Special Educational Needs and Disability Learning Support Policy

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Purpose

The purpose of this policy is to set out the arrangements in place to identify, support, and meet the needs of learners with Special Educational Needs and Disabilities (SEND). This policy is informed by, and complies with, the Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs and Disability Code of Practice (2015).

This policy reflects Calex UK's commitment to inclusive practice and equality of opportunity. It applies to all learners with special educational needs, disabilities, or other learning difficulties, in line with our statutory duties under the Equality Act 2010 to make reasonable adjustments and remove barriers to learning for individuals who share protected characteristics.

To ensure effective implementation, oversight, and continuous improvement, Calex UK has established a dedicated Safeguarding SEND Welfare Team. The team is responsible for early identification of need, coordinated support planning, and working in partnership with learners, employers, and external agencies to ensure learners feel safe, supported, and able to achieve their full potential.

Support for learners with SEND is personalised and responsive to individual needs. Learners who experience similar barriers may receive different levels or types of support, depending on the impact of those barriers on their learning and progress. Calex UK takes a holistic approach to SEND support, promoting a culture of collaboration and appropriate information sharing to ensure needs are identified early and timely, effective interventions are put in place.

Legislation

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

- The Special Educational Needs and Disabilities Regulations 2014
- Equality Act 2010
- SEND code of practice: 0 to 25 years

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, and further staff development and training. Updates regarding SEND learners and processes are communicated to the teams, staff and apprentices regularly via the Safeguarding, SEND & Welfare Team.

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.

All individuals, regardless of their disabilities, special needs, or circumstances, have the right to equal access to training opportunities. 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) 2015, states that, '*Every child and young person has the right to an education that enables them to achieve their potential, regardless of their needs or disabilities. Our commitment is to identify, understand, and remove barriers to learning, ensuring inclusion, equity, and respect at every stage of their journey.*'

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 support and provision can be put in place to ensure their success in their programme.

When learners complete the enrolment application paperwork, they are asked to declare any special educational needs, this includes social emotional and mental health needs. This is requested so that support can be put in place at the beginning of the Learners journey. Those who declare a

learning need, difficulty or disability are reviewed and met with by the SEND team to discuss support and outline what level of support is required based in the individual.

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. The Safeguarding, SEND and Welfare Team work closely with the teams to ensure they are able to support and identify learners who may need to discuss their diagnosis, pathway process or difficulties in access their programme. Meaning all staff are always alert and confident in reacting effectively and inclusively to emerging difficulties. The Safeguarding, SEND and Welfare Team will respond to any identified need by incorporating strategies to support an apprentice, this includes guidance on simple strategies within the classroom that make up part of our universal offer, or more specialist support such as creating a Learner Strategy Profile (LSP) and/or setting up Additional Learner Support (ALS) on to their Bud profile. The Safeguarding, SEND and Welfare Team may also consider external support, signposting and referrals to ensure effective support for an apprentice. In this instance, consent from the apprentice is gained and in the case of an apprentice under 18, the parent(s) or carer(s) consent may also be obtained.

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 may also referred to the Functional Skills Department for further assessment.

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.

Meeting the needs of learners remains a priority for Calex Apprenticeship Programmes and we aim to do this by offering the (but not limited to) following:

- 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 SEND team on ideas to help support.

What Support is available?

Not all learners with a learning difficulty will need ongoing additional support, some learners may need minor amendments to how resources are presented, which is represented in our 'universal offer' whereas others may need ongoing additional support from their apprentice support network; trainer, development coach and SEND team.

Universal Support:

- Access to physical and electronic overlays
- Access to speech to text software
- Visual aids (work schedules/handouts)
- Check-ins to guide progress and support
- Individual support sessions for revision/guidance
- Fidgets

Additional Support

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 Safeguarding, SEND & Welfare Team can provide specialist support over and above our universal offer. 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.

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.

Learner Strategy Profiles (LSP):

A Learner Strategy Profile records the individual needs, barriers, and strengths of SEND learners and sets out the personalised support and reasonable adjustments in place to help them access learning, participate fully, and achieve their goals.

These are created with the learner and a member of the safeguarding, SEND and welfare team to ensure they represent the learner, their needs and support effectively. Apprentices are also encouraged to share these with their manager and workplace to ensure inclusive practice across education and employment settings.

Additional Learner Support (via Bud Platform):

ALS will be activated on the Learner Management Platform (Bud) by the Safeguarding, SEND and Welfare Team, it will be discussed with the learner and their apprentice support network (trainer and development coach).

- 1.5 hours of 1-1 support every 4-6 weeks is allocated and reminders are set on Bud for the apprentice and development coach/trainer to ensure this is actioned.

- Individual needs will be outlined in their Learner Strategy Profile (LSP) and the teams are supported to ensure full understanding of how to implement the support detailed within these.

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

EHCP

Learners who have an Education, Health and Care Plan (EHCP) are entitled to appropriate support when undertaking an apprenticeship. Where a learner declares an EHCP, Calex UK will work in partnership with the learner, employer, and relevant local authority to understand the outcomes, needs, and provision outlined in the plan and consider how these can be reasonably supported within the apprenticeship framework.

While EHCPs do not automatically transfer into apprenticeship provision, Calex UK is committed to ensuring learners with EHCPs are supported in line with the Equality Act 2010 and apprenticeship funding rules, and that learners feel safe, included, and able to make progress towards successful completion.

Annual reviews will be carried out to support and maintain the EHCP, as well as regular non- statutory reviews of progress. Furthermore, emergency reviews may be actioned by the Safeguarding, SEND & Welfare Team in the case of a change of circumstances impacting on their learning or acute concerns for progress and access to the programme.

Responsibilities

Overall strategic management of the Special Educational Needs and Disability Learning Support Policy is the Safeguarding, SEND & Welfare 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.

Learners are responsible for providing details of any learning needs, as well as any disabilities and/or diagnosis pathways. We also will enquire as to 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.

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. Regular updates and supervision sessions to offer guidance to the teams are offered to maintain staff development.

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 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

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.

Examination access arrangements for summative assessments, including End Point Assessment, are considered based on needs identified in the learner's support plan. Eligibility for reasonable adjustments is assessed, and applications are discussed and managed by the SEND Lead. All agreed arrangements are confirmed with the awarding organisation and implemented in line with JCQ requirements.

Evidence to support examination access arrangements is gathered and retained in line with JCQ guidance. Acceptable evidence includes specialist assessment reports, documentation of the learner's normal way of working, and records of ongoing support, ensuring that all adjustments are justified, appropriate, and auditable.

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.

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

Calex review their policies and procedures on an annual basis, and the next review is scheduled for the January 2027.