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Specialists in science, technology, engineering and maths
in partnership with industry and the University of Lincoln

SEND Information Report – Academic year 2025 – 2026

‘The leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. Pupils receive highly personalised support from leaders and additional adults within the college. Given their starting points in Year 10, these pupils are making better progress than has been the case in the past. Parents report that they strongly value the support extended to these pupils.’

(A summary made in the most recent Ofsted Inspection on the SEND provision at Lincoln UTC)

The SEND department aims to ensure that all our young learners with additional needs receive tailored and personalised support to allow them to fulfil their potential. We are committed to supporting their academic and skills development as well as their social, emotional and mental wellbeing to become confident individuals. We want all our young learners, regardless of their different needs, to be well equipped to make a successful transition into adulthood and have the skills and knowledge required to secure the next step of their chosen pathway after their time at the UTC.

To do this, we seek to promote and develop best practice in the identification, assessment and provision of support for students with a special educational difference. We adopt a young person-centred approach, advocate when necessary, listen with empathy and take appropriate action as needed.

The SEND and Inclusion team at Lincoln UTC is led by Daniel Chung, assistant principal and SENDCo, and Helen Sprakes, the deputy head of inclusion. Both Helen Sprakes and Daniel Chung have worked at Lincoln UTC for a number of years and have a lot of experience working with and supporting students with additional needs in this unique education setting.

The team consists of 6 dedicated and highly skilled teaching assistants. They provide support in their specialised subject areas, which allow them to work closely with the subject teachers to ensure the best possible subject specific support to our learners with additional needs. In the most recent inspection, Ofsted identified that ‘pupils with special educational needs and/or disabilities (SEND) are making good progress as a result of the closely targeted support they receive’. The SEND office is a calm and positive environment where the door is always open for all our students.

In addition to the academic and skills support provided, all our teaching assistants act as case workers for all our SEND students. For students who have social, emotional and mental health needs, our teaching assistants regularly check in with the students and monitor their wellbeing. They have regular review meetings with our SEND students to assess, monitor and review their academic progress and personal wellbeing. They also provide guidance to the SEND students when choosing the next step of their career after their studies at the UTC.

Feedback from parents/carers of children with SEND needs has been overwhelmingly positive about the SEND provision at Lincoln UTC and we have had many success stories of our young learners with additional needs securing the next step of their future career.

The SENDCo at Lincoln UTC is Daniel Chung, assistant principal

If you have any questions regarding SEND provision, please contact

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All information regarding education and SEND services available in Lincolnshire can be found on the following websites:

<https://www.lincolnshire.gov.uk/schools-education>

<https://www.lincolnshire.gov.uk/homepage/131/send-local-offer>

The information contained in this report is set out as required in the Special Educational Needs and Disability Regulations 2014 and is updated annually. The next review date is October 2026.

The kinds of SEND that are provided for in this school:

The government's SEND code of practice highlights four broad areas of SEND needs:

- **Communication and interaction** – refer to students having difficulty in communicating with others. This may include difficulty in expressing themselves, understanding some or all of the different aspects of speech, language and social communication. Each profile is different, and their needs may change at different times of their lives.
- **Cognition and learning** – refer to students experiencing different learning difficulties (LD), such as moderate (MLD), severe (SLD) and multiple (MpLD). These students may learn at a slower pace than their peers, even with appropriate differentiation, and require support in some or all areas of the curriculum. Others with specific learning difficulties (SpLD) encompasses a range of conditions, such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional, and mental health difficulties** – refer to students experiencing a wide range of social and emotional difficulties. These students may display challenging, disruptive or disturbing behaviour, while others may have underlying mental health difficulties. Some of these students may have disorders, such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** – refer to students requiring special educational provision because they have a disability, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) which prevents or hinders them from making use of the educational facilities generally provided and specialist support and/or equipment is required to access their learning.

At Lincoln UTC, we currently have learners with the following special educational needs and disabilities: Autism, Moderate learning difficulties, hearing impairment, visual impairment, social, emotional and mental health needs, medical needs (chronic kidney disease, Turner's syndrome, Hydrocephalus, Crohn's disease), epilepsy, dyslexia, dyscalculia, dyspraxia and type-1 diabetes.

