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Special Educational Needs and Disability Learning Support Policy

Contents	Page
Purpose	3
Legislation	3
Aims	3
Calex UK Commitment	4
Definition of Special Education Needs	4
Identification of SEND	5
Raising a Concern	6
What Additional Support is available	6
Exceptional Learning Support	7
Responsibilities	7
Training	8
Arrangements for Reasonable Adjustments for Learners with Disabilities, Learning & Learning Needs	9
Definition – Reasonable Adjustments	9
Access Arrangements	9
Applying for Reasonable Adjustments and Access Arrangements	10
Special Consideration	11
Communication of Arrangements	11
Disclosure and Confidentiality	11
Monitoring and Reporting	12
Communication	12
Policy Review	12

Purpose

The purpose of this policy is to outline the support available for learners with Special Educational Needs and Disabilities (SEND). The policy is informed by, and adhere to, the Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs and Disability Code of Practice 2015.

The policy outlines that the SEND provision is inclusive of learners with special educational needs or other learning difficulties, including the 9 protected characteristics of the Equality Act 2010.

To support the implementation and advancements of this policy, Calex UK has appointed a Learner Support Team to promote inclusion across our organisation.

Legislation

This policy has been written with reference to the following legislation.

- The Special Educational Needs and Disabilities Regulations 2014 (updated January 2015)
- Equality Act 2010

Aims

The aim of this policy is to ensure that all learners can reach their full potential and benefit from the best possible training/education. Learners with special educational needs and disabilities (SEND) will be supported in a way that recognises and values their strengths and capabilities.

Calex UK understands that learners with SEND are entitled to the support that will empower them to develop skills and independence. This policy sets out:

- How Calex UK will make a provision for and support learners with SEND
- Clearly outline the processes and responsibilities involved in providing learners with SEND

The content of this policy will be communicated to all colleagues and learners during their induction phase, through team meetings and a copy will be available in the Quality Manual.

Calex UK Commitment

Calex UK is committed to actively promoting equality of opportunity to ensure that all learners reach their full learning potential and achieve success during their learning journey.

Calex UK provides sensitive advice and guidance to all learners prior to entry to raise aspiration, to choose suitable programmes, and to assess any additional needs in a timely and comprehensive manner.

Barriers to learning can be caused by many different difficulties including learning, physical, social, emotional, and mental health, as well as language and communication difficulties. Learners are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent learners.

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that, "A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/her."

Many young people who have SEND may also have a disability under the Equality Act 2010, "that is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition includes young people with long term medical conditions, who although they may not have special educational needs do require provision over and above the adjustments required by the Equality Act 2010, so will be additionally covered by the SEND definition.

Special Education Provision should be matched to areas of SEND. Special Education Needs Disabilities are generally in four broad areas:

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

Support will be determined in discussion with the learner but also will support difficulties in these four broad areas.

Identification of SEND

Early identification of learners with SEND is essential to support appropriate assessment of needs taking place so that effective provision can be put in place.

When learners complete the enrolment application paperwork, they are asked to declare any special educational needs. This is requested so that support can be put in place at the beginning of the Learners journey. Those who declare a difficulty are reviewed by our Regional Development Coaches and the Learner Support Team.

While learners are encouraged to disclose any difficulties during the enrolment process, difficulties which arise during the learning journey are also supported when they become apparent. Regional Development Coaches, working directly with learners, are always alert to emerging difficulties and respond by incorporating strategies to support with those difficulties into the Individual Learning Plan. For those learners who continue to experience difficulties despite this support, referral to the Learner Support Team may result in further specialist support.

Learners who undertake Initial Assessment (IA) in both English and maths enable Calex UK to assess the level at which they are currently working. Difficulties identified here are also referred to the Functional Skills Department for further assessment. Learners referred to the Learner Support Team will complete a screening questionnaire which will support in outlining any specific difficulties they may have.

Difficulties are identified in the following way.

- Self-declared learning difficulty and/or disability
- Initial/Diagnostic Assessment results
- Learning need identified by Calex UK
- Further diagnostic assessments can be carried out, if required. For example,
    - Cognitive assessments
    - Literacy assessments
    - Verbal and non-verbal ability
    - Receptive and expressive language
    - Difficulties with processing speed and working memory.
    - Sign posting to outside agencies for other more specific assessments.

