

# **Mode Training Ltd**

[www.modetraining.co.uk](http://www.modetraining.co.uk)



## **Learning Support (Including Special Educational Needs and Disabilities (SEND)) Policy**

Copies of all Mode Policies and procedures can be obtained in large print. Please call 0151 709 4640 to request a large print copy or alternatively e-mail [admin@modetraining.co.uk](mailto:admin@modetraining.co.uk)

To be read and understood by staff, learners, work experience providers, school mentors and all relevant partners.

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## Section 1

### Introduction and Intent

#### 1. Policy Statement of Intent

The senior person with responsibility for Special Educational Needs and Disabilities (SEND) at Mode Training Limited (MTL) is Debbie Carney, Company Director, who will review this policy with Emma Tagoe, Centre Manager.

MTL are committed to providing additional support to learners by meeting their individual needs as far as is reasonably practicable and in accordance with current legislation and resources. The overall aim of this policy is to improve the outcomes of a diverse cohort of learners and for this cohort of learners to make a good transition into adulthood, living a fulfilled life.

MTL are committed to providing high quality learning experience for all learners. We believe that this is fundamental in ensuring learners remain on programme, enjoy their learning and achieve their qualification aims in a timely manner.

#### 2. Aims

- To make reasonable adjustments for those learners with SEND, ensuring those learners with SEND have access to our curriculum and information
- To ensure all teaching staff, support staff, managers and governing board are fully aware of their responsibility to meet the needs of all students with SEND
- Learners will participate in robust Initial Assessment, identifying the correct programme of study and the starting point of the learner on each programme aim
- Support needs will be identified, and a full support plan will be developed and implemented
- Support and Development plan will be written in conjunction with learner, parents, support workers and council SEND representatives, where possible
- Ongoing communication with all parties ensuring a multi professional approach to the learner's journey
- Ensure staff have the expertise and access to ongoing training to meet learners needs through well targeted continuous professional development
- Ensure EHCPs are received and acted upon in a timely manner through the building of co-operative relationships with Local Authority SEND team
- Ensure additional funding is accessed in a timely manner to support the learners needs

#### 3. What is a Special Educational Need or Disability?

##### Definition of 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. Children and young people who have SEN may also have a disability under The Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review." – ***FE guide to the 0-25 SEND code of practice September 2014***

#### **4. Related policies**

The policy should be read in conjunction with:

- Teaching, learning and assessment policy
- Internal Quality Assurance and Monitoring
- Equality and Diversity Inclusion policy
- Health and Safety and Welfare policy
- Safeguarding policy
- Math and English strategy
- Special considerations and reasonable adjustments policy
- Learner attendance policy
- Behaviour policy
- IAG policy
- Online safety policy

## **Section 2**

### **Organisation**

#### **1. Company Director**

Debbie Carney

- Overall responsibility for SEND at MTL
- Completion of support and development plan prior to SEND learner commencing on programme

#### **2. Centre Manager**

Emma Tagoe

Responsible for:

- Setting policy and procedures in conjunction with company director relating to SEND
- Setting company aims and targets relating to Teaching, Learning and Assessment for SEND learners
- Liaise with Departmental Managers to plan and deliver a suitable CPD programme
- Prepare and implement the plan for Quality Monitoring
- Completion of support and development plan prior to SEND learner commencing on programme
- Prepare and implement the Quality Improvement Plan
- Identify any additional resources required to meet the needs of SEND learners
- Monitor progress of learners and identify areas for concern
- Monitor learner attendance and behaviour
- Support and advise Departmental Managers
- Ensure staff have the resources required to ensure reasonable adjustments can be made to support individual learners needs

- Provide meaningful data, relating to Teaching, Learning and Assessment at Senior Management Meetings including learners with SEND
- Keep up to date with developments within SEND guidance and legislation

### **3. Departmental Managers**

Responsible for:

- Development of programmes of learning, including resources to support those learners identified as SEND
- Liaise with company director and Local Authority SEND team to ensure EHCP is relevant to the needs of the learner as identified during director support and development plan meeting
- Assist director at support and development plan meeting
- Monitoring of learner progress from starting point and setting plans to improve progress
- Observations of Teaching, Learning and Assessment
- Completing work scrutiny to ensure quality standards are being met
- Liaise with AOs and facilitate EQA visits
- Keep up to date with developments within industry and Teaching Learning and Assessment
- Keep up to date with developments on SEND Code of Practice and Local Authority updates

### **4. Teachers and Assessors**

Responsible for:

- Using initial assessment, identify learner starting points and plan teaching and learning using these points ensuring learners in session identified as SEND have their needs met
- Prepare session plans and resources include support required for learners with SEND
- Support the Departmental Manager to develop programmes of study and resources
- Monitor learner progress from starting point, identifying gaps in learning and plan to bridge the gaps
- Provide learners with meaningful feedback to enable them to improve
- Maintain good attendance and behaviour of learners
- Provide additional support for learners
- Attend standardisation meetings
- Plan and complete assessments in line with AO guidance
- Keep up to date with developments within industry and Teaching Learning and Assessment
- Keep up to date with developments on SEND Code of Practice and Local Authority updates

## **Section 3 – Arrangements**

### **1. Identification**

Learner support needs are primarily identified at interview and induction, through discussion with the learner and their participation in initial assessment activities. The application form includes questions about learning needs and disabilities and learners are asked to bring any evidence they may have which includes a diagnosis.

Any learners identified as having support needs, at interview and induction or later in the programme, will be invited for a needs assessment and support plan meeting.

## **2. Needs Assessment**

A needs assessment will be completed with any learner identified as having learning support needs or disability. The needs assessment meeting includes an in-depth discussion with the learner about their specific needs and/or a review of any evidence they have provided. The needs assessment is recorded and identifies any reasonable adjustments and expected costs. It also identifies any associated funding for learning support.

## **3. Support Plan**

During the meeting a support plan will also be completed. The plan will provide details of the reasonable adjustments required for the learners and how and when they will be provided. The plan covers all phases of the programme, including End Point Assessment. The learner also has the option to consent to the information being shared with the employer.

## **4. Delivery of Support**

Support will be delivered in line with the details of the support plan.

## **6. Review**

Each learner will have a support review every 3 calendar months. The learner support will be reviewed to identify if it is sufficient and improving the progress of the learner. Any adjustments to the support plan can be made during this meeting.

## **Section 4 – Signatures**

This policy was produced by Debbie Carney and Emma Tagoe on behalf of Mode Training Limited.

Signed:



**Debbie Carney Company Director**

**1<sup>st</sup> September 2025**

Signed:



**Emma Tagoe Centre Manager**

**1<sup>st</sup> September 2025**

## **Policy Review**

| Date of review | Review completed by | Overview of any updates  |
|----------------|---------------------|--|
| January 2022   | Emma Tagoe          | No Changes   |
| January 2023   | Emma Tagoe          | Changes to Section 2 and complete rewrite of section 3 to reflect current procedure. |
| October 2023   | Emma Tagoe          | No Changes   |

|                |               |  |
|----------------|---------------|--|
| January 2024   | Debbie Carney | No changes review date in line with other policies   |
| September 2024 | Debbie Carney | Wesley Tagoe removed as Music curriculum lead replaced with Emma Tagoe<br><br>Emma Sinnett name change to Emma Tagoe |
| 01/09/2025     | Emma Tagoe    | Policy remains fit for purpose   |