

Internal Policy: Learner Support and Special Educational Needs and Disabilities (SEND)

Purpose:

The purpose of this policy is to outline Career Hounds' commitment to supporting all learners, including those with Special Educational Needs and Disabilities (SEND). We strive to ensure that every learner has the opportunity to fulfil their potential, with high expectations and aspirations for all. Career Hounds is dedicated to identifying and addressing barriers to learning to support our learners effectively.

Background and Context

Career Hounds collects data on any disability or learning difficulty disclosed by a learner during the enrolment process. This information is used to tailor support for the learner throughout their course, ensuring that appropriate adjustments are made for any assessments or exams, in line with awarding body guidelines.

Although the legal obligation to support learners with SEND up to 25 years of age is detailed in the revised Code of Practice for Special Educational Needs and Disability (2014), Career Hounds extends this commitment to all learners, regardless of age.

Underlying Principles

We believe that:

- All learners should be encouraged, valued, and supported, regardless of their individual needs.
- Every tutor is responsible for recognising neurodiversity and adopting a supportive approach to all learners.
- Tutors have the primary responsibility for ensuring that all learners can access the course content and learning objectives.
- Tutors should differentiate their planning and teaching to provide suitable learning challenges for all learners, working to overcome any potential barriers to learning.
- Where appropriate, the input of parents, carers, or significant others may be valuable in understanding a learner's development and learning needs.

Definition of Special Educational Needs and Disabilities

Policy created: August 2024

Policy to be reviewed: August 2025

A learner has SEND if they have a learning difficulty or disability that requires special educational provision to be made, as defined by the [Equality Act 2010](<https://www.gov.uk/definitionofdisabilityunder-equality-act-2010>).

A learner has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of learners on the same course.
- Have a disability that prevents or hinders them from making use of the facilities generally provided for others on the same course.

These needs may fall into one or more of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

Identification

In line with the Joint Council for Qualifications (JCQ) regulations, Career Hounds must ensure that learners are capable of completing exams with the adjustments that may be put in place according to their specific needs.

Learners are asked to disclose any learning difficulties or disabilities during the enrolment process.

Post-enrolment, the tutor will monitor learner progress and may identify undisclosed needs based on observations and assessments during the course.

Arrangements for Disclosed Needs

Disclosures made during enrolment are passed on to the tutor along with "Strategies for Support," which outline reasonable adjustments to teaching practices to assist SEND learners.

Learners identified with SEND who are enrolled in courses with exams will be contacted to discuss potential eligibility for Exam Access Arrangements. If necessary, Career Hounds will work with the awarding body to arrange an Exam Access Arrangement Assessment.

Exam Access Arrangements

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Exam access arrangements aim to provide a level playing field for all candidates. Career Hounds will ensure these arrangements neither advantage nor disadvantage any learner, in compliance with JCQ or other relevant exam board guidelines.

Examples of exam access arrangements include additional time, rest breaks, use of a word processor, a reader, a scribe, and assistive technology. These arrangements will be tailored to the specific needs of the learner and supported by evidence gathered from the learner's normal way of working.

Reasonable Adjustments to Support SEND Learners

Reasonable adjustments will be made on a case-by-case basis, considering individual needs and available resources.

Learners may bring a friend, family member, carer, or assistant to classes to provide additional support if necessary.

Career Hounds will consider all reasonable requests made by learners to support their full participation in courses, within the limits of financial resources and staff capacity.

Training for Staff

All new tutors receive training on SEND as part of their induction, with refresher training provided every three years.

Career Hounds has developed significant expertise in SEND, and tutors are encouraged to seek advice from the Internal Quality Assurer (IQA) or other experts as needed.

Resources

Career Hounds does not anticipate additional funding for SEND support but will use existing resources to provide reasonable adjustments where possible.

Accessibility

The Career Hounds facility is accessible, with parking available and a ramp provided for wheelchair users upon request.

Adaptive materials will be made available electronically to accommodate learners' specific needs.

Regulations and Legislation

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This policy aligns with the revised Code of Practice for Special Educational Needs and Disability (2014) and takes into account the relevant sections of the Children and Families Act 2014, including:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49

Career Hounds is dedicated to ensuring that all learners, including those with SEND, are supported to achieve their full potential in a fair and inclusive learning environment.