

Special Educational Needs & Disability (SEND) Policy

INTRODUCTION

At Reflections Training Academy, we value all 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.

In this policy, a child or young person will be referred to as a 'learner'. A child is a person under compulsory school age. A young person is a person over compulsory school age but under 25.

The policy will cover the range of procedures and mechanisms, which underpin and promote our inclusive ethos. The policy represents the basis for operational procedures and practices deployed by Reflections Training Academies' SEND and Skills Support Team and are designed to support and engage all interested parties within the Academies and Apprentice workplaces.

SAFEGUARDING

Due to the 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 My Concern. 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.

The welfare of the young person or a vulnerable adult is paramount and all, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.

1. AIMS

- The policy forms part of Reflections Training Academies' responsibility as defined by the below 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.
- Where a learner has SEND provision made outside of Bristol and Birmingham, Reflections Training Academies' will give due regard to the Local Authority processes and procedures.

2. LEGISLATION AND GUIDANCE

- Policy is based on the statutory **Special Education Needs & Disability: 0 to 25 years** Code of Practice and the following legislation:
- **Part 3 of the Children and Families Act 2014**, which sets out our responsibilities for learners with SEN and Disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out our responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN Information Report
- The joint DFE and ETF **Send Reform Organisational Effectiveness Guide**.
- 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 Training Academy is named in an EHCP.
- To use our best endeavors to secure the special educational provision that the young person needs.
- In addition to the aforementioned group, and learners over 25, our responsibilities under the Equality Act 2010, to make reasonable adjustments, due to their disability is paramount.
- The support and pastoral teams will oversee the quality of support for learners with Learning Difficulties and/or Disabilities and ensure compliance with our legal duties.

3. DEFINITION 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 or young person **does not** have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.
- Special Educational Provision is educational or training provision that is additional to, or different from, that made generally for other children and young people of the same age by mainstream educational providers.
- In this policy, a Learner is considered to have SEN and/or D if they meet the above definitions.

3.2 ADDITIONAL LEARNING NEEDS (ALN)

Within the above guidance, a Learner is considered to have ALN (Additional Learning Needs) if:

- Recording of significant difficulties in learning / additional needs recorded on the ILR form during the recruitment process.
- Is identified by the initial assessment process as having low attainment in Maths and/or English and has GCSE results of 3 or below in either subject.
- Is identified during their Pen portrait or Learner Support Needs meeting as having significant barriers to learning.
- Is identified by late disclosure or additional new information which is presented in the duration of the training programme.

4. ROLES AND RESPONSIBILITIES

Skills Support Teams

- To be accountable for the quality and performance measures, ensuring that all individual learner's support needs are effectively and efficiently fulfilled and meets current, legal, and contractual requirements.
- All information collated via the internal recording processes before sharing with "the team around the learner"; that all parties agree to assessment recommendations and provision in moving forward.

- Share all information with Tutors and Site Assessors to ensure “the team around the learner “are fully aware of needs and plans in place; tutor CPD activated where required.

Tutors

- All Tutors are responsible for ensuring all their learners participate in teaching, learning and assessment that are appropriately differentiated to meet the needs of all learners in their groups, within their site visits, including those with SEND, ALS and/or Disabilities.
- It will be evident from the tutor lesson plans that information regarding the learner need is being documented and planned for; support can be sought from the Skills Support tutor if required by the vocational tutor.
- They must ensure that their delivery ensures full engagement and appropriate challenge which embeds and promotes our inclusive ethos.
- Where vocational support has been provided by Tutors and/or Site Assessor an Interim Form will be completed and signed by both tutor and learner and submitted on eportfolio available for support team.
- Designated Tutors and Site Assessors are responsible for keeping up to date with information available including the use of the Disability Report, ALN report, GCSE Trackers and ALS/SEND folders.

Directors – Senior Management Team

- Ensure Academies fulfil its responsibilities, to ensure all learners with SEND, ALS and/or disabilities are supported in line with agreed procedures, which are adhered to and reviewed on a regular basis.
- For consultation on the potential admission of a learner with SEND prior to the provider being named in an EHC Plan subject to the two conditions set out in Duty to Admit section.
- To consider whether the Academies will agree to the core and support funding (Element 1, 2, 3) being used as part of the learner’s overall funding (to pay for learning support/specialist support) where requested and granted under their EHC Plan
- Additional funding can be sought from the respective Local Authorities (High Needs Funding) as part of meeting provision set out in Section F of an EHCP or via the ESFA if support costs exceed £19,000.

