be outlined eg. Breakfast Club
- The review date will be highlighted
- The success or exit criteria will be outlined
- All outcomes will be recorded at the review

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Reviewing Individual Education Plans at School Action

Individual Education Plans will be reviewed twice a year. (one review to coincide with a parents evening) Where possible, they will be held in an informal manner. Parents / carers and students views will be actively sought. Where appropriate, students will be actively involved in the review.

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Wave 2

This is characterised by a sustained level of support and, where appropriate, the use of external services.

Placement at this level is made by the SENDCO, after consultation with the parents, at an IEP review undertaken at School Action level.

External support services will generally advise on targets for the new IEP and provide appropriate input (not always teaching).

Wave 3

Complex learning difficulties

Students with statements or notes in lieu

These students will be given access to specially trained staff, increased literacy skills provided by all staff, extra literacy help provided by LSA's, Reading recovery, phonics and touch typing where required.

Wave 3 Triggers:

If a student is still making little or no progress in specific areas such as, literacy, numeracy, behaviour, emotional, etc. over a long period despite individualised programmes.

The student continues at lower than appropriate National Curriculum levels. The student has sensory or physical needs requiring additional specialist equipment, advice or support. The student has communication or interaction problems that impede the development of social relationships.

Provider Panel

When a student requires provision that is above and beyond the level expected from the resources normally provided by the school, application is made to the Provider Panel.

Information about the identified need is presented formally to the panel and decisions are made about the appropriate response and where the provision is to come from. This can range from advice or support from specialist provision, up to and including statutory assessment and statementing.

Requesting Statutory Assessment

The UTC will use Provider Panel if the level of need is such that a statutory assessment is deemed to be necessary.

Statutory assessment can also be requested by a parent or outside agency: social services, health, private nurseries etc. In certain circumstances it is appropriate to go straight to this stage.

The UTC will provide the following information:

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Previous IEP's, including records of reviews and the child and parent/carer's views.

- National Curriculum levels
- Results from standardised tests
- Literacy levels
- Numeracy levels
- Attendance certificates
- Punctuality records
- Any other assessments from support teachers / psychologist / etc
- Medical or Social Services reports, if any Any other involvement by professionals

Statement of Special Educational Need

A Statement of Special Educational Need will normally be provided after statutory assessment, if the Local Education Authority considers the child requires provision beyond that which the school can offer.

However a request for a statement does not inevitably lead to a statement.

If granted, the statement will include detailed learning objectives. These are used to develop targets that are;

- Set out in an Individual Education Plan (IEP)
- Established with the student and parent / carer after consultation.
- Matched to the short and longer term objectives written in the statement.
- Implemented in the classroom
- Delivered by the subject teacher with the support specified in the statement.

Reviews of Statements

Statements are reviewed annually The Local Education Authority informs the Principal at the beginning of each term of pupils needing reviews. The Principal (delegated to the SENDCO) organises these reviews.

The following people are invited to attend;

- Parents / carers
- Student if appropriate
- Relevant teachers
- Relevant professionals (educational psychologist, speech therapist etc.)
- SENDCO
- LA representative, who may attend
- Anyone the LA or Principal thinks appropriate

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Review of Statement Aims

To assess student progress in relation to the Individual Education Plan. To review the provision in the context of National Curriculum, literacy, numeracy and life skills targets.

To consider the appropriateness of the existing statement with a view to either ceasing, amending or continuing with it.

To set new targets for the coming year.

Record Keeping

The SENDCO will maintain records which may include:

- Information from previous settings,
- Parents / carers
- Psychological reports
- Reports from external agencies such as health, social services, Connexions
- Student's views
- Behaviour and progress reviews.

Review outcome

The Principal (delegated to the SENDCO) writes a report of the annual review meeting and sends it, with any supporting documentation, to the Local Authority. The school recognises the responsibility of the Local Authority in deciding to maintain, amend or ceases the statement. The school recognises that where a student has a statement and attends after the age of 16, the Local Authority may decide to maintain the Statement until the age of 19.

