

SEND Policy

Introduction

At Busy Bees Education and Training Limited (Busy Bees Training) 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 Statement

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.

It is our aim at Busy Bees Education and Training to ensure every learner is impacted by receiving quality training, stretching and challenging them within their own abilities whilst following the awarding body guidelines and regulatory requirements.

2. Purpose

To meet and exceed the requirements placed upon us by:

- The awarding bodies
- Current Legislation
- The end point assessment organisations
- Learners
- Employers
- Internal Stakeholders

Robust Recruitment process:

To provide Busy Bees Education and Training with valid information of learner's individual needs to assess their current level of learning, ability to meet course content, consider reasonable adjustments and RPEL/APL and determine length of learning.

Robust Induction to Training process:

Learners will be inducted into training in a robust and informed way. Stakeholders will agree reasonable adjustments and actions to support the learner to learn, progress, develop and achieve at the same rate as others.

Quality 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 at induction. Throughout the learning journey the individual needs of the learner will be reviewed and if needed adjusted operating an adaptive approach. Learners will undergo regular Progress Reviews to establish and confirm distance travelled and identify gaps where focus is needed.

3. Scope

By every learner following the same process of initially assessing their level of learning and individual needs based on valid information provided and stakeholders adhering to their role and responsibilities, Busy Bees Education and Training will be informed prior to decisions being made and learners will not be disadvantaged. This will result in the learner receiving quality training meeting the awarding body and regulatory standards and requirements.

4. Roles and Responsibilities

4.1 SENCO

The SENCO is responsible for:

- Providing IAG to Development Coaches and learners and signposting when needed
- Monitoring the SENCO & Health & Wellbeing Register to ensure this is as up to date as it can be due to roll on/roll off induction method
- Reviewing learners progress, learning journey and Learner Support Plan regularly and reporting on findings using RAG as a method of risk
- Informing the Assessment & Delivery team to support CPD relating to SEND and health and wellbeing
- Monitoring and Report on CognAssist users on a weekly and monthly basis, identifying where actions need to be met
- Holding weekly Cross Team Meetings for all new applications where a need and/or challenge has been identified and/or a learner has matched in 4 or more domains on CognAssist and/or a learners Initial Assessment result for Maths and/or English is two steps