

2024

FAST FORWARD VOCATIONAL TRAINING
LTD

SEN POLICY



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REVIEW DATE: 5TH SEPTEMBER 2025

The Special Educational Needs and Disability (SEND) Policy

Fast Forward Vocational Training believes that all students should have access to a broad and balanced curriculum which will include the National Curriculum. We believe that students who need extra support to enable them to access the curriculum effectively and fulfil their potential should be given appropriate help.

This document includes the processes identified to respond to pupils with SEND and also meets the statutory reporting regulations of the SEN Information Report. It also details the provision with regard to the Local Offer.

Guidance has been taken from the **SEND Code of Practice (2014)**, the **Equality Act (2010)** and **Part 3 of The Children and Families Act 2014**.

This document has been prepared in collaboration with all stakeholders, including provision directors and parents to ensure a consistent approach in implementing support for young people with SEND.

The SEN Information Report and SEND Policy will be reviewed annually and published on the provision website.

What are special educational needs and disabilities? Definitions of Special Educational Needs (SEN), Disability and Special Educational Provision

“A child or young person has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A learning difficulty **is a significantly greater difficulty in learning than the majority of others of the same age.**

A disability under the Equality Act 2010 is **a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.** This definition includes sensory impairments which are both affecting sight or hearing, and a long-term health condition such as asthma, diabetes, epilepsy and cancer.

Special Educational Provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England; or the provision made for a pupil with a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream provisions or mainstream post-16 institutions.

SEN Code of Practice 2014

The aims of the SEND Policy

To make reasonable adjustments for those with SEN and/or disability by taking action to increase access to the curriculum, the environment and to printed information for all.

To identify individual needs of students, both short and long term, in order to identify strategies to enable them to fulfil their potential.

To stimulate and maintain pupil interest and enjoyment, recognising that students learn at different rates and in different ways. To encourage students to explore a range of learning styles in order to become disciplined, confident and self-motivated learners.

To ensure that children and young people with SEND engage in the activities of the provision alongside pupils who do not have SEND.

To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum. Fast Forward Vocational Training currently supports children who have a range of special educational needs (SEN) as described in four broad areas in The Code of Practice 2014.

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical needs**

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership. To fully involve parents and pupils in the identification, assessment and support to strive to achieve close cooperation between all agencies concerned.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development. To promote whole staff responsibility for meeting the individual academic, social and emotional needs of the students.
- To support pupils with medical conditions to achieve full inclusion in all provision activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To encourage all adults and students who work at Fast Forward Vocational Training to work in a cooperative manner, valuing and respecting the views of others.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Support UK SEMH Programme

The provision understands the importance of SEMH, especially with students who require extra support in an alternative provision environment. Integrated in our vocational courses is a Support Youth UK SEMH programme. This programme allows students to develop their social skills and confidence by working in groups with other students and interacting with industry experts and employers. The ultimate aim of this integrated programme is to build crucial life skills such as boosting their confidence, self-esteem and teamwork skills. Information regarding this programme can be seen on our Vocational Training Prospectus 2024/25.

SEND: A Graduated Approach

All actions and procedures relating to SEN support will follow an ‘assess, plan, do and review’ model:

1. **Assess:** Data on the pupil held by the provision will be collated by the class/subject teacher in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained.

In addition, the provision will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the provision’s own resources; a request will be made to the local authority to conduct a Statutory Assessment of education, health and care needs. Throughout this assessment process the local authority has a duty to request the opinions of parents, the provision and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

1. Assess

Identification and assessment of pupils with SEN

a) Transition arrangements: assessments made prior to entry to the provision.

- The process of identification and assessment starts through liaison with our provider schools.
- Visits are made to the provision by the school and the student. All students attend induction days and more vulnerable students are invited for additional transition days in order that specific plans can be put in place to meet their needs.
- Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred provision. Where parents express a preference for Fast Forward Vocational Training a carefully planned transition package is put in place.

b) Assessments made on entry to the provision.

- Initial assessments are given before entry onto the course in order to attain the student's capabilities.
- The education provider will provide the provision with the student's current working abilities in order to ensure suitability.

c) Targeted assessments for individual students.

