



**BLACKBURNE
HOUSE**

SEND Policy

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Scope

This policy applies:

To all members of the board, staff; students in the course in their activities as students of Blackburne House in relation to their activities and to all third parties who are retained by Blackburne House to perform services for or on behalf of the Organisation including contractors, agents, associates, subsidiaries, joint venture and consortium partners.

Aim

In conjunction with the SEND strategy, Blackburne House will ensure that learners with barriers to learning are enabled to access and engage in learning, achieve their aspirations and goals, and make progress and fulfil their potential. It is Blackburne House's intent to ensure we are an inclusive provider, through the implementation of an effective support function for SEND learners. The impact will be that Blackburne House offers equal opportunity to achieve.

Special Educational Needs and Disabilities (SEND)

SEND is the overarching term used for learners with a **S**pecial **E**ducational **N**eed and/or **D**isability.

This includes learners who have a diagnosed Learning Difficulty and/or Disability – LDD, Dyslexia, Dyscalculia, Autistic Spectrum Conditions, mobility and dexterity, hearing impairment or ADHD.

These learners could have a:

- Statement of Educational Needs (SENs)
- Learning Difficulty Assessments (LDAs) or
- Education Health and Care Plans (EHCPs).

However, it also refers to those with a diagnosed LDD but without SENs, LDAs, or EHCPs, and those with an undiagnosed LDD – a Learning Need (LN).

Compliance

Blackburne House is compliant with the SEND Code of Practice (2015), Equality Act 2010, and Ofsted's Education Inspection Framework (2021).

SEND Code of Practice (2015)

It is our statutory duty to identify, assess and provide support for young people with SEND:

- To co-operate with the local authority on arrangements for children and young people with SEND.
- To admit a young person if the institution is named in an EHC plan.
- To have regard to the Code of Practice.
- To use best endeavours to secure the special educational provision that the young person needs.

Equality Act (2010)

Many of these learners may have a disability/difficulty under the Equality Act 2010 – that is ...a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Ofsted Education Inspection Framework (2023)

“The quality of provision for learners with high needs and with special educational needs and/or disabilities (SEND), a much broader group than those attracting highneeds funding, will always be considered during the inspection of any type of provision”.

Support

Support for SEND learners is individualised and tailored to meet their needs. Learners sharing the same barrier may receive differing support dependent upon the impact on learning. Support is not attached to a qualification aim and potentially is above and beyond a Tutor’s responsibility.

Process

Identification

- Learner Recruitment** – Learners are invited before the Enrolment Day to disclose any need or barrier to learning. This will be highlighted to the Learner Experience Co-ordinator to investigate further.
- Enrolment Day Activity** – The Sen Coordinator will complete paperwork with learners to establish high-level information regarding their needs. Learners identified with a disclosed need will be invited to a meeting to explore how the need impacts on learning. The SEN Coordinator will complete *SEND Register* and inform the Interim Head of Education and Compliance.

- c) **Individual Assessment** - Where there is an impact, and the learner consents to support, an individualised *Learning Support Plan* will be created, and objectives identified and delivered to address the individualised need.
- d) **Interim Head of Education and Compliance** – will assign support, purchase equipment/software, or arrange exam considerations and/or reasonable adjustments.
- e) **Compliance Team Activity** - The disclosed need of learners will be entered onto the *ILR*. This will then ensure visibility through reporting.
- f) If a learner does not disclose a need but later informs the Tutor, this should be referred to the SEN Coordinator.
- g) Equally, if the Tutor feels there may be an underlying difficulty, the learner can be referred for options to be explored.
- h) Indicators of a need for support such as low diagnostic outcome in English and/or maths will also be explored to see if there is a Training Provider Identified Learning Need (TPILN).

Assessment

Support needs of learners will be explored by the SEN Coordinator in collaboration with the Interim Head of Education and Compliance and Tutor. Justification of support will be documented.

A detailed Learning Support Plan will be created and targeted to the individual needs of the learner. This will be revisited and updated timely to evidence support provided and impact on learning.

If the learner holds evidence of need this will be requested to aid the creation of the Learning Support Plan and justification of Funding (if applicable).

Education Health and Care Plans (EHCPs)

Where a learner holds an Education Health and Care Plan, Blackburne House will need to obtain a copy. If this is not possible for the learner, then Blackburne House will contact the Local Authority to request a copy and make them aware the learner is commencing a learning programme. This will be input into the ILR. Blackburne House will lead at Annual Reviews.

Funding (refer to ESFA AEB Funding Rules 20/21 for detail)

Learning Support Funding (LSF)

Learning Support Funding must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme. To claim costs that exceed the fixed monthly rate (£150) the earnings adjustment statement (EAS) must be used.

Earning Adjustment Statement (EAS)

Blackburne House must retain evidence of these additional costs in the Evidence Pack. You must only record the excess amount on the EAS, not the whole learning support cost. You may be able to claim the entire cost through the EAS where the learning aim is delivered in less than one calendar month.

You can claim to learn support if learning continues past the planned end date and the learner needs continued support to complete their programme.

Exceptional learning support (ELS) - claims above £19,000

If a learner needs significant levels of support to start or continue learning and has support costs of more than £19,000 in a funding year, you can claim exceptional learning support (ELS). Learners aged 19 to 24 who require significant levels of support should have an EHC plan provided by their local authority and, therefore, would access funding from their local authority. You must submit ELS claims at the beginning of the learner's programme, or when you identify the learner requires support costs more than £19,000 in a funding year, by completing and sending the ELS claims to document.

To claim exceptional learning support for a learner aged 19 to 24 you must confirm why the individual does not have an EHC plan. This should be a letter or email from the learner's local authority stating the reason(s) why the individual does not need an EHC plan. When you claim exceptional learning support you must explain why you have claimed the amount you have, which would be linked to the learner's assessment and planned learning support claim.

You must only claim amounts for your costs of providing the support to the learner and not include any indirect costs or overheads.

Learner support

Learner support is available to provide financial support for individuals with a specific financial hardship preventing them from taking part/continuing in learning. Before you award support to a learner, you must identify their needs within the following 'categories':

Hardship funding – general financial support for financially disadvantaged learners to support participation in learning

20+ childcare funding – for learners aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare costs

Residential Access funding – to support ESFA funded AEB learners (set out in paragraph 27) where they need to live away from home to access provision

Coronavirus (COVID-19) response – support disadvantaged learners who cannot undertake online delivery in the event of local or national measures in response to coronavirus (COVID-19)

Intervention

Learners with barriers to learning will be supported if consent is granted. Where justification can be evidenced funding will be applied. Funding is applied based on the information submitted by the LSC and monitored by the Education Manager to ensure that the paperwork is completed, and justification is robust. The learner will be allocated to the RSC if 121 support is identified. Software/Resources/Services will be sought to enhance the learning experience and enable the learner to partake fully in the learning programme. Interventions and Support will be evidenced in the Learning Support Plan.

Reasonable Adjustments

Learners who require reasonable adjustments will have these organised and arranged based upon the evidence gathered to ensure they can complete their programme as per the Exam Considerations and Reasonable Adjustments Policy.

Training and Development

Colleagues will be provided with training to develop their skills to ensure the needs of learners with SEND are met.

This will include training for delivery colleagues and the wider organisation to enable positive and inclusive recruitment and early intervention of support.

Guidance can be sought from the Interim Head of Education and Compliance.