

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Status: Statutory

Member of Staff Responsible: Assistant Principal – Inclusion / SENCO (Heidi Sellars) and Deputy SENCO (Natalie Young)

Designated Governor for SEN: Louise Goddard

Related Policies:

- Equal opportunities
- Admissions policy
- Record management and retention policy
- Safeguarding policy
- Complaints policy
- Supporting pupils with medical conditions policy
- Disability and accessibility plan
- Behaviour policy
- Data protection GDPR policy
- Anti-bullying policy
- Positive mental health policy

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN information report regulations (2014)
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding policy
- Disability and accessibility plan
- Teacher standards (2012)

Implementation date: September 2016

Reviewed date: September 2026

Next review date: September 2027

Section 1: Introduction

Taken from Section 20 of the Children and Families Act 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them ***which is additional to or different from*** differentiated curriculum plans. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. Have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All teachers at UTC Sheffield City Centre are teachers of SEND and have responsibility for planning the curriculum to ensure it is accessible to all. The varying needs of students should be addressed through personalised learning and through appropriate differentiation wherever possible. Additional provision is provided to ensure students have the necessary skills to access the curriculum independently wherever possible.

New legislation came into force on 1st September 2014. A new SEND Code accompanies this legislation. A full account can be found on the Department for Education's website

Philosophy

UTC Sheffield City Centre is committed to ensuring all students have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. Not all students with disabilities have special educational needs and not all students with SEND meet the definition of disability but this policy covers all of these students.

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work to ensure that we take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

Key Principles

UTC Sheffield City Centre is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of life at UTC Sheffield City Centre, irrespective of ability, race, gender or need and should be respected and valued as individuals.

UTC Sheffield City Centre will address the needs of different groups of learners and deliver high quality learning and teaching practices which will allow every learner to achieve their potential. Where required the UTC will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all learners. UTC Sheffield City Centre will seek to remove all barriers to learning and achievement.

Section 2: Aims and Objectives

This policy accepts the definition of SEN as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any student who has special educational needs and/or disabilities. Where the Principal or SENCO has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Principal, staff and governors will draw up and report annually to parents on the policy and effectiveness of the UTC's work for students with SEND.

All staff will ensure children with SEND can join in the activities of UTC Sheffield City Centre, together with students who do not have SEND, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

The 'responsible person' for SEND is the Assistant Principal - Inclusion / SENCO, Heidi Sellars who co-ordinates the strategic management and day to day provision of education for students with the Deputy SENCO, Natalie Young and the appropriate Year Group Learning Manager. Our link Governor for SEND is Louise Goddard. Provision at UTC Sheffield City Centre is characterised by;

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- the early and close involvement of parents
- good communication
- tracking and monitoring of students' progress
- focus on outcomes for children and not just hours of provision/support
- raised aspirations of and expectations for all students with SEND
- close working relationships with outside professionals
- class teachers retaining responsibility for students with SEND and their provision
- smooth transition for all students with SEND

Section 3: Identifying Special Educational Needs

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process, information is collated from a variety of sources which is then used to plan the next steps. UTC Sheffield City Centre identifies the needs for individual students by

considering the needs of the whole child, not just the special educational needs of the child. This includes:

- Transition information
- Information from parents
- Information from external agencies
- Prior data from external measures
- Internal spelling and reading tests
- Diagnostic testing
- Ongoing monitoring and tracking systems
- Information from staff including reports, reviews and referrals
- Test scores

Liaison with feeder settings/schools

Feeder settings/schools are contacted throughout the year prior to transfer. Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, SEND. Where practicable the SENCO will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Individual diagnostic assessments

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

Student progress meetings

UTC Sheffield City Centre holds parents' evenings where the progress of every child is reviewed. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENCO, and the child will be monitored where appropriate.

Staff observation

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the student.

