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COLLEGE

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# SEND & Inclusion Policy

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# SEND & INCLUSION POLICY



London Maths & Science College (LMSC)

Version: 1.0

Status: Approved

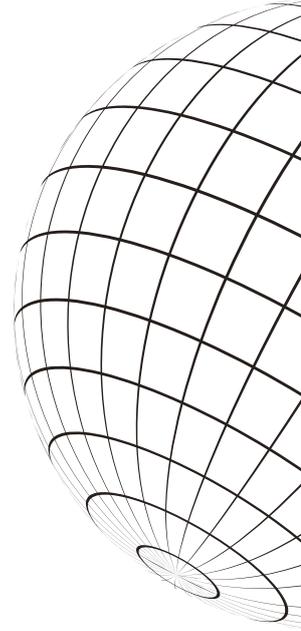
Publication Date: 31<sup>st</sup> October 2025

Next Review Due: 31<sup>st</sup> October 2026 (annual, or following statutory updates/serious incident)

Policy Owner: Head of Centre (HoC)

Operational Lead: Special Educational Needs Coordinator (SENCo) /  
Access Arrangements Lead (AAL)

Supporting Leads: Designated Safeguarding Lead (DSL); Exams Officer (EO); Heads of Department (HoDs); Quality Nominee (Pearson); Pastoral/Attendance Lead; DPO; EDI Lead; IT Manager



# 1. PURPOSE / RATIONALE

This policy sets out LMSC's arrangements to identify, assess, support and review learners with special educational needs and/or disabilities (SEND) and wider inclusion needs, ensuring access to a high-quality, ambitious curriculum and suitable progression. It aligns with: - SEND Code of Practice: 0 to 25 years; Children and Families Act 2014.

- Equality Act 2010 (reasonable adjustments and Public Sector Equality Duty).
- Ofsted Education Inspection Framework (EIF).
- KCSIE 2025, Working Together 2025, Prevent Duty.
- JCQ Access Arrangements & Reasonable Adjustments; ICE; awarding-body rules (Pearson/AAT).
- UK GDPR/Data Protection Act 2018.

## 2. SCOPE

Applies to all LMSC learners (16–19 and adults), including those with EHCPs, disclosed/identified SEND, disabilities, medical needs, mental health conditions, or learning differences; and to all staff, contractors and partners supporting delivery on-site, off-site and online.

## 3. DEFINITIONS

- SEND: a learning difficulty/disability requiring special educational provision.
- EHCP: Education, Health and Care Plan setting out outcomes, provision and placement.
- Reasonable Adjustment: change that enables a disabled learner to access education without compromising competence standards.
- Access Arrangement (AA): pre-exam adjustment approved according to JCQ rules and the learner's normal way of working (NWoW).
- Graduated Response: Assess → Plan → Do → Review (APDR) cycle.

## 4. POLICY STATEMENT

- LMSC will:
1. Provide an inclusive learning environment with high expectations and ambitious outcomes for all learners.
  2. Identify needs early and implement a graduated response with timely, evidence-based interventions.
  3. Make reasonable adjustments and provide AAs where appropriate, aligned to NWoW and awarding rules.
  4. Work in partnership with learners, parents/carers (where applicable), local authorities and external agencies.
  5. Ensure staff are trained and supported to deliver adaptive teaching and meet diverse needs.
  6. Safeguard learners and promote wellbeing, attendance and participation.
  7. Monitor impact, evaluate provision, and drive continuous improvement.

## 5. ROLES & RESPONSIBILITIES

- Governing Body/Proprietor
  - - Holds strategic responsibility for SEND and inclusion; receives termly reports; ensures policy compliance and resourcing.
- Head of Centre (HoC)
  - - Ensures implementation, staffing and CPD; challenges underperformance; approves reasonable adjustment plans and escalations.
- SENCo / AAL
  - - Leads SEND strategy, APDR processes, screening/assessment, and casework; maintains SEND Register and Provision Map; coordinates EHCP processes and annual reviews; leads AA evidence and applications; provides staff training and consultation; quality assures support.
- DSL
  - - Ensures safeguarding for learners with SEND; oversees multi-agency working (CAMHS, Social Care); advises on risk assessments and early help.
- Exams Officer (EO)
  - - Implements approved AAs in assessments; ensures JCQ compliance; maintains AA Centre File and rooming/invigilation plans.
- HoDs/Teachers/Tutors
  - - Deliver adaptive teaching; follow provision plans; contribute to APDR reviews; record progress and interventions; communicate concerns promptly.
- Pastoral/Attendance Lead

