Special Educational Needs & Disability (SEND) Policy

INTRODUCTION

This policy has been drawn up with close reference to the **Children and Families Act 2014**, the **Special Education Needs & Disability:0 to 25 years** Code of Practice and the joint DFE and ETF **Send Reform Organisational Effectiveness Guide.**

The policy forms part of Reflections Training Academies responsibility as defined by the above acts and associated codes of practice. This policy also recognises that the relevant home Local Authority holds overall responsibility for SEND provision in their area. Reflections Training Academies statutory duties under the Children and Families Act 2014 are as follows:

- To cooperate with the local authority on arrangements for children and young people with SEND

- To ensure our best endeavors to admit a young person if Reflections is named in an EHCP

- To use our best endeavors to secure the special educational provision that the young person needs

At Reflections Training Academy, we value all of our learners and ensure that they are seen as individuals with differing interests, knowledge, skills, and needs. We have an inclusive ethos and strive to increase the learning and participation of all learners. SEND is seen as a whole academy responsibility; every staff member has a duty of care to the learner including those with SEND or any other additional need relevant to the responsibilities of their job role. We work closely with our learners, employers and a wide range of stakeholders to ensure the best possible learner outcomes.

Jason Timms
Senior Manager 12/01/2021

DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Send is defined in part 3 of Children and Families Act 2014 as:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a)   has a significantly greater difficulty in learning than the majority of others of the same age, or

(b)   has a disability which prevents or hinders him or her from making use   of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child is a person under compulsory school age. A young person is a person over compulsory school age but under 25.

In this policy, a Learner is considered to have SEND if they meet the above definitions.

In this policy, a Learner is considered to be a young person in line with the above definitions.

A Learner is considered to have ALN (Additional Learning Needs) if:

• recording of significant difficulties in learning / additional needs recorded on the ILR form
• is identified by the initial assessment process as having low attainment in Maths and/or English
• Is identified during their Learner Support Needs meeting as having significant barriers to learning

DUTY TO ADMIT

Although the duty to admit a learner with an EHCP does not extend to work-based training providers Reflections Training Academy will work with the relevant home local authority where a referral has been made naming Reflections Training Academy as the learners preferred education choice.

So far as reasonably practical Reflections Training Academy will support and accommodate any referral. On receipt of a home, local authority referral Reflections Training Academy will respond within 15 days.

IDENTIFICATION, ASSESSMENT, AND REVIEW FOR ALL LEARNERS WITH SEND and/or ALN

Identification of SEND and other additional learning needs (ALN) is part of the overall approach to recruiting, inducting and monitoring the progress and development of all learners.

Learners that require support can be identified in a variety of ways:

- During the initial assessments process
- disclosure at interview
- disclosure during the induction process
- disclosure during a learner support meeting or pen portrait 1 to 1
- via disclosure or identification during normal delivery of training programme
- via disclosure by the employer
- EHCP plan produced

A learner identified as having SEND or ALN will complete a 1 to 1 meeting where an ALN endorsement plan will be completed detailing the additional support a learner will need to meet the programme aims.

The learner will remain fully integrated into mainstream training groups and appropriate level programmes which will be appropriate to their needs, allowing them to realise their potential supplemented by additional 1 to 1 sessions with a member of the skills support team. Information regarding learner needs is kept on the Learner Information Management System (PICs).

Assessment of appropriate level programme will be decided during the interview process in discussion with the applicant and any other applicable stakeholders

EDUCATION HEALTH & CARE PLANS (EHCPs)

All learners who are identified as having a statement of SEND and have an EHCP will automatically be escalated to receive additional learner support. This will be identified via referral or the interview process.

The Plan outlines the nature of the learning difficulty. It involves short-term targets, teaching strategies and details of provision and resources. The targets must be achievable and relevant to the learner (Specific, Measurable, Achievable, Realistic, and Time Bound - SMART).

Targets are discussed at the Annual Review which will be arranged by the plan holders. Reflections Training Academy will support and attend any EHCP meeting scheduled so far as reasonable practical / or provide detailed feedback to the meeting.

IN PROGRAMME IDENTIFICATION OF SEND or ALN.

