



London Design & Engineering UTC

SEND Information Report

Prepared by	Gloria Gold, Vice-Principal – Personal Development
Acknowledgements	Ana-Marie Grigore, SENCO, LDE UTC
Date Approved	21 September 2023
Policy Approved by	Board of Directors
Version	6.0
Next Policy Review Date	September 2024

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
3.1	14/09/2021	Gloria Gold	Annual review of report. Provision updated to reflect current practice and information on LA supported updated.
4.0	23/09/2021		Version approved by the Board of Directors
4.1	16/09/2022	Gloria Gold	Scheduled review – no changes made.
5.0	22/09/2022		Version approved by the Board of Directors
5.1	14/09/2023	Ana Grigore	Scheduled review – minor amendments made to text reflecting changes in terminology. Diagram on page 4 updated
6.0	21/09/2023		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 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. Our College offers and delivers a broad and balanced curriculum for all learners by embedding Inclusive Quality First Teaching practice, across all year groups.

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. 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 use a person-centred approach to teaching and learning where work is personalised and teaching strategies are adapted to meet individual learner's 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. Our broad and balanced curriculum promotes social, emotional, intellectual and physical development in order for our learners to develop important and beneficial lifelong skills for the community and wider society, both now and in the future, such as: safety awareness, perseverance, initiative, independence and British Values.

3. Provision

3.1 High Quality Teaching and Personalisation:

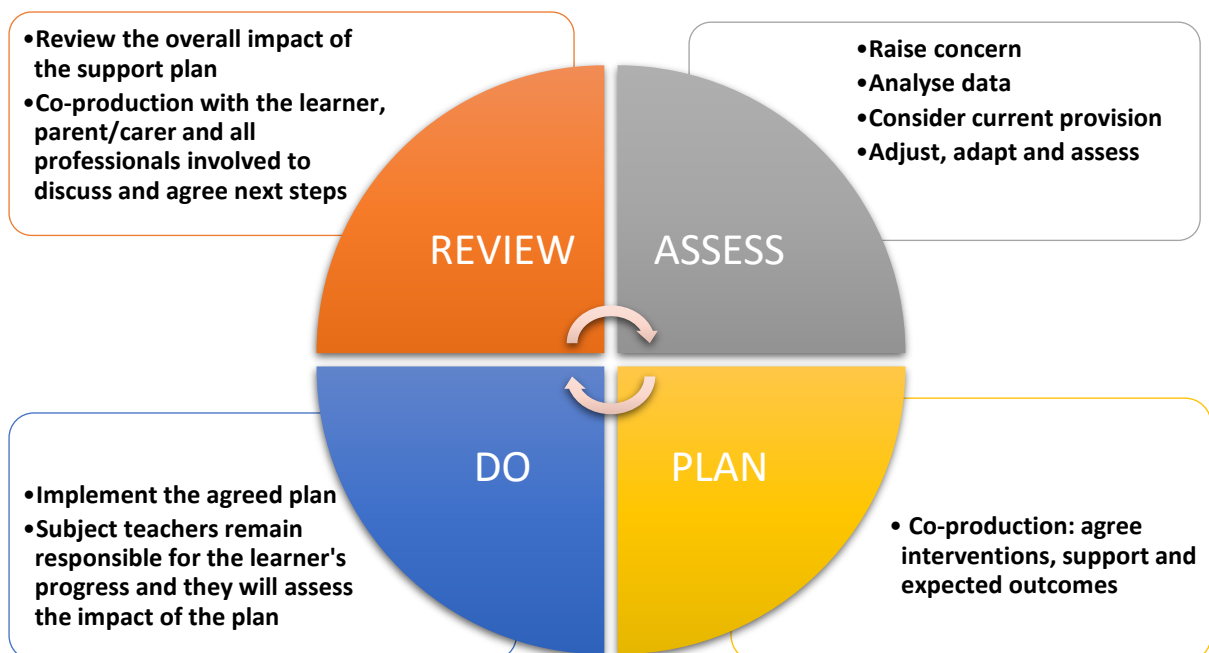
The College is committed in the pursuit of excellence and acknowledges that every learner approaches excellence at a different pace. High quality teaching is that which is adapted and personalised to meet the needs of children and young people.

