

Disability Policy



Definition of Special Educational Needs (SEN)

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.' Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school

Aim

Action Learning Centres believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad, balanced and varied vocational curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers and schools who play an active and valued role in their child's education.

Our aim is that all children with special educational needs and/or disabilities (SEND) participate in all vocational activities regardless of capabilities with the support of the efficient use of resources.

Principles of SEND provision

Action Learning Centres is an alternative educational establishment. Where individual children's needs require additional provision or alternative arrangements, support and reasonable adjustments will be made, in order to ensure that all students make appropriate progress. SEND students are expected to achieve as high grades as possible in relation to any vocational work, as well as good levels for attendance and attainment.

Action Learning principles of SEND support are that they should:

- a) Promote high expectations of what students can achieve
- b) Challenge students to ensure that they do themselves justice
- c) Be as discreet as possible, in order to promote the dignity and self respect of the student;
- d) Be as minimal as possible, in order to develop the independence of the student;
- e) Take full account of the views of parents/carers and students.

Provisions at Action Learning will be organised through lesson plans and SOW in order to ensure that these principles are met. All tutors and staff are responsible for ensuring that all students have access to the same vocational subjects and that any work that is needed, is adapted using appropriate resources.

Action Learning Centres often get referred students who are identified as SEND. If additional

Version 3

To be updated March 2017

Signed Manager

M. Martin



support is required – this is supplied by the school or referral unit in many different forms, but generally including a Learning Support Assistant or TA.

These are:

- a) Students who get referred to Action Learning Centres with skills or attainment, which is significantly different/lower than would normally be expected at their chronological age.
- b) Students who are making little or no progress with regards to academic, behavioural or interpersonal skills, which are significantly different / lower than would normally be expected;
- c) Students who face significant challenges, which put them at risk of potentially failing to achieve or make progress in line with national expectations.

Review procedures happen each term, with more in depth reports being written if required by the school. The review will focus on the impact of the students time at Action Learning Centres and state achievements on what has been made, and the future intervention plan for the following term. Progress reviews are also made monthly with each learner.

All schools and referral units are encouraged to come and see learners whilst they attend Action Learning Centres. Schools or Referral units are to monitor the SEND policy and guidelines and will measure performance of students. Action Learning Centres will update this policy annually.

Action Learning Centres will meet the needs of SEND students through a range of approaches which include:

- Smaller groups of no more than 5 learners in a group.
- Action Learning Centres can also offer one-to-one if required.
- Withdrawal groups: These are generally short-term intervention groups based around the need to support a student, or a small group, to catch up or to improve in a specific way.
- In-classroom support: This is typically provided by a teaching assistant who will work within a classroom to support a student or several students
- Between-classroom support: This is the support provided by teaching assistants who ensure that students reach classrooms safely and appropriately;
- Unstructured time support: This is the support provided through breakfast club, break and lunchtimes.
- Transition support: Extensive support is available during transition stages. For year 6 to 7 transition there are orientation visits and meetings with relevant staff and parents/carers to ensure transition is successful. For year 9 to 10 transitions, options, or year 11,12 and 13 applications, this includes Careers Support.

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- Continued Professional Development: All staff participate in ongoing CPD to ensure up to date knowledge and applications of SEND practice. Additional support is available, as necessary, from external agencies including schools as well as what they can offer which includes Physiotherapy, Transition Pathways Team, Specialist teachers, Family Solutions, Occupational Therapy and Speech and Language Services. Further support may be provided from multi-agency working in many areas, such as Child & Family Consultation Service, Child & Adolescent Mental Health Services, the Youth Offending Team, Catch 22, Renew Counseling, Bereavement Services, etc.

Complaints Concerns about provision should initially be addressed with relevant staff at Action Learning Centres. If this does not resolve the problem then the formal complaints process, outlined in the Complaints Policy, should be implemented, and it is up to the school to take further action.