



Special Educational Needs and Disabilities (SEND) Policy

Prepared by	Gloria Gold, Deputy Head - Pastoral
Acknowledgements	Ana-Marie Grigore, SENCO, LDE UTC
Date Approved	17 September 2026
Policy Approved by	Board of Directors
Version	5.0
Next Policy Review Date	September 2028

Version Control Table

Version	Date	Amended by	Rationale
1.1	01/09/2020	Gloria Gold	Revised draft following scheduled review.
2.0	24/09/2020		Version approved by the Board of Directors
2.1	16/09/2022	Gloria Gold	Review of policy – SENCO details updated
3.0	22/09/2022		Version approved by the Board of Directors
3.1	13/09/2024	Gloria Gold	Policy reviewed; no changes made
4.0	19/09/2024		The version approved by the Board
4.1	11/09/2026	Ana Grigore	A new sub-section 5.4 about the requirement for an Inclusion Strategy was added to page 6.
5.0	17/09/2026		The version approved by the Board

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; it's about getting the policy right – it's all fine.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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	

Contents

1. Policy Aims.....	3
2. Legislation and Guidance.....	3
3. Definitions	4
4. Roles and Responsibilities	4
5. Approach to SEN	5
6. Monitoring Arrangements.....	9
7. Links with Other Policies	9

1. Policy Aims

The London Design and Engineering (LDE) UTC's SEND policy aims to:

- Set out how the UTC will support and make provision for students with special educational needs and disabilities (SEND); and
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND.

The LDE UTC's specialisms are in design and engineering, which are rooted in the needs of, and the career opportunities provided by its university and employer sponsors.

The character of education provided by the LDE UTC is designed to be the most effective route for technically interested local young people, regardless of ability or educational need, to progress seamlessly into employment or higher education in engineering and related industries. Design is embedded as a skill that enables individuals and teams to resolve engineering challenges. The curriculum is supported by industry-standard resources.

The LDE UTC has an ethos of high aspiration for every learner. This SEND Policy details how the LDE UTC will ensure that the necessary provision is made for any learner who has special educational needs and that those needs are made known to all who are likely to teach them.

The LDE UTC aims to ensure that:

- All teachers are aware of the importance of early identification of educational needs and of providing for learners with SEND that they teach.
- All learners with SEND will have their needs met.
- The views of the learner 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 full potential.
- The UTC will support parents/guardians through the processes of induction, transition and adjustment.
- All learners with SEND are offered full access to broad, balanced 13-19 learning pathways focused on design and engineering, wherever this is practical and safe.
- All learners with SEND have full access to all UTC activities so far as it is reasonably practical and meets the learner's needs.
- We work in partnership with all relevant external agencies to meet the needs of the learner.
- All learners with SEND will make positive progress through their projects, skills development and units of learning regardless of their starting points and educational challenges.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report

This policy also complies with the LDE UTC's Funding Agreement and Articles of Association.

3. Definitions

A learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Learners have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream education.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 THE SENCO

The SENCO at the LDE UTC is: **Ana-Marie Grigore**

The SENCO will:

- Work with the Vice Principal – Personal Development and Wellbeing and the SEN Director to determine the strategic development of the SEN policy and provision in the UTC.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual learners with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the UTC's delegated budget and other resources to meet learners' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with Janice Tricks, the UTC's Careers Lead and potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned.
- Work with the Vice Principal, Principal and Board of Directors to ensure that the UTC meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the UTC keeps the records of all learners with SEN up to date.

4.2 THE SEN DIRECTOR

The SEN Director will:

- Help to raise awareness of SEN issues at Board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the UTC and update the Board of Directors on this.
- Work with the Principal, Vice Principal Personal Development and Wellbeing and SENCO to determine the strategic development of the SEN policy and provision in the UTC.

4.3 THE PRINCIPAL

The Principal will:

- Work with the Vice Principal, Personal Development and Wellbeing, SENCO and SEN Director to determine the strategic development of the SEN policy and provision in the UTC.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 THE CLASS TEACHER

Each class teacher is responsible for:

- The progress and development of every learner in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each learner's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. Approach to SEN

5.1 AREAS OF SPECIAL EDUCATIONAL NEED ARE CATEGORISED AS:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

5.2 IDENTIFYING LEARNERS WITH SEN AND ASSESSING THEIR NEEDS

The LDE UTC will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment **will not automatically** mean a learner is recorded as having SEN.

