

Lincoln University Technical College
A College for Science & Engineering



SEND Information Report

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| <p>What will happen if I or a teacher in college thinks my child has special educational needs?</p> | <p>The first point of contact for yourself is your child's Mentor or Subject Teacher. You can contact them by:</p> <ul style="list-style-type: none"> • Putting a note in their Planner for Year 10 and 11 • Phoning the college and leaving a message • Writing a letter or email (staff initialsurname@lincolnutc.co.uk) <p>If a teacher has a concern, they will raise this with the Mentor, Lead Mentor and the SENCO.</p> |
| <p>How will the college respond to such a concern?</p> | <p>Your child's Mentor will listen carefully to the reasons why you or the teacher feels your child may have special educational needs. Information from all of your child's subject teachers will be collated and considered by the SENCO, in liaison with the relevant staff members. The Mentor will ensure you are kept informed during this process.</p> <p>If your child requires assessment, the SENCO will contact you to discuss more specific information regarding your child's individual needs and you may be invited in for a meeting if necessary. The SENCO will arrange any necessary assessments, meet with your child to gain their views of their experiences.</p> |
| <p>How will the college decide if my child needs extra support?</p> | <p>The SENCO will contact you to discuss any assessments either via phone, email. If you would like a face-to-face meeting this will be arranged as soon as possible. Between the family, child and the SENCO, a decision will be made as to whether extra support needs be provided in college. Decisions will be based on:</p> <ul style="list-style-type: none"> • Teacher Observation and feedback • Termly monitoring data • Discussions with you and your child • Assessment data • Baseline data <p>If your child needs additional support their name will be placed on the support register.</p> |

What will the school do to support my child?

Students on the support register will meet with the SENCO and a member of the Learning Support Team. In liaison with you, a 'Pupil Passport' will be written to provide a description of your child's needs. It will include advice for teachers on how they can support your child in class and will be available to all your child's teachers and Mentor. A plan will be drawn up as to how your child will be best supported in college, taking into considerations their needs and views. Additional support may include one or a combination of:

- Provision of resources
- Targeted small group work
- Individual support
- Specialist Teaching Team input

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

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

Additional support may include:

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| <p>Access to Learning Advisors:</p> <ul style="list-style-type: none"> • In core subjects; • In practical subjects; • For group work. |
| <p>Strategies/programmes to support students with ASD:</p> <ul style="list-style-type: none"> • Learning Advisor support in some classes; • Small group mentoring or 1:1 sessions; • Resources where applicable (access to laptops, presentation and notes) |
| <p>Strategies to support/develop literacy including reading:</p> <ul style="list-style-type: none"> • Students in small intervention groups. • 1:1 input from LSA • Access to LCC Specialist Teaching Team |
| <p>Strategies to support/develop numeracy:</p> <ul style="list-style-type: none"> • Ability setting; • Learning Advisor support in class. • Re-sit for GCSE examinations. |
| <p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Mentoring by support staff, mentors and teaching staff. • Visual timetables for class and or individual students • 1:1 meetings with SENCO/Learning advisors to plan and review work. |
| <p>Provision to facilitate/support access to the curriculum:</p> <ul style="list-style-type: none"> • Included in mainstream classes; • Qualified staff; • Learning Advisor support in some classes. |

Once your child has been assessed and a support plan put into place, your child's progress will be monitored by their Mentor and teachers regularly and the provision reviewed, to ensure that they continue to access the most appropriate support. If outside agencies are involved, we will work closely with them to ensure the best outcome for your child.

Who will support my child in school and what training and experience do they have?

Every member of the college staff has a responsibility to support your child effectively. On-going programmes of training are in place to ensure that teachers and support staff have the appropriate skills and knowledge in areas that will enhance their teaching and support of students with SEN.

Your child may receive support from the Learning Advisors who have experience either in working with children with SEN in a variety of settings, or hold the Higher Level Teaching Assistant Qualification. The SENCO is a qualified teacher and holds the National Award in Special Educational Needs; the Principal holds a Masters in Education specialising in Educational Disadvantage and SEN. The college has access to qualified counsellors to support students with emotional needs.

Pastoral Support and strategies to develop students social skills and self esteem is provided via:

- The Pastoral Liaison Officer
- Mentors
- Quiet space
- Behaviour interventions
- Attendance monitoring
- Achievement Celebrations
- PSHE programme

Students with Medical needs will have Medical Plan and there are Trained First Aiders on site at all times.

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| <p>Who else might be involved in supporting my child?</p> | <p>The UTC works with a number of external agencies to seek advice and support to ensure the needs of all children are fully understood and met. These may include:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • GP for referral to Child and Adult Mental Health Service (CAMHS) • Paediatricians • Autism Outreach • Hearing/Ophthalmology specialist referrals • Counsellors • Lincolnshire County Council Specialist Teaching Team • Lincolnshire County Council Additional Needs Team • Teaching and Learning Centre • School Nursing Team |
| <p>What support will there be for my child's emotional and social well-being?</p> | <p>Our Pastoral Liaison Officer working with the Mentors and the SEN team take the lead on your child's social and emotional health. Students can be referred to trained counsellors if students would benefit from this input. The PLO takes an active role in implementing the Behaviour Policy consistently across the college and communicating with parents if concerns arise, to develop and implement strategies for individual students to</p> |