Referrals by parents or carers

Any parent/carers may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon

The four broad categories of need are detailed below:

Communication and Interaction (C&I)	○ Speech, Language and Communication Needs (SLCN) ○ Autism ○ Moderate Learning Difficulty MLD
Cognition and Learning (C&L)	○ Severe Learning Difficulties (SLD) ○ Profound and Multiple Learning Difficulties (PMLD) ○ Specific Learning Difficulty (SpLD) this includes a range of conditions such as dyslexia (difficulties with reading/spelling/speed of processing/difficulties with organisation); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). ○ A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD
Social, Emotional and Mental Health (SEMH)	A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as: ○ Problems of mood (anxiety or depression) ○ Problems of conduct (oppositional problems and more severe conduct problems including aggression), Self-harming, Substance abuse, Eating disorders or physical symptoms that are medically unexplained, Attention deficit hyperactive disorder (ADHD), Attachment disorder, Autism or pervasive developmental disorder, An anxiety disorder, A disruptive disorder or, rarely, schizophrenia or bipolar disorder.
Sensory and/or physical needs (S/PD)	○ Visual Impairment (VI) ○ Hearing Impairment (HI) ○ Multi-Sensory Impairment (MSI) ○ Physical Disability ○ Medical

Other factors may impact on progress and attainment but may not be a Special Educational Need. These will need considerations making for and include;

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)

Section 4: A Graduated Approach to School Support

A graduated approach to School Support is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

UTC Sheffield City Centre has a robust SEND register with children needing high levels of external or in-school support being identified as School Support (K) or (E) with an Education Health and Care Plan. In addition, the UTC Sheffield City Centre uses a monitoring register (M) for children who may have a diagnosis or identified need but quality first teaching and/or low-level intervention is all that is required to support their needs. The SEND register is reviewed regularly, and students can move between the levels in consultation with students and parents.

Wave 1 - Quality First Teaching by all teaching staff

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants (LSA) or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The UTC Sheffield City Centre regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Wave 2

Wave 2 is initiated where students have failed to make adequate progress as identified by the class teacher, head of department or SENCO through the assessment arrangements available in the UTC. If teachers and parent/carers agree to interventions that are additional to or different from the schools' differentiated curriculum, then a move to SEND Support* will be agreed and the student will be entered onto the schools SEND register.

*** Please note** - the single category of School Support now replaces School Action and School Action Plus.

Provision from within the schools' resources is identified to help meet the students' needs. Interventions may include;

- additional learning programmes such as additional literacy lessons, Guided Reading, paired reading and numeracy interventions
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster classes where appropriate
- additional staff training

Strategies and suggested interventions are shared on Pupil Passports to support teachers with ensuring access to the curriculum.

When a child is placed on the SEND register (K) they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual student. This review cycle will follow the **assess, plan, do and review** cycle.

Assess

Students with SEND may be identified through teacher observations and assessment, standardised assessments (SATs, etc.), progress checklists, target setting, parental/carers concerns, the student's own observations or by external agencies.

Plan

Where it is decided to provide a student with School Support, the parents **must** be notified. The SENCO and/or DEPUTY SENCO should agree in consultation with the parent/carer and the student the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified students with SEND will have a personalised plan completed; this will be updated after each review.

Do

The subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student, working closely with any Learning Support Assistants (LSA) or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review Process

At the end of each term students attending withdrawal interventions will be retested and information on progress will be gathered and analysed by the SENCO and/or Deputy SENCO. If a student has a Pupil Passport in place this along with targets will be reviewed and updated at this time and a decision will be made as to whether the intervention is to continue or cease.

Students with an Education, Health and Care Plan have targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the EHC Plan. These targets will be shared with relevant staff 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 class teacher. All EHC Plans will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHC Plan. Students participate in their Annual Reviews by:

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

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support

services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

The UTC Sheffield City Centre will hold an agreement with the local authority to buy into traded services as required to ensure that appropriate provision and arrangements can be made. The following external agencies are available for support as required for students with Special Educational Needs (this list is not exhaustive):

- SEND Support Services
- Educational Psychology Service
- Social Care
- The Hearing Support Service
- The Vision Support Service
- Child Adolescent Mental Health Service

Extended Support Plans

If a pupil's needs fall in band 3 or above on the Sheffield Support Grid, it may be appropriate to complete an Extended Support Plan which would collate all the child's strengths and needs and plan outcomes and support to help the pupil to progress.

