

WORK SKILLS LEARNING

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

2015 / 2016

Special Educational Needs (SEN)

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 of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The purpose of this SEN policy is to describe how the WSL will:

- identify
- make provision
- monitor and evaluate.

This policy should be read alongside the Assessment Policy which describes how WSL will implement procedures for assessment, identification and provision for young people with special needs. This is a practical document which communicates WSL procedures to current and prospective parents, young people and staff.

Objectives for SEN Provision

All staff at WSL will do their best to meet the Special Educational Needs of all young people at WSL. This will be achieved by:

- Admitting all young people to the WSL on the basis of WSL's published admissions procedures and welcoming all young people with SEN who meet the criteria for admission.
- Using assessment to help clarify the nature of a need and to monitor progress.
- Offering young people access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Enabling teachers to make appropriate provision for all their young people through appropriate support, information and advice.

WSL will:

- Collate informative records and advice about young people with SEN and disseminate it effectively.
- Use the information gathered along with WSL's own assessments to create an aspirational programme of learning for young people.
- Develop a partnership between parents, young people and WSL, in which each has an active role to play in the education of young people with special needs.
- Monitor progress at least termly to ensure the young people are learning to the best of their abilities.
- Develop wide community involvement in special educational needs through multi-agency partnerships and other local initiatives to the benefit of young people.

NB: Young people will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.