

SEND Policy

SCOPE

This policy applies to learners with special educational needs and disabilities (SEND), their parents and all staff.

POLICY STATEMENT

ILC Training is fully committed to the inclusion of learners with special educational needs and disabilities (SEND) providing that the institute is compatible for the person's age, ability and aptitude.

TERMS AND DEFINITIONS

TERM	DEFINITION
Special Needs	defined as educational needs that are different from those of the majority of learners, and which arise from the impact of a disability or recognized disorder.
Behavioural, Social, Emotional	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
Sensory	Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the institute curriculum, apart from the elements involving physical activity. learners with severe physical disability may have minimal special educational needs, while those with

	minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
Speech and Language Disorders This does not include learners with additional language needs	Expressive language disorder – problems using oral language or other expressive language. learners’ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, learners with Asperger’s syndrome often have communication difficulties.
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support
Dyslexia	a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading disability, dyslexia affects areas of the brain that process language.

Policy Introduction

ILC Training is strongly committed to inclusive education across all departments; this provision includes one in which the training, learning, achievements, attitudes and well-being of all the learners who gain admission to ILC Training matter – including those identified as having additional needs. ILC Training is committed to recognizing the potential of all learners and giving them access to enrichment activities.

This policy explains the approach to Special Educational Needs and Disability within ILC Training and is in keeping with the institutes's aims, its training and learning policies, and its policy on equality of opportunity. Our aim is to know individuals well to help them reach their full potential. We want to develop each learner as a whole person with the skills and competencies necessary for his or her current or future life roles.

Admissions Policy

In line with the ILC Training's Admissions and Induction Policy, individuals will be considered with reference to their needs, resources and the ILC Training's ability to meet those needs. ILC Training will strive to provide appropriate support for learners with a range of special educational needs. ILC Training will make reasonable adjustments to accommodate learners with SEND during entry tests. A current report from the learner's Educational Psychologist or Specialist trainer will be required to put appropriate arrangements in place, and any access arrangements will be based on the learner's usual way of working.

Aims

- To ensure that all learners, whether or not they have SEND, have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To encourage a whole institute approach to Special Educational Needs and disability and a close partnership between ILC Training, the learner and the home.
- To provide learning experiences that enable learners to reach their full potential.
- To create a positive atmosphere wherein learners can develop confidence and self-respect.
- To ensure learners and staff receive support and guidance as appropriate.
- To give a voice to learners with SEND and to ensure that their views and wishes are taken into consideration.

Objectives

- To ensure early identification, assessment and provision for any one who may have special educational needs.
- To inform staff of learners' needs and suggest ways of meeting those needs.
- To enable all staff to play a part in identifying SEND learners and to take responsibility for recognizing and addressing their individual needs.
- To encourage the whole institute community to demonstrate a positive attitude towards SEND.
- To monitor and review progress of learners on the Special Educational Needs and Disabilities.
- To advise on strategies to develop competency in basic skills.
- To help every learner realise his or her full potential and optimise their self-esteem.
- To encourage and support learners to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

Identifying and Assessing learners with SEND

ILC Training has a clear approach to identifying and responding to SEND. There are many opportunities throughout the registration process for a learner to declare their SEND needs. All trainers are responsible for identifying learners with SEND and, in collaboration with the Lead Trainer and Quality Assurance Director or Director, will ensure that those learners requiring different or additional support are identified at an early stage.

On entry to ILC Training every learner fills out a Health form where they state any known special needs. This may identify learners who require additional class-based interventions and/or further assessment. Information given at registration is used to shape the learners' provision in class. ILC Training regularly gathers information about every learner's progress. We expect learners to participate as fully as possible in the assessment, planning and reviewing process.

This policy does not assume that there are hard and fast categories of SEND. It recognises that individual needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

ILC Training accepts that learners often have needs that cut across all these areas and their needs may change over time. We acknowledge that while considering the needs of the individual, some areas which are not SEND may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare

Provision

trainer Action

ILC Training adopts the approach where there will be targeted intervention offered to improve the progression rate of those learners identified as having SEND. When a trainer identifies that a learner has Special Educational Needs, the Lead Trainer, in consultation with the Quality Assurance Director or Director, will administer a special needs assessment and will devise interventions additional to or different from those provided as part of the institute's usual differentiated curriculum. This is recorded on an individual learning plan and will be evidence based and regularly reviewed.

Identification and Assessment of learners with SEND

Early identification will be key to the progress of SEND learners. ILC Training will use the following to identify learners with special educational needs, whichever are appropriate:

- Meetings between the SENCO and staff of feeder institutes during transition phase
- Placement test during registration
- Individual tests administered by the Lead Trainer or Quality Assurance Director or Director
- Observation and concern regarding lack of progress noted by trainer
- learner self-assessment
- Information supplied by parents
- Information from outside agencies – health authority, educational psychologists

learners will be placed on an individual learning plan after consultation with the learner, the Lead Trainer and the Quality Assurance Director or Director, whose views will be recorded.

Recording

ILC Training compiles an Individual learning plan. These plans can be accessed by all staff on Tadween. Each learner will have an SEND file containing evidence of need, copies of any diagnostic tests and a record of interventions.

Monitoring and Review

learners' progress is regularly monitored and reviewed involving appropriate staff, learners and parents. The ILPs are updated after learners' consultation in response to trainer feedback. Interim and full reports with regards to attainment are given to the learners. ILPs will always be updated and reviewed with the learner, and they will be given an opportunity to review their own progress each time the ILP is updated.

Trainer Action

When a learner has SEND - the class trainer devises interventions additional to or different from those provided as part of the institute's usual differentiated curriculum.

While the class trainer remains responsible for working with the learner on a regular basis, the class trainer works with the Lead Trainer and Quality Assurance Director or Director to plan strategies to ensure training meets the needs of the individual. The Lead Trainer provides suggestions for classroom support for each learner on an ILP. Trainers can access these on the institute's intranet. ILPs will be available for trainers to read on the institute's intranet and will be referred to as part of planning for the needs of the learner.

Trainers may request the Lead Trainer or Quality Assurance Director to observe and support a particular learner in their class. The institute encourages staff to share concerns about individual learners' difficulties with the Lead Trainer or Quality Assurance Director as early as possible.

The Lead Trainer or Quality Assurance Director can take the lead in:

- Managing SEND interventions for the learner in discussion with colleagues.
- Monitoring and reviewing the action.
- Communicating needs with training staff

Intervention will take place without the need for withdrawal from the course; prep time will be used wherever possible for any intervention. The Lead Trainer or Quality Assurance Director will regularly review the impact of any interventions and will adjust programmes accordingly. The Lead Trainer or Quality Assurance Director will, in conjunction with the trainer, regularly review the progress of learners on an ILP, both individually and as a cohort.

Related Policies and Other References

Admissions and Induction Policy
Diversity and Equal Opportunity Policy
Academic Appeals Policy
Learner Achievement Recording Policy