



# Tech City College

an Aspirations Academy

Creative Application of Science and Maths

Policy Created: Sept 2015 by J.Higgs-Howson

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## TECH CITY COLLEGE POLICY

For review by Governing Body

Tech City College Education Trust

### Special Educational Need and Disability (SEND) Policy

#### Overview

#### Tech City College (Tech City),

1. Tech City College is a 16-19 academy specialising in science, technology, engineering, art and maths. The academy is based in the heart of London, a hub for digital, science and technology-based businesses.
2. Tech City College will have at its heart a strong focus and commitment in preparing its students for the world of work; the Academy aims to address the persistent lack of employability skills reported by employers when young people enter the workplace, this will be achieved through Tech City College's innovative concept of Leadership & Enterprise.

#### Definition of SEND

3. The legal definition of special educational need and disability provision is

*'Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in a school (or Academy) (other than special schools).'*

4. In practical terms students are in scope of this policy if they
  - Have a learning or behavioural difficulty which calls for special educational provision to be made for them; and/or
  - Where a disability means a student might have any difficulty in accessing education provision or site access.

## Introduction and context

5. The Trust are committed to offering an inclusive curriculum to secure the best possible outcomes for all students whatever their needs or abilities. This policy is intended to address students with (SEND). This SEND policy takes into account of The Children and Families Act 2014 and the SEND code of practice plus accompanying regulations issued in 2014 by the Department for Education.
6. This policy should be read in conjunction with both Academy's Admissions policies (some aspects of which are site specific – but the core SEND provisions are the same).The Trust will ensure that appropriate SEND provision is made for all students identified as in need of it.
7. The Trust welcomes students with SEND or with an Education, Health and Care Plan (EHCP). We fully support the inclusivity principles underpinning the code of practice for these categories of students and the Trust Admission codes for each Academy.
8. The Trust will apply the relevant aspects of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEND and vulnerable or disabled students to a balanced and broadly-based curriculum.
9. The Trust is committed to early identification of SEND and adopts a focused response to meeting special needs in line with the code of practice. It is based on the assumption that students' SEND requirements fall into the following four broad areas:
  - Communication and interaction;
  - Cognition and learning;
  - Emotional, social and behavioural difficulties; and.
  - Sensory and physical difficulties.
10. A range of evidence is collated through teacher assessment and monitoring and consultation with the SEND co-ordinator, to decide whether additional and/or different provision is necessary or if an EHCP assessment is needed.

## **Student welfare**

11. We endeavour to show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the Academy. This reflects the UN Convention on the Rights of the Child. We ensure that all students have a mechanism for expressing their views through the Student Parliament.

## **Links with other services such as health, social care and voluntary agencies.**

12. The Trust works jointly with health and social care professionals in supporting all our students with an EHCP. Tech City College also liaises with other agencies as appropriate for all our students with SEND.

## **Questions or feedback and who does what**

13. The governing body as a whole is responsible for the provision for students with SEND. There is a named member of the governing body who takes a special interest in SEND for the Trust.

14. The relevant Special Educational Need co-ordinator is the first port of contact for individuals if they have questions or comments to make about this policy the nominated staff SEND Coordinator for the Trust at Tech City College Tech City is Jacquie Higgs (based at City Road).

15. The overall Trust complaints procedures are set out on the Trust website. Each student's form tutor works closely with parents at all stages in his/her education and should always be the first point of contact should parents have concerns.

16. Parents/carers of students with SEND, whose concerns cannot be resolved by the usual Academy procedures, can request independent resolution.. The school can make further information about the process available on request.

## **Objectives and required outcomes of the policy**

The specific objectives of the SEND policy are:-

- To identify SEND students and ensure that their needs are met;
- To ensure that parents or carers are informed of their child's special needs and that there is effective communication between parents and the Academies;
- To ensure that all students make the best possible progress and outcomes;
- To ensure that SEND students are able to access education and training activities;
- To ensure that SEND students are able to access extracurricular activities where it is reasonably and practical to make adjustments for their needs;
- To ensure that students express their views and are fully involved in decisions which affect their education;
- To promote effective partnership and successfully liaise with outside agencies, especially in the cases of students who have an Education, Health and Care

Plan (EHCP) or Statement of Special Educational Needs, with health and social care providers – priority of places are part of the admissions arrangements; and

- Where appropriate apply good practice and requirements in relation to those defined as “vulnerable adults” in terms of staff as well as students

### **The Role of the Trust, individual Governing Bodies and staff**

The key accountabilities for the Governing Body are:-

- In conjunction with the senior managers at the college ensure that all relevant, staff, students and careers are aware of this policy as is needed;
- Success criteria will be reviewed annually on the basis of reports from the Principal on the extent to which successful implementation of the policy has been achieved.
- Where appropriate, new success criteria will be determined on an annual basis; and
- The governing body will ensure provision maps detail the range of support made in the Academies each year in response to identified needs.

The Trust has its own admissions arrangements but co-operates fully with the local authority (LA) admissions criteria and policies in this context. The Trust admission’s policy has due regard for the guidance in the code of practice.

### Practical action and requirements to enable implementation of the policy

Specific responsibilities of staff SEND co-ordinator and each Principal are:-

- Overseeing the day-to-day operation of the SEND policy;
- Co-ordinating assessment and provision for all students with SEND;
- Liaising with and advising fellow teachers;
- Managing staff awareness and requirements to enable compliance with this policy and the relevant legal requirements;
- Overseeing the records of all students with SEND;
- Liaising with parents or carers or other relevant organisations involved with an individual;
- Identifying training and development needs to feed into to in-service training of other support needed by staff collectively or on an individual basis. and
- Liaising with relevant organisations who have a role in dealing with SEND issues. More detailed guidance on these issues can be obtained from the respective SEND coordinator or Principal

### Student Support:-

- Special educational provision will be made available at school for SEND students;
- Meetings will be held with the SEND co-ordinator. If such meetings are not possible, then alternative arrangements are made including electronic conferencing;
- We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue;
- We ensure that the significance of the processes to follow are carefully explained to parents and students; and
- Additional resources from the pupil premium funding will be made available to any SEND students who are eligible.
- An ILP or Individual Passport will be prepared for each student.
- Where students' progress is of concern not adequate, we confer with the student, parents and staff. We then work with all relevant parties to ensure progress that it is followed, monitored and reviewed.

### **Criteria/methods for evaluating success of education provided for students with SEND**

The policy is supported by clear and comprehensive evaluation criteria, which include:-

- Successful integration of students at points of transition;
- Parental comments and feedback;
- Successful collaboration with external agencies for students;
- The maintenance of accurate, up-to-date records by the SEND co-ordinator and other staff;
- Evidence from monitoring classroom practice by the relevant Academy senior management and SEND co-ordinator;
- Analysis of student tracking data and test results (for individuals and groups of students);
- Monitoring of procedures and practice by the SLT and relevant Board of Governors member for SEND.
- Make appropriate changes to each relevant Academy improvement plan.