Engineering UTC Northern Lincolnshire

SEND Policy

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ENLUTC SEND policy

- Section A: School Arrangements
  - 1. Definition and aims
  - 2. Roles and Responsibilities
  - 3. Co-ordinating and managing provision
  - 4. Admission arrangements

- Section B: Identification, Assessment and Provision
  - 1. Allocation of resources
  - 2. Identification, assessment and review
  - 3. Curriculum access and inclusion
  - 4. Evaluating success
  - 5. Complaints procedures

- Section C: Partnership Within and Beyond the UTC
  - 1. Staff development and appraisal
  - 2. Links with other agencies, organisations and support services
  - 3. Partnership with parents
  - 4. The voice of the child
  - 5. Links with other schools and transfer arrangements

A1 DEFINITION

The term 'special educational needs and disability' (SEND) refers to students who have additional difficulties or disabilities that make it harder for them to learn or access education than most students of the same age.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.
Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the local authority (LA), other than special schools

A1.1 Principles

- Wherever possible, students have the right to education in their local mainstream school.
- All students at ENL UTC are valued equally.
- All teachers at ENL UTC are teachers of students with special educational needs.
- All students should have access to a broad, balanced and relevant curriculum, including the National Curriculum that is differentiated to meet their needs.
- The views of the child should be sought and taken into account.
- Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and other interested parties.

A2 ROLES AND RESPONSIBILITIES

A2.1 Governors

The Governing Body at ENL UTC has important statutory duties towards students with special educational needs. The governing body along with the Principal decide the UTC's general policy and approach to meeting students' special educational needs for those with and without EHCPs. They will set up appropriate staffing and funding arrangements and oversee the UTC's work within financial constraints.

The Governing Body will do its best to ensure that the necessary provision is made for any student who has been identified as having a special educational need and that those needs are made known to all who are likely to teach them.

The Governing Body will ensure that a student with special educational needs joins in the activities of the UTC together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.

The Governing Body will report to parent/carers on the implementation of the UTC's policy for students with special educational needs.

A2.2 Lead Special Educational Needs Coordinator (Lead SENDCo Assistant)

The Lead Special Educational Needs and Disability Co-ordinator Assistant, in collaboration with the Principal and Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.

The Principal and Lead SENCO Assistant takes day-to-day responsibility for the operation of the SEND Policy and coordination of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies. The Lead SENDCo Assistant and Deputy Principal also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. In addition, the Lead SENDCo Assistant manages any support staff relating to issues regarding SEND while also having an overview of provision outside the team.

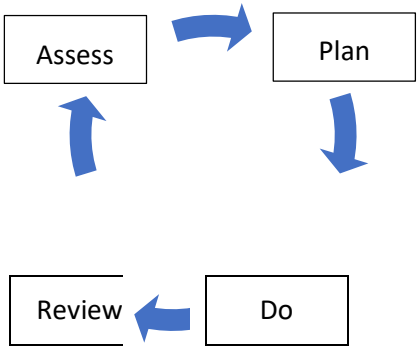
The Principal and Lead SENDCo Assistant is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.

A2.3 UTC

Provision for students with special educational needs and disability is a whole school responsibility. In addition to the Governing Body, the Principal, Deputy Principal and Lead SENDCo Assistant, professional standards team and all other members of staff have important operational responsibilities. All teachers at ENLUTC are teachers of students with special educational needs.

A3 CO-ORDINATING AND MANAGING PROVISION See A2.2

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

A4 ADMISSION ARRANGEMENTS

ENLUTC strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

B1 ALLOCATION OF RESOURCES

All schools in North Lincolnshire receive funding for students with SEND in three main ways:

- the base budget covers teaching and curriculum expenses as well as the cost of the Lead SENDCo Assistant
- the delegated SEND budget covers the additional support required
- specific funds are allocated to students with EHCPs

ENLUTC follows LA guidance to try to ensure that all students' needs are appropriately met within these financial constraints. Details of how resources are allocated to and amongst students with SEND are available on request.

B2 IDENTIFICATION AND ASSESSMENT

ENLUTC follows the four areas of need as defined in the SEND Code of Practice 2025. These are:

i. Communication and Interaction
ii. Cognition and Learning

iii. Social, Emotional and Mental Health (SEMH)
iv. iv. Sensory and/or physical needs

As part of the enrolment process parent/ carer and young person are invited to a getting to know you meeting. Information is gathered and additional transitions are implemented as required. For students with an EHCP, ENLUTC will be involved in the annual review/ initial consultation and information from previous settings and reports are gathered.

Details of the SEND information, medical information, objectives and targets for progression are collated by the SENDCo and circulated to all staff within the information management systems in school, this information is checked 3 times a year for accuracy. The Lead SENDCo Assistant will highlight the needs of particular students to all staff at the start of term and then periodically throughout the year as necessary.

Provision

ENLUTC acknowledges that there is a continuum of special educational needs and will try, wherever possible to meet those needs through a range of classroom and school resources, before bringing increasing specialist expertise to bear on the difficulties that a student may be experiencing. ENLUTC follows the graduated Wave approach which aligns with the graduated approach within the SEND code of Practice 2025.

Wave One:

The effective inclusion of all students in high-quality lessons (quality first teaching) with a focus on reading, writing, communication and mathematics.

