

# SEND Policy

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## Introduction

At Busy Bees Education and Training (BBET) we recognise that our excellent people with outstanding skills form the strong foundations needed to deliver an exceptional service and continue the success of the company. With this in mind, we are passionate about learning and development and give all our employees and learners the opportunities to develop the skills and confidence needed to reach their full potential and succeed.

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**Anthony Bromirski**  
Chief Executive Officer

## **Introduction**

At Busy Bees Education and Training Limited (BBET) we recognise that our excellent people with outstanding skills form the strong foundations needed to deliver an exceptional service and continue the success of the Company. With this in mind, we are passionate about learning and development and give all our employees and learners the opportunities to develop the skills and confidence needed to reach their full potential and succeed.

## **1. Policy Overview**

Learners who have additional needs or face challenges may require additional support seen in a variety of forms dependent on their individual needs.

At Busy Bees Education and Training we follow current legislation (Equality Act 2010) to ensure all of our learners have equality and receive robust learner support tailored to their individual needs. This ensures they are able to learn, progress, develop and achieve at the same rate as others. This policy is based on the Children and Families Act 2014, the Special Educational Needs and Disabilities (SEND) Code of Practice 2015 and all the updates, the Equality Act 2010 and accompanying regulations.

It is our mission at Busy Bees Education and Training to ensure every learner is impacted by receiving quality teaching and learning that respects and values them as individuals. We will also stretch and challenge them within their own abilities whilst following the awarding organisation guidelines and regulatory requirements.

## **2. Purpose**

Busy Bees Education and Training is committed to removing barriers to ensure that all learners can reach their true potential. We intend to provide a high-quality teaching and learning experience for all learners. Busy Bees Education and Training seeks to provide an atmosphere and culture, where everyone feels valued and adjustments are in place to ensure that every learner, has the opportunity to achieve their learning goals.

Alongside this we meet and exceed the requirements placed upon us by:

- Awarding Organisations
- Current Legislation
- End point assessment awarding organisation
- Learners
- Employers
- Stakeholders.

## **Robust Recruitment and Induction Process**

Busy Bees Education and Training prides themselves on ensuring that all learners are on the right course, at the right time with the right support. To ensure this happens we gain valuable information prior to enrolling learners onto their course. We use valid information of a learner's individual needs, to assess their current level of learning and ability to meet course content.

Once we have the information on the learners' details these will be shared with the SENCO (Special Educational Needs Coordinator) and if applicable it will be discussed at our Cross Teams meeting. This will allow us to consider reasonable adjustments, RPEL/APL and determine length of learning.

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Cross Team Meetings take place every week for all new applications where:

- A need and/or challenge has been identified
- A learner has an EHCP or Statement in place
- A learner has identified in 4 or more domains on CognAssist
- A learner's Initial Assessment result for Maths and/or English is two steps below the required level of learning.

A learner may also be referred to Cross Teams during their apprenticeship, where a Development Coach or Regional Manager has concerns regarding their learning journey.

Learners will be inducted into their training with one of our Onboarding Officers in a robust and informed way. Stakeholders will agree reasonable adjustments and actions to support the learner to learn, progress, develop and achieve within their training.

### **Delivery Process**

Learners will meet regularly with their Development Coach to learn, progress and develop in their learning journey, meeting requirements and standards outlined as within their induction. Throughout the learning journey the learner's individual needs will be reviewed when updating their Individual Education Plan and if needed adjusted to adapt the approach. Learners will undergo regular Progress Reviews to establish and confirm distance travelled and identify gaps where focus is needed within the curriculum.

### **CognAssist**

Every learner must carry out their initial assessments in CognAssist prior to induction to assess their current learning level. If learners do not identify in any areas their report will be uploaded to their start review and discussed at induction by their Development Coach, alongside at induction with their Onboarding Officer.

If a learner identifies in 1 or 2 domains on CognAssist an IEP (Individual Educational Plan) will be put in place to support.

If a learner identifies in 3 domains, 3 months extra learning can be added to the learner's end date.

If a learner identifies in 4 areas, SENCO need to be informed as the learner will need to be taken through a Cross-Team meeting before induction takes place

Development Coaches will need to encourage learners who have matched on CognAssist to engage monthly and make quality notes on strategies in a timely manner. Learners who wish not to engage and use CognAssist once they have sat their initial assessment are not forced to do so, supporting individual liberty. However, evidence of their choices and them receiving effective and robust IAG (Information, Advice, and Guidance) must be evidence on OneFile. Following CognAssist Comms resource, located on SharePoint.