- - Monitors attendance/punctuality; coordinates early help and reintegration plans.
- DPO
- - Oversees lawful processing of SEND/health data; ensures secure storage and information sharing.
- IT Manager
- - Provides/maintains assistive technology and accessibility settings; supports digital reasonable adjustments.
- Learners
- - Engage with support; attend interventions; contribute to targets; uphold conduct.
- Parents/Carers (where applicable)
- - Provide information, collaborate on plans, and attend reviews.

## **6. IDENTIFICATION & ADMISSION**

- LMSC welcomes applications from learners with SEND; admissions are fair and transparent.
- Pre-entry: gather information from schools, EHCPs, screening, and learner/parent interviews; reasonable adjustments considered for assessments/interviews.
- On entry: baseline assessments (literacy/numeracy), SENCo triage, and initial APDR plan where indicated.
- In year: staff and learners can raise concerns; SENCo arranges screening/assessment and updates the SEND Register.

## **7. ASSESS, PLAN, DO, REVIEW (APDR)**

- Assess: collate prior data, diagnostic/specialist assessments (e.g., psychometric testing), teacher evidence, learner views.
- Plan: agree outcomes, strategies, reasonable adjustments, AA intentions, review dates; record on Provision Plan.
- Do: implement adaptive teaching, interventions (literacy, numeracy, study skills, mentoring), assistive tech, and pastoral support.
- Review: evaluate impact at least termly; adjust plan; escalate to external assessment or EHCP review where needed.

## **8. REASONABLE ADJUSTMENTS & ACCESS ARRANGEMENTS**

- Adjustments respond to disability or substantial disadvantage (e.g., step-free access; adjustable furniture; coloured overlays; word processor; TTS; rest breaks).
- AAs reflect NWoW and are evidence-based (Form 8, assessor reports, medical evidence); approvals secured within awarding deadlines.
- Implementation follows LMSC Word Processor & Assistive Technology Policy and Access Arrangements & Reasonable Adjustments Policy; rooming/invigilation plans ensure confidentiality and integrity.
- Temporary injury/illness: emergency AAs considered with evidence.

## **9. CURRICULUM, TEACHING & SUPPORT**

- High-quality teaching is the first response to SEND; teachers adapt explanations, modelling, scaffolds, and provide retrieval practice and overlearning.
- Literacy/numeracy strategies embedded; disciplinary vocabulary is taught explicitly.
- Assistive technology and accessible resources (readability, contrast, captions, alt text) are used where appropriate.
- Small-group/1:1 interventions are time-limited, with entry/exit criteria and progress measures.

## **10. MEDICAL CONDITIONS & MENTAL HEALTH**

- Learners with medical conditions are supported under individual Healthcare Plans; reasonable adjustments and emergency procedures are in place.
- Mental health needs are supported through pastoral/mentoring, reasonable adjustments, referral to external services (e.g., GP, CAMHS), and exam arrangements where evidenced.
- Staff are trained to recognise concerns and refer promptly to SENCo/DSL.

## **11. SAFEGUARDING & ATTENDANCE**

- Learners with SEND can be disproportionately affected by bullying, abuse and exploitation; staff remain vigilant and follow the Safeguarding & Child Protection Policy.
- Attendance is monitored; persistent absence triggers APDR review and early help.

## **12. EHCP LEARNERS**

- LMSC cooperates with Local Authorities on consultations for placement; decisions consider suitability, efficient education, and efficient use of resources.
- Annual Reviews held within statutory timescales with learner/parent voice central; Section F provision is delivered or commissioned.
- Transition planning supports progression to HE/apprenticeships/employment; reasonable adjustments for assessments are planned early.

## **13. EXAMS & ASSESSMENT INTEGRITY**

- AAs are applied only where permitted; they must not compromise assessment objectives.
- For NEA/controlled assessments, support complies with awarding rules; over-direction is prohibited.
- Breaches managed under Malpractice & Maladministration Policy; incidents recorded.

