



Special Education Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Years (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb '13)
- SEND Code of Practice 0-25 Years (Jan '15)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions Aug '17
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 39 (Jul '21)

The Policy has been developed in compliance with the DfE's SEND Reforms addressing measures outlined in the Children and Families Bill in Spring 2014 and the Children and Families Act 2014.

While the code of practice and this policy are designed to help the provision to make effective decisions regarding pupils with special educational needs, it does not state precisely what to do in each individual case.

There are four broad categories of SEN; we have pupils in some or all of these categories at different times throughout an academic year:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

The 2015 Code of Practice states:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others 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 (from 2015 SEN Code of Practice: 0- 25 years)

BlueWhale Training is committed to providing the conditions and opportunities to enable any pupil who experiences special educational needs to be included fully in all aspects of the training provision. The Special Educational Needs Policy at BlueWhale Training aims to support all pupils who attend the provision in reaching their potential.

Objectives

In order to meet the special educational needs of our pupils at BlueWhale Training we will:

- Identify their individual needs
- Provide intervention at a suitable level, developing individual, personalised learning programmes
- Use a variety of teaching styles, and cater for different learning styles to allow pupils to access the qualifications and opportunities available at BlueWhale Training
- Use resources effectively

- Assess and keep records of the progress of pupils
- Work with outside agencies who provide specialist support for pupils with SEN
- Inform and involve the parents/ mentors/ schools/ referral partners so that we can work together to support our pupils
- Encourage active involvement by the pupils themselves in meeting their needs
- Provide on-going training for all staff
- Value and encourage the contribution of all pupils to the provision, education and life long learning.

Admission arrangements

BlueWhale Training aims to help as many young people as possible. We will offer a place to a young person who is referred, provided that:

- The pupil /parents & referral partner accept any placements offers
- The pupils' special educational needs can be met by BlueWhale Training
- Other pupils will not be disadvantaged
- Resources will be used efficiently

BlueWhale Training has a duty under the Special Education Needs and Disability Act not to discriminate against young people with disabilities, this includes:

- Making arrangements for determining admission of pupils to the provision. This includes any criteria for deciding who will be admitted to the provision,
- In terms on which the responsible body offers pupils admission to the school
- Not refusing or deliberately omitting to accept an application for admission to the provision from someone who is disabled.
- Our provision offers qualifications and learning opportunities
- Setting suitable learning targets
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning

All referral partners, teachers, trainers and mentors carry out an on-going process of assessment, planning and review that recognises each pupil's strengths as well as areas for improvement. A rigorous tracking system is in place to identify pupils who are not making the required level of progress.

Strategies which are used to enable access for all pupils:

- Differentiation of the training and qualifications to match tasks to ability
- Grouping of pupils according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability
- Use of a range of teaching styles which recognise the individual learning styles of the pupils in the class
- Use of mentors to provide additional support in the classroom
- Small group and 1:1 teaching by SEN staff
- Alternative means of accessing the curriculum through ICT and personalised projects
- Vocational education programme which helps pupils clarify what is important in their lives and which helps them to break down barriers and supports them in adopting a positive attitude towards learning.
- Extensive in-service training for all staff on the needs of pupils with SEN.

Signed:

A handwritten signature in black ink, appearing to read 'Ben Hayes', with a stylized flourish at the end.

Ben Hayes - Company Director - August '22

Review Date: August '23