



SEND Information Report

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Date Approved	17 September 2026
Policy Approved by	Board of Directors
Version	9.0
Next Policy Review Date	September 2027

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 the report. Provision updated to reflect current practice and information on LA-supported updates.
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
6.1	12/09/2024	Ana Grigore	Minor amendments were made to update the local offer
7.0	19/09/2024		The version approved by the Board
7.1	12/09/2025	Ana Grigore	New sections have been added on how the college will determine if my child requires SEN support. What should a parent do if they think their child has SEN? Also, how will the college adapt its teaching for a SEN child?
8.0	18/09/2025		The version approved by the Board
8.1	11/09/2026	Ana Grigore	Policy reviewed and no changes were made.
9.0	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) 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:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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 colleges 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 use a person-centred approach to teaching and learning where work is personalised and teaching strategies are adapted to meet individual learners' 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 to 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 colleges and KS2 data if available, relevant screening and appropriate assessment tools. On entry, all our learners undertake the 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).
- 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 from taking part in any college 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.

How will the college know if my child needs SEN support?

All our teachers are aware of SEN and are on the lookout for any learners who aren't making the expected level of progress in their college work or socially.

If the teacher notices that a learner is falling behind, they try to find out if the learner has any gaps in their learning. If they can find a gap, they will give the learner extra intervention to try to fill it. Learners who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the learner is still struggling to make the expected progress, the teacher will talk to the SENDCo and will contact you to discuss the possibility that your child has SEN.

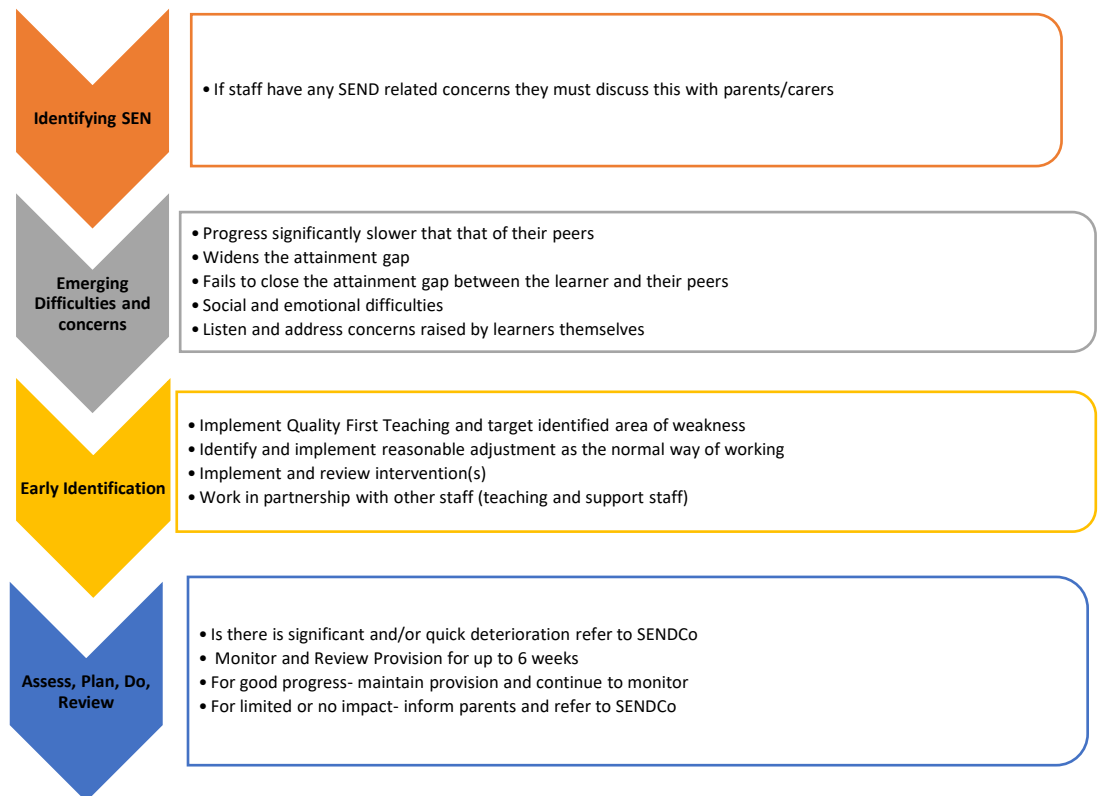
The SENDCo will observe the learner during structured and unstructured time to see what their strengths and difficulties are. They will have discussions with your child's teachers to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a specialist teacher.