Wave Two:

Small-group intervention (Literacy Support, Additional Literacy Support, Option classes, Literacy and Numeracy classes) for students who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEND interventions for students with special educational needs such as emotional and social difficulties, difficulties in communication and interaction, or sensory or physical impairment, for which they are receiving other forms of support.

Wave Three:

Specific targeted intervention for individual students. Students at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.

Students Requiring Additional Support

The triggers for intervention could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness

- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the UTC
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- After assessment and consultation with parent/carers the action needed to help the student to progress is something that is additional to and different from action provided as part of the UTC's usual differentiated curriculum

Students Requiring Significant Additional Support

This is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. The triggers for this level of support could be that, despite receiving an individualised programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or social difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly.

ENLUTC has regular involvement with:

- Educational Psychology Service
- Special Advisory Support Team and Outreach services
- Inclusion Service
- Educational Welfare Service
- Health and Medical Services
- CAMHS link workers
- Police liaison officers
- Health and Social Care

EHCPs, Objectives and Target setting

ENLUTC has a strong target setting ethos for all its students. All students have academic targets and progress towards meeting them is regularly monitored.

EHCPs (including objectives) are available to all staff. Staff are expected to use the information to inform their own teaching and to help them to set subject specific targets for individuals and /or groups of students within the teaching groups. Staff will review progress of students in meeting these targets as part of the monitoring students. The feedback to inform the annual review from staff, students and parent/carers is considered alongside the 'motivational' data and departmental summative assessments to make judgments and review objectives.

EHCP Assessment and Review

Statutory assessment involves consideration by the LA, working co-operatively with the parent/carers, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If it is then an EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's special educational needs.

This could include:

- Specific programmes, both individual and group
- Educational aids – portable word processor, spellcheckers
- Adaptations – enlarged papers, sloping desks

The EHCP is reviewed at least annually at the UTC by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved. A Transition Plan for post-16 provision is also reviewed annually and requires input from the Careers Advisor.

ENLUTC seeks to actively involve parent/carers in the education of their students. The UTC will inform parents as soon as any concerns are raised about a student and will seek their permission before any intervention is embarked upon. Likewise, the UTC will try to respond promptly to any concerns expressed by parents.

B3 CURRICULUM ACCESS AND INCLUSION

ENL UTC strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all students

B4 EVALUATING SUCCESS

The success of ENLUTC's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Deputy Principal, Lead SENDCo Assistant, Professional Standard's team Teachers and SLT
- analysis of student key data and test results and feedback to departments - for individual students - for cohorts
- progress of students on the SEND register
- Governing Body Annual Report to Parents
- ENLUTC Action Plan/SEF

B5 ARRANGEMENTS FOR COMPLAINTS

Complaints Procedure is in line with the policy of ENLUTC. Parent/carers should be made aware of the Parental Partnership Service and the Independent Parents Supporters team, which can provide additional support for parents and is run through the LA. (See website www.enlutc.co.uk)

C1 STAFF DEVELOPMENT

ENLUTC has a Staff CPD, which is approved annually by the Governing Body. Specific training is given on areas linked to SEND at regular intervals during the year. In-Service Training for specialist support staff and for all other staff will be addressed annually through these existing procedures.

The teacher responsible for the induction of NQTs, new staff and ITT students includes SEND Code of Practice, SEND Policy, Social Inclusion, Learning Support in the classroom, working with Intervention support worker/ pastoral and EAL.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

ENL UTC has regular contact with:

- Educational Psychology Service
- Special Needs Advisory Support Teams
- Educational Welfare Service
- Health and Medical Services
- Health and Social Care
- Youth Offending Team
- CAMHS

C3 PARTNERSHIP WITH PARENT/CARERS

Partnership with parent/carers plays a key role in enabling students and young people with SEND to achieve their potential. ENLUTC recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parent/carers of students with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their child's education. The LA has a Parent Partnership Service for the parent/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. For parent/carers who find themselves in disagreement with the UTC or the LA and whose difficulties cannot be resolved through the Parent Partnership Service, they can now access an independent local disagreement resolution service. Further details of this service can be found with the North Lincolnshire Parent Partnership Service. All children and young people on the SEND Register will

have a pupil profile which will be shared with class teachers and include the voice of the parent and child. These are reviewed termly.

C4 THE VOICE OF THE CHILD

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years.

At ENLUTC, we encourage students to participate in learning by:

- regular target setting in line with UTC policy
- participation in Annual Review of EHCPs
- being involved in decision making about acceptance on specific courses
- encouragement to come and discuss any difficulties they might be experiencing student voice activities, surveys and questionnaires

C5 TRANSFER ARRANGEMENTS

The lead SEND Practitioner and the Professional standards team review all the written transfer information to identify all students who may require support at ENLUTC.

In preparation for the next stage of education post-16, the annual review of the EHCP from Y9 and beyond will also draw up, and subsequently review, a Transition Plan. The annual review of the EHCP in Y9 should involve the agencies that will play a major role in the young person's life during the post-school years and must involve the LA careers service.

UTC will consult in any EHCP prior to the setting named and liaise closely with current setting to ensure transition plans are in place prior to enrolment.