Statutory Assessments / Education, Health and Care plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHC Plan).

The SENCO is responsible for providing support and monitoring and ensuring that students with EHC Plans receive a specified amount of support. The process of target setting, monitoring, and reviewing remains the same as at Wave 2.

Local Offer

UTC Sheffield will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at [Sheffield's Local Offer | Sheffield](#) and by searching for the UTC by name.

Section 5. Criteria for exiting the SEN register

Where students make sufficient progress based on the “**assess, plan, do and review**” cycle it may be agreed that a student needs no further support and may exit the SEND register. Further support can be requested again at any point. They may move to the monitoring register where students' needs are still shared with staff through a Pupil Passport, but they no longer need substantial wave 2 or wave 3 support.

Section 6. Supporting Students and Families

It is the UTC Sheffield City Centre's statutory requirement to provide a SEND Information Report; *Regulation 51, Part 3, section 69(3)(a) of the Act* which can be found on the UTC Sheffield City Centre website.

UTC Sheffield City Centre endeavours to support students with SEND through signposting families to other agencies and services that may be of help e.g., Family Intervention Service (formally MAST), support groups, training opportunities as appropriate.

Admission and Inclusion

All tutors in UTC Sheffield City Centre are tutors of learners with Special Educational Needs and as such the UTC adopts a whole school approach involving all staff adhering to a model of good practice. The staff of UTC Sheffield City Centre are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Inclusion is regarded as crucial to the policy. UTC Sheffield City Centre operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

The UTC will ensure that students with SEND are admitted on an equal basis with others in accordance with its admissions policy. Where a local authority proposes to name the UTC Sheffield City Centre in a statement of SEND made in accordance with section 324 of the Education Act 1996, it must give UTC Sheffield City Centre written notice that it so proposes. Within 15 days of receipt of the LA's notice that it proposes to name UTC Sheffield City Centre in an EHCP, UTC Sheffield City Centre must consent to being named, except where admitting the learners would be incompatible with the provision of efficient education for other learners; and where no reasonable steps may be made to secure compatibility. In deciding whether a learner's inclusion would be incompatible with the efficient education of other children, UTC Sheffield City Centre must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If UTC Sheffield City Centre determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree that UTC Sheffield City Centre should be named in the learner's statement. Such notice must set out all the facts and matters UTC Sheffield City Centre relies upon in support of its contention that: (a) admitting the learner would be incompatible with efficiently educating other learners; and (b) UTC Sheffield City Centre cannot take reasonable steps to secure this compatibility.

Full details of the ensuing process are located in the admissions policy which is available from the UTC or on the website.

Access arrangements

UTC Sheffield City Centre follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

Section 7: Supporting Students at School with Medical Conditions – see supporting students information <https://www.utcsheffield.org.uk/city/assets/sites/2/2021/10/Supporting-Children-with-Health-Needs-who-Cannot-Attend-School-2022-2023.pdf>

The UTC Sheffield City Centre recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school

trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have Special Educational Needs or Disabilities (SEND) and may have a statement of SEND, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Section 8: Monitoring and Evaluation of SEND and learner progress

The success of this policy will be monitored using a range of evidence. These could include:

- progress of learners towards targets outlined in the ongoing systems used by the UTC Sheffield City Centre and review meetings for learners with special needs;
- staff awareness of learners needs;
- improved behaviour of learners where appropriate;
- increased inclusion of all learners in the whole school setting as a percentage of time;
- number of students involved in enrichment catch up sessions for numeracy and literacy;
- student attendance;
- suspensions / exclusions;
- evidence gained from learning walks;
- reports to governors;
- parental forum feedback;
- student executive board feedback;
- external reviews of provision.