## **3. Scope**

By every learner following the same process of initial assessments this will allow valid information to be provided to the learner, stakeholder and Development Coach to ensure that we can implement reasonable adjustments. Busy Bees Education and Training will inform all parties involved prior to decisions being made and learners will not be disadvantaged. This will result in the learner receiving quality teaching and learning while meeting the awarding body, regulatory standards and requirements to ensure they can achieve within their training.

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## 4. Roles and Responsibilities

### 4.1 SENCO

The SENCO is responsible for:

- Providing IAG to Development Coaches and learners, this will also include signposting when needed
- Monitoring the SEND Register to ensure this is as up to date due to roll on/roll off induction methods followed
- Reviewing learners progress, learning journey and Individual Education Plan and reporting on findings using RAG as a method of risk
- Providing and support CPD (Continuing Professional Development) relating to SEND to the wider team
- Monitoring and Report on CognAssist users on a weekly and monthly basis, identifying where actions need to be met with support from Operations Assistant
- Support with submitting reasonable adjustment requests to the awarding body for functional skill exams and End Point Assessments in a timely manner
- Ensure that resources are adapted to meet the needs of the learner linking to Reasonable Adjustment
- Holding weekly Cross Team Meetings for all new applications where a need and/or challenge has been identified and/or a learner
  - o If a learner identifies in 3 domains, 3 months extra learning can be added to the learner's end date.
  - o If a learner identifies in 4 areas, the learner will need to be taken through a Cross-Team meeting before induction takes place
  - o Initial Assessment result for Maths and/or English is two steps below the required level of learning
  - o Where a Development Coach or Regional Manager has concerns regarding a learner within their learning journey.
  - o Learner has an EHCP or Statement in place.

### 4.2 Onboarding Team

The Onboarding team are responsible for:

- Ensuring all Application Forms are filled in with sufficient information to provide a full picture of previous learning, employment and individual needs
  - Carrying out a MIAPP report on learners to confirm Application from information, which can also be used as supporting evidence/information
  - Sharing any learners with SENCO where an additional need has been identified
  - Inputting every learner into CognAssist and sending them an assessment when allocations from Regional Manager are confirmed
  - Ensuring that all induction paperwork and any additional paperwork such as EHCP's are shared with all appropriate people after the induction and uploaded to OneFile in notes
  - Attending weekly Cross-Team Meetings to provide valid information and contribute to decisions regarding individual learners needs.
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### 4.3 Development Coaches

Development coaches are responsible for:

- Reviewing their initial assessment results in Maths, English and CognAssist at the learners starting review
- To ensure that Reasonable Adjustments have been added as discussed at Cross Team and/or as described in the CognAssist report within an Individual Education Plan on their first plan.
- Following the CognAssist process, if no additional needs or challenges are detailed on the application form. If a learner's identities in:
  1. 1 or 2 domains on CognAssist and has requested additional support IEP to be put in place
  2. Matched in 3 domains or more on CognAssist - Refer to Cross Teams' information, IEP in place, Length of stay extended by 3 months if required
  3. Matched in 4 domains or more - Refer to Cross Teams' information, IEP in place, length of stay extended if required.
- Encouraging learners who have matched on CognAssist to engage monthly and make quality notes on strategies in a timely manner
- Ensuring learners have regular teaching and learning sessions to meet their reasonable adjustment to ensure they are, making progress, and developing
- Creating an Individual Education Plan that is updated monthly and reviewed; liaising with the Functional Skills Officer, Employer and Learner to agree individualised support making reasonable adjustments
- Inputting information into OneFile Teaching Learning Plans and progress reviews to highlight agreed learner support actions are being implemented in practice
- Liaise with the Functional Skills Manager and/or SENCO regarding Reasonable Adjustment and submit requests for functional skills exams
- Liaise with Regional Manager and/or SENCO regarding Reasonable Adjustment and confirm requests for End Point Assessments
- If a Development Coach has any concerns around a learner linked to SEND after the completion of Induction, the Development Coach must inform their Regional Manager and SENCO for further guidance
- If a learner discloses a SEND need or receives a statement after the completion of Induction, the Development Coach must inform their Regional Manager and SENCO for further guidance.