## **14. INFORMATION SHARING, DATA PROTECTION & CONSENT**

- Special category data (health/disability) processed under UK GDPR/DPA 2018 using public task/legitimate interests and, where relevant, substantial public interest; data minimised and stored securely.
- Information shared with staff on a need-to-know basis to support teaching/safety.
- Consent sought where appropriate; learners' rights are respected.

## **15. STAFF TRAINING & EXPERTISE**

- Annual SEND CPD for all teaching/support staff (adaptive teaching, AAs/NWoW, assistive tech, autism/ADHD/dyslexia awareness, mental health).
- New staff induction includes SEND responsibilities and referral routes.
- SENCo provides coaching and shares resources/exemplars.

## **16. COMPLAINTS & APPEALS**

- Concerns are addressed informally with the SENCo/HoD where possible.
- Formal complaints follow the Complaints Policy.
- Appeals regarding AAs/SC follow Internal Appeals and Special Consideration policies; LA processes apply for EHCP dispute resolution/mediation.

## **17. MONITORING, QUALITY ASSURANCE & REPORTING**

- SENCo maintains the SEND Register, Provision Map and impact measures (attendance, retention, progress, achievement, destinations, learner voice).
- Termly reports to SLT/Governance summarise outcomes and actions (no personal data).
- Provision is reviewed through learning walks, work scrutiny and APDR audits; actions feed the Quality Improvement Plan (QIP).

## **18. ASSOCIATED DOCUMENTS & REFERENCES**

- LMSC: Access Arrangements & Reasonable Adjustments; Word Processor & Assistive Technology; Safeguarding & Child Protection; Prevent Duty; Curriculum; TLA; Examinations; NEA; Controlled Assessment; Malpractice & Maladministration; Attendance; Behaviour/Student Conduct; Equality, Diversity & Inclusion; Data Protection & Privacy Notices; Medical Conditions Policy.
- National: SEND Code of Practice 0–25; Children and Families Act 2014; Equality Act 2010; KCSIE 2025; Working Together 2025; JCQ AA/ICE; Pearson CQA; AAT regulations; UK GDPR/DPA 2018.

## 19. APPROVAL & REVIEW RECORD

Version	Date Approved	Approved By (Signature)	Role	Next Review
1	[DD/MM/YYYY]		Head of Centre	[DD/MM/YYYY]

## APPENDICES (OPERATIONAL TEMPLATES)

### APPENDIX A – SEND REFERRAL & TRIAGE FORM (STAFF/STUDENT)

- Learner:
- Concern/need:
- Impact in class/assessment:
- Actions tried:
- Referral to SENCo date:

Next steps:

### APPENDIX B – PROVISION PLAN (APDR) TEMPLATE

Area of need	Desired outcomes	Strategies/adjustments	Interventions (frequency/duration)	AA intention (if any)	Staff responsible	Review date	Impact
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### APPENDIX C – SEND REGISTER & PROVISION MAP (HEADLINES)

- Category of need (Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health; Sensory/Physical).
- NWoW and AAs summary; last review date.

## **APPENDIX D – ASSISTIVE TECHNOLOGY CHECKLIST**

- Device/accessibility settings; software (TTS, dictation, magnifier); training completed; printing/backup; exam image profile; troubleshooting.

## **APPENDIX E – REASONABLE ADJUSTMENTS & AA EVIDENCE MATRIX**

Adjustment/A A	Eligibility evidence	NWoW evidence	Permitted in class	Permitted in exam	Notes
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## **APPENDIX F – EXAM ROOMING & IMPLEMENTATION PLAN (AA)**

- Candidate list/codes; room allocations; invigilator ratios; equipment; printing; timing; contingency; incident reporting route.

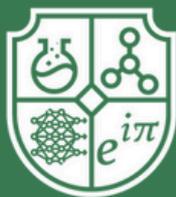
## **APPENDIX G – EHCP ANNUAL REVIEW AGENDA**

- Progress vs outcomes; current needs/provision; health/social care updates; learner/parent voice; preparation for adulthood; destinations; amendments requested; actions & deadlines.

## **APPENDIX H – TRANSITION & INDUCTION CHECKLIST (SEND)**

- Pre-entry info received; baseline completed; AT set up; staff briefed; timetable reviewed; quiet space; mentors assigned; review date set.

*Printed copies are uncontrolled. The SENCo/AAL maintains the master version and ensures publication to staff, learners and parents/carers (where applicable).*



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