Raising a concern

Meeting the needs of learners is the responsibility of individual Trainers/Regional Development Coaches, who will respond to any difficulties by:

- Discussing support needs with the learner
- Employing inclusive teaching practices
- Adjusting delivering/trying different teaching techniques
- Supporting the learner with difficulties through their Individual Learning Plan (ILP)
- Keeping a record of the difficulties and the strategies used to help
- Keeping evidence of the impact of the difficulties e.g. pieces of work/assessments
- Seeking advice from the Calex UK Learner Support Team on ideas to help support.
- Researching ideas around supporting strategies
- If the learner continues to have difficulties despite the Trainers/Regional Development Coaches applying the strategies above, then a referral to the Learner Support Team will be made.

What Additional Support is available?

The term 'Additional Support' refers to support that is over and above (or significantly different to) what is usually delivered by the Trainers/Regional Development Coaches.

The Calex UK Learner Support Team can provide specialist support over and above what is usually delivered. Funding is available to enable Calex UK to provide this support.

Support is tailored dependent upon the needs of each learner and is individualised to support a learner's progression through their learning journey. 1.5 hours of 1-1 support per month is allocated to learners that are eligible to receive the additional support to ensure they achieve their learning goals and reach their full potential.

Individual needs are however considered, and more support is available where it is deemed necessary.

An additional intervention plan may be implemented whereby learners can work through a programme at their own pace but under the supervision of the Learner Support Team.

Learning Support can be started at any point during their learning journey, though in most cases it is anticipated that it will be identified at the start of the learner's journey.

Not all learners with a learning difficulty will need ongoing additional support, some learners may need minor amendments to how resources are presented (such as coloured overlays and text changes) whereas others may need ongoing additional support from Trainers / Development Coaches and Learning Support Team.

Where additional funding is required to meet a specific and significant need the Programme Manager will oversee and authorise the associated claim process.

Exceptional Learning Support

There may be learners with significant needs that will be unable to undertake training without a significant amount of specialist support that is likely to exceed the funding requirements. For these learners it is possible to apply for significant extra funding to meet these costs.

The funding available will enable Calex UK to support learners with a range of difficulties to enable them to commence training successfully.

Support could consist of:

- 1-1 time with a Learning Support Coach (start and end date to be agreed)
- Intervention plans
- Access arrangements
- Study skills sessions.
- Extra time with a tutor/coach
- Extra time to complete learning objectives.
- Help with reading / processing information.
- Help to develop strategies to support themselves.

For Learners with Education Health Care Plans (EHCP) support will (where possible) reflect what is required in the EHCP. This will be agreed beforehand with the learner, the local authority and Calex UK.

Annual reviews will be carried out to support and maintain the EHCP, as well as regular non-statutory reviews of progress. EHCP's sometimes require emergency reviews as well or in replacement of an annual review if there is a change of circumstances or acute concerns for progress.

Responsibilities

Overall strategic management of the Special Educational Needs and Disability Learning Support Policy is the Learner Support Team and the Head of Apprenticeships.

Trainers / Regional Development Coaches are responsible for providing support to their learners by delivering teaching sessions in an inclusive way, enabling all learners to access the sessions. Emerging difficulties should be supported by the Trainer/Regional Development Coach and specific strategies to support the learner with those difficulties should be employed through the Individual Learning Plan. Evidence should also be gathered of the learners' difficulties and the support that has been put into place, should referral to the Learner Support Team be necessary.

Learners are responsible for providing details of difficulties they have had / are having and any support they have previously received. They are also responsible for attending and engaging with Learner Support sessions and any intervention programmes implemented. Learners may need to attend face-to-face assessments to enable Calex UK to further investigate difficulties or assess eligibility for access arrangements.

Training

Calex UK is committed to ensuring that colleagues are appropriately trained and that teaching practice / strategies are inclusive. A commitment is made to ensure that colleagues are aware of their responsibilities and can integrate inclusive learning into their own delivery. Calex UK will provide information for colleagues in a range of media and will ensure that training is available on a regular basis.

Experience within the Learning Support Team is good, with knowledge of, and experience of working with the following learner difficulties,

- Dyslexia
- Dyspraxia
- Dyscalculia
- Autism
- ADHD/ADD
- General Learning Difficulties
- Hearing Impairments
- Significant Learning Difficulties
- Physical difficulties
- Sensory difficulties
- Social, emotional, and mental health difficulties

Training staff & Regional Development Coaches can request specific advice or training to enable them to work with / meet the needs of specific learners or groups of learners.

