

## **Heathrow Aviation Engineering HAE UTC Special Educational Needs and Disabilities (SEN/D) Policy**

### **Introduction**

This SEN/D Policy details how Heathrow Aviation Engineering (HAE UTC) will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. HAE UTC will use its best endeavours to ensure that teachers in the HAE UTC are able to identify and provide for those students who have special educational needs so far as is reasonably practical for the efficient education of the students alongside whom they are educated.

Employees and governors of the HAE UTC will endeavour to ensure that all SEN/D students reach their full potential, are fully included within the HAE UTC community and are able to make successful transfers between educational establishments. This policy aims to support all employees in providing positive whole college approaches towards the learning, progress and achievement of SEN/D students. All teachers are teachers of SEN/D students. Therefore teaching and supporting SEN/D students requires a whole HAE UTC response.

Meeting the needs of SEN/D students requires close partnership with all those involved. Working with Local Authority, HAE UTC, parents / guardians, students, children's services and all other agencies would be a major part of the support plan in meeting needs of students.

The HAE UTC is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom the HAE UTC is the best placement, to access lessons and social time as freely as possible. Meanwhile, the Needs and adjustments will be considered on an individual basis.

### **Aims**

HAE UTC aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEN/D students whom they teach.
- SEN/D students will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with parents / guardians plays a key role in supporting their child's education and enabling them to achieve their potential. HAE UTC will endeavour to support parents / guardians through the process of transition and adjustment.
- SEN/D students are offered full access to a broad, balanced 14-19 pathway in Aviation Engineering.
- SEN/D students have full access to all HAE UTC activities so far as it is reasonably practical and relates to the student's needs.
- We work in partnership with external agencies to meet the needs of the individual students
- There is a smooth transition at each transition stage for the student Heathrow Aviation Engineering HAE UTC will:
- The parents / guardians of students are informed that special educational provision is being made in support of SEN/D students (i.e. they are being supported at Special Education Needs Support of the SEN Code of Practice).

- Ensure that parents / guardians have knowledge about the SEN/D provision that the HAE UTC makes.
- The parents are enabled to make their views known about how their children are educated and have access to information, support and advice regarding their children's SEN/D.
- The teachers in the HAE UTC are aware of the importance of identifying and providing for SEN/D students.
- Every student with SEN/D joins in the activities at HAE UTC together alongside non- SEN/D students
- A written SEN/D policy is made available and updated accordingly when required.

### **Definition of SEN/D**

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is in addition to or different from differentiated curriculum. Heathrow Aviation Engineering HAE UTC regards students as having a SEN/D if:

- Students have a significantly greater difficulty in learning in comparison to the majority of students of the same age.
- Students have a disability, which prevents or hinders students from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA.
- Students must not be regarded as having a learning difficulty solely because the language or form of language of the student's home is different from the language in which they will be taught.

### **Identification, Assessment and Provision**

#### **Graduated response**

HAE UTC will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and HAE UTC resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, the HAE UTC will intervene as described below in SEN Support and SEN Support 1. Such interventions are means of helping HAE UTC and parents / guardians match special educational provision to individual student needs.

#### **Initial Concerns**

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / guardians or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

#### **SEN Support**

A student is on SEN Support when they are identified as needing provision additional to or different from that provided as part of typical class activities. The triggers for intervention and SEN Support will be concern, backed by evidence, about a student who despite receiving differentiated learning opportunities displays the following signs:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques employed by HAE UTC.
- Demonstrates they have difficulty in sensory, physical, communication and / or interaction and continues to make little or no progress despite differentiation taking place in the classroom.

### **Further SEN Support**

In some cases outside professionals from health or children's services may already be involved with the student. Where these professionals are not already working with the HAE UTC, the SENDCO and the Assistant SENCO will contact them having discussed the situation with the parents / guardians. The SEN/D team will further assess the student and the support required for the individual will be discussed and action will be taken and a Pupil Passport will be written.

### **SEN Support 1**

As the result of an Pupil Passport review meeting the decision may be taken by the SEN/D team, in consultation with the parents / guardians and student, to involve external support services provided by the LA and / or other agencies. These agencies will provide advice on setting appropriate Pupil Passports and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the student's progress. In some cases they will provide support for particular activities.