All learners' progress will be monitored through the normal tracking process of ongoing formative and summative assessment. In addition to this the following reviews will take place for students placed on the UTC Sheffield City Centre SEND Register:

Learners with an EHCP will have an Annual Review as required by legislation which will involve learners, parents and appropriate representation from UTC Sheffield City Centre and other agencies.

Students who are at SEND support (K) will all have at least one review during an academic year involving the SENCO and parents. Additional reviews will be held biannually or termly.

The views of parents/carers and students are sought through the review process with an emphasis on a child-centred approach

Further provision mapping will take place as required during each review.

Section 9: Training and resources

The SENCOs from each school across the UTC Sheffield City Centre locality (Locality F) meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate.

Training requirements for all staff will be identified within the UTC Sheffield City Centre plans for development in conjunction with an analysis of the needs of learners at the UTC. This will be enhanced by outcomes from the line management and performance management processes. All staff will receive a special educational needs awareness session as part of

their induction programme, targeted towards the needs of the cohort of students at the UTC Sheffield City Centre. The SENCO will undergo the necessary statutory training to undertake the role within the appropriate timescales.

It is acknowledged that there will be occasions where bespoke training is required to support learners with specific conditions or needs of an individual learner; this will be arranged by liaison with the appropriate external agencies.

In addition to that described above, voluntary training sessions will be held throughout each academic year to maintain an ongoing awareness of strategies for supporting learners with special needs.

Where necessary specialist equipment, books or other resources that may help the child are purchased, following advice from outside professionals wherever possible.

Section 10: Roles and Responsibilities:

Designated Roles

The person with strategic responsibility for SEND in the UTC Sheffield City Centre is the Assistant Principal – Inclusion / SENCO, Heidi Sellars.

The Governor with responsibility for SEND is Louise Goddard.

The designated SENCO for the academic year 2026/27 is Heidi Sellars.

The Deputy SENCO is Natalie Young

Governors

The governing body must ensure that:

- the UTC has a policy for identifying and supporting the special education needs of learners;
- there are procedures for identifying and providing for learners' special educational needs;
- they have regard for the requirements of the SEND Code of Practice;
- they are fully informed about SEND issues, so that they can play a major part in UTC self-review process;
- they set up appropriate staffing and funding arrangements, and oversee the UTC's work for learners with individual needs;
- they, and the UTC Sheffield City Centre as a whole, are involved in the development and monitoring of this policy;
- there is a nominated governor with responsibility for special educational needs;
- SEND provision is an integral part of the UTC Sheffield City Centre development plan;
- The quality of SEND provision is regularly monitored;

The Principal

The Principal must ensure that:

- the policies and procedures adopted by UTC Sheffield City Centre are fully implemented;
- learners with special educational needs join in all UTC Sheffield City Centre activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students;
- parents are notified if UTC Sheffield City Centre decides to make special educational provision for their child:
 - sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for students with SEND
 - the governing body is informed about SEND issues
 - the implementation of this policy is monitored and reported to governors

Designated SENCO

Will take on the role of acting Special Educational Needs Co-ordinator and as such is responsible for:

- overseeing the day-to-day operation of this policy;
- maintaining UTC Sheffield City Centre's register and records of students with special educational needs, assisted by the Learning Managers;
- co-ordinating the provision for individual needs of students;
- ensuring that an agreed, consistent approach is adopted;
- arranging detailed assessments, observations and support of learners with special educational needs;
- developing a provision map according to the students' needs for the current year, to include setting targets appropriate to individual needs of the learners, and advising on appropriate resources and materials for use with learners and on their effective use of materials;
- liaising closely, along with the Learning Managers, with parents of learners with special educational needs so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- assisting in the monitoring and evaluation of progress of learners with SEND through the use of existing UTC assessment information;
- Contributing to the in-service training of staff in working with learners with specific needs;
- Ensuring that all staff are given any necessary information in relation to behaviour management and other issues for particular learners;

Teaching staff

All teachers in UTC Sheffield City Centre are teacher of learners with special educational needs and as such the UTC adopts a whole school approach involving all staff adhering to a model of good practice. Learning tutors must ensure that they:

- are fully aware of the latest policy and the procedures for identifying, assessing and making provision for learners with SEND;
- are aware of the individual needs, including any SEND, of all learners they teach;
- include all learners in lessons, providing an appropriately differentiated curriculum;
- draw on the SENCO for advice on assessment and strategies to support inclusion;

- give appropriate feedback to enable progress to be monitored and effective reviews to take place.

