

## UTC Heathrow

### Special Educational Needs and Disabilities (SEND) Information Report.

Establishment Name:	UTC Heathrow
Report Compiled by:	Anita Nayyar
Date completed:	February 2026

This report details our arrangements for admitting and engaging with SEND learners. The report complies with [section 69 of the Children and Families Act 2014](#) and [regulation 51](#) and [schedule 1 to the Special Educational Needs and Disability Regulations 2014](#), where appropriate. This report also complies with section 6 of the [Special educational needs and disability code of practice: 0 to 25 years](#). The report also provides information as to the plan prepared by the governing body or proprietor under [paragraph 3 of schedule 10 to the Equality Act 2010](#).

The information published is normally updated annually however any changes to the information occurring during the year will be updated as soon as possible.

<b>Approved by:</b>	Local Governing Committee	<b>Date:</b> March 2026
<b>Last reviewed on:</b>	February 2026	
<b>Next review due by:</b>	February 2027	

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Dear Parents/Carers,

The aim of this information report is to explain how we implement our SEND policy and to demonstrate how we support students with SEND.

If you want to know more about our arrangements for, SEND, please see our SEND policy. On our website: [Our Policies and Procedures | UTC Heathrow](#)

# 1. What types of SEND does the school provide for?

UTC Heathrow provides students with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and Interaction</b>	Autism Spectrum Disorder
	Speech and Language Difficulties
<b>Cognition and Learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
<b>Social, Emotional and Mental Health</b>	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child?

Our philosophy at UTC Heathrow is that we are 'Team Student.' Each member of staff has an integral role in making sure that all students have a positive experience at our school. Below are some of the key staff that your son/daughter may encounter:

Role	Name	Email
Trust Director for SEND and Safeguarding for ALET.	Linda Stevens	<a href="mailto:Linda.stevens@heathrow-utc.org">Linda.stevens@heathrow-utc.org</a>
Special Educational Needs and Disabilities Coordinator	Anita Nayyar	<a href="mailto:Anita.Nayyar@heathrow-utc.org">Anita.Nayyar@heathrow-utc.org</a>
SEND Administrator & LSA	Mariella Shutler	<a href="mailto:mariella.shutler@heathrow-utc.org">mariella.shutler@heathrow-utc.org</a>
Designated Safeguarding Lead	Michelle Reeves	<a href="mailto:michelle.reeves@heathrow-utc.org">michelle.reeves@heathrow-utc.org</a>
Deputy Designated Safeguarding Leads	Sarah Carey	<a href="mailto:Sarah.Carey@heathrow-utc.org">Sarah.Carey@heathrow-utc.org</a>
Emotional Literacy Support Assistant (ELSA)	Mariella Shutler Beverley Pearce	<a href="mailto:mariella.shutler@heathrow-utc.org">mariella.shutler@heathrow-utc.org</a> <a href="mailto:Beverley.Pearce@heathrow-utc.org">Beverley.Pearce@heathrow-utc.org</a>
Learning Support assistant (Non ELSA)	Laura Caves	<a href="mailto:Laura.caves@heathrow-utc.org">Laura.caves@heathrow-utc.org</a>

### Our Special Educational Needs and Disabilities Coordinator, or SENDCO

Our SENDCO is Anita Nayyar and she has been a qualified SENDCO since 2019. She has a PHD in her work on 'Evolving Independent learners'. She is also a qualified Access Arrangements assessor and hold the NPQSL qualification.

### Class/Subject Teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of students who have SEND.

All staff have previously received training from the Autism Education Trust (AET) and it is anticipated that we will have our link EP provide further training this year.

### Learning Support Assistants (LSAs)

We have a small team of 3 LSAs, who are trained to deliver one to one or small group SEND provision.

The Learning Support Assistants are trained to deliver the most appropriate Heathrow interventions such as 'Reading Plus', 'Lexia' and 'That Reading Thing', an age-appropriate phonics-based programme.

In the academic year 2025, the Learning Support Assistants received training in supporting learners with Autism,

via the Autism Education Trust. Two LSAs are trained ELSAs. Our LSAs are involved in whole school CPD training and deliver CPD SEND sessions.

