SPECIAL EDUCATIONAL NEEDS (SEND)POLICY

1 – Policy Overview

1.1 – Policy Statement

Projecting Success aims to ensure that all learners with Special Educational Needs or that have highlighted the requirement for additional Learning Support will receive quality support, education, and development around all skills- learning, soft and personal/social skills.

This policy will indicate the needs of all learners who may have SEND throughout their Projecting Success Learner Journey, which must be addressed, supported and implemented.

1.2 – Policy Contents

- SEND Definitions

- The SEND Duty: As per the "SEND Code of Practice: 0 to 25 Years" 2014. Gov UK.

- How SEND information is captured?

- How Projecting Success support the learners.

- SEND Plans combined within the Progress Reviews.

- SEND Plans completed within the sign-up paperwork.

2 – SEND

2.1 – SEND Definitions

'Learners have Additional Learning Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

The Code also refers to the **Disability Discrimination Act 2005** that states:

'A person has a disability if he/she has a physical or mental impairment which has substantial and long-term adverse effect on their ability to carry out normal day to day activities.'

2.2- SEND Duty

- The duty to make reasonable adjustments requires education providers to take positive steps to ensure that disabled students can fully participate in the education and enjoy the other benefits, facilities, and services which education providers provide for students. This goes beyond simply avoiding discrimination. It requires education providers to anticipate the needs of potential disabled students for reasonable adjustments.'

- 'Education providers should not wait until a disabled person approaches them before they give consideration to their duty to make reasonable adjustments. They should anticipate the requirements of disabled students and the adjustments that may have to be made for them.'

2.3 - How does Projecting Success capture SEND Information?

- WBL

- On the learning agreement pack

- Learner on Boarding Flow Spreadsheet

- The ILR (The learner section)

- One File – ALS Document

- Ongoing reviews with the learners

2.4 - Process

- JC to review Learner on Boarding s/sheet for SEND needs highlighted.

- JC to contact learner at Onboarding/Induction via email to arrange Teams Meet to discuss support issues and any identified needs.

- JC to detail conversation or email thread in One File.

- JC to inform necessary tutors of support package to be provided (if any)

- JC to review every quarter.

2.5 - How will Projecting Success Meet and Support the Identified Needs?

Projecting Success will provide support in the form of:

- Clear advice and guidance support where necessary. Jackie Collins – Functional Skills Tutor & Deputy Designated Safeguarding Officer is the SEND Spoc and All other tutors and L&D department itself can offer advice.

- SEND training and development where required.

- Online support/resources if required.

- Specific learning resources- to meet the needs of the learning styles highlighted.

- Clear IAG upon sign up and continuously throughout learner journey.

- Flexible ILPS and Progress Reviews- always ensuring a positive outcome.

- Arrange Reasonable Adjustments for exams/assessment where deemed necessary and applicable. Full details can be found in the **Reasonable Adjustments and Special Considerations Policy.**

Version History				
Date	**Version**	**Details of Change**	**Revision By**	**QA**
23/03/2023	5	- Improved Layout and Section Titles - Amended JC Details - Added Reasonable Adjustments Links - Added Version Control	Jackie Collins	
27/03/2023	6	Amended ALN/ALS to SEND – Special Educational Needs Reference to the SEND Code of Practice 0-25 Years 2014 Gov UK Amended name of Policy to SEND Policy	Jackie Collins	