

SEND Policy & Local Offer



Crackerjack Training

Last Reviewed: April 2020

Next Review: April 2021



Education & Skills
Funding Agency



1. Introduction

This policy has been drawn up with close reference to the **Children and Families Act 2014**, the **Special Education Needs & Disability: 0 to 25 years** Code of Practice and the joint DFE and ETF **Send Reform Organisational Effectiveness Guide**.

The policy forms part of Crackerjack Training responsibility as defined by the above acts and associated codes of practice. This policy also recognises that the relevant home Local Authority holds overall responsibility for SEND provision in their area. Crackerjack Training statutory duties under the Children and Families Act 2014 are as follows:

- To cooperate with the local authority on arrangements for children and young people with SEND
- To ensure our best endeavours to admit a young person if Crackerjack Training is named in an EHCP
- To use our best endeavours to secure the special educational provision that the young person needs

At Crackerjack Training, we value all of our learners and ensure that they are seen as individuals with differing interests, knowledge, skills, and needs. We have an inclusive ethos and strive to increase the learning and participation of all learners. All staff members has a duty of care to the learner including those with SEND or any other additional need relevant to the responsibilities of their job role.

2. Definitions

Send is defined in part 3 of Children and Families Act 2014 as:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child is a person under compulsory school age. A young person is a person over compulsory school age but under 25. In this policy, a Learner is considered to have to SEND if they meet the above definitions. In this policy, a Learner is considered to be a young person in line with the above definitions.

A Learner is considered to have ALN if:

- recording of significant difficulties in learning / additional needs on ILR form
- is identified by initial assessment as having low attainment in literacy and/or numeracy

3. Identification, Assessment and Review for all Learner with SEND and/or ALN

Identification of SEND and other additional learning needs (ALN) is part of the overall approach to recruiting, inducting and monitoring the progress and development of all learners.

Learners who may require support can be identified in a variety of ways:

- via initial assessments
- disclosure at interview
- disclosure during the induction process
- via disclosure during normal delivery of training programme
- via disclosure by the employer
- EHC plan produced

A learner identified as having SEND or ALN will complete a 1-2-1 meeting detailing the additional support a learner will need to meet the programme aims. The learner will remain fully integrated into mainstream training groups and appropriate level programmes which will be appropriate to their needs, allowing them to realise their potential supplemented by additional 1-2-1 sessions with a support tutor.

Assessment of appropriate level programme will be decided during the interview process in discussion with the applicant and or parent/guardian.

4. Education Health & Care Plans (EHCPs)

All learners who are identified as having a statement of SEND and have an EHCP will automatically be escalated to receive additional learner support. This will be identified via referral or the interview process.

The Plan outlines the nature of the learning difficulty. It involves short-term targets, teaching strategies and details of provision and resources. The targets must be achievable and relevant to the learner (Specific, Measurable, Achievable, Realistic, Time - SMART). Targets are discussed at the Annual Review which will be arranged by the plan holders. Crackerjack Training will support and attend any EHCP meeting scheduled so far as reasonable practical / or provide detailed feedback to the meeting.

5. Training

At Crackerjack Training we have inclusive programmes which are broad and balanced. SEND and ALN learners will be fully integrated into mainstream training groups on the appropriate level programme. We see that the first step in meeting the need of all learners is in high-quality teaching and learning. Our core expectations are that tutor/assessors:

- set goals that stretch and challenge learners of all backgrounds, abilities, and dispositions
- are accountable for learners' attainment, progress, and outcomes
- are aware of learners' capabilities and their prior knowledge and plan to teach to build on these

- adapt teaching to respond to the strengths and needs of all learners
- know when and how to differentiate appropriately using information and tools provided
- have a secure understanding of how a range of factors can inhibit learners' ability to learn and how best to overcome these
- have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive delivery approaches to engage and support them
- manage sessions effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them

6. Monitoring

On apprenticeship programmes in line with existing processes, each learner inclusive of those with SEND and ALN will undergo 8 weekly reviews on apprenticeship programmes and take place within the learner workplace with a tutor, learner and employer all contributing to the process. Study programme and Traineeship reviews take place every 8 weeks. Regular meetings are held within the ALN function looking at progress and achievements of SEND and ALN learners.

SEND Local Offer

At Crackerjack Training, we value all young people and learners and ensure that they are seen as individuals with differing interests, knowledge, skills and needs.

We have an inclusive ethos and strive to increase the learning and participation of all. SEND is seen as a whole academy responsibility; every staff member has a duty of care to the learner including those with SEND or any other additional need relevant to the responsibilities of their job role.

We work closely with young people, apprentices, learners, employers and a wide range of stakeholders to ensure the best possible learner outcomes. We will do this by:

- Cooperating with the local authorities on arrangements for children and young people with SEND
- Ensuring our best endeavours to admit a young person if Crackerjack Training is named in an EHCP
- Using our best endeavours to secure the special educational provision that the young person needs

Advice, Information and Support for parents/carers and young people

Crackerjack Training SENDIASS (Special Educational Needs and Disability Information Advice and Support) are here to support children and young people with SEND and their parents/carers.

Our aim is to enable children and young people and their parents/carers to make informed decisions about their child's education. Information, advice and support for children and young people with SEND and their parents/carers will be impartial. The service is free to access, confidential and provides accurate, comprehensive, understandable information.