At our College, we aim for early identification of learners who may need support and/or assistance. All teachers, in collaboration with the SENDCo and other relevant professionals, are responsible for identifying learners with SEND.

In deciding whether to consider the need for SEND provision, we will use information from previous schools and KS2 data if available, relevant screening and appropriate assessment tools. On entry, all our learners undertake Cognitive Ability Test (CATS), GL progress tests and a reading age assessment.

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.
- All teachers have access, via SIMS and SharePoint, to learners' Individual Learning Profile (ILP).
- Teachers and support staff can raise any SEND related concerns by completing the Learner Referral Form via SharePoint.
- Members of staff understand that they are all teachers of learners with special educational needs. Teachers are responsible and accountable for the learner's progress in their class.
- All learners, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. No learner is ever excluded for taking part in any school activities because of their SEN and/or disability.
- 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.
- As part of our Inclusive Quality First Teaching, we follow the Graduated Approach as described in The Code of Practice:



3.2 The SEND department:

- liaises with colleges to support transition at KS4 and KS5, where possible;
- liaises with the following support agencies to provide support for SEN learners: Community Paediatrician, Educational Psychologist, Specialist teachers Replace with: Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Services, Language Communication and Interaction Service (LCIS), Child and Family Consultation Service (CFCS), relevant schools and colleges;

- monitors SEND learners through the use of data, learner and teacher feedback, observation during structured and unstructured times and working in partnership with parent/carer and other professionals involved;
- undertakes Psychometric Testing in order to offer practical and reliable estimates of attainment and ability skills for our learners;
- provides in class support and structured interventions from a team made up of teaching assistants and learning mentors;
- The SENDCo is responsible for the organisation of statutory annual review and Educational Health Care Plan meetings. The SENDCo will also invite all parents of the children with an Educational Health Care Plan to regular meetings to evaluate the effectiveness of the provision, review the impact of the intervention(s) and learner's individual progress;
- The SENDCo works in collaboration with the learner, parent/carer, teachers and all relevant professionals in order to update Individual Learning Profile and other relevant documents i.e. care plans

3.3 Progress monitoring:

- The progress of all our learners is assessed and monitored in each curriculum area. All parents and learners are invited to Progress Evenings to discuss progress with each of their subject teachers. The SENDCo will be available to discuss any concerns the parents may have at any point during the evening. The parents of children with an Educational Health Care Plan will be allocated an additional time slot with the SENDCo to talk about their child's needs, progress, SEND provision and/or concerns.

3.4 • Our **College's Accessibility Plan** can be found at: <https://www.ldeutc.co.uk/key-info/stakeholder-info/policies.aspx>

3.5 Expertise and training of staff:

- Our SENDCo achieved the National Award for SENDCo. She completed a Master Degree in Special Educational Needs and Disability and gained certification in Psychometric Testing and Assessment.
- We have a team of teaching assistants, learning mentors, a college counsellor and a Newham Mental Health Practitioner who have the expertise to deliver SEN provision

3.6 Complaints about SEN provision:

- Complaints about SEN provision in our college should be made to the Subject Teacher and/or SENDCo in the first instance. They will then be referred to the college's complaints policy.
- If you would like to discuss and/or raise any concerns please email SENDCo-senco@ldeutc.co.uk

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=2>

Please note the following updates from the Local Authority.

- A dedicated telephone line called SEND Contact Us is open for queries to the Special Educational Needs Service. The telephone number is 020 3373 6472 and lines are open between 10-4 Monday to Friday (excluding bank holidays).
https://search3.openobjects.com/mediamanager/newham/directory/files/send_contact_us_poster.pdf
- The EPS Parent Advice sessions are offered to any Newham parent or carer who would like to discuss concerns about their child with an educational psychologist. To book a session between 10-12 email or phone sarah.parkinson@newham.gov.uk
Tel: 07976 733536.
https://search3.openobjects.com/mediamanager/newham/directory/files/eps_parent_advice_phone_in_leafletautumn2021_002_.docx

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

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=12>

Find out more about how to stay safe at school, at home and when in public at

www.newham.gov.uk/backtoschool

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

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/family.page?familychannel=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