

## SPECIAL EDUCATIONAL NEEDS POLICY



## **M.E.A.T** **(Ipswich) Limited**

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Status & review cycle: Annual

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It is the policy of the organisation to offer high levels of support to any learner who has identified need, whether it is supplementary learning opportunities and/or social needs.

Assessments will be carried out in surroundings, which will not affect learner/s abilities to complete these assessments. Sufficient time and resources will be available should the learner require this. Assessments are carried out in accordance with funding guidance and contractual obligations.

All higher support requirements will be kept confidential and only relevant members of staff will be informed with the information required. Higher support is logged in the learners file and evaluated throughout the programme with changes made as needs are met or change.

MEAT will always endeavour to put the needs of the learner first as far as reasonably possible, including disabilities temporary or long-term illness along with general accidents or injuries.



Higher learning/social needs are claimed in accordance with Agencies funding guidance and in line with our contract.

Due to the logistics of where learners are employed it is not always possible for learners to attend MEAT's centre. However, arrangements are in place for a specialist training in areas of the country to help and support the learner on a one-to-one basis. Alternatively, arrangements can and will be made with local colleges/agencies for this support to take place whereby MEAT will meet the full cost of this higher training.

## **Statement**

SEN Policy to meet the requirements for Special Educational Needs and Disabilities (SEND) in line with the SEND Code of Practice 2014.

## **Introduction**

This policy is based on and complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) and section 69 of the Children and Families Act 2014. We use the same definition of Special Educational Needs (SEN) as set out in the Code of Practice

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others at the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We recognise that provision for learners with SEN will be the responsibility of MEAT and we are ambitious for young people with SEN whatever their needs and whatever their level of learning at MEAT. We focus on supporting all learners so that they can progress and reach positive destinations in adult life. These destinations include higher education, further training, employment, independent living, good health and participating in the community.

At MEAT we will ensure that all learners follow a coherent learning programme which provides stretch and progression in order to achieve the best possible outcome in adult life. As part of our commitment, learners also receive access to relevant careers advice guidance (as set out in section 7.9 in the SEND Code of Practice 2014) at MEAT.

## **Aims**

### **Identify and involve:**

1. Identify learners who have special educational needs and additional needs;
2. To involve learners actively in decisions about their SEN provision;
3. To involve parents actively in learner's SEN provision.

### **Curriculum:**

1. To provide coherent programmes of learning for learners with SEN;
2. To implement a graduated approach to meeting the needs of the learners using an Assess, Plan, Do, Review process;



3. To ensure that a learner's programme is appropriately differentiated in recognition of their abilities;
4. To provide a focus on outcomes for learners;
5. To ensure that all staff know that they have a responsibility to bring to the attention of the relevant trainer any learner who they believe are not having their needs met.

#### **Guidance:**

1. To ensure that learners with SEN receive appropriate pastoral support and guidance, including preparation for their next steps;
2. To liaise effectively with relevant outside agencies.

#### **Overall:**

1. To develop an approach to the management and provision of support for SEN;
2. To ensure that all staff are made aware of procedures for identifying, assessing and making provision for learners with SEN;
3. To provide support and advice for all staff working with learners with SEN;
4. To provide opportunities to celebrate the achievements of learners with SEN;
5. To work within the guidance provided in the SEND Code of Practice 2014.

**Leadership:** To provide an appropriate structure to ensure that the aims of the SEN Policy are met.

**Roles and Responsibilities:** The Managing Director has overall responsibility for the SEN Policy and provision at MEAT. The Managing Director will keep the Governors informed.

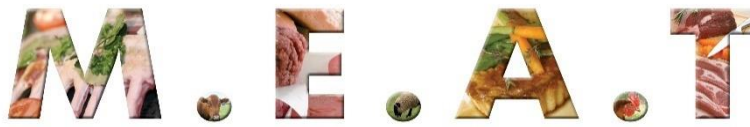
All staff undertake regular Safeguarding training at MEAT and staff have a duty of care to ensure the safest learning environment for all learners at MEAT.

All staff have a duty to be aware of the varying needs of learners whilst assessing, ensure all Assessors/Trainers are accessible and appropriate differentiation and adaptations are discussed and in place where appropriate. This will be monitored through regular observation processes (face to face reviews, assessments and/or learner support calls).