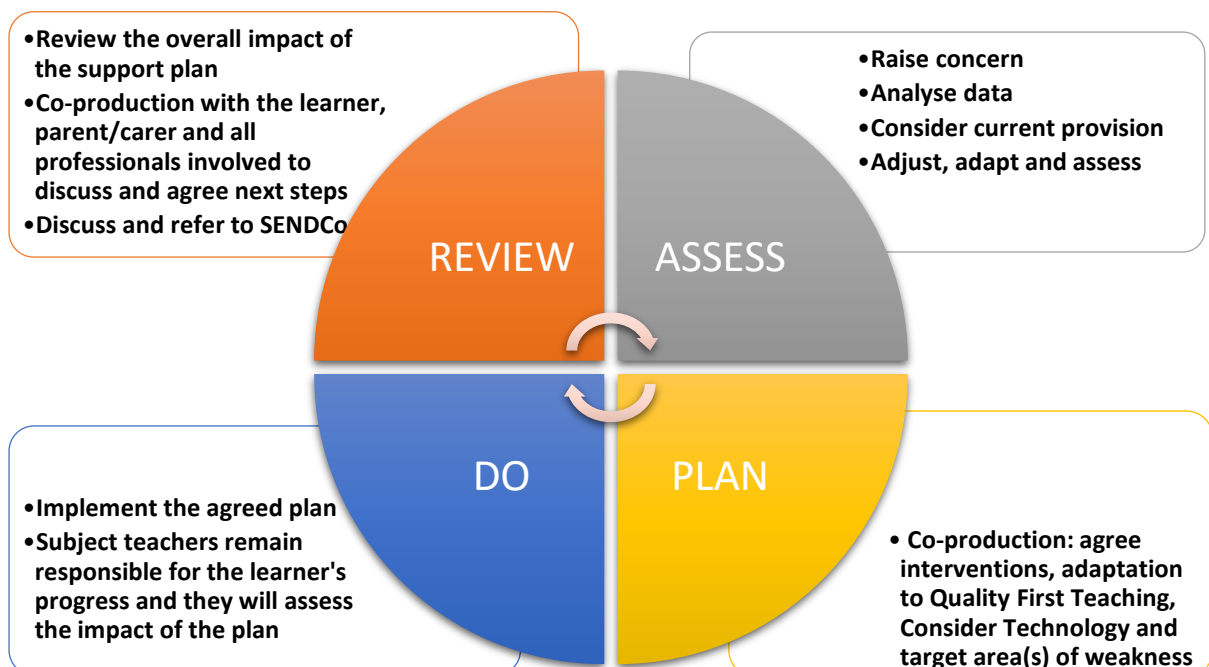
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the college's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

Teachers and support staff can raise any SEND-related concerns by completing the Learner Referral Form via SharePoint. We have a clear inclusion referral system to enable staff to address their concerns swiftly:



- As part of our Inclusive Quality First Teaching, we follow the Graduated Approach as described in The Code of Practice:



What types of SEN does the college provide for:

Our college provides for learners with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention-deficit hyperactivity disorder (ADHD)
	Mental Health Difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical Impairment

What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teachers and/or Head of Year.

They will pass the message on to our SENDCo, who will be in touch to discuss your concerns.

You can also contact the SENDCo directly at senco@ldeutc.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together, we will decide what outcomes to seek for your child and agree on the next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you, and your child will be added to the college's SEND register.

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: Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Services, Language Communication and Interaction Service (LCIS), Child and Family Consultation Service (CFCIS), 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 the Individual Learning Profile and other relevant documents, i.e. care plans

How will the college adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum every year they are at our college.

We will adapt how we teach to suit the way the learner works best. There is no '1 size fits all' approach to adapting the curriculum; we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

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

- Our **College's Accessibility Plan** can be found at:

<https://www.ldeutc.co.uk/key-info/stakeholder-info/policies.aspx>

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 for all parents' evenings to discuss any concerns the parents may have.
- The parents of children with SEN will be allocated an additional meeting with the SENDCo to talk about their child's needs, progress, SEND provision and/or concerns.
- The SENDCo will also hold an annual review for all learners who have an Educational Health Care Plan (EHCP).

3.5 Expertise and training of staff:

- Our SENDCo achieved the National Award for SENDCo. She completed a Masters' Degree in Special Educational Needs and Disability and gained certification in Psychometric Testing and Assessment. The SENDCo has also completed NPQSL (National Professional Qualification for Senior Leadership)
- We have a team of teaching assistants, learning mentors, Speech and Language Therapist, 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 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>

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:

[Newham Families Advice and Support | Educational Psychology Service](#)

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

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

Free college meals eligibility:

[Free college meals eligibility – Free College Meals – Newham Council](#)

Find out more about how to stay safe at college, at home and when in public at
www.newham.gov.uk/backtocollege

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