Section 11: Storing and Managing Information

Detailed records will be kept of all learner progress via Provision Map and Class Charts and all additional provision made to address their SEND will be recorded by staff on the same platform. Those learners receiving support will be identified on the SEND Register.

SEND paper files are stored in locked cabinets in the SENCO office in line with the Trust Data Protection Policy. Pupil Passports and other electronic data is protected in line with the Trust Policy i.e. security software is installed on all computers containing personal data. Only authorised users are allowed access to the computer files and password changes are regularly undertaken.

Section 12: Reviewing the Policy

This policy will be reviewed regularly with an annual review taking place in September 2026.

Section 13: Accessibility

The UTC Sheffield City Centre Accessibility Plan can be viewed on the UTC Sheffield City Centre website.

Parents can contact key staff by phoning or emailing the UTC Sheffield City Centre as follows: 0114 308 4500 / admin@utcsheffield.org.uk

Section 14: Dealing with Complaints

As parents are involved throughout the implementation of SEND provision, it is hoped that there will be no cause for complaint. However, if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with a member of the SEND team who will investigate and give the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with an appropriate member of the Senior Leadership Team will be made
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Governors will be made
4. If the problem is unresolved, the parent may contact the Local Authority about the matter
5. At any time, the parent may seek help from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) (see below)

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet available "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes.

Sheffield SENDIASS, Floor 6, North Wing, Moorfoot Building, Sheffield S1 4PL

Telephone: 0114 273 6009 and/or email ed-parent.partnership@sheffield.gov.uk

Section 15: Bullying

The UTC Sheffield City Centre's Anti-Bullying Policy can be found on the UTC Sheffield City Centre website - <https://www.utcsheffield.org.uk/city/assets/sites/2/2025/11/Anti-Bullying-Policy-2025-2026.pdf>

Section 16: Appendices

This document should be read in conjunction with the SEND Information Report, available on the UTC Sheffield City Centre website.

APPENDIX 1

Executive Summary – SEND

Intent

The Sheffield UTC Academy Trust is committed to providing a STEM focused employer-led education which will challenge and engage all students, offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide them with both the technical, independence and employability skills to secure the foundation on which to continue into employment, apprenticeship, Further or Higher Education.

UTC Sheffield City Centre have ambitious destinations for all its young people from their respective starting points. This ambition applies to all students in the UTC, including those with SEND and disadvantaged groups. We are committed to ensuring all students feel they belong within the UTC irrespective of starting point, need or disadvantage. SEND student progress and development are the responsibility of all staff.

At UTC Sheffield City Centre we support our students using a graduated approach with delegated responsibilities for students depending on need. Quality first teaching is the bedrock of our SEND provision. Using best practice for the main areas of SEND need, our teaching incorporates the following. This not only supports our students with additional needs but improves our universal offer.