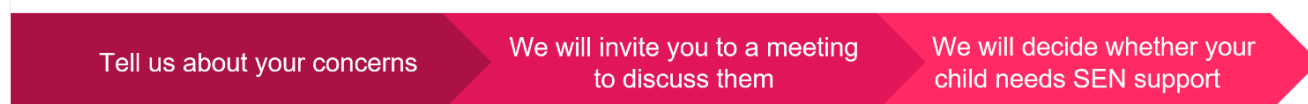
## **External Agencies and Experts**

Sometimes we need extra help to offer our students the support they need. Whenever necessary, we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or Pediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Integrative Arts Therapists
- Social services and other Local Authority-provided support services
- Voluntary sector organizations
- Academy 21
- MHST

### 3. What should I do if I think my child has SEN?

For most students, adaptations in the classroom will remove any barriers to learning. However, some students despite Quality First Teaching and additional in class support, do not make the anticipated progress. If you have any concerns regarding your son/daughter's progress, please follow the guidance below:



If you think your child might have SEND, the first person you should tell is your child's teacher.

Please either email the class teacher directly or email [enquiries@heathrow-utc.org](mailto:enquiries@heathrow-utc.org) and we will forward the message to the relevant person. They will explore these concerns with our SENDCO, Anita Nayyar, looking at what adaptations have already taken place, and any additional support required. The SENDCO will contact you to discuss your concerns.

You can also contact the SENDCO Anita Nayyar or Send Administrator Mariella Shutler directly.

[Anita.Nayyar@heathrow-utc.org](mailto:Anita.Nayyar@heathrow-utc.org)

[mariella.shutler@heathrow-utc.org](mailto:mariella.shutler@heathrow-utc.org)

We will meet with you, either face to face, virtually via TEAMS or telephone to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on the next steps.

We will make a note of what has been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register

### 4. How will the school know if my child needs SEND support?

All our teachers are aware of SEND and are professionally aware of any students who are not making the expected level of progress in their schoolwork or socially. This might include classroom work, internal class assessments and pre-public examinations/mock examinations and during unstructured time.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it via small intervention groups arranged by the school. If this is arranged, please encourage your child to attend for their own benefit so gaps in learning can be addressed. Students who do not have SEND usually make progress quickly once the gap in their learning has been identified and they have had support for it either via timetabled subject lessons or an intervention group they are timetabled to attend.

If the student continues to find it challenging to make the expected progress, the teacher will talk to the SENDCO.

The SENDCO will have discussions with your child's teacher/s, to see if there have been any challenges for your child in a particular subject area, with your child's engagement, your child's progress, any potential areas for development and how your child's interactions with their peers are. The SENDCO or a member of the SEND team will observe the child in the classroom to see what their strengths and areas for development are.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as an Educational Psychologist. The SENDCO or a member of the SEND team may ask you to arrange for your child's eyesight or hearing to be checked and to let the SENDCO know the outcome as soon as possible.

Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEND support plan for them via Provision Map. If this is the case, you will be provided with a login to Provision Map so you can read your child's plan and let the school know of any relevant information to update it such as if your child is given a diagnosis for a specific need. We are gradually moving over to a new platform called PAGS (Profile Assessment and Goal Setting) which will enable us to better help our SEND students by providing a more comprehensive, evidence based approach to better support their learning and development.

## 5. How will the school measure my child's progress?

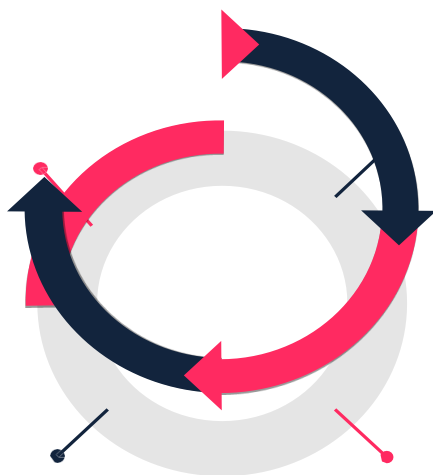
We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

### Review

We will assess how well the support we put in place helped the student to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

### Do

We will put our plan into practice. The teacher/s, with the support of the SENDCO, will be responsible for



### Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

**PLAN** working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

In discussion with you and your child we will decide what outcomes we are hoping to achieve. We will make a plan of the support will offer your child to help them meet those outcomes. This will be shared with all relevant staff

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and develop or adjust our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress. Your child's class teacher will meet with you twice a year to:

- Set clear outcomes for your child's progress. ➤ Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do. The SENDCO may also attend these meetings to provide extra support.

We understand that you know your child best, So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions, and support that have been agreed upon. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's teacher or the SENDCO directly or use

## **7. How will my child be involved in decisions made about their education?**

Students will be consulted, along with Parents/Carers, when support plans are established.

Students and parents will be invited to review SEND provision at UTC Heathrow annually with the SENDCo, to contribute to policy and the SEND report for the college.

