



Special Education Needs and Disability Policy

Eastern Region Training Group Ltd

Autumn 2020

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| Approved by: | <i>Clive Coote Managing Director</i> |
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Introduction

Our SEND Policy is based on the SEND Code of Practice 0-25 years. However, we do have adult learners who also have SEND and will be covered in the scope of this policy. We want all of our students to achieve and we believe that equality is not that everyone must do the same thing, but that everyone must have the allowances in place to enable them to do as much as they are able to. We believe that all of our students have the right to achieve and that we have a duty to provide special requirements and reasonable adjustments to enable them to fulfil their potential.

Objectives of the Policy

The aim of this policy is to set out how we at Eastern Region Training Group will accommodate students with SEND, how we will support them during their time with us and how we will endeavour to include family members and other support networks as necessary.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities:

Clive as the managing director has ultimate responsibility for the guidance that we give to our SEND students. While the choice for adjustments lies with the student, it is Clive who has the end responsibility to ensure that we are able to provide that support and to find alternative offers if the first choice is not readily available.

As the safeguarding officer, Chloe is also in effect acting as the SENCO at Eastern Region Training, having completed training on Specific Learning Difficulties, Autism, Children's Mental Health. Her responsibility lies with training other staff members and consulting when a student presents with potential SEND.

This policy will influence the questions asked at interview for new teaching related staff, inductions as well as job descriptions

Admissions & Adjustments:

Eastern Region Training Group is aware of the Equality Act 2010 and the SEND Code of Practice. As a private provider, we do not have to accept any student, but if we do accept students with SEND we are fully aware of the need for us to comply with our duty. We will use any EHC plans or statements that the students bring to us from their main school or education provision to adapt our teaching to suit their needs.

We run small groups which enable us to focus on the individual needs of each learner. This will further help our SEND students as they will have a smaller student to teacher ratio than they would at mainstream school.

Identification, Assessment and Review:

On entry to us at Eastern Region Training Group, we will ask the partner school for any background information on the student and ask them to share copies of statements.

Each student has an ILP and we do an Initial Assessment which includes special requirements and a VARK. Our apprentices also do BKSBs with us. Each student has individual targets which are reviewed on a monthly basis, depending on the length of their programme with us.

We perform a lot of formative assessment throughout the course with our students, when we may pick up any changes or any outward behaviours which may be masking an underlying SEND. We will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Complaints:

If a student or a parent wishes to make a complain, we have an appeals policy for assessment as well as a complaints policy which outlines how to address any problems and how we deal with those complaints.

If Chloe can not resolve the issue then it will be passed to Clive who will pass it onto the partner school as necessary.

Training and Staff Development:

We do not have an Award-trained SENco as we are a small organisation. However, we have regular training sessions which each cover a separate aspect of SEND provision. These are run by Chloe, our acting SENco. All staff are requested to record their training activity on their CPD logs so that anyone who wishes to see the evidence can do on request.

Parents:

We welcome the involvement of parents for any of our students, not only those with SEND. We have an induction questionnaire which parents are requested to fill in which should detail parental permissions, allergies and SEND provisions. We hope that students share their progress reviews with parents. Our apprentices have a copy sent directly to their employer.