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| | <p>minimise occurrences of exclusion. The PLO will also review weekly the attendance figures to identify students with below expected attendance and take appropriate action.</p> <p>The Medical Policy includes procedures for handling and administering Medicines at college, including safe storage and Parental Consent.</p> |
| <p>How will my child be able to contribute their views? How will my child be involved in the process?</p> | <p>Your child's view is very important to us and there are a number of ways in which your child will be able to give their views:</p> <ul style="list-style-type: none"> • Talking to school council representatives • Talking to the student voice coordinator – Ian Walker • At 1:1 mentor meetings • During meetings with the Learning Support Team • Completing the SEN student questionnaire • SEN review meetings • Parent Evenings |
| <p>How will the curriculum be matched to my child's needs?</p> | <p>Subject teachers will use a variety of inclusive strategies in the classroom such as:</p> <ul style="list-style-type: none"> • Personalised work • Seating plans • Clear, structured routines • Alternative ways of recording (e.g. laptops) • Provision of notes before/after lessons <p>Teachers are skilled at adapting teaching to meet the diverse range of needs in each class and it is always expected that Quality First Teaching is implemented – interventions are no substitute for this. Personalised learning approaches ensure that individual students are adapted for in a range of ways to support access and ensure students experience success and challenge in their learning. Grouping arrangements allow for both ability and mixed setting so that students are supported in each stage of their studies from emerging learners through to high achievers. Teachers will take account of strategies suggested on the Pupil Passport.</p> <p>Students learn in state-of-the-art facilities that simulate the working environment. 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 in the world of work.</p> <p>If despite QFT, interventions are necessary, students may access Learning Advisors, STT, ICT and any other resources that may be identified as practicable.</p> |
| <p>What opportunities will there be for me to discuss my child's attainment and achievement?</p> <p>How will I know how</p> | <p>You will be informed of your child's progress in the following ways:</p> <ul style="list-style-type: none"> • Benchmark testing in Year 10 • Termly reports and tracking • Progress towards target grades • Parents Evenings • Test and examination information |

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| <p>well my child is progressing?</p> | <ul style="list-style-type: none"> • Notes in planners where concerns raised • Contact from subject teachers or mentors • SEN reviews with the SENCO |
| <p>How does the college know how well my child is doing?</p> | <p>On-going monitoring takes place by student's 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.</p> <p>We will monitor your child's progress in some or all of the following ways:</p> <ul style="list-style-type: none"> • Analysis of your child's termly assessments by the subject teacher • Review of progress with Mentors, teachers and SENCO • Checking progress against target grades • Through standardised tests if appropriate |
| <p>How will my child be included in activities outside the classroom including college trips?</p> | <p>All activities and trips are inclusive; comprehensive risk assessments are carried out prior to trips and any relevant information provided to staff regarding your child's SEN. Communication will be sent to parents and in some cases meeting held before trips to discuss concerns and answer questions. If you have additional concerns, you may contact the relevant mentor.</p> |
| <p>How accessible is the college environment?</p> | <p>The college has both old and new areas. The new areas comply fully with access for those with Physical difficulties. Provision has also been made to enable access to the older areas of the building via a lift and ramped access. The college has disabled toilets and showers.</p> |
| <p>How will the college prepare and support my child to join the college?</p> | <p>Before your child starts at the college:</p> <ul style="list-style-type: none"> • A pack including a SEN Additional Needs Form will be sent to you. The SENCO will contact you using this information to arrange a transition meeting with both you and your child to discuss their needs. • The SENCO will where possible, contact and gather information from your current schools. • You and your child will be invited to attend information evenings • You and your child will be invited to attend tours of the UTC building • Where appropriate, the SENCO will attend Annual Review Meetings when requested |
| <p>How will the college prepare and support my child to transfer to a new setting?</p> | <p>Children and young people with SEN can become particularly anxious about change so we seek to support successful transition:</p> <p><i>Transition to Year 10</i> – The SENCO will attend any annual review</p> |

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| | <p>meetings to discuss the specific need of your child and the nature and level of support that has the most impact. In some cases, additional multi-agency meetings may be arranged/attended to create a more detailed 'transition plan' – this may include more visits to the existing school or additional visits to UTC.</p> <p><i>Within the college</i> – At the beginning of each academic year, information about your child's SEN is available to any new teachers and Mentors. Students with SEN may be offered an early Careers interview if felt appropriate.</p> <p><i>Transition from college to another setting:</i> - We will contact the SENCO to share information about any special arrangements and support that has been in place to help you child achieve their learning goals. Your child will take part in transition arrangements such as careers events and interviews, support in writing CV's/personal statements and any other identified support based on individual needs.</p> |
| <p>How can I be involved in supporting my child?</p> | <p>We would like to encourage you to:</p> <ul style="list-style-type: none"> Check your child's planner (Year 10/11) and use it to communicate with the Mentor and Subject Teachers Attend all the Parents Evenings or SEN Review Meetings Keep us informed of any changes regarding your family that may impact their learning Communicate any concerns you have with your child's Mentor |
| <p>How can I access support for my family and myself?</p> | <p>See Lincolnshire Local Authority Family Services Directory online www.lincolnshire.gov.uk/SENDlocaloffer</p> <p>Lincolnshire Parent Carer Forum www.lincspcf.org.uk</p> |