- For students highlighted as having difficulties on initial testing.
- Following concerns raised by teaching staff or parents via our formal SEN referral process.
- Following observation of the student which indicates additional need(s).
- Following specific screening, e.g. dyslexia.
- Whole provision tracking of attainment outcomes indicates below expected levels of progress.
- Training given to teaching staff to help them identify such children.

d) The role of parents.

- At Fast Forward Vocational Training there is a strong emphasis on the involvement of parents in the education of their children and this is particularly important for students with special educational needs.
- Learning Support staff attend Parents' Evenings and Academic Reviews and meet parents on request to answer queries or concerns.

- Parents of students on the SEND register are invited to attend Annual Reviews in order to register their views. Parental consent is always gained before pupils are referred to any external support service.

2. Plan

Planning provision for all students with SEND

The arrangements outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

The Learning Support Department links with all departments in the provision. In all Departments/Faculties a key link staff member meets regularly with Learning Support staff to ensure that all pupils with SEND:

- Have full access to a broad and balanced curriculum wherever possible
- Are set suitable learning challenges
- Are educated alongside their peers within the normal curriculum of the provision
- Feel happy and safe in their learning

This liaison also ensures that departments:

- Are differentiating work for all student needs and this is reflected in Schemes of Work
- Are striving to overcome barriers to learning

The provision's core curriculum is inclusive and differentiated, allowing students with SEN to make good progress in classes. Where students' needs are more complex, they may be withdrawn from class for individual/group support in the learning support department.

How do we know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous provision, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- A pupil asks for help.
- Whole provision tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

How is the decision made about how much support each child will receive?

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the school.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- At present clear criteria is applied for placement on the SEN Register and to discriminate between levels of support at Provision Action and Provision Action +. This process is currently under review in the light of the new SEN Code of Practice.

3. Do**Implementing provision for all students with SEND**

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

Approaches to teaching pupils with special educational needs vary dependent upon the particular needs of the student. Fast forward will use a variety of interventions and techniques to achieve this.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in provisions and increase their access to the taught curriculum.

4. Review

Evaluating provision and progress for students with SEND

The provision closely monitors the progress of all pupils, including those with **special educational needs** to ensure that adequate progress is being made. Progress is reviewed regularly by class teachers in partnership with the school and parents.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Their attainments are tracked using the whole provision tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in regular progress meetings that are undertaken between the subject leader and the line manager and if appropriate, the pupil themselves.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- Classroom observation and learning walks.
- Ongoing assessment of progress made by pupils.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- Teacher meetings.
- Pupil and parent feedback on the quality and effectiveness of interventions provided,
- Attendance and behaviour records.
- Questionnaires for staff, student and parents

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the provision considers their child may require SEN support and their partnership sought in order to improve attainments.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- Northcott Outreach Service
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Kids – Parent Partnership
- Provision Nursing Team
- Barnardo’s
- Police

Links to all of these can be found in the Hull Authority Local offer.

In addition, the provision will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

Exclusion

As included in our Behaviour and discipline policy, In the case of the exclusion of a SEN student, whether for a fixed term or permanently, due account will be taken of the extra support that may be needed in order to avoid exclusion. Fast Forward Vocational Training will endeavour to seek guidance and support from the school and carer of the child before exclusion. The head of centre for SEN will always be involved in the decision to exclude and in attempting to find alternatives.

Arrangements for consulting parents of children with special educational needs

(How will parents be helped to support their child’s learning?)

Parents/carers are invited to discuss with the provision (and/or class teacher/form tutor) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child’s needs can be met.

Parents/carers are well informed and encouraged to be actively involved in all aspects of their child’s provision. This can take the form of:

- Liaison with the class/form teacher informally.

- Parents Evenings when advice and support in helping their child at home can also be given. In addition to this
- Formal review their child's progress with the SENCO (and/or class teacher/form tutor).

Parents are encouraged to give feedback about the special educational provision available at Fast Forward Vocational Training during parents' evenings.

The provisions' complaints procedure ensures that Parents can, if necessary, refer the matter on; in the first instance to the Director, and subsequently to the Governing Body. All complaints are given serious and immediate attention.

The provision participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

The Parent Partnership Service is 'Kids'. They offer independent advice and support to parents and carers of all children and young people with SEND. Contact details are available via the Learning Support Department.

Kids will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.

What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning they can discuss these with their child's subject teacher or with Callum Thompson. (callumthompson@racewaytraining.co.uk)
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the provision.