

Lincoln University Technical College
A College for Science & Engineering



SEND Information Report

Lincoln UTC SEND Information Report

Lincoln University Technical College (UTC) prides itself in being a fully inclusive school, where students with Special Educational Needs and Disabilities are encouraged to reach their full potential and succeed in all areas of UTC life. The UTC has a special focus on Engineering and Science which is enhanced by strong links with local and national industrial partners, allowing students to truly develop their academic, technical and personal skills in line with future career pathways.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Who?	Responsible for:
Subject Teacher / SENCo / Vice Principal	Adapting and refining the curriculum to respond to strengths and needs of all students. Checking on the progress of your child and identifying, planning and delivery of any additional support.
Subject Teacher/SENCo	Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
All Staff	Applying the school's SEND policy. If you have concerns about your child you should speak to your child's Mentor or Subject Teacher first. You may then be directed to the SENCo.
Special Educational Needs Coordinator (SENCo) Mrs V Weaver: vweaver@lincolnutc.co.uk	Coordinating provision for children with SEND and developing the UTC's SEND policy. Additionally, ensuring that parents are: <ul style="list-style-type: none"> • Involved in supporting their child's learning and access; • Kept informed about the range and level of support offered to their child; • Included in reviewing how their child is doing; • Consulted about planning successful transitions to new schools, colleges or employers; • Liaised with about a range of agencies outside of the UTC who can offer advice and support to help students overcome any difficulties; • Provided with specialist advice. <p>Also: Facilitating training to ensure that all staff are skilled and confident about meeting a range of needs</p>
Principal: Dr Rona Mackenzie	The day to day management of all aspects of the UTC, including the provision made for students with SEND.
Board of Directors: SEND Director	Supporting the UTC to evaluate and develop the quality and impact of provision for students with SEND across the UTC.

Assessment, Planning and Review:

How can I find out about how well my child is doing?

On-going monitoring takes place by students' teachers to identify students who are not making progress or who have specific needs which are affecting their ability to engage and make expected progress in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.

This additional support will be documented in an individual provision map or student profiles. In consultation with the SENCo and parents, short term, measurable targets will be agreed which prioritise the key areas of learning or behaviour. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account individual student's strengths as well as their difficulties.

In a small number of cases Learning Advisors may be allocated to support a student. This support is deployed to ensure your child can engage in lessons and wider activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held as required. Parents, relevant external agencies and students are invited to this review and their contribution is valued. The impact of support offered is considered in parallel with the progress towards target. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. For further guidance please go to the Lincolnshire County Council website for details on their Local Offer.

Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCo will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Personalised learning approaches ensure that individual students are adapted for in a range of ways to support access and ensure that all students can experience success and challenge in their learning. All students are taught in an inclusive environment.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Students are supported in each stage of their studies, from emerging learners through to high achievers.

Students learn in state-of-the-art facilities that simulate the working environment, such as in high-spec prototyping workshops and sophisticated science laboratories. All of these facilities allow a range of learning styles, from hands-on to in-depth theory analysis. Students also learn in traditional classrooms and work with a variety of business partners to apply their learning into the world of work.

Interventions

Access to learning and the curriculum

Access to Learning Advisors:

- In core subjects;
- In practical subjects;
- For group work.

Strategies/programmes to support students with ASD:

- Learning Advisor support in some classes;
- Small group mentoring or 1:1 sessions;
- Resources where applicable (access to laptops, presentation and notes)

Strategies to support/develop literacy including reading:

- Students in small intervention groups, based on areas of specific needs. Students then follow one of the following targeted programmes to help their Literacy needs; spelling; handwriting; reading comprehension; reading speed.

Strategies to support/develop numeracy:

- Ability setting;
- Learning Advisor support in class.
- Re-sit for GCSE examinations.

Provision to facilitate/support access to the curriculum:

- Included in mainstream classes;
- Qualified staff;
- Learning Advisor support in some classes.

Strategies/support to develop independent learning:

- Mentoring by support staff /teaching staff/Mentors;
- Visual timetables for class/and or individual students;
- 1:1 meetings with SENCo/Learning Advisor to plan and review work.

Pastoral Support

Strategies to support the development of students' social skills and enhance self-esteem:

- Mentors;
- Quiet room available lunch/break time;
- Behaviour interventions;
- Attendance monitoring;
- Isolation;
- Achievement celebrations;
- PSHE programme.

Mentoring activities:

- Pastoral support mentoring;
- Business Mentors.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Transition support, visits and events;
- Induction event at the start of Year;
- Regular contact and liaison with parents as necessary;
- Open door policy.

Strategies to support/modify behaviour:

- School sanctions and reward system as set out in Lincoln UTC Behaviour Policy;
- Behaviour report process;
- Mentoring.

In class support:

- Learning Advisor who can support learning in the classroom.

Planning, assessment, evaluation and next steps:

- Bench mark testing in Year 10 – updated throughout the year;
- Pupil profiles;
- CATS tests;
- Careers Profile assessments;
- Termly reports and tracking.

Personal and medical care:

- Medical room available for students throughout the day;
- Trained First Aiders on site at all times;
- Medical plans for students with medical needs;
- Medical Policy.

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs:

- Advice of professionals disseminated and followed;
- Use of any recommended equipment where possible.

Access to modified equipment and ITC:

- Specialist equipment as required on an individual basis to access the curriculum where possible.

Partnerships with External Agencies

What support from outside does the UTC use to support my child?

The UTC works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to Medical Interventions:

- Use of individualised Care Plans;
- Referral to paediatrician;
- Referral to CAMHS;

<ul style="list-style-type: none"> • Support from other external agencies; • Access to whole staff training if required.
<ul style="list-style-type: none"> • Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports • Regular meetings as required; • SENCo available at all Learning review evenings; • Referrals to outside agencies as required; • Lincolnshire County Council STAPS and additional needs teams, CAMHS, Teaching and Learning Centre.

Useful contacts:

Agency	Description of Support
Inclusion Support Service Lincolnshire County Council SEND Team	SEN advice and training, connected to individual students.
CAMHS (Child and Adolescent Mental Health Service)	Support and Advice
Parent Carer Forum http://www.lincspcf.org.uk 0845 3311 310	Impartial, confidential information advice and support for parents/carers of children with SEND

Transition

How will the UTC help my child move to a new group/year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition:

When moving to another College/University:	We will contact the SENCO and share information about any special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.
When moving groups/forms in school:	Ensure important Information is shared with the new teacher.
In year 10 transition:	The SENCO will attend any annual reviews, meeting to discuss specific need of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the old school and/or additional visits from the UTC.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

Ongoing programmes of training are in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Recent training has covered:	<ul style="list-style-type: none">• SEN Code of Practice 2014• Pastoral support for children with SEN
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Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

We also have staff with specialised expertise and working towards qualifications.

Qualifications:	<ul style="list-style-type: none">• Accredited SENCO (National Award)• First Aid Trained Staff• Med(Dist) Educational Disadvantage and SEN
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