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

SEND and Inclusion Policy

Our Vision, Aims and Objectives

At Lincoln UTC, we believe every learner, whether they have special educational needs and disabilities or not, should have the opportunity to experience success in learning at the highest possible standard. We do this by having high expectations for all our learners and ensuring that they are fully included in our curriculum.

Ultimately, it is our vision to ensure that every student at Lincoln UTC develops the skills required to secure the next step of their chosen career, either at university or in employment. Any student who has additional SEND needs and/or EHCP, is fully supported to achieve this and inclusion is the responsibility of every person within the school.

The SEND team at Lincoln UTC works hard to ensure that all students have the best possible access to an inclusive education, in a supportive, nurturing and innovative environment, with the opportunity to reach their full potential and personal aspirations. In addition, the team seeks to promote and develop best practice in the identification, assessment and provision of support for students with a special educational difference. A young person-centred approach is adopted. Appropriate action as needed is taken swiftly, concerns from our students with SEND are listened with empathy, and support is specifically tailored to students' individual needs.

In our most recent Ofsted inspection, the SEND provision was considered as highly complimented:

'The school knows the needs of pupils with special educational needs and/or disabilities (SEND) well. Teachers use effective strategies to support these pupils to access the curriculum. Staff also provide high-quality pastoral support for these pupils. Pupils with SEND gain the qualifications and life skills they need to be successful.'

The academic progress achieved and destination when leaving school by students with SEND at Lincoln UTC are comparable with that of the other students.

Definitions

A child or young person has SEND if they have a learning difficulty or disability which 1) requires special educational provision to be made for him or her, and/or 2) prevents or hinders him or her from making use of facilities of a kind generally provided for others. Such provisions are additional to or different from that of the majority of others of the same age.

Roles and Responsibilities of SENDCo

The principal and the governing body of Lincoln UTC are committed to ensuring that there is a qualified teacher designated as SENDCo for the school and ensuring that the appropriate, accredited and recognised qualification (**National Professional Qualification (NPQ) for SENCOs**). This must be achieved within three years of the appointment if they have not previously possessed this qualification.

The SENDCo at Lincoln UTC is **Daniel Chung**, assistant principal, who together with **Helen Sprakes**, deputy head of inclusion, will:

- work closely with the principal and governing body in determining the strategic development of SEND policy and provision at the school
- have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and will work closely with staff, parents and other agencies, such as [Local Offer Lincolnshire](#) to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet young learners' needs effectively
- liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, and
- ensure that the school keeps the records of all pupils with SEND up to date.

The two named governors for SEND provision and inclusion at Lincoln UTC are Stacey Wilson-Smith and Helen Brierton, who are responsible for:

- monitoring the quality and effectiveness of the SEND provision within the school
- routinely reviewing the implementation of the SEND and inclusion policy
- raising awareness of SEND issues at the Quality and Standards meeting, and informing any update at the Full board meeting.

Supporting Learners with Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions.

Lincoln UTC is committed to planning and delivering the special educational provision in a co-ordinated way with the individual healthcare plan for learners with medical needs and also have SEND, in accordance with the statutory guidance 'Supporting pupils at school with medical conditions'.

Overview of the SEND Information Report

Please refer to the information in the SEND Information Report on our school's website for pupils with special educational needs and disabilities, as required in the Special Educational Needs and Disability Regulations 2014 about:

- the kinds of SEND that are provided for
- policies for identifying and assessing students with SEND
- arrangements for consulting parents/carers of students with SEND
- arrangements for consulting students with SEND
- arrangements for assessing and reviewing students' progress towards outcomes
- arrangements for supporting students in transition
- the approach to teaching students with SEND
- adaptations made to the curriculum and the learning environment of students with SEND
- the expertise and training of staff to support students with SEND
- evaluating the effectiveness of the provision made for students with SEND
- how students with SEND are enabled to engage in activities available with other students in the school who do not have SEND
- support for improving emotional and social development, and
- how Lincoln UTC involves other bodies in meeting students' SEND and supporting their families.

Complaint Procedures

The governing body of Lincoln UTC will make efforts to ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response and informed of their appeal rights.

Any parent/carer who wishes to make a complaint about the SEND provision in the school should be made to the SENDCo in the first instance by telephone 01522 775990, email dchung@lincolnutc.co.uk or make an informal appointment. All complaints will then be referred to the school's complaints policy.

If the parent/carer remains dissatisfied with the response, they should submit a formal complaint in writing to the principal who will investigate the complaint and arrange a discussion within 5 working days.

If the parent/carer is still dissatisfied, they have the right to complain to the governing body of Lincoln UTC and the local authority.

Should the parent still not be satisfied they can complain to the Education Funding Agency (EFA), acting on behalf of the Secretary of State. They will look at whether the school handled the complaint properly, rather than the substance of the complaint.

Links

[Complaints about schools \(DfE\)](#)

[Complaints to the EFA](#)

Ofsted can consider complaints from parents and others about the school as whole (rather than in relation to individual children) and where the parent or other complainant has tried to resolve the complaint through the school's own complaints procedure.

If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

Legislation and Guidance

This policy is written in accordance with the statutory guidance on [Special educational needs and disability \(SEND\) code of practice: 0 to 25 years](#), and other legislations, including [Part 3 of the Children and Families Act 2014](#), [the Special Educational Needs and Disability Regulations 2014](#), and [the Equality Act 2010 and schools](#).

This policy is reviewed annually and should be read in conjunction with other Lincoln UTC policies and documents available on the school website:

Behaviour policy including Exclusions
Complaints Policy
Equality and Diversity Statement
Safeguarding and Child Protection Policy
SEND Information Report

Other useful links and websites:

[Lincolnshire Accessibility Statement](#)

www.sendgateway.org.uk – a SEN Gateway that enables access to a broad range of materials and support services across the range of SEND.

www.excellencegateway.org.uk – the Excellence gateway provides access to resources to support professional development in the FE and Skills sector.

www.ncb.org.uk/earlysupport – Early Support provides a range of information materials to families and professionals.

www.autismeducationtrust.org.uk – the Autism Education Trust for children and young people on the Autism Spectrum

www.thecommunicationtrust.org.uk – the Communications Trust for speech, language and communication difficulties

www.thedyslexia-spldtrust.org.uk – the Dyslexia SpLD Trust on dyslexia and literacy difficulties

www.natsip.org.uk – the National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment

www.minded.org.uk – MindEd is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

Policy review date	6 October 2023
Policy review date	7 October 2024
Policy review date	6 October 2025