

Special Educational Needs & Disabilities (SEND) Policy

Our SEND vision.

All individuals are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

All individuals are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident to secure employment

Our vision for supporting individual who have SEND focuses on

- Being person centred
- Being inclusive
- Ensuring every inclusive apprentice secures employment SEND definition

Special educational needs and disabilities (SEND)

Note: *A child or young person has SEN if they have 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:

- *has a significantly greater difficulty in learning than most others of the same age, or*
- *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*

An individual has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to a person of the same age. (SEND Code of Practice) An individual will have needs and requirements which fall into at least one of the four areas, frequently more than one.

The areas of need are:

Communication and interaction – e.g., speech and language difficulties, autistic spectrum disorder

Cognition and learning – e.g., dyslexia, dyspraxia, dyscalculia, or general learning difficulties

Social, emotional and mental health – e.g., an individual who are withdrawn or isolated, hyperactive and lack concentration, difficulties forming relationships.

Sensory and/or physical impairment – e.g., visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Individuals with some health or physical disability conditions do not necessarily have SEND, but there is a significant overlap between disabled individuals and those with SEND. Where a disabled individual requires special educational provision, they will also be covered by the SEND definition

Identifying and assessing SEND for individuals whose first language is not English requires particular care. Community Learning Services should first establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- National Equality Act 2010: advice for school DfE Feb 2013

- SEND Code of Practice 0-25 (revised January 2015)
- Teachers Standards 2012 Roles & responsibilities

At Community Learning Services, we believe in working collaboratively with individuals, to ensure a person-centred approach in all that we do.

Tutor/Assessor

Each Tutor/Assessor is responsible for:

- The progress and development of every person in their class /coaching through high quality teaching/ quality first teaching
- Working closely with any specialist staff to plan and assess the impact of the support and interventions
- Working with the employer to review each individual's progress and development and decide any changes to provision
- Provide information, reports or attend review meetings based on the person-centred principles

Responsibility for ensuring additional support

The person responsible is the Programme Lead and is responsible for:

- The overall responsibility for the provision and progress of learners with SEND and/or disability.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individuals with SEND, including those with EHC plans. • Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that the child/ young people with SEND receive appropriate support and high-quality teaching.
- Evaluate process and practice to improve outcomes
- Being the point of contact for external agencies.
- Working with the Governing Board to ensure that Community Learning Services meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensuring that Community Learning Services keeps the records of all individuals up to date. • Help raise awareness of SEND issues at governing board meetings.

Additional Learning Needs/Support

A learner does not have to be registered disabled or have a formal learning difficulty as long as we have evidence of the need. Learning support is not to be used to deal with the everyday difficulties that are not directly associated with a learner's learning on the programme.

As a Provider we must evidence that we:

- Carry out a robust assessment of the needs and record the outcomes to identify the learning need.
- Plan the support to be delivered and the period for which the additional support is required. • Deliver the support to meet the needs and review the progress and continuing needs/funding requirement.

As a Provider we offer a range of approaches to support apprentices with additional learning needs, including:

- Providing additional one-to-one sessions with apprentices to help with assessments and functional skills.
- Contextualising English and maths teaching and learning either by making it workplace-based or specific.
- Allowing more time in examinations.
- Using adaptive technologies.
- Encouraging the use of different coloured ink, reading pens, paper, and overlays.
- Providing support for adaptations to workplace processes and systems
- Providing training for employers regarding additional learning needs.
- Providing training for internal staff on best practice when working with those with learning support needs.
- Offering support for communications and sensory needs.
- Offering buddy systems

All other policies:

- Health and Safety
- Equality and Diversity
- Whistleblowing

- GDPR
- Anti-bullying

Can be found on the Policy hub or by emailing: policyhubboard@portsmouthcc.gov.uk