Our SEND profile for 2025 - 2026 shows that 18.3% of the entire school population is identified as having SEND needs. 3.4% of our students have an Education, Health and Care (EHC) Plan.

Year Group	SEN (K)	EHCP	Total
10	18	4	22
11	22	7	29
12	7	1	8
13	11	1	12

Consulting parents/carers of students with SEND and involving them in their child's education:

Lincoln UTC values parental support and their involvement in their child's education.

During the application process, parents/carers have the opportunity to inform the school whether or not their child has any SEND needs or is on the SEND register in their current school.

For all students with SEND or on the SEND register, the inclusion team will contact parents/carers to understand the specific educational and/or medical needs of their child. This will form the basis of a pupil passport which is reviewed regularly. The pupil passport is a document which outlines the strengths, weaknesses, suggested strategies and support for each individual student.

All applications involving a child with an EHC plan are required to apply through the Lincolnshire County council. Lincoln UTC will always go the extra mile to meet all students' additional needs. Prior to responding to the consultation, our inclusion team will invite the child with an EHC plan and their parents, and in some cases, all relevant professionals to a meeting. The purpose of this initial meeting is to allow the inclusion team to get a clear understanding of the specific needs and support required by the child. It also allows the school to determine our ability to meet the specific needs stated on the EHC plan document before offering a place.

We ask for parents/carers of children with SEND to keep the inclusion team informed of any changes regarding personal and/or family circumstances that may impact on the child's learning. The information, where necessary and permitted by the parents/carers, will be communicated with all the relevant professionals and recorded on the school system.

The inclusion team reviews the SEND provision regularly and communicates with parents/carers by phone calls, emails and during meetings. For all of our students with an EHC plan, the inclusion team will contact their parents/carers at least three times a year following each assessment point in addition to the annual statutory EHC review meeting to review their progress.

Should there be a cause for concern regarding behaviour and/or attendance due to the students' SEND needs, parents/carers will be invited to attend a meeting with the attendance officer as well as the inclusion team to discuss how best to support their child.

Consulting students with SEND and involving them in their education:

At Lincoln UTC, we are proud of our positive staff and student relationships. We understand the importance of involving our learners in their education and supporting them in planning their future career pathways. This working partnership is introduced from the very beginning during the transition meeting in the summer term prior to their September start.

During this meeting, members in the inclusion team will have 1-to-1 meetings with identified SEND students from the application process and create a pupil passport. This provides an opportunity for the SEND students to inform us their strengths, weaknesses and what works best to support their learning.

The inclusion team and our students with SEND will have constant dialogues throughout their time at the UTC. Our key workers will meet with their assigned SEND students at least once per term. These dialogues can be in forms of 'light-touch' checking, review meetings and interviews to support planning for their future pathways. The outcomes of all meetings will be recorded in their pupil passports.

Identifying and assessing students with SEND:

Lincoln UTC uses a variety of ways to identify and assess students who need extra support.

During the application process, the school obtains and collates all the SEND information from the online application forms and the CTF transferred files. Our inclusion team may arrange transition meetings with the feeder school SENDCos as appropriate.

After a place at Lincoln UTC has been offered, the SEND team hold introductory meetings for all new students with SEND needs during the summer term prior to their September start. During this meeting, their individual pupil passport will be created which allows staff members to have an overview of the specific needs of each individual student. The pupil passport document is regularly reviewed once students join the school.

Class teachers and our teaching assistants are trained to observe, monitor and assess students' performance and progress in lessons on a daily basis. They report to the inclusion team for any cause for concern regarding students' potential learning difficulties.

For concerns about potential dyslexia and/or dyscalculia, a screening test will be arranged for the student. This provides an initial informal assessment of any potential learning difficulties. The screening results will be shared with parents/carers and relevant teachers. Students who have been assessed to experience more profound difficulties are referred to our specialist teacher for a formal diagnostic test to determine if they are entitled to access arrangements, such as extra time, a reader and scribe and 1-to-1 arrangement.

Parents/Carers can also contact and make requests to the SEND department if they have any concerns about their children's specific additional needs.