### 4.4 Regional Managers

Regional Managers are responsible for:

- Monitoring the progress and learning journey of learners who are on the SEND register to mitigate risk to their learning and achievement using OneFile
  - Holding monthly 121's with the Development Coaches where learners who are on the SEND register or face challenges will be explored and support will be given or signposted
  - Monitoring individual teams CognAssist platform on a weekly and monthly basis, encouraging engagement and quality notes directly impacting learning development with support from the Operations Assistant
  - Monitoring OneFile sessions and progress reviews to ensure all learners on the SEND register have regular teaching and assessment sessions and progress is being made and to mitigate risk
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- Senior Regional Manager to attend weekly Cross-Team Meetings to provide valid information and contribute to decisions regarding individual learners needs.

#### **4.5 Internal Quality Assurance**

Internal Quality Assurance are responsible for:

- Feedback in monthly 121's on the quality of the IEP's they have sampled within that month
- Monitoring OneFile sessions and progress reviews to ensure all learners on the SEND register have regular teaching and assessment sessions and that the session are including Reasonable Adjustment as agreed
- Implement agreed Reasonable Adjustment when completing End Point Assessment mocks
- Head of Quality to attend weekly Cross-Team Meetings to provide valid information and contribute to decisions regarding individual learners needs.

#### **4.6 Information Systems**

Information Systems are responsible for:

- Sharing information with SENCO on Learners who have detailed on their ILR they have an additional learning need
- Attending weekly Cross-Team Meetings to provide valid information and contribute to decisions regarding individual learners needs
- Utilising reported information on SEND to impact monthly RO (ILR Return) claiming additional funding for learners where needed once quality assured by their own processes
- Informing Stakeholders of ESFA (Education and Skills Funding Agency) changes that may impact the provisions practice and processes.

#### **4.7 Employers**

Employers are responsible for:

- Fulfilling their role as per the signed Commitment to Training document
- Liaising with the learner and Development Coach regarding any reasonable adjustments that may be needed
- Meeting agreed actions set out in the Individual Education Plan to ensure the learner is able to learner, progress, develop and achieve.

#### **4.8 Learners**

Learners are responsible for:

- Being open and honest on their application form and with their Development coach regarding learning needs and/or health and wellbeing challenges
  - Meeting agreed actions within an individual Education Plan to ensure they can learn, progress, develop and achieve
  - Engaging in learning on a regular basis, meeting standards and requirements set out at induction
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- Engaging on CognAssist if they have identified in any of the areas of challenge
- Fulfilling their role as per the signed Commitment to Training document.

#### **4.9 Functional Skills Manager**

The Functional Skills Manager is responsible for:

- Submitting Reasonable Adjustment requests to the awarding organisation for Functional Skill exams in a timely manner
- Communicating with exam invigilators which learners have reasonable adjustments in exams, what Reasonable Adjustments are in place to ensure the structure of the exam session/day can accommodate them
- Ensure that resources are adapted to meet the needs of the learner linking to Reasonable Adjustment.

#### **4.10 Functional skills Officers**

Functional Skills Officers are responsible for:

- To ensure that they are following the Reasonable Adjustments that has been added as discussed at Cross Team and/or as described in the CognAssist report within an Individual Education Plan completed by the Development Coach
- Ensuring learners have regular teaching and learning sessions to meet their Reasonable Adjustment to ensure they are, making progress, and developing
- Share input to the Development Coach on what to include within the Individual Education Plan monthly; liaising with the Development Coach, Employer and Learner to agree individualised support making Reasonable Adjustments
- Inputting information into OneFile Teaching Learning Plans to highlight agreed learner support actions are being implemented in practice
- Liaise with the Functional Skills Manager and/or SENCO regarding reasonable adjustment and submit requests for functional skills exams
- If a Functional Skills Officer has any concerns around a learner linked to SEND after the completion of Induction, the Functional Skills Officer must inform their Regional Manager and SENCO for further guidance
- If a learner discloses a SEND need or receives a statement after the completion of Induction, the Functional Skills Officer must inform their Regional Manager and SENCO for further guidance.

### **5. Policy Implementation - Procedures**

Every learner must carry out their initial assessments in Maths, English & CognAssist prior to induction to assess their current learning level. Alongside a Skills Scan to show any Prior learning.