In addition to the above, students with SEND with an Education, Health and Care Plan (EHCP) submit their views in writing as part of their annual review as well as attending the Annual Review. Students and Parents/Carers contribute to the setting of their own targets and strategies and is an important part of the EHCP and target setting for SEND.

## 8. How will the school adapt its teaching for my child?

Our accessibility plan can be located on our website at [GOV036.2 V2 Accessibility-Plan UTC-Heathrow.pdf](#)

As a school we can access a range of services from within the local area and the Activate Learning group. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact [enquiries@heathrow-utc.org](mailto:enquiries@heathrow-utc.org). If your child has an Education, Health and Care Plan the provision required is detailed within.

### **The approach to teaching pupils with SEND and additional support available:**

Students with SEND are provided with Quality First Teaching in each lesson, differentiated work or adaptive teaching as per the school's teaching pedagogy of Walk-Thru principles. Students with SEND are offered the opportunity to fully participate in the school curriculum with due consideration of their needs.

Our teachers have high expectations of all students, including those with SEND. Section 4 above details the approach taken to providing additional support for students that require it beyond Quality First Teaching.

All teachers will be provided with information about your child's individual needs and teaching strategies that can be used to adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities and assistive technology. This will remove barriers to allow your child to access the lessons fully.

Additional support resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated to achieve the objectives raised in their plan and in agreement with Parents/Carers and the Local Authority when required.

Teaching Assistants are allocated, where resources allow and where suitable, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping students.

Provisions are in a staged approach, with the least amount of support provided at each stage to promote independent learning techniques. Support will be increased or decreased as appropriate. If a student has had a certain level of support identified at a previous institution, we will endeavor to provide a similar level of support where it is stated on a child's Education, Health and Care Plan (EHCP).

### **How adaptations are made to the curriculum and learning environment of pupils with SEND.**

Most of our students follow a traditional curriculum; however, a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include additional literacy sessions; small group or one to one subject groups. Due to the extensive offer of qualifications at UTC Heathrow,

additional support sessions may impact other curriculum lessons. The need for additional support sessions will be carefully considered against the impact of curriculum lessons and overall aims of the student and family.

Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community.

All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help students with mobility needs, throughout our school including several lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with handwriting and writing.

## **How equipment and facilities to support children and young people with SEND will be secure.**

Where a specific need is unable to be met with facilities available, we will investigate how we could meet the needs required. With consideration to the efficient use of resources, we will take appropriate action where required.

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

Quality First Teaching is our first step in responding to your child's needs. We will make sure that your child has access to a focused curriculum each year they are at our school.

We will differentiate/use adaptive teaching to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on an individual student basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students can access it, for example, by grouping, 1- to- 1 work, adaptive teaching or adjusting the content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, Heathrow instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ➤ Learning Support Assistants (LSAs) will support students on a 1-to-1 basis as required.
- LSAs will support students in small groups when required.

Please note that in February 2026, at the time of this report, there are currently 1 FTE Learning Support Assistant, 1 Part-time LSA, and 1 full time LSA/SEND administrator for all students at UTC Heathrow.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THE STUDENTS WITH SEND
<b>Communication and Interaction</b>	Autistic Spectrum Disorder or Autistic Spectrum Continuum.	Focused area for one to one or small group work area. Training/support from Autism Education Trust ELSA Educational Psychologist advice or assessments (as appropriate). Chat and Chill Zone at break and lunchtimes if appropriate. Warhammer/ Games Club
	Speech and language needs.	Advice sought and implemented from appropriate Speech and Language Therapist. If Speech and Language Therapy is stated on a student's Education, Health and Care Plan (EHCP), it may be the Local Authority not the school that arranges this support.
<b>Cognition and Learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia.	Baseline screening assessments when the student joins UTC Heathrow. Small group pre-learning and over-learning for English & Maths Small group or one to one literacy support such as the 'That Reading Thing' reading intervention. Lexia Plus.
<b>Social, Emotional and Mental Health</b>	ADHD, ADD.	Quiet workstation Movement breaks

	Adverse childhood experiences and/or mental health issues	ELSA Focused area for break & lunch
<b>Sensory and/or Physical</b>	Hearing Impairment	Advice sought and implemented by appropriate specialists such as the Local Authority's Advisory Teacher for the area of
	Visual Impairment	
	Multi-Sensory Impairment	

	Physical Impairment  Occupational Therapy	need or the relevant health professional.  If Occupational Therapy is stated on a student's Education, Health and Care Plan (EHCP), it
		may be the Local Authority not the school that arranges this support.