The approach to teaching students with SENDs:

At Lincoln UTC, we believe that quality first teaching is fundamental to the learning, skills development and progress of all learners, including those with SEND. All teachers have the same high expectations for all our students, including those with SEND needs, and are committed to ensuring all students achieve their potential.

It is also the school's commitment to providing quality CPD to develop staff members' awareness of SEND needs and inclusive strategies to enable all students access the full curriculum and fulfil their potential.

All teachers share this commitment and are responsible and accountable for the progress and development of the students in their classes. They regularly assess and review the progress made in their lessons and constantly feedback to the SEND team any concerns they have regarding students with SEND needs.

Adaptations made to the curriculum and the learning environment of students with SEND:

Lincoln UTC firmly believes that all our students have a right to access the entirety of our curriculum. Whilst specialist in nature (with a focus on STEM), our curriculum is broad,

balanced and carefully designed which focuses on both students' academic and skills development so that they are ready for their next step of their career when they leave school.

We are committed to ensuring students with SEND needs access the full curriculum by giving them the appropriate support, which can be in the form of adult support in lessons, exam access arrangements and involving external agencies, such as counselling. We take pride in this all-inclusive approach and have had many successful stories of our SEND students flourish at Lincoln UTC.

In 2025, the attainment 8 score of our students with SEND needs is 42.6. Nationally, the attainment 8 score of SEND students is 28.1. In addition, the attainment gap of students with SEND needs compared to their peers at Lincoln UTC is significantly narrower than the national figures (LUTC: 0.44; National: 1.78).

(Note: Progress 8 scores cannot be calculated for academic years of 2024/25 and 2025/26. This is because there is no KS2 assessment data available to calculate the baseline for Progress 8 for these years due to Covid-19 disruption.

Source: <https://www.compare-school-performance.service.gov.uk/school/140950/lincoln-utc/secondary>)

When heavy machinery and dangerous chemicals are used in any practical subject, appropriate adult support and supervision are provided when required to the students with additional needs. Lincoln UTC takes risk assessments seriously to ensure that the learning environment of students with SEND is safe.

The vast majority of our SEND students partake fully in all practical work in both science and engineering subjects with the support of an additional adult in lessons. On very few occasions, such as the use of a lathe machine where it may pose a serious health risk due to students' physical disability, these students are provided with the opportunity to use a computer controlled alternative option to get the experience and fulfil the requirements of the qualification.

In terms of the physical environment of the school, lift access is available to all floors inside the school building for any disabled student, staff or visitors to the site. Also, the school has purchased two minibuses with the space and equipment to cater for any disabled students to go on trips and visits.

The expertise and training of staff to support students with SEND:

Supporting staff members with their knowledge and understanding of all areas regarding SEND is a key focus on our professional development programme. All staff members receive regular updates on SEND policies and statutory guidance.

Members in the inclusion team are all experienced and have a variety of knowledge and skills. They are well trained to support students with different SEND needs and liaise with external agencies.

The SENDCo, Daniel Chung who is also the assistant principal, is an experienced subject specialist in both English and mathematics. He has worked as a subject leader of English and

mathematics in different schools prior to working at Lincoln UTC. The deputy head of inclusion, Helen Sprakes, has had years of SEND experience in both supporting students and liaising with external agencies.

The team consists of 6 dedicated and highly skilled teaching assistants. The adult support in lessons is delivered by the teaching assistants who specialise in each key subject area. This ensures the best possible subject specific support to our learners with additional needs.

Arrangements for assessing and reviewing students' progress towards outcomes & evaluating the effectiveness of our provision made for students with SEND:

At Lincoln UTC, we adopt a robust system to monitor the progress made by all learners. All teachers regularly check the learning and progress made of the students within the lesson to inform their planning and deliver lessons adaptive to the learners' different needs. There are also formal assessment points which take place three times a year to monitor the progress made by all students over a period of time.

Parents/carers receive progress reports after each assessment point to review the progress made by their children. To determine the effectiveness of the SEND provision, the school compares the performance of students with additional needs to that of the students who do not have additional needs. This allows the leadership team and inclusion team to evaluate the effectiveness of the provision and act accordingly.