All staff have a responsibility to have high aspirations for learners with SEND whatever their needs and whatever their level of learning at MEAT.

**Admissions and Accessibility:** MEAT is committed to equal opportunities. Our aim is to meet the needs of all learners. Our Equality, Diversity and Inclusion Policy sets out our inclusive approach to the delivery of education.

**Identification:** Appropriate staff at MEAT maybe involved in transition planning between school and training in order to prepare effectively to meet the needs of the learner and ensure a successful transition into apprenticeship life. To support the transition of learners, we expect schools to share all relevant information with MEAT prior to their arrival.



Learners are able to disclose at application and beyond whether they have a learning difficulty, an additional learning support need, disability or a medical condition that may affect their learning and in some cases the learners may already have an EHCP.

Where a learner declares any significant SEN, the appropriate individual, we will liaise with the prospective learner and their families with regards to how support can be provided and the types of assessments that may take place proportionate to the likely level of SEN.

SEN does not necessarily dictate that a learner functions at a lower level.

Learners may be included as SEN if needs are identified in the following broad areas of need:

- Communication and Interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs;
- Specific Learning Difficulties.

They will be registered as SEN Support or as a learner with an Education, Health and Care Plan (EHCP).

## **Assess**

Where a learner at MEAT is identified as having SEN and needing SEN support, all information from the school, from the learner, from the family, from any multi-agency teams working with the learner and any recent assessments that have been carried out.

All of the information is discussed with the learner (where appropriate). The right of a learner to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005.

A learner has the right to request an assessment for an EHC plan at any time up to their 25th Birthday as referenced in the SEN Code of Practice (8.16).

## **Plan**

Once a learner is identified with needing SEN support at MEAT, the relevant staff discuss with the learner and/or their parents/carers, the learner's ambitions, the nature of the support to be put in place, expected impact on progress and the date for reviewing the support. This plan will be developed with the learner (where possible) and the interventions and support will be provided in order to best meet the aspirations of the learner. Types of SEN support at MEAT can include:

- Assistive technology;
- Personal Care Needs;
- Specialist Tuition;
- Scribes;
- Access Arrangements e.g., readers/scribes/extra time;
- Adapted Timetable;
- Supported Supervised Study.



## **Do**

MEAT have a very responsive and flexible approach to supporting SEN learners. These learners will be supported by staff. The level of support will be evaluated to ensure that the learner is getting the best experience in order to progress and achieve.

Trainers are responsible and accountable for learners during their assessing/reviewing, including those learners who access support from specialist.

MEAT will regularly and carefully review the quality of training for all learners, including those at risk from underachievement.

Trainers are expected to demonstrate good or better differentiation for learners and this will be looked at as part of teaching observation cycles across the year.

Trainers will work closely with any type of learning support and take an active role in planning for progress and assessing impact against the support the learner receives.

MEAT offers a range of excursion programmes throughout the year for learners.

## **Review**

MEAT will take a cyclical approach to assessing need, planning and providing support, review and evaluate the support so that it can be adjusted where necessary.

Trainers are responsible for ensuring that reviews of SEN support happen and any agreed alterations as a result of a review are communicated.

If after taking relevant and purposeful action to identify, assess and meet the needs of a learner with SEN support needs but without an EHCP, and they still continue to make limited progress, we may consider (in liaison with the learner and parents) requesting an EHCP to be put in place. This request is then taken up by the Local Authority.

## **Transitions**

We expect schools to share all key information about prospective learners so that we are able to develop suitable programmes of learning and prepare appropriate support.

We recognise that some prospective learners want a fresh start when leaving school to attend an Apprenticeship and any sharing of their SEN should be sensitive to their concerns and done with their agreement.

## **Local Offer:**

We recognise that the Local Authority have a statutory duty to develop and publish a Local Offer (as per the guidance in the SEN Code of Practice 2014). We know that this must cover: preparing and reviewing the Local Offer (including the views of young people, parents and providers), publishing the Local Offer including comments on it and actions to be taken and providing information, advice and support where required.

# M.E.A.T

As commitment to the Local Offer, we will co-operate fully with the Local Authority in the development and the review of the Local Offer.

Signed



**JANE DALE**

Managing Director

Reviewed: April 2024

To be Reviewed: June 2025