Arrangements for Reasonable Adjustments for Learners with Disabilities, with Learning Difficulties and/or Learning Needs

Definition – Reasonable Adjustments

Training staff & Regional Development Coaches can request specific advice or training to enable them to work with / meet the needs of specific learners or groups of learners.

Whether an adjustment will be considered reasonable will depend on factors which include but are not limited to:

- The needs of the disabled learner
- The effectiveness of the adjustment
- The likely impact of the adjustment upon the learner and other learners taking part.

An adjustment will not be approved if it:

- Involves unreasonable costs to the organisation.
- Involves unreasonable timeframes.
- Affects the security and integrity of the assessment or examination.

Access Arrangements

The following adaptations are examples of what may be considered:
- Adapting assessment materials
- Assessment/Examination material in an enlarged format or braille
- Assessment/Examination material on coloured paper or in audio format
- Changing usual assessment arrangements
- Extra time, e.g. on-demand, written examinations
- Practical assistance
- Reader
- Scribe
- Use of coloured overlays, low vision aids
- Use of assistive software
- Use of different assessment location
- Supervised rest breaks
- BSL/English interpreter
- Prompter
- Oral Modifier

It is important to note that, not all the adjustments above will be reasonable, permissible or practical in particular situations. The learner may not be granted, or be allowed, the same adjustment for all assessments/examinations.

Applying for reasonable adjustments and access arrangements

The Awarding Organisation/EPAO specific form must be completed by the apprentice and Regional Development Coach and submitted to the Quality Manager who will upload this document to the necessary Awarding Organisations portal for approval. Learners should be fully involved with the decision to apply for a reasonable adjustment.

No further evidence will be required for the following access arrangements:

- Use of coloured overlays

Supporting evidence will be required for the following access arrangements:

- Adapting assessment/examination materials including colour
- Assessment/examination materials in braille
- Assessment/examination materials in audio format
- Extra time
- Practical assistance
- Reader
- Scribe
- Use of assistive software
- Supervised rest breaks
- BSL/English interpreter
- Prompter
- Oral Modifier

Examples of supporting evidence:

- A letter from a hospital consultant or a psychiatrist
- A letter from a speech and language therapist
- A statement of special educational needs
- Education, health, and care plan
- Educationalist psychologist's report

This is to ensure Calex UK can provide Awarding Organisations/EPAO the information for their Quality Policy and Procedure sampling. For Scottish learners, involving SQA is not required for SQA internally assessed qualifications.

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Special Consideration

Special consideration may be applied if a learner has been fully prepared and 'assessment ready' but performance in the assessment/examination is materially affected by adverse circumstances beyond their control.

These include:

- Temporary illness or accident/injury at the time of the assessment/examination
- Bereavement
- Domestic crisis arising at the time of assessment/examination.
- Serious disturbance during an assessment/examination
- Technical issues involved with the assessment/examination being conducted.
- Pregnancy

Colleagues must contact the IQA Quality Manager for advice.

Please note, to ensure that internal assessment arrangements are agreed with an independent party, such as the IV/IQA (or other suitably qualified colleague).

Communication of Arrangements

Once the arrangements have been confirmed by the Awarding Organisation/EPAO, all colleagues involved in delivery, their Line Managers and IQA will be informed by the Quality Manager.

Disclosure and Confidentiality

In accordance with the Equality Act 2010 and Calex UK's Equality and Diversity Policy, Calex UK has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to treat all learners equally. Information on a learning need cannot be passed on to third parties without explicit informed consent from the learner. If a learner requests complete confidentiality, then information cannot be passed to external agencies from that point. It is acknowledged that where a learner has disclosed a learning need, Calex UK is deemed to be aware of their individual needs.

Monitoring and Reporting

Additional learning support will be regularly reviewed and evaluated with learners. This will be done by,

- Talking to learners / learner feedback

- Reviewing individual progress

- Looking at objectives set, and the progress being made to achieve them.

- Baselining any interventions and ensuring that progress is being made.

- Reviewing Learning support plans

- Observation

- Work sampling.

Implementation of the policy will be monitored by the Quality team through Reviews, which include session observations, resource sampling, work sampling and learner survey outcomes.

Communication

The content of this policy is communicated to all colleagues and learners during their induction phase and at other times throughout their Learning Journey. A copy of the Policy is always available within the Quality Manual

Policy Review

This policy will be reviewed in March 2025, or sooner if deemed necessary.