

Special Educational Needs Policy

Definition of Special Educational Needs - Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than most young people of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for young people of the same age in schools within the area of the local education authority.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught the area.

This SEN policy details how this Vocational centre will do its best to ensure that the necessary provision is made for any young person/learner who has special educational needs, and those needs are made known to all who are likely to teach them. The centre will use its best endeavours to ensure that teachers in the school are able to identify and provide for those learners who have special educational needs, to allow learners with special educational needs to join in the activities of the centre together with learners who do not have special educational needs, so far as is reasonably practical and compatible with the learner receiving the special educational provision and the efficient education of the learners with whom they are educated.

Partnership with schools and parents' plays a key role in enabling learners/ young people with SEN to achieve their potential. The centre recognises that school/parents hold key information and have knowledge and experience to contribute to the shared view of a learner's needs and the best ways of supporting them. Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for learners with special educational needs is a matter for the school and Centre. The Centre manager and schools SENCO and learning support team. All teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole centre responsibility, requiring a whole-centre response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment, and evaluation that takes account of the wide range of abilities, aptitudes, and interests of the learners. Most learners will learn and progress within these arrangements. However, for learners with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Graduated response

When a young person is identified as having special educational needs, the school will intervene as described below at School Action and School Action Plus. Such interventions are a means of helping schools and parents match special educational provision to individual learner needs. School will record the steps taken to meet the needs of individual learners and if a pupil is known to have special educational needs when they arrive at the school, this information should be shared with the Centre Manager.

The Centre Manager will use the information provided from school/parents to initiate an appropriate curriculum in both Hairdressing and Beauty, in theory and practical sessions.

- actions will be taken to support the young person within the sessions.
- To ensure that there remains ongoing observation and assessment.
- To provide feedback about the learners' achievements.
- To create future planning of the young person's learning.
- To ensure opportunities for the learner to show what they know and understand and can do in all areas of learning.
- involve the pupil in planning and agreeing targets to meet their needs.
- involve schools/partners in developing a joint learning approach.

Early Identification Assessment

is a continuing process that can identify learners who may have special educational needs. The centre will complete their own SEN assessment form four weeks into the programme, this will measure the young person's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptions within the programme at the end of a key stage.
- their progress against the objectives specified in the Strategy Frameworks.
- standardised screening or assessment tools.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the Centre will look carefully at all aspects of a learner's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

The role of the SENCO

The SEN Coordinator (SENCO), in collaboration with the school/partners will play a key role in helping to determine the strategic development of the SEN policy and provision in the centre to raise the achievement of learners with SEN. The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers.
- managing the SEN team of teachers and learning support assistants
- coordinating provision for learners with special educational needs
- overseeing the records on all learners with special educational needs
- liaising with school/partners for learners with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies/ bodies.
- Monitoring pupil progress

Monitoring pupil progress

Teachers may conclude that the strategies they are currently using with a learner are not resulting in the young person learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the young person requires help over and above that which is normally available within the class or subject. Consideration should then be given to helping the young person through centre Action. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in several ways. It might, for instance, be progress which:

- closes the attainment gap between the learner and the learners' peers.
- prevents the attainment gap growing wider.
- is like that of peers starting from the same attainment baseline, but less than that of most peers.
- matches or betters the learner's previous rate of progress.
- ensures access to the full programme.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the learner's behaviour.
- is likely to lead to appropriate accreditation.

- is likely to lead to participation in further education, training and/or employment.

Centre Action

When a learner is identified as having special educational needs, the centre will provide interventions that are additional to or different from those provided as part of the centres usual programme. This intervention will be described as Centre Action. The triggers for intervention through Centre Action could be concern, underpinned by evidence, about a learner who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a learner identified area of weakness.
- shows signs of difficulty in developing practical skills that result in poor attainment in some programme areas.
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the centre.
- has sensory or physical problems and continues to make little or no progress despite the provision of adequate equipment.
- has communication and/or interaction difficulties and continues to make little or no progress.
- If the centre concludes, after consulting school/partners, that a learner may need further support to help them progress, they will consider their reasons for concern alongside any information about the learner already available to the school. The centre SENCO will support the assessment of the learner, assisting in planning future support for the learner in discussion with colleagues and monitoring the action taken. The learners subject and teachers will remain responsible for working with the learner and for planning and delivering an individualised programme.

Nature of intervention

The SENCO and the learner's subject teachers should decide on the action needed to help the learner to progress in the light of their earlier assessment.

This might be: -

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies.
- access to LEA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible.

Education Healthcare Plans

Strategies employed to enable the pupil to progress should be recorded within an Individual EHCP (EHCP). Any information the Centre gains will be passed to school/partners to be added to the EHCP if deemed necessary, this should include information about: -

- the short-term targets set for or by the learner.
- the teaching strategies used.
- the provision that has been put in place.
- when the plan is to be reviewed
- outcomes (to be recorded when reviewed).

The Information gained will only record that which is additional to or different from the differentiated programme provision and will focus on individual targets to match the learners needs during sessions in both theory and practical assessments and reviews.

A statement of special education needs will include:

- The learners name, address, and date of birth
- Details of all the learners' special needs
- Identify the special educational provision necessary to meet the learners special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the learner · Include information on non-educational provision

All learners with statements of special educational needs will have short-term targets set for them that have been established after consultation with school, other relevant agencies, and the learner, and include targets identified in the statement of educational need. These targets will be set out in an ECHP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ECHP will continue to be the responsibility of the class teacher.

All statements will be reviewed at least annually with the schools, other agencies, and the learner, to consider whether any amendments need to be made to the description of the learner needs or to the special educational provision specified in the statement.

The annual review should focus on what the learner has achieved as well as on difficulties that need to be resolved. The annual review held in year 10/11 will be particularly significant in preparing for the learner's transition to employment, the further education sector, work-based training, higher education, and adult life.

The information in this policy is taken from Special Educational Needs Code of Practice. DFEE 581/2001 November 2001. Available from DFES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire, NG15 0DJ 0845 60 222 60