Employers

- Make reasonable adjustments where applicable in line with the Equality Duty and any disclosure of needs by the learner.
- Ensure reasonable additional time / release from workplace for additional support sessions.
- Ensure the wellbeing and welfare of their apprentice(s) notifying Reflections Training Academy of any concerns.
- Support and external referral can be made for the employer in supporting and meeting learner needs can be made available

Governors

- Ensure procedures and policies’ are consistent with legal guidelines and local needs.
- Ensure each year and in line with the TOR , Governors are informed of how the Academies have complied with the policy.
- Having an awareness of how much SEND/ALN is carried out by the Academy, to ensure statutory responsibilities are adequately resourced.
- Through the SAR, Governors must confirm the Academies comply with the Code in terms of:
 - Effectiveness and appropriateness of Policy and other related Policies’ and procedures.

- Assessing and reviewing the Policy and Procedures in relation to SEND to ensure compliance with the associated legal frameworks and the rights and responsibilities within the Academies.

5. 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 number of ways.

- Disclosure made during application process between learner and the Academies.
- Disclosure at academy interview during completion of application and/or CRM
- During the initial assessments process: all learners complete their initial Maths, English and on BKS online learning platform.
- Identification through the Starting Point Agreement
- Disclosure during induction process
- Skills scan
- Disclosure during a learner support meeting and/or pen portrait 1 to 1
- Disclosure or identification during normal delivery of training programme
- Disclosure by the employer
- Learner disclosure of EHCP plan and either provides Academy with a copy or gives permission for the Academy to contact the respective Local Authority.
- Diagnostic assessments for English and Maths during the application process
- Receipt of SENAR referral from local Authority

Triggers for Assessment. The learner: -

- BKS diagnostics results indicates a learner achieving within the Pre-entry or Entry levels of attainment and after investigation, this is a true reflection of need.
- 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.

A learner identified as having SEND will complete a 1 to 1 meeting where in addition to the Endorsement Form completed for all learners, Learner Needs Assessment Document will be completed detailing the additional support a learner will need to meet the programme aims, with the completion of the Individual Learning Support Plan.

The learner will remain fully integrated into mainstream training group appropriate to their needs, allowing them to realise their potential supplemented by additional 1 to 1 session with a member of the skills support team/vocational team. Information regarding learner needs is kept on the Management Information System (PICs). Assessment of appropriate level programme will be decided during the interview process in discussion with the applicant and any other applicable stakeholders.

6. EDUCATION HEALTH & CARE PLANS (EHCPs)

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 support and pastoral team will meet and discuss the application and support needs identified by the EHCP and evaluate and plan if the individuals need can be met and what needs to be put in place to meet these and will respond to the home, local authority within 15 days.

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 reasonably practical / or provide detailed feedback to the meeting.

7. EXPERTISE AND TRAINING OF STAFF

At Reflections Training Academy we have inclusive programmes which are broad and balanced within our theory and practical schemes of work. SEND and ALS learners will be fully integrated into mainstream training groups:-

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:

- are aware of learners' capabilities and their prior knowledge and plan to teach to build on these.
- Use information available to them from the assessments of needs process; have met with respective leads for SEND/ALN/Disabilities, learner, and employer so they are aware of and actively involved in the use of the *Individual Learning Plan*
- set goals that stretch and challenge all learners
- are accountable for learners' attainment, progress, and outcomes.
- Adapt teaching to respond to the strengths and needs of all learners.
- know when and how to differentiate appropriately using information, resources and tools provided.
- have a secure understanding of how a range of factors can limit 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 all learners' needs to involve and motivate them.
- Staff needs will be monitored by the team during induction and discussion so confidence to meet needs is maximised.

Monitoring arrangements

On apprenticeship programmes in keeping with existing processes, each learner inclusive of those with SEND and ALN will undergo **formal tripartite reviews within a 12-week period**—and these will take place at the learner’s 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, parent/carer, 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.

8. LINKS WITH OTHER POLICIES AND DOCUMENTS


- Safeguarding Policy and Procedures
- Staff Code of Conduct
- GDPR
- Admissions Policy
- Mental Health Policy
- FREDIE policy (EDI)

This policy was considered and adopted by the Directors named below in line with their overall duty to safeguard and promote the welfare of learners with SEND.