Busy Bees Education and Training will together make informed decisions on individual learners' Individual Education plan and what reasonable adjustment is required supporting an equality approach.

Busy Bees Education and Training will endeavour to meet requested Reasonable Adjustments within its operational limits. However if a requested Reasonable Adjustment cannot be met an explanation will be provided as to why and an alternative adjustment will be offered.

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Learners who have additional needs or face challenges are reviewed on an individual basis to ensure we operate using an individualised approach.

Learners who wish not to engage and use CognAssist once they have sat their initial assessment are not forced to do so, supporting individual liberty. However, evidence of their choices and them receiving effective and robust IAG must be evidence on One File within the Individual Education Plan. (Following CognAssist Comms resource, located on Share Point).

## **6. Monitoring, evaluation and review**

Busy Bees Education and Training evaluates the effectiveness of provision for learners with SEND by:

- Reviewing learners individual progress;
- Reviewing the impact of interventions and support as set out in the Individual Educations Plans
- Ongoing monitoring by the SENCO
- Engaging in Busy Bees Education and Training Quality Assurance Processes/

### **6.1 The success of the education which is provided for learners with SEND is evaluated through:**

- Busy Bees Education and Training Quality Improvement Plan;
- Annual review of SEND policy;
- Busy Bees Education and Training assessment and examination targets and results.

## **7. Complaints**

Regular communication between Busy Bees Education and Training and all other persons involved within the SEND process ensures that concerns are promptly acted on. Where this has not happened and an individual wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENCo, who will try to resolve the situation. If this fails to resolve the issues, please follow our Complaints Procedure which sets out the steps for making a complaint in more detail.

## **8. Review**

This policy is reviewed annually, agreed, and signed by our CEO. During the year, if any legislative changes are published, then the policy would be updated earlier

## **9. Training and Roll Out**

This policy will be made available via our website ([busybeestraining.co.uk](http://busybeestraining.co.uk)) and SharePoint. Training will be made available via our Virtual Learning Academy (VLA) and during Face-to-Face or Teams meetings as part of ongoing staff development, along with our commitment to this policy.

*Follow Chart to Show how Learners are allocated to SEND Register...*

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**Learner to be identified as having SEND (Special Educational Needs and/or Disabilities) due to any of the below.**

**Recruitment will send over any learners who have a potential SEND prior to the SENCO email due to:**

- A need and/or challenge has been identified
- A learner has an EHCP in place
- A learner has identified in 40 or more domains on CognAssist
- A learner's Initial Assessment result for Maths and/or English is two steps below the required level of learning.

SENCO to pull a CognAssist report at the beginning of each month and add any learner who has matched to the SEND Register and allocate them as "Matched" on CognAssist not "Inducted".

If a Development Coach has any concerns around a learner linked to SEND after the completion of inductions, the Development Coach must inform their Regional Manager and SENCO for further guidance.

If a learner discloses a SEND need or received a statement after the completion of induction, the Development Coach must inform their Regional Manager and SENCO for further guidance.



**SENCO to add all learners to the SEND Register and complete all relevant information and update on a monthly basis. SENCO to decide if the learner needs to be discussed at Cross Teams or not for Reasonable Adjustment to be applied.**

**When a learner does need to be discussed at Cross Teams for all departments to agree on Reasonable Adjustments:**

- If a learner identifies in 4 areas
- Initial Assessment result for Maths and/or English is two steps below the required level of learning
- Where a Development Coach or Regional Manager has concerns regarding a learner within their learning journey
  - Learner has an EHCP or Statement in place.

**When a learner does not need to be discussed at Cross Teams and Development Coach will agree Reasonable Adjustments with learner:**

- 1 or 2 domains on CognAssist requested additional support IEP to be put in place
- If a learner identifies in 3 domains and no other SEND, 3 months extra learning can be added to the learner's end date.



**Cross Teams meeting to take place weekly this will allow us to consider reasonable adjustments, RPEL/APL and determine length of learning.**

**A member of Quality, Operations, Onboarding, Information Systems will attend.**

**Onboarding**

- To ensure that Reasonable Adjustments are communicated to the Onboarding Officer completing induction to include within that induction.

**SENCO**

- To update SEND register with all details of Reasonable Adjustment
- Inform the Development Coach and Regional Manager via email of the outcome.