The triggers for SEN Support 1 could be that despite receiving support under SEN Support the student:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of students of a similar age.
- Continues to have difficulty developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of class groups, despite having an individualised behaviour management programme in place.
- Has SEN/D or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has communication and / or interaction difficulty that impede the development of social relationships and cause a substantial barrier to learning.

In exceptional cases a child may move straight to SEN Support 1.

### **Statutory Assessment of SEN/D**

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions at SEN Support 1, a request may be made to the Local Authority for Statutory Assessment.

This will decide the nature of the provision necessary to meet the SEN/D student's needs. If this cannot reasonably be met by the HAE UTC, then the LA may provide additional resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment.

Where a request for a statutory assessment is made to London Borough of Hillingdon Council's Access and Monitoring team, the student will have demonstrated significant cause for concern and the HAE UTC will provide written evidence to the LA detailing:

- HAE UTC's action through SEN Support and SEN Support 1.
- Individual education plans for the student
- Records of regular reviews and their outcomes
- The student's health including the student's medical history where relevant
- National Curriculum of levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents / guardians and of the student
- Involvement of other professionals for example involvement by the social services or education welfare service.

## **Assessment, Planning and Review**

### **Identification**

SEN/D students may be identified through teacher observations and assessment, standardised assessments (Baseline, SATs, etc.) progress checklists, target setting, parental / guardian concerns or the students own observations or by external agencies. Areas of need are identified and prioritised and become the basis of the Pupil Passport.

### **Pupil Passport**

Pupil Passport include 3 or 4 (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support assistants, parents / guardians and student and the date the provision starts. The Pupil Passport should include information about:

- The short-term targets set for or by the student
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when Pupil Passport is reviewed)

### **Review Process**

Pupil Passports are reviewed at least twice a year, with input from the student, parent guardian, teachers, learning assistants and outside agencies. Students with an Education Health Care Plan have set short term targets which have been established after consultation with the parents / guardians and the individual student and include targets identified in their report of SEN/D. These targets will be set out in the Pupil Passport and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the form and subject tutors. All statements will be reviewed annually with the statement review taking place in school. The parents / guardians, the student and involved professionals will be invited to consider the progress made by the student in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements / concerns / issues in advance of the review meeting with parents / guardians or others as appropriate.

The SENDCO/Assistant SENDCO will then discuss the outcomes of the HAE UTC review and inform the LA representatives. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

### **Student Voice**

Statemented students are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies.

### **The Role of the Board of Governors**

Governors have responsibility for the strategic overview and the implementation of the SEN/D Policy. The day-to-day management and organisation of SEN/D at the HAE UTC is the responsibility of the Principal, SENDCO and Assistant SENDCO in conjunction with the support of colleagues in the HAE UTC. Governors will make sure that they are fully involved and will undertake review and monitoring of HAE UTC's SEN/D

Policy. All governors will ensure that they are up to date and knowledgeable about HAE UTC's SEN/D provision.

### **The Role of the SENDCO**

- In collaboration with the Principal and Board of Governors, determine the strategic development of the SEN/D policy and provision at HAE UTC with the ultimate aim of raising the achievement of students with SEN/D need.
- Collaborating with SENDCOs in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Contributing to the continuing development and training of school employees.
- Overseeing the review and maintenance of statements and records for all SEN/D students.
- Overseeing the day-to-day operation of HAE UTC's SEN/D Policy.
- Co-ordinating provision for SEN/D students.
- Managing the SEN/D team of HLTA's and learning support co-ordinators on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D students.
- Liaising with parents / guardians of SEN/D students in co-operation with form and subject tutors, learning support assistants and others as appropriate.
- Contributing to the continuing development and training of HAE UTC employees.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

### **Monitoring and Evaluation**

The Board of Governors and Principal will monitor the operation and effectiveness of the HAE UTC's SEND Policy.

Date created: November 2016

Date agreed: November 2016

Date of Review: November 2017

Date of next Review: November 2018