



# London Design & Engineering UTC

## SEND Information Report

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Acknowledgements	Anne Lewis, SENCO, LDE UTC
Date Approved	24 September 2020
Policy Approved by	Board of Directors
Version	3.0
Next Policy Review Date	September 2021

## Version Control Table

Version	Date	Amended by	Rationale
2.1	11/09/2020	Gloria Gold	Revised draft following scheduled review.
3.0	24/09/2020		Version approved by the Board of Directors

**Guidance on version Control:**

*The above is an example of how to complete the Version control table.*

*Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.*

*Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.*

# SEND INFORMATION REPORT

## Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	

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## 1. Introduction

The London Design and Engineering UTC takes a whole college approach to the inclusion of learners with a range of learning and medical needs.

A child or young person is identified as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 education.

## 2. Policy Aims

1. To ensure full entitlement and access for SEND learners to high quality education through high-quality teaching (HQT) within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
2. To educate learners with SEND, wherever possible, alongside their peers within the usual mainstream curriculum after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain learner curiosity, interest, enjoyment and resilience in their own learning.
4. To enable SEND learners to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that learners can develop as valuable members of society, both now and in the future, e.g. learners should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative, independence and British Values.

## 3. Provision

### 1. High Quality Teaching and Personalisation:

The College is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of children and young people. LDE UTC aims to ensure that:

- All staff provide high quality teaching which allows learners to learn effectively. A range of teaching and learning strategies may be required to ensure that all learners can access the curriculum.
- Members of staff understand that they are all teachers of learners with special educational needs.

- All learners, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every learner at the college is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.

## **2. The SEND department:**

- liaises with colleges to support transition at KS4 and KS5, where possible;
- liaises with outside support agencies such as Community Paediatrician, Educational Psychologist; Specialist teachers;
- monitors SEND learners through the use of data, feedback and concerns;
- undertakes Psychometric Testing to identify literacy issues and enable access arrangements;
- calculates reading and spelling ages as appropriate;
- provides hover support in the classroom;
- rewards achievement of targets, effort and attendance;
- provides learning mentors;
- provides literacy interventions such as 1:1 English support;
- provides numeracy intervention such as 1:1 Maths support;
- Arranges SEND Review meetings, Annual Reviews for learners and meetings responding to concerns by the learner, parents, staff or data
- Updates individual One Page Profiles and Outcomes
- Distributes reports from outside agencies

## **3. Progress is monitored through:**

- Progress Evenings
- End of Year Reports
- Reading and Spelling ages
- Teacher feedback
- Learner feedback
- Parental feedback
- External Reports
- Review meetings

## **4. The Local Offer**

Please find below the link to Newham Local Authority's local offer.

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

Please note the following updates from the Local Authority.

The current restrictions mean there will be no face to face meetings for assessments, advice for education, health and care assessments or annual reviews of education, health and care plans.

To ensure continuity a range of virtual methods will be used to carry out discussions and meetings including teleconferencing, Skype and emails as well as using the most recent information and reports to aid decision making.

During this time the SEN teams and your allocated SEN Officers continue to work remotely and can be contacted to provide support and advice. You can also email [sen@newham.gov.uk](mailto:sen@newham.gov.uk)

(29/04/2020)

All updates to the Newham Local Offer can be found at:

<https://families.newham.gov.uk/kb5/newham/directory/advice.page?localofferchannel=2&id=Rp1I24W8t6k>

Find out more about how to stay safe at school, at home and when in public at [www.newham.gov.uk/backtoschool](http://www.newham.gov.uk/backtoschool)

If you have COVID-19 questions, including what support is available if your family needs to self-isolate, please contact the COVID-19 Helpline: 020 7473 9711 (1-7pm, 7 days a week) or [covidhelp@community-links.org](mailto:covidhelp@community-links.org)

For the latest up to date information about COVID-19 become a Newham COVID-19 Health Champion by visiting [www.newham.gov.uk/CovidHealthChampions](http://www.newham.gov.uk/CovidHealthChampions).

(02/09/2020)

## 5. Local Offer – Contact Details

### 0-25 Special Educational Needs and Disability (SEN) Service

1000 Dockside Road  
London  
E16 2QU  
Email: [local.offer@newham.gov.uk](mailto:local.offer@newham.gov.uk)

### Educational Psychology Service

1000 Dockside Road  
London  
E16 2QU  
Tel: 0203 373 2725

### Language, Communication and Interaction Service

Lathom Junior School  
Lathom Road  
London  
E6 2DU  
Tel: 020 8325 4527

### **Behaviour Support Service**

Tunmarsh Centre  
Tunmarsh Lane  
London  
E13 9NB  
Tel: 0203 373 7632  
<http://newhamconnect.uk/Services/3069>

### **Sensory Service**

Tunmarsh Centre  
Tunmarsh Lane  
London  
E13 9NB  
Tel: 0203 373 2105

### **Newham Parent Co-Production**

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=9&localofferchannel=0>

### **Child and Family Consultation Service (CFCS) / CAMHS Newham**

York House,  
411 Barking Road,  
London  
E13 8AL  
Tel: 0207 055 8400 / 0207 055 8401

### **Complex Needs and Dyslexia Service**

Brampton Primary School,  
Brampton Road,  
London  
E6 3LB  
Tel: 020 8475 2301