These interventions are part of our contribution to Hillingdon's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including students with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. The development plans are regularly reviewed through regular evaluation.

Additionally, progress and attainment data for students is analyzed for effectiveness and value for money of interventions.

We will evaluate the effectiveness of provision for your child by:

- Reviewing and monitoring your child's attendance regarding the provision made
- Your child's engagement with the provision made
- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENDCO/SEND Team
- Using provision maps to measure progress
- Holding an annual review if the student has an Education, Health and Care Plan (EHCP)

All students, including those with SEND, are assessed on a regular basis, in accordance with UTC Heathrow's Assessment Policy. Teachers formally assess and review progress and attainment which is communicated to Parents/Carers and young people by a report that is posted on our online person management system. Additionally, there are two specific Parents' Evenings held each academic year, when there is an opportunity to discuss progress, attainment and next steps. Between these, Parents/Carers can contact their child's teachers and meet with them, or the SENDCO.

All students with an Education, Health and Care Plan have an Annual Review. Students with SEND who are on the SEND register will also have regular reviews with the SENDCO to review SMART targets, outcomes of which will be regularly communicated to Parents/Carers via the online portal 'Provision Map.' Parents/Carers who are provided with a login to Provision Map are kindly requested to login at least once each half term. By doing so, this can help to ensure that the provisions made are as relevant as possible for each student with SEND.

## **10. How will school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More Learning Support Assistant hours than are currently available at our school
- Further training for our staff
- External specialist expertise

If this is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our Local Authority.

## **11. How will the school make sure my child is included in activities alongside students who do not have SEND?**

All our extracurricular activities and school visits are available to all our students, including our enrichment activities.

All students are encouraged to go on our school trips, and additional support will be put in place to remove any barriers.

All students are encouraged to take part in all school activities, such as careers fairs and sporting activities.

No student is ever excluded from taking part in these activities because of their SEND or disability, and we will make whatever reasonable adjustments are needed to make sure that students with SEND can be included.

## **12. How does the school make sure the admissions process is fair for students with SEND or a disability?**

Information regarding procedures and time scales for students wishing to join UTC Heathrow are covered by the UTC Heathrow Admissions Policy. If a student has a specific need that they wish to discuss prior to taking up a place, the Special Educational Needs and Disabilities Co-ordinator (SENDCo) is available during open events and new Parents' Evenings, both of which prospective Parents/Carers are always encouraged to attend.

Parents/Carers are encouraged to let UTC Heathrow know at the initial enquiries or admissions stage if their child has any SEND needs either identified or unidentified. If your child is currently receiving SEND support at the current setting, or you think they may require it, please let us know.

### **Admissions**

After joining UTC Heathrow, the following procedure is undertaken;

1. Information from the application form is processed to produce an initial SEND Register. Please state on the application form if your child has SEND needs.
2. UTC Heathrow will contact your child's previous school or setting for their SEND or other relevant information to ensure our provision is supportive for your child.
3. School files are requested for those joining the school and, upon receipt, needs are identified wherever possible.
4. Students and families are contacted individually by the SEND team so we can begin to build a picture

of need.

5. Further cross-school testing will be used to make sure that no student is ever disadvantaged by changing school and that all needs are identified as soon as possible.
6. As we get to know the students, the information will be updated, and this will then form the working SEND Register.
7. Parents/Carers and students will be consulted to establish ongoing and changing support needs, and this will be considered in balance with professional reports and information available. Student and family voice is essential to identifying and assessing SEND needs.

### **In cohort identification**

A staff referral form is in use at UTC Heathrow to allow staff the opportunity to refer students who they believe haven't been identified via admissions process or in previous schools and are showing signs of additional need within the class.

## **The arrangements for consulting and working with Parents/Carers of young people with special educational needs and disabilities in assessing and reviewing progress towards outcomes.**

Students will be consulted, along with Parents/Carers, when support plans are established.

As part of the regular review procedure, students on the SEND register will regularly feedback and reflect on their own progress to a Learning Support Assistant (LSA) and this is further fed back to the Parents/Carers for them via online portal 'Provision Map.'

Parents are encouraged to review and comment upon student support plans, provisions, and access arrangements via the online portal 'Provision Map.'

Parents/Carers are invited to attend Parents' Evenings throughout the year to discuss progress of students. Parents/Carers are encouraged to access the parent portal to review your child's ongoing progress, including attendance, behaviour, the timetable, and assessments.

