

Birmingham Electrical Training SEND Policy

Background

A child (16-17) or adult (18+) with special educational needs or disability (SEND) is one who may not be able to gain full access to the 5357 Electrical Diploma offered to the majority, without additional support. Reasons may include:

- Physical disability, including visual or hearing impairment
- Specific learning disorders, such as dyslexia or aspects of memory function
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations
- Emotional or behavioural difficulties
- Illness and long-term absence

Irrespective of the intellectual ability or capability for carrying out practical electrical tasks, specific challenges may inhibit the learner's ability to reach their full potential.

This policy clarifies the approach we take to accommodating and adapting learning for students with SEND challenges, with the objective to maximise their potential.

Legal Framework

This policy is provided in accordance with the following legislation:

1. Children and Families Act 2014
2. SEND Code of Practice: 0-25 years (January 2015)
3. Equality Act 2010
4. The Special Needs and Disability Act 2001
5. Education Act 2004

Definition of Special Educational Needs & Disabilities (SEND)

A learner is considered to have SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have a considerably greater difficulty in learning than the majority of learners.

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

We accept and acknowledge that the needs of SEND learners may evolve over time. We believe that by implementing this policy the changing needs of these learners will be appropriately supported in order for them to achieve their maximum potential.

Admissions Policy for SEND

We are firmly committed to inclusivity and to giving every learner the best opportunity to succeed in adult life. Irrespective of their special educational needs or disability, we consider all learners for admission to BET and as candidates for employers seeking apprentices.

Before a place is offered at BET all applicants must complete an application form:

1. Applicants are specifically asked to disclose any special educational needs or disabilities through the application form.
2. Based on the disclosure BET will confirm whether or not we are able to fully meet the needs of the applicant before progressing with the recruitment process.
3. BET will not discriminate against any special educational needs or disabilities however the same rules apply with regards to seeking employment as those who do not qualify as SEND. BET cannot enrol any learner without an employer and are not solely responsible for finding learners employment.

Should the learner's SEND be identified or develop after the learner has started at BET we will continue to support the learner as long as:

1. We have the appropriate resources and facilities to provide the learner with the support they require
2. We believe it is in the best interest of the learner and of BET, for the learner to remain enrolled with BET.

In these circumstances BET reserves the right to withdraw the learner's place at BET.

Principles & Aims

- Provide learning which is differentiated according to the needs and abilities of the individual
- Promote sensitivity and responsiveness to SEND through educating all apprentices via the implementation of Equality & Diversity
- For learners under the age of 18, provide effective communication with parents regarding learners and encourage their vital role in supporting their child's development
- Stimulate and maintain interest and enjoyment for pupils with SEND in their own education.

Procedural Objectives

- A designated person (SENDCO) is responsible for overseeing that provision is implemented for those who require it within the educational environment
- A learners SEND needs to be identified as early as possible therefore communication between Tutors, Training Officers and SENDCO is pivotal
- Details regarding the SEND of learners will be treated with appropriate levels of discretion and confidentiality
- The SENDCO will work in partnership with learners, parents, Tutors and TO's, Directors and external agencies where appropriate.
- Provision and progress will be monitored and reviewed regularly

Identification, Assessment and Provision

Early identification of SEND is key to securing the most effective learning plans for all apprentices. Through early intervention we can ensure every learner is provided with the tools they need to succeed.

Skills and attainment will initially be assessed via HODDAR Baseline Assessment. This data is used alongside the information we collect from application forms and interviews. After evaluating all the information, we will consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

We ensure that the staff we employ are experienced electricians who possess high quality teaching potential and are capable of delivering lessons that are varied and inclusive. Additional support cannot compensate for the lack of quality teaching. Communication channels between Tutors, Training Officers, SENCO's and Directors ensure that all staff are aware of the learner's needs and development, regular meetings involve strategizing on how learning can be improved.

On Programme Identification & Assessment

In order to identify learners who may have an unidentified learning difficulty or disability, we evaluate learners in the following way:

- The outcome of internal assignments and exams
- Concerns raised by Tutors or Training Officers
- Concerns raised by parents of (16 -17), the learner and outside agencies
- Behaviour Data
- Observation

Should any learner be suspected of a learning difficulty or disability the following should take place:

Step 1

Working with the SENDCO the Tutor should strategize ways to adapt the lesson to target areas of weakness; considerations should include chunking information, including more visual representations, presenting vocabulary prior to learning, paired learning with a higher level learner and practical activities.

Step 2

If the learner continues not to improve evidence will be gathered (lesson plans demonstrating evidence of the above process and strategies employed, test results, views of Training Officer and Learner). In addition a referral form (found in the SENDCO File) should be filled and given to the SENDCO with all of the above evidence.

Note: Suspected SEND due to Poor Behaviour

Persistent disruptive or withdrawn behaviour do not necessarily mean the child has SEND however if there is a concern that an undiagnosed difficulty may be present a similar process should be followed. In addition, the learner's behaviour should be monitored and a conversation should take place focusing on why they are behaving in such a way.

Post-identification

1. After the learner has been flagged, the SENDCO and BET SLT (Senior Leadership Team) will determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. Should it be necessary to contact parents or employers they also will be consulted
2. Should it be recommended that the learner be officially assessed for an SEND it will be recommended to them
3. Should the learner have a SEND they will be put on SEND register and a profile made in the SENDCO Folder
4. All Tutors and the DTO will be informed of the learners SEND and access to their learning profile will be available to all

Learners with an EHCP

Learners with an EHCP will have the recommendations within the plan followed and all members of staff will be aware of the learners EHCP but the content will be kept strictly confidential. Additionally, an annual review will be held between the Managing Director, SENDCO and Local Authority and any other specialists to assess progress and current needs in order to ensure the welfare and the continued successful provision of their education.



Examination Adjustments

We will enforce all reasonable adjustments in examinations as permitted by our awarding body City & Guilds. Once SEND has been detected and a statement has been issued our Examinations Officer will send the evidence off to City & Guilds. The City & Guilds will inform us of what access arrangements can be made and they will be implemented into every exam.

Equal Access

All teaching and non-teaching staff are responsible for creating an environment where all pupils, irrespective of ethnic origin, sexual orientation, SEND or social circumstance can thrive.

All Tutors and Training Officers should be aware of the individual and the differing needs of the learners and have access to each learner's profile. The SENCO will ensure that if an external report is received it is communicated to the relevant staff.