Identification of SEND is likely to take place prior to a learner joining Reflections Training Academy however if a learner is not making adequate progress despite

high-quality teaching, the academy will assess whether the learner has a significant learning difficulty. When a learner is identified with SEND or ALN the academy will provide interventions that are additional to or different from those provided as part of the normal delivery.

Triggers for Assessment. The learner: -

- makes little or no progress even when teaching approaches are targeted at identified areas of weakness
- shows signs of difficulty in developing Maths or English skills, resulting in poor attainment within the functional skills
- presents persistent mental, social or emotional difficulties despite techniques usually employed in Academy
- has sensory or physical problems and makes little progress despite specialist equipment
- has communication/interaction difficulties and makes little progress despite the provision of a differentiated programme

Inadequate progress means:

- below that of peers starting from the same baseline in line with Predicted End Date (PED).
- below the learner's previous rate of progress.
- the progress that widens the attainment gap between the learner and their peers.

LEARNER SUPPORT PLAN MEETINGS

Any Learner with an EHCP, identified as SEND will be subject to a Learner Support Meeting where their needs are discussed and strategies and arrangements are put in place. Once agreed these strategies will be recorded on the Learners Support Plan and Pen Portrait, a copy of which will be held by their tutor

TRAINING

At Reflections Training Academy we have inclusive programmes which are broad and balanced within our occupational delivery areas. SEND and ALN learners will be fully integrated into mainstream training groups on the appropriate level programme. We see that the first step in meeting the need of all learners is in high-quality teaching and learning. Our core expectations are that tutor/assessors:

- set goals that stretch and challenge learners of all backgrounds, abilities, and dispositions
- are accountable for learners' attainment, progress, and outcomes
- are aware of learners' capabilities and their prior knowledge and plan to teach to build on these
- adapt teaching to respond to the strengths and needs of all learners
- know when and how to differentiate appropriately using information and tools provided
- have a secure understanding of how a range of factors can inhibit learners' ability to learn and how best to overcome these

- have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive delivery approaches to engage and support them
- manage sessions effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them

MONITORING

On apprenticeship programmes in keeping with existing processes, each learner inclusive of those with SEND and ALN will undergo regular reviews within the apprenticeship programme these will take place within the learner workplace where the tutor, learner and employer will contribute to the process and progress.

Study programme reviews take place every 5 weeks and will involve the tutor, skills support tutor, learner and employer where required.

Monitoring of SEND and ALN learners will be in line with robust existing Internal Quality Assurance processes which look at individual progress against a timeline. Any shortfalls are action planned with SMART targets set.

Regular management and skills support team meetings are held within the functional skills, ALN in looking at progress and achievements of SEND and ALN learners.

Senior management statistics are produced quarterly to monitor with differentiation between SEND and ALN learners. Any achievement gaps are identified and actioned accordingly.

SAFEGUARDING

Due to potential increased vulnerabilities a SEND learner may have, any learner with an EHCP or identified as SEND will automatically be identified to the safeguarding team and a safeguarding concern will be raised via MyConcern. On receipt of the concern the DSL's will risk band the learner's level of need and establish appropriate monitoring and recording in keeping with the Safeguarding concerns process.

SEND EHCP PROCESS

Referral to Reflections via Home Local Authority or other referral agency

Review of Referral / EHCP by review Panel within 5 working days of receipt – Personal face to face, Virtual online or telephone interview within 10 days of receipt and response within 15 days

Offer to accommodate learner on identified suitable programme

Due to nature of SEND/ EHCP Reflections unable to accommodate learner needs e.g. severe H&S / access or logistical factors

Academy interview inclusive of initial assessments / Learning style assessment

Induction on relevant programme inclusive of 1 to 1 EHCP endorsement meeting

Learner Support needs meeting & Plan

Programme commences

On programme regular reviews (apprenticeships) 5 weekly study programmes

Ongoing monitoring via IQA processes and management statistics

Achievement of programme and progression discussed

Key details and strategies recorded on Support Plan and Learner Pen Portrait (copy issued to personal tutor)

EHCP scheduled or annual review