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Partnership with Parents

‘The relationship between parents of children with special educational needs and the school which their child is attending has a crucial bearing on the child’s educational progress and the effectiveness of any school based action’ Paras:2:28-2:33 Code of Practice (1993)

The Academy believes in developing firm relationships with parents / carers as this helps students to achieve their potential. The school recognises that parents have a unique overview of their child’s needs and can help decide how to support them. It is worthwhile noting that when parents feel that their views and opinions are taken account of, the process of co-ordinating an effective support system with the external agencies and teaching staff is easier to facilitate. The school notes that the policy of working towards full inclusion is most effectively pursued through a partnership which is based on mutual respect, open lines of communication and agreed realistic targets supported by a flexibility of approach strategies.

Parent Partnership by the L.A.

“LA’s should work in partnership with local parent organisations, as well as the parent partnership service...to ensure that parents receive comprehensive, neutral, factual and appropriate advice” (CoP 2.14).

The Academy will make available, to all parents of students with SEN, details of the parent partnership services available through the Local Authority.

Parents will be informed by the appropriate member of staff of any academic or pastoral issues as required; these will include positive aspects of a student’s performance.

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Roles and Responsibilities

The Governing Body

- Must do their best to secure that the necessary provision is made for any student who has special educational needs.
- Must secure that, where the responsible person – the Principal or the appropriate Governor – has been informed by the Local Authority that a student has special educational needs, those needs are made known to all who are likely to teach him or her.
- Must ensure that all staff understand the importance of identifying and providing for students with special educational needs.
- Must publish in its annual report to parents, information on the Academy’s policy for students with special educational needs. This report must include information on the success of the policy, significant changes in the policy and how resources have been allocated amongst students with special educational needs.
- Must ensure that students join in the activities of the school, together with students who do not have special educational needs, so far that it is reasonably practical and compatible with the student receiving the necessary educational provision, the efficient education of other students in the school and the efficient use of resources.
- Must have regard to the revised Code of Practice when carrying out their duties towards all students with special educational needs.
- Named SEN Governor, Nigel Ward, will present a report annually to the Governors.

The Principal

- Has responsibility for the day to day management of all aspects of the Academy’s work including provision for the students with special educational needs. This provision should reflect the S.E.N. policy.
- May modify or dis-apply from the National Curriculum.
- Has responsibility for statutory assessments, statements and review procedure.
- Has responsibility for keeping the Governing Body fully informed on SEN issues
- Ensuring that the school has clear, flexible policies for working with parents, which encourage their involvement.

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Special Educational Needs & Disabilities Co-ordinator (SENDCO)

- Works with the Principal and the governing body to determine the strategic development of the policy.
- Has responsibility for the day to day coordination of the SEN policy, maintaining the school SEN list and monitoring the maintenance of records and Individual Educational Plans.
- Liaising with and advising teachers, co-ordinating provision for students with special educational needs.
- Contributing to in-service provision.
- Liaising with external agencies, including the Educational Psychologist and other support agencies, medical services, Connexions and voluntary bodies.
- Managing the Teaching Assistants.
- Teaching SEN classes, withdrawal groups and statemented students.

Teaching Leaders have responsibility for:

- Ensuring that policies refer to SEN policy and are consistent with it.
- Ensuring that schemes of work meet the needs of the students with SEN and are relevant, balanced and differentiated etc.
- Monitoring and reviewing the departmental provision for SEN
- Supporting the subject teachers in the delivery of appropriate and differentiated curriculum to SEN students.
- Liaising with Heads of House and the SENDCO regarding the progress of students with SEN.
- Provision mapping

Pastoral Managers have responsibility for:

- Monitoring the accuracy of information received at 11+ transfer and SEN information
- Monitoring the performance of students who are entered onto the SEN register
- Monitoring letters to parents at School Action and the review process at School Action
- Monitoring provision of IBP's for students with behavioural difficulties
- Liaising with the SENDCO in the formal assessment process

Subject teachers have responsibility for:

- Collaborating with the SENDCO /Link teacher to collect information and decide on what action to assist students.
- Collaborating with the SENDCO in developing Individual Education Plans.
- Be aware of the need to keep the SENDCO informed of progress.
- Be aware of procedures for the identification, assessment and provision for SEN pupils.
- Work with SEN students on a daily basis delivering the curriculum.
- Understand their responsibility to provide appropriately for students with SEN.
- Know where to find student information

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- Know what constitutes a trigger for action.
- Be involved in the development of policy
- Develop constructive relationships with parents / carers and know the procedures for informing them that their child has SEND.

