

TITLE	VERSION
SEND Policy	4

APPROVAL BODY	DATE	REVIEW DATE
Board of Governors	August 2024	August 2025

LEAD PERSON	SENCO
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POLICY STATEMENT

VLUK is committed to providing appropriate special education needs and disabilities (SEND) support to learners and believes all learners should be able to access the curriculum and learning in the way that best suits their needs.

BACKGROUND

VLUK is a National Independent Training Provider, delivering education in the 16-19 FE sector. It is part of The Oxford Virtual Education Group. VLUK is led by a Chief Executive Officer, accountable to a Board of Governors and Group Chief Executive Officer and supported by an Executive team and a Senior Leadership Team (SLT). Accountable to the SLT is a layer of middle management located throughout the country. The Middle Leadership team is responsible for tutors and enrichment staff.

PURPOSE

This document outlines VLUK commitment to provide appropriate SEND support to learners. It outlines the responsibilities of staff within VLUK, and aims to:

- Set out how VLUK supports and makes provision for learners with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND.

SCOPE

This policy applies to all staff at VLUK from Governors, Executive & Senior Leadership Teams, Middle Leaders, Tutors and Support Staff and confirms VLUK's approach to providing appropriate SEND support for learners.

DEFINITIONS

A learner has SEND if they have a learning difference or disability which calls for special educational provision to be made for them. They have a learning difference or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools and colleges.
- According to the Equality Act 2010, a disability is deemed to be: 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities'.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream Schools, Colleges and Independent Training Providers.

RESPONSIBILITIES

Board of Governors	The Governing Board or a delegated committee review and challenge the effectiveness of the internal controls and the management of risk detailed in this policy.
Chief Executive	Overall responsibility and oversight of this policy, ensuring KPIs are met and that resources are used effectively and appropriately.
Lead Person (SENCo)	<ul style="list-style-type: none">• SENCO is accountable to determine the strategic development of the SEND policy and provision at sites.• Have day-to-day accountability for the operation of this SEND policy and the coordination of specific provisions made to support individual learners with SEND, including those who have EHC plans.• Provides professional guidance to colleagues, parents, and other agencies to ensure that learners with SEND receive appropriate support and high quality teaching.• Accountable for the graduated approach to providing SEND support.• Accountable for the deployment of the organisations delegated budget and other resources to meet learners' needs effectively.• Is the point of contact for external agencies, especially the local authority and its support services.• Liaises with potential new providers of education to ensure learners and their parents/carers are informed about options and a smooth transition is planned.• Work with the Director of Operations, Senior Quality Leads and staff to ensure VLUK carries out its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.• Ensure VLUK keeps the records of all learners with SEND up to date.• Secures funding for higher need learners.
Tutors/HoC/HoEM	<ul style="list-style-type: none">• Responsible for the progress and development of every learner in their class.• Works closely with any in-class Teaching Assistants (TAs), or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.• Working with the SENCO to review each learner's progress and development and decide on any changes to provision.• Ensuring they follow this SEND policy.• Using and updating Learner Centre Plans.

POLICY - THE GRADUATED APPROACH

Identifying learners with Need

- EHCP Learners with an Education Health and Care Plan (EHCP) from a local authority are encouraged to declare their need upon application or via their local authority through an official consultation. The SENCO meets with the learner/Parent/carer regarding support. In the case of a late entry where no local authority consultation has taken place, local authorities are contacted so that the EHCP can be amended to indicate that VLUK is the chosen placement for the learner.
- Learners with a diagnosed need identify themselves through the enrolment process. Contact is made with schools and parents/carers to transfer SEND files.
- Referrals are made throughout the year to the SENCO, by tutors, if they believe there is a need impacting the learners progress.

Assessing need

- The SENCO reviews all SEND documentation and determines the learners needs.
- Assessments are carried out to determine any ability and attainment gaps. These assessments also

determine if any access arrangements are needed. These assessments are carried out by a L7 Qualified Assessor.

Planning to meet needs

- Learner Centred Plans (LCPs) are produced by the SENCO and tutor. They detail information on overall need, strategies to support and targets.
- Use of TAs to support those with identified specific needs.

Implementation

- LCPs are used in the planning and teaching of identified learners.
- Differentiated learning through quality first teaching.
- Effective use of additional adults to support learners.

Reviewing progress and a revising targets

- Checkpoint data is used to review the progress of learners.
- Re- referral/referral to the SENCO if concerns about progress are highlighted.
- Campus visits enable Heads of Campus, Senior Quality Leads and the Head of English and Maths to refer specific concerns to the SENCO.
- Annual reviews of EHCP learners.
- Targets are reviewed by tutors/learners at each checkpoint.

POLICY - EVALUATING THE EFFECTIVENESS OF SEND PROVISION

The effectiveness of provision for learners with SEND is evaluated by:

- Measuring and reviewing learners' individual progress towards their goals.
- Reviewing the impact of interventions.
- Lesson observations.
- Using learner questionnaires.
- Monitoring by the SENCO.
- Holding annual reviews for learners with EHC plans.
- SEND deep dives.
- End of year learner results and case studies.
- SENCO Annual review and additions made to the self assessment report and quality improvement plan.

COMPLAINTS

Complaints about SEND provision at VLUK should be made to the SENCO, in the first instance - jo.fox@vluk.org. Following this, and if required, please refer to the VLUK comments & complaints policy.

The parents/guardians of learners with SEND have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that VLUK has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

REFERENCES

Learner Support Policy

Quality Assurance and Improvement Policy

Comments & Complaints Policy

SIGNATORIES



Chief Executive Officer
1st August 2024



Chair of Governors
1st August 2024