An additional student support evening is held within the first term of the academic year, when possible, to allow Parents/Carers to meet the student support team and other Parents/Carers.

Students with EHCP's will have targets and strategies set by agreement with the student and their Parents/Carers with input from relevant professionals, including the UTC Heathrow staff. Annual reviews involve the student, Parents/Carers, subject staff where possible, and other professionals where possible to evaluate needs and progress towards pre-specified outcomes.

### **13. How does the school support students with disabilities?**

We make information readily available to all students in varying formats to facilitate access for students with SEND. This includes Heathrow software, dictation software, parental updates, and pastoral programmes. are involved in the communication of information to students with SEND in varying formats based on specific needs. If a pupil has a specific need that we are not currently able to meet, we will endeavor to improve the delivery of information to meet the specific need.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the whole school, engaging in enrichment activities alongside lessons.
- We provide extra pastoral support for listening to the views of students with SEND, via Pastoral support, ELSA and external agencies.
- Supervised break out areas are provided for students who require a period to re-regulate.
- Mental Health workshops are delivered to all students in the school.
- Counselling is either provided at school if a student has a high level of need for this support or Parents/Carers are signposted to relevant external agencies. Parents/Carers can self refer for yourselves or over 18s to NHS Talking Therapies.
- CAMHS referrals may be made by the school in conjunction with Parents/Carers.

We have a 'zero tolerance' approach to bullying. Our anti-bullying strategy can be found here [GOV049 V2 Anti-Bullying-Strategy.pdf \(alet.org.uk\)](#)

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

For students who are leaving UTC Heathrow, we will make the student's file available to the new academic institution, including all standard school information and any SEND-related information where applicable and available.

Where possible, UTC Heathrow will aim to provide key information to students and Parents/Carers just prior to key points in transition.

### **Onto Adulthood**

We work with each student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

For students who are ready to move on to the next phase of their education or to a workplace environment, careers support via one-to-one meetings is available to help guide students through this process. UTC Heathrow holds several careers fairs throughout the academic year and drop down days as well as working closely with employers to provide information and support for students. They often provide students with key contacts that will help them pursue their goals beyond UTC Heathrow.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Our senior leadership team and SENDCo work together, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child’s SEN support?

Concerns and Complaints are dealt with in line with the UTC Heathrow Complaints Procedure, which can be found here: [GOV015\\_V4-Complaints-Procedure.pdf \(alet.org.uk\)](#)

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. If a satisfactory outcome is not reached, you will then be referred to the school’s complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission.
- Exclusion.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

At UTC Heathrow, we are privileged to have students joining us from a large catchment area. This means that we currently work with at least five different local authorities, each of which service a different area and provide different services, known as the Local Offer.

To find out which other services are available to support your child or family, you should contact the district council for your place of residence, and view their bespoke Local Offer. For example, Hillingdon Local offer [SEND local offer - Hillingdon Council](#)

## 19. Glossary

<b>Access Arrangements</b>	Special arrangements to allow students with SEND to access assessments or exams.
<b>Annual Review</b>	An annual meeting to review the provision in a student’s EHC plan.
<b>Category of Need</b>	The 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are Communication and Interaction; Cognition and Learning; Physical and/or Sensory; and Social, Emotional and Mental Health needs.

<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>Differentiation</b>	When teachers adapt how they teach in response to a student's needs.
<b>EHC Needs Assessment</b>	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
<b>Education, Health and Care Plan (EHCP)</b>	An Education, Health and Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
<b>First-Tier Tribunal/SEND tribunal</b>	A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
<b>Graduated Approach</b>	An approach to providing SEND support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student.
<b>Intervention</b>	A short-term, time limited, targeted approach to teaching a student with a specific outcome in mind.
<b>Local offer</b>	Information provided by the local authority which explains what services and support are on offer for students with SEND in the local area.
<b>Outcome</b>	Target for improvement for students with SEND. These targets do not necessarily have to be related to academic attainment.
<b>Reasonable Adjustments</b>	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
<b>SEN</b>	Special Educational Needs.

<b>SEND</b>	Special Educational Needs and Disabilities.
<b>SENDCO</b>	Special Educational Needs and Disabilities Coordinator.
<b>SEND Code of Practice</b>	The statutory guidance that schools must follow to support children with SEND.
<b>SEND Information Report</b>	A report that schools must publish on their website, that explains how the school supports students with SEND.
<b>SEND support</b>	Special educational provision which meets the needs of students with SEND.
<b>Transition</b>	When a student moves between years, phases, schools, institutions or life stages.