Support Staff

Support staff should support teachers in the delivery of quality practice for students with SEND

Accountability information Faculty responsibility:

- All curriculum areas must have a Special Educational Needs policy
- All curriculum areas must allocate some time on their departmental meeting agendas for the discussion and planning of individual needs.
- Curriculum Areas need to ensure that they have sufficient resources and materials to meet the needs of students. Each department should be able to account for an appropriate amount of expenditure directly on S.E.N. provision.
- A representative from each subject area is required to attend and participate in the network meetings.

Subject teacher's responsibility:

- All members of staff will have access to a copy of the S.E.N. register, which lists the pupils with individual educational needs, and the nature of their need. Staff should be familiar with the register and treat it as a working document.
- Pupils at School Action and above require an I.E.P. The full I.E.P. is produced and held by the SEN Link teacher, for collation by the SENDCO for review purposes. There is a requirement that the subject teacher is aware of the nature of the need and the provision required for the pupil as well as setting targets for the students in the curriculum area. These targets will be reviewed in line with the whole school policy. Individual teachers have a responsibility to be able to produce evidence of target setting, success criteria or negative results for the review procedure.
- Subject teachers are responsible for identifying pupils who give cause for concern and reporting their concerns to the SENDCO
- Subject teachers are responsible for familiarising themselves with the whole school policy and the practice which has evolved for the early identification assessment and provision making for students with individual educational needs.
- Provision for pupils is a whole school responsibility. Teachers are expected to provide a broad and balanced curriculum for every pupil. Tasks and work of appropriate levels should be provided. Support is available from the Learning Support department in the differentiation process.
- To ensure they have knowledge of a student's performance via the use of data sheets which will be linked to the teacher's appraisal of a student's work.

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The quality of the S.E.N. provision in the Liverpool Life Sciences UTC is monitored by: professional discussion, departmental meetings, Termly meetings with the SEN Governor, Line Manager and SENDCO, network meetings, S.LT. Meetings, the process of review with External Agencies and the Annual Governors' report to parents

Arrangements for evaluating the success of the S.E.N. Policy / Policy Review The policy is reviewed on an annual basis and a report is presented by the SENDCO to the Governors in the Autumn Term. The Governors have a duty to report annually to Parents and must refer to:

- the success of the policy
- any significant changes in the policy
- any proposed changes in designation following consultation with the LA and other schools
- the allocation of resources to and amongst children with special educational needs.

Criteria for evaluating the success of the policy

- Improved performance by pupils between reviews
- Completion of the annual review process on Statemented pupils
- Parental satisfaction
- Professional satisfaction by Staff and representatives of the external agencies
- Students satisfaction
- Review of overall performance in external assessments by S.E.N.D students

Complaints Procedure

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

In the first instance, all complaints pertinent to S.E.N.D provision will be directed to Mr Westwater, (SENDCO). The aim is to respond within 3 working days of receipt of the complaint by the SENDCO. Complaints should be logged and outcomes noted.

If the situation is not resolved in a manner deemed satisfactory to the complainant or the SENDCO, the matter is directed to Mr P Lloyd (Principal)

If the complaint remains unresolved the matter could be referred to the Governing Body of the school who undertake an internal review.

An external independent arbiter may become involved only after the full internal procedure has deemed to fail.

In-Service Training

The value of a well-trained informed team as a valuable resource is widely accepted. Direction of individual staff to suitable courses is seen as part of the SENDCO's consultancy obligations. The viability of these courses would be discussed with the AP responsible for INSET, who matches the proposed course with the identified requirement of the development Plan.

Reference should be made to the dissemination of good. In-house skills have evolved through experience and contact with pupils. This practice is viewed as valid and

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worthwhile training.

Learning Support Staff are encouraged and supported in their aim to maintain levels of skill and expertise in all relevant areas.

Conclusion

The ethos of the school and the educational environment provided by the implementation of the policy should enable each pupil to develop a positive self- image and an acceptance of their self-worth as an individual. Pupils with Special Educational Needs should be adequately prepared to make progress and move forward on to further training or employment

Appendix 1 UTC Governors

A List of current UTC Governors is available on request.

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