

DAVIES LEARNING SOLUTIONS

APPRENTICES WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Version: 6

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Change History

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Contents

1. Policy Statement.....	3
2. Equality and Diversity	3
3. Disclosure	3
4. Actions Following Disclosure	4
5. Responding to Special Requirements	4
6. Information and Confidentiality	5
7. Policy Monitoring and Review.....	5
8. Related Policies.....	5
9. Further Advice and Guidance	6

1. Policy Statement

Davies Learning Solutions is committed to the delivery of learning which is inclusive and accessible to all sections of the community. The purpose of this policy is to assert this commitment in relation to Apprentices who may have special requirements, for example, physical disabilities, mental ill health, sensory impairment, literacy, and numeracy needs or specific learning difficulties. It underpins the entitlement of all Apprentices and potential apprentices to make formal or informal disclosures of physical, personal, or social barriers to learning and of the special requirements these may incur.

The policy reflects Davies Learning Solutions' recognition that Apprentices may:

- Make a formal or informal disclosure of a condition creating special requirements in relation to their programme of learning
- Have access to a formal assessment of needs associated with their apprenticeship
- Require reasonable adjustments to ensure they are not placed at a substantial disadvantage because of their learning needs
- Be made aware of the confidentiality applying to information disclosed in relation to special requirements
- Be made aware of the implications of failure to disclose information in suitable time to ensure adjustments can take place

2. Equality and Diversity

Davies Learning Solutions will ensure that this policy is consistent with its policy on Equality, Diversity, and Inclusion. Davies Learning Solutions recognises that support should be sensitive, non-discriminatory, impartial to ensure progression, achievement, and development of the individual regardless of any differences they may have.

3. Disclosure

Prior to onboarding on an apprenticeship standard, Apprentices are encouraged to disclose information relating to special requirements or additional needs on the onboarding forms to enable us to put support in place as soon as possible so as not to disadvantage them in any way.

Disclosure may also take place at the Skills Radar call or Approach your Coach meeting with their dedicated Coach, Tutor, or other member of Davies Learning Solutions staff.

Informal disclosures of special requirements arising, for example, during general contact with staff, feedback from assessments or because of observation of difficulties will be passed to the Lead Delivery Manager with the aim of making reasonable adjustments in a timely manner.

Whenever an Apprentice discloses, either formally or informally, the Davies Learning Solutions member to whom the disclosure is made will stress the availability and benefits of possible additional support or reasonable adjustment.

4. Actions Following Disclosure

Following disclosure, a call will be arranged with a ALN tutor to verify the need, gain more detailed information, and commence the process of responding to any special requirements. This may be informed or augmented by a statement of special needs, a reference from an educational establishment, a medical or psychological assessment report. Where an Apprentice is adjudged to have special requirements, guidance will be provided to Coaches and/or Tutors so that an individual plan for supporting the Apprentice and ensuring programmes are accessible and inclusive can be drawn up. This will detail:

- Aims and objectives of the support by assessing what is needed
- Assessment of Apprentice strength and capabilities
- Arrangements for a suitable plan, monitoring, and review
(which will include evaluating the outcomes of the additional support to update any future planning)
- Nature of the support and adjustments
- Evaluating the outcomes of additional support to inform future planning

5. Responding to Special Requirements

All Apprentices that have special requirements will be assessed on an equal basis. The adjustment will need to consider the need of the Apprentice but should include the following:

- Provision of additional learning support during taught sessions by adapting teaching and learning (through video clips (subtitled), PowerPoint presentations, demonstration of equipment)
- Additional support from Coaches, including adaptive teaching & assessment methods/additional one-to-one sessions
- Additional support from Tutors or other staff, including one-to-one sessions
- Access to specialist support in relation, for example, to emotional or behavioural issues
- Access to learning specialist learning technologies to enable the Apprentice to become independent
- Access to specialist equipment and changeable visual IT (Information Technology) set up
- Access to a mentor
- Access or involvement of teacher of the deaf and or/educational audiologist
- Any special arrangements for assessments or examinations - that may include a teacher of the deaf or a signer for those that have a hearing impairment.

As well as the above, effective provision should also include:

- A plan setting out how the Davies Learning Solutions will meet those needs and overcome any barriers to the student making satisfactory progress
- Effective implementation of the plan
- A review of the Apprentice's progress and the success of the plan to establish whether changes need to be made and what these are.

A good assessment may include:

- An Apprentice self-evaluation of any support requirements
- The involvement of specialists such as a Teacher of the Deaf
- The need for access to technology and communication support
- Consideration of support needed to meet any specific course/qualification requirements

Davies Learning Solutions may discuss with the employer the need for them to employ the services of an Educational Psychologist to formalise an assessment and to enable the Apprentice to receive exam concessions.

6. Information and Confidentiality

Information disclosed to Davies Learning Solutions relating to the special requirements of Apprentices will be managed, used, and stored securely and the provisions set out in its GDPR (General Data Protection Regulation) Policy will be followed. If we need to share information to the benefit of the apprentice, they will be fully consulted.

- To ensure the safety of our Apprentices and staff under the Safeguarding and Prevent agenda, any external support that is included as a special arrangement for an Apprentice must be vetted first and must be agreed by the Lead Delivery Manager and would be always supervised, until a suitable DBS has been received.
- Information disclosed in confidence to a member of staff will remain confidential to that member of staff unless Davies Learning Solutions has a statutory duty to release it or there are risks to health and safety.
- If an Apprentice refuses permission to disclose information this will be honoured, unless not doing so conflicts with relevant legislation such as the Health and Safety at Work, Safeguarding, or the Children's Act.

7. Policy Monitoring and Review

Overall responsibility for Apprentices with SEND requirements remains with Davies Learning Solutions Quality Manager who will lead an annual review of the Policy.

8. Related Policies

The main Davies Learning Solutions policies relevant to this policy are:

- Equity, Inclusion & Diversity
- Safeguarding & Prevent
- Information, Advice and Guidance
- Confidentiality and Data Protection Policy

9. Further Advice and Guidance

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Supporting the achievement of deaf young people in further education www.ndcs.org.uk
- <https://www.british-sign.co.uk/>
- <https://www.british-sign.co.uk/lesson-plan-donttalk/>
- <https://www.jisc.ac.uk/guides>