Clare Barrett
Company Managing Director



Lucy Agnew
Divisional Director Birmingham & Bristol



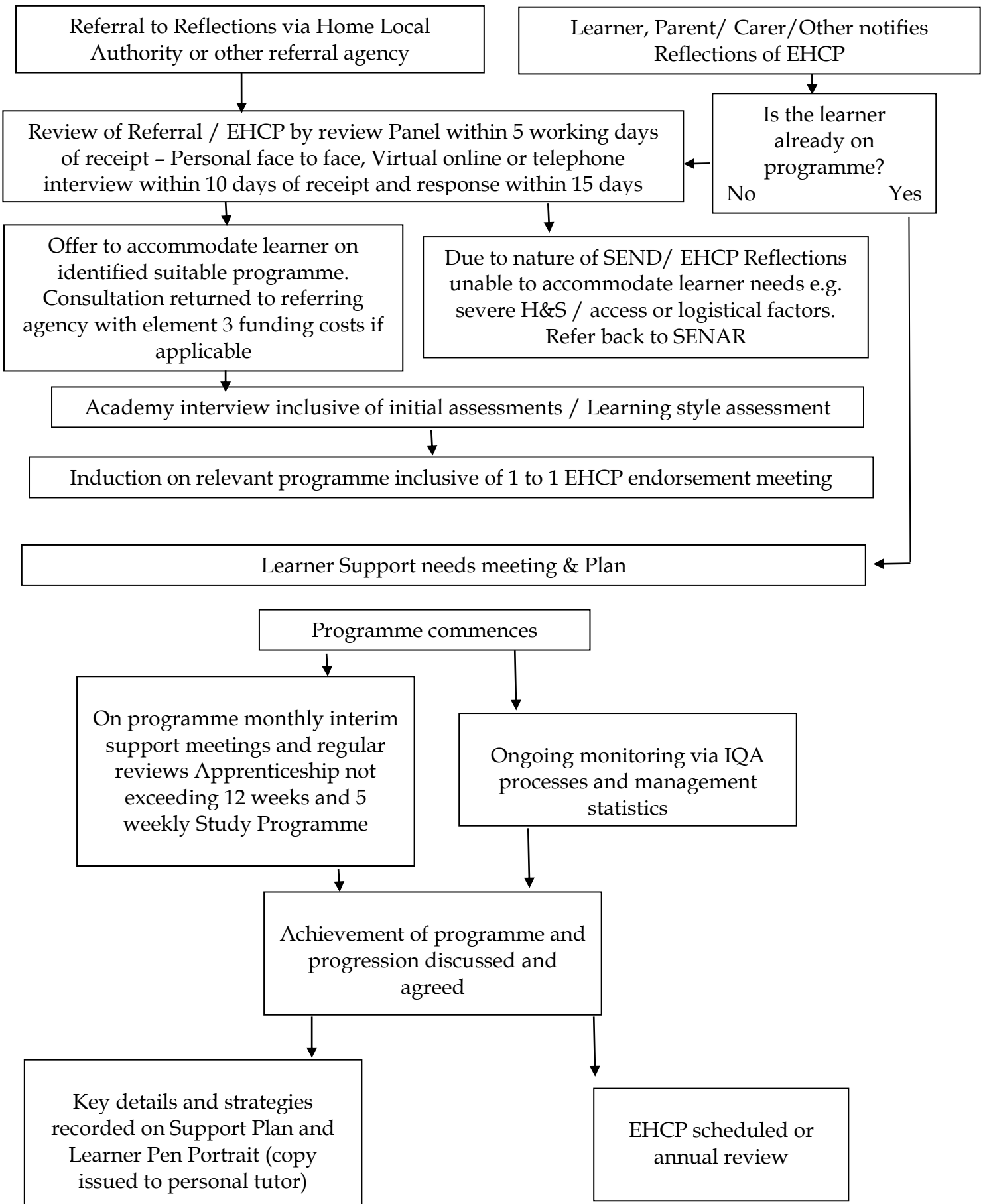
Phil Davis
Director of Bristol Training Academy



Kate Sperring
Director of Next Level Training

Policy Owner	Director sign off	Details of update	Date of Update	Version number
Jason Timms	Lucy Agnew	Policy review & Update	30/01/2019	2
Jason Timms	Lucy Agnew	Policy review & Update	18/01/2020	3
Jason Timms	Lucy Agnew	Policy review and rewrite	12/01/2021	4
Suzanne Sewell	Lucy Agnew	Policy review and Update	19/01/2022	5
Suzanne Sewell	Lucy Agnew	Policy review and Update	16/01/2023	6
Suzanne Sewell	Lucy Agnew	Policy review and update	12/12/2023	7

SEND EHCP PROCESS



ALS PROCESS

