

Special Educational Needs and Disabilities Policy



The Link Training Academy

S.E.N.D Policy

Introduction

The Link Training Academy is committed to providing a work/training environment free from discrimination and barriers. This policy sets out our approach to supporting young people with special educational needs and should be read alongside the **Further Education section of the SEND Code of Practice issued by the Department of Education.**

The SEND Policy

As a Further Education college we have the following statutory duties;

- The duty to cooperate with the local authority on arrangements for children and young people with SEN.
- The duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan.
- The duty to have regard to this Code of Practice
- The duty to use their best endeavors to secure the special educational provision that the young person needs.

Admissions

No pupil will be refused a place at the academy on the basis of his/her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Identification

The majority of learners requiring additional support will have already been identified as having SEND before enrolling at the academy and some learners may have an EHC in place which details their needs. However, there may be some other learners who do not have recognised SEND but may just require some extra support with certain areas of learning. We will ask all our learners to complete the CognAssist Initial assessment to allow us to identify any additional support they may need.

CognAssist assesses hidden learning needs in the eight cognitive domains of the brain used for thinking and learning, using digital, game-like tasks such as puzzles, word and number based challenges

Continuing Support

Learners who identify as requiring additional extra support through the CognAssist system have a meeting with their personal tutor to decide ways in which the programme can be adapted to best suit their needs.

There are a number of different ways we can support learners:

- Additional 1-1 sessions for English and maths on top of usual lessons
- Alternative assessment methods such as Professional discussion / OQ / recording using Siri on notes for assignments
- More frequent checking of work in the classroom
- Coloured overlays and other dyslexia support materials
- Copies of slides sent over before lessons
- Large print workbooks

Reasonable Adjustments

We work with the awarding body for our qualifications to provide reasonable adjustments to any learner that has SEN. This includes but is not limited to; extra time in exams, a reader or scribe in exams (except for where reading or writing is being assessed), a separate room to complete exams in, and the use of a variety of assessment methods. Reasonable adjustments are granted by the awarding body to provide all students with equal chance of achievement.

Working with parents/carers

We are committed to working in partnership with parents and careers. We will

- Have regards for the views, wishes and feelings of parents/carers
- On request, we will provide parents/carers with the information and support necessary to enable full participation in decision making.

Involving specialists

We will always seek the advice of a specialist where a learner is making little or no progress over a substantial period of time or where they continue to work at levels substantially below those of learners at a similar stage. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

Where a learner is looked after by a Local authority, we will work closely with other relevant professionals involved in their child's life as a consequence of being looked after.