

Version Control

Version: 6.0

Summary of Updates: British English compliance, QA improvements, designated person relocated to approval section, updated review dates.

Approval

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Special Educational Needs and Disabilities (SEND) Policy

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Special Educational Needs and Disabilities (SEN/D) Policy		4.0
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Corporation	16/12/2024	16/12/2025
Policy Owner	Neville Algar	

Approval

Name	Neville Algar
Signature	<i>N.Algar</i>
Position	Head of Education

Policy Statement

This SEND Policy details how Ignite Training will do its best to ensure that the necessary provision is made for any learner who has special educational needs and those needs are made known to all who are likely to teach them. Ignite Training will use its best endeavours to ensure that tutors/assessors are able to identify and provide for those learners who have special educational needs to allow these learners to join in the learning activities together with learners who do not have special educational needs, so far as is reasonably practical and compatible with the learner receiving the special educational provision and the efficient education of the learners with whom they are educated.

Ignite Training is committed to welcoming all learners. Adjustments will be made where necessary and where possible to enable all learners to access learning, coaching and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Scope

Senior Leaders and Employees of Ignite Training will endeavour to ensure that all SEND learners reach their full potential, are fully included within the Ignite Training community and are able to make successful transfers between workplace establishments. This policy aims to support all employees in providing positive approaches towards the learning, progress and achievement of SEND learners.

Meeting the needs of SEND learners requires partnership working with all those involved – Local Authority, Ignite, parents / guardians, learners, children’s services and all other agencies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting learners at school with medical conditions April (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Disability Discrimination Act 1995

Definition

Learners have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is in addition to or different from areas differentiated curriculum plans. Ignite Training regards learners as having a SEND if they:

- Have a significantly greater difficulty in learning and significantly slower progress than their peers
- Have a disability which prevents or hinders learners from making use of educational facilities of a kind generally provided for learners/young people of the same age in schools within the area served by the LA.
- Learners must not be regarded as having a learning difficulty solely because the language or form of language of the learner’s home is different from the language in which they will be taught.
- Learners must not be regarded as having a learning difficulty solely because the behaviour they exhibit is persistently disruptive or withdrawn.

Where a pupil has an EHC plan, the local authority and Training Provider will review that plan as a minimum every twelve months.

Commitment

Ignite training commitments include:

- Assessors are aware of the importance of early identification and of providing for SEND learners whom they teach.
- SEND learners will have their needs met.
- The views of the learners are sought and taken into account.
- Partnership with parents / guardians plays a key role in supporting the education of SEND learners and enabling them to achieve their potential. Ignite Training will endeavour to support parents / guardians through the process of transition and adjustment.
- SEND learners have full access to all Ignite Training activities so far as it is reasonably practical and relates to the learner's needs.
- We work in partnership with external agencies to meet the needs of the learner.
- There is a smooth transition at each transition stage for the learner.
- Ensure all SEND learners have the opportunity and accessibility to progress into higher education and careers.
- Inform the learner's parents / guardians / employers / supporting schools that special educational provision is being made for them because they have SEND
- Ensure that parents / guardians have knowledge about the SEND provision that the Ignite Training makes.
- Parents / Guardians able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEND.
- Ensure that tutors / assessors at Ignite Training are aware of the importance of identifying and providing for, those learners who have SEND.
- Ensure that a learner with SEND joins in the activities at Ignite together with learners who do not have SEND
- Have a written SEND policy

Assessment, planning and review

SEND learners may be identified through observations and assessment, standardised assessments, progress checklists, target setting, parental / guardian concerns or the learners own observations or by external agencies and other digital high quality and formative assessments. Areas of need are identified and prioritised as part of the needs assessment plan and ILP for the individual.

The support plan includes 3 or 4 short realistic and measurable targets related to the area of concern, suggested strategies to be used by assessor / tutors, SENDCO, parents / guardians and learner and the date the provision starts. The support plan should include information about:

- The short-term targets set for or by the learner
- The provision to be put in place

- When the plan is to be reviewed
- Outcomes (to be recorded when ILP is reviewed)

In a very few cases, if a learner continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP.

This will decide the nature of the provision necessary to meet the learner's SEND. If this cannot reasonably be met by Ignite Training, then the LA may provide extra resources.

Training support plans are reviewed at least every month. 12 weekly formal reviews include input from learner, parent / guardian, assessors/tutors, SENDCO and outside agencies. Learners with a EHCP's have set short term targets which have been established after consultation with the parents / guardians and the individual learner and include targets identified in the ECHP's. These targets will be set out in the training support plan and ILP and will be implemented, at least in part and as far as possible, in the normal teaching setting. Learners participate in their reviews by:

Attending their review meetings

- Offering their opinion and advice in the setting of targets
- Discussing their achievements / concerns / issues in advance of the review meeting with parents / guardians or others as appropriate.

Roles and Responsibilities

The Role of the SENDCO includes;

- In collaboration with the SMT determine the strategic development of the SEND policy and provision at Ignite Training with the ultimate aim of raising the achievement of learners with SEN/ need.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of employees.
- Overseeing the review and maintenance EHCP's and records for all SEND learners.
- Overseeing the day-to-day operation of Ignite Trainings SEND Policy. □
- Co- ordinating provision for SEND learners.
- Liaising with and advising colleagues on all matters relating to SEND.
- Organising and maintaining the records of all SEND learners.
- Liaising with parents / guardians of SEND learners in co-operation with form and tutors / assessors, and others as appropriate.
- Contributing to the continuing development and training of Ignite Training employees.
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

Monitoring and Review

The SMT will monitor the effectiveness and review the implementation of this policy with regards to its suitability, adequacy and effectiveness. Any improvements identified will be made as soon as possible. Internal control systems and procedures will be subject to regular audits to provide assurance that they are effective in the implementation of this policy. This policy will be reviewed annually as a minimum and may be amended at any time.

Associated Policies

- Equal and Diversity Policy
- Blended Learning and Assessment Policy
- Attendance and Absence Policy
- Reasonable Adjustments Policy