High Quality First Teaching for ALL Students				
- Gain the attention of the student before speaking to them - Provide WAGOLs, key word lists, templates, sentence starters. - Keep slides clear of clutter and consider front, colours and backgrounds - Chunk information into short tasks - Encourage students to self scaffold task or learning - Use of differentiated questioning to support all learners - Consider classroom layout and make environmental considerations to meet the needs of all pupils e.g. seating position, noise, personal space and classroom layouts, displays and signage - Use identification, assessment, monitoring and tracking to support intervention at classroom, department and whole school level. - Differentiate activities and materials by presentation, timing, scaffolding and additional resources - Routinely feedback to pupil		- Provide consistent and predictable environments, give additional prior warning to prepare students for changes to their normal day/routine. - Offer support and reassurance to students. - Respond where possible to student interests. - Retain a sense of humour - Model behaviour expectations - Allow for additional processing time - Use/implement rewards system - Create opportunities to work with positive role models in pairs or in small student led groups. - Subtitles on all videos - Where possible facilitate access arrangements including reasonable adjustments - Use direct instruction, ensure clarity of direction through regular progress checks.		
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Wave 1 QFT+M	Pre/post and over learning tutoring is used to enable the pupil to engage with learning in the classroom. Pre learning of vocabulary combined with visuals to support this learning in classrooms Possible attendance at a language/literacy intervention.	Use of 'twiddle items/fiddle toys' in learning times Use of pupil's special interests as motivation Pupil is provided with personalised resources such as small steps, coloured paper Pre/post and over learning opportunities Use of visual reminders Students may attend a language/literacy intervention. e.g Guided reading	Flexible, pre-agreed approaches are used by all staff and the pupil, e.g. the use of a time-out card as a means of self-regulation and/or sensory breaks at planned intervals within the day Restorative justice models used post-incident.	Staff should position themselves so students can see their faces. Use hearing loop Prompt student to wear supporting devices Pupils always have learning resources which are in a large clear font Advice from specialist teacher is implemented in the classroom CPD training offer taken up by school to raise awareness

Wave 2 K	Access to Speech and Language Therapy to monitor progress, set appropriate targets, and offer guidance to teaching staff. Implement guidance from specialist reports E.G. SALT. Intervention with Learning Manager Teacher is aware of the learning taking place in the Intervention group and this feeds back into their planning Student to have a Pupil Passport (PP) and appropriate supporting document Teachers implement information on PP	Implement guidance from specialist reports including Social Communication Adjustment to uniform if required Intervention with Learning Managers Adjustments to timetables, meeting and greeting, time out passes, lunch pass etc. Personalised arrangements are used (e.g. 5 point scale or emotion cards) to indicate feelings, avoidance of known trigger points, amendments to toileting support etc. Student to have a PP and appropriate supporting document	Implement guidance from specialist reports Intervention with Learning Managers Daily access to skilled staff and/or provision in school with experience of SEMH, e.g. trained Learning manager, school counsellor. Outreach advice is used in the provision offered to the pupil Modifications to timetable may include, e.g. off-site activities, meet and greet, delayed start time, adjustment to access arrangements Plans created alongside Educational Psychologist (e.g. MAP or equivalent) 1:1 / group work addresses pupil's outcomes Assessment data, e.g. SCERTS, Boxall, SDQ, B2 or Locke & Beech used for intervention strategies Access arrangements are appropriate and approved. Student to have a PP and appropriate supporting document	Implement guidance from specialist reports (VI or HI team etc.) Encourage the use of assistive technology Support from specialist equipment in PE Intervention with Learning Manager Annual visit from specialist teacher Student to have a PP or Extended Support Plan Student to have a PP and appropriate supporting document
Wave 3 K+E	Alternative Provision	Additional adults may support the pupil in class and in interventions	Alternative Provision 1:1 environment.	Will have specialist TA support for some lessons

	Adult support in class to transfer and generalise language skills learnt. Adapted or bespoke curriculum Teaching of independent life skills The pupil accesses small group and/or individualised support, to work on targets as advised by Speech and Language Therapy Additional adults support the pupil individually under the direction of the teacher	Tasks will be short in duration and may be reward led The curriculum places an emphasis on identified holistic outcomes Adapted or bespoke curriculum may be appropriate	Adult classroom support Off-site activities, meet and greet, delayed start time Access to a completely bespoke timetable, designed to mitigate possible triggers which leads to increased success with regard to engagement, access and resilience Pupil taught for a significant amount of the time in small groups or individually outside of the mainstream curriculum/classroom Access to specialised SEMH provision	Support from specialist teachers Will require assessment and advice from Specialist.
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