When deciding whether special educational provision is required, the UTC will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the learner and their parents. It will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Apprentices who received support whilst in their previous educational settings will need to ensure that they provide the necessary paperwork in order to continue that support. The College's access arrangements assessor will also carry out standardised assessments to reconfirm if this support is still necessary.

5.3 CONSULTING AND INVOLVING LEARNERS AND PARENTS

The LDE UTC will have an early discussion with the learner and their parents (or, in the case of an Apprentice over the age of 18, just the learner) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the learner's record and given to their parents.

5.4 DEVELOPING AND DELIVERING AN EFFECTIVE INCLUSION STRATEGY

Schools are required by the Department for Education (DfE) to produce an inclusion strategy by 31st December 2027. The Strategy will be updated every year.

As set out by DfE, the LDE will develop its Inclusion Strategy that prioritises high-quality, adaptive teaching and all other approaches that fall under the 7 principles of inclusion:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high-quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility

5.5 ASSESSING AND REVIEWING LEARNERS' PROGRESS TOWARDS OUTCOMES

The LDE UTC will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- Standardised assessments carried out by the college's access arrangements assessor
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The learner's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

5.6 SUPPORTING LEARNERS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

The LDE UTC will share information with the school, college, or other setting the learner is moving to both at post-16 and post-18. The UTC will agree with parents and learners on which information will be shared as part of this.

5.7 OUR APPROACH TO TEACHING YOUNG PEOPLE WITH SEN

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality teaching is the LDE UTC's first step in responding to learners who have SEN. This will be differentiated for individuals.

The UTC will also provide the following interventions (where possible):

- 1:1 / small group intervention in Core Subjects
- Teaching mentors allocated to learners
- Industry Mentors allocated to learners

5.8 ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

The LDE UTC make the following adaptations to ensure all learners' needs are met:

- Differentiating the curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating the teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 EXPERTISE AND TRAINING OF STAFF

The LDE UTC's SENCO works closely with the Vice Principal for Personal Development – Wellbeing. Both have undertaken NASENCO training. The SENCO has a Master of Education in Special Education Needs and Disability and is a qualified access arrangements assessor (CPT3A). She also has experience working with learners with dyslexia and does not have a teaching timetable.

The LDE UTC also:

- has a team of Heads of Year who offer support to learners.
- uses specialist staff for subject-specific interventions in Core Subjects.
- has Teaching Assistants who are able to give one-to-one support in class.

5.10 EVALUATING THE EFFECTIVENESS OF SEN PROVISION

The LDE UTC evaluates the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks
- Using learner questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for learners with EHC plans
- When COVID-19 restrictions are in place, all EHC reviews will be carried out remotely via Microsoft Teams
- The SENCO will gather information prior to reviews via email and through telephone interviews (the learner, their parents and subject teachers will all be consulted)

5.11 ENABLING LEARNERS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE UTC WHO DO NOT HAVE SEN

All of our extra-curricular activities and visits are available to all learners, where practically possible.

All learners are encouraged to go on these trips and visits.

All learners are encouraged to take part in sports, specialist workshops, etc.

No learner is ever excluded from taking part in these activities because of their SEN or disability.

5.12 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

The LDE UTC provides support for learners to improve their emotional and social development in the following ways:

- All learners participate in the Learning 4 Life programme.
- Learners with SEN are encouraged to be part of the learner council.
- The LDE UTC has a Chaplaincy service which is open to all.

The LDE UTC has a zero-tolerance approach to bullying.

5.13 WORKING WITH OTHER AGENCIES

The UTC's staff will be an active part of a wider team of multi-disciplinary professionals who support the complex needs of SEN learners within and outside the UTC. In order to fully meet these learners' needs, external services will be purchased from, or provided by, the Local Authority or other providers. This could include the involvement/use of speech and language therapy, occupational therapy, educational psychology, school nurses, social services, educational welfare, youth and inclusion support projects, and art therapy / counselling services.

Excellent working relationships with each of these external agencies will ensure that the highest quality provision is implemented across the college. The SENCo will be responsible for regularly communicating with these agencies so that they are fully informed of the needs of the learners.

5.14 COMPLAINTS ABOUT SEN PROVISION

Complaints about SEN provision in the LDE UTC should be made to the SENCo in the first instance. They will then be referred to the UTC's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the UTC has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6. Monitoring Arrangements

This policy and the accompanying information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the LDE UTC Board of Directors every two years.

7. Links with Other Policies

This policy links with the following policies:

- SEN Information Report
- Accessibility Plan
- Behaviour for Learning Policy
- Equality Policy, Information and Objectives
- Supporting learners with medical conditions
- Exclusions Policy