In 2025, 54% of our students with SEND attained grade 5 or better in both English and mathematics compared to only 18% of SEND students nationally attaining this benchmark.

There is a whole school approach when it comes to supporting and deciding the strategies that best support our students. Co-ordinated by the SEND and Inclusion team, teachers record the strategies that are the most effective to support students in their classes. All strategies are recorded centrally and shared with all members for them to apply in their lessons. Any changes or additions to the support strategies are also recorded on the pupil passports.

The effectiveness of our SEND provision can also be reflected in the attendance rates of our learners with SEND. Many parents/carers whose children have SEND needs and had attendance issues in their previous school settings, have commented that their children are well-supported and enjoy going to Lincoln UTC during parents evenings and in parent questionnaire.

Enabling students with SEND to engage in activities available with other students in the school who do not have SEND:

Lincoln UTC firmly believes that all students, regardless of whether they have SEND or not, should be given access to the same curriculum, and be offered the same opportunities and learning experience. This also includes all enrichment activities, including university visits, industrial visits, work placement, residential trips including overseas ones, and many others.

All our students with SEND needs attend the same lessons with all other non-SEND students. To ensure the best support provided in lessons, the class size of Lincoln UTC is smaller than

many schools, with an average class size of 24. The class size of our practical subjects is even smaller, with an average class size of 20 or fewer. With a better teacher to student ratio in lessons, this allows more opportunities for teachers' interaction, monitoring and supporting the students who have additional needs.

In Key Stage 4, we have recognised a number of students, including some of our SEND students, who need additional support with their English and communication skills following the in-house baseline test. We offer these students, in small groups, a bespoke package in order to develop these key fundamental skills and support them to access other curriculum areas. These students are withdrawn 2 single lessons a week from their two triple project lessons.

Lincoln UTC is committed to offering personalised SEND provision and support to our SEND learners, so they are not being disadvantaged compared to students who do not have SEND needs.

To enhance students' learning experience, the school organises a number of residential and overseas trips and visits, linked with other education institutions, universities and our industrial partners. There is no difference in the participation rate between our SEND and non-SEND students.

As a school, we always ensure that staffing is put in place to facilitate all off-site enrichment opportunities and extracurricular activities. We also ensure that careful risk assessments and scrutiny take place in advance to minimise potential risks and dangers associated with the activities. Careful advice and guidance, whenever necessary, is clearly communicated with parents/carers of children with SEND.

Support for improving emotional and social development:

The SEND team works closely with the Heads of Key Stage 4 & 5 to improve emotional and social development of our students. They meet regularly to discuss any student whose barriers to learning are linked to emotional and social issues.

Emotional and social development is also a key focus area built into our Life Guidance and assembly programmes.

For students experiencing emotional, social and mental health difficulties, they can speak to a member in the SEND team. The SEND office is a calm and positive environment where the door is always open for all our students.

Our case worker system also enables an additional level of support on top of the mentoring system for our SEND students to discuss all matters regarding emotional, social and mental health issues with their case workers.

For more profound emotional, social and mental health issues that our students experience, the inclusion team may refer these students to receive counselling support. Lincoln UTC subscribes to the Lincolnshire County Council counselling services where a qualified professional counsellor is hired on site to provide counselling services on a weekly basis. Our counsellor sees 5 students per week. In 2024-25, our counsellor supported 8% of the whole school population.

Involving other bodies in meeting students' SEND needs and supporting their families:

Lincoln UTC has developed positive relationships with external professionals and outside agencies, including the Lincolnshire County support services, Early Help and CAMHs to meet our learners' SEND needs and support their families. They offer guidance and advice to the inclusion team and, if appropriate, they conduct assessments and provide reports with recommendations. In return, Lincoln UTC shares a commitment with the outside agencies to provide timely and relevant information to support all our learners and their families.

It is our commitment to work with and maintain regular communication with all parents/carers of children with SEND. Please contact Daniel Chung (dchung@lincolnutc.co.uk) or Helen Sprakes (hsprakes@lincolnutc.co.uk) for any concerns about SEND provision in the first instance. If parents/carers do not receive a response that they deem appropriate and wish to make a complaint, please refer to the complaints procedures as stated in the SEND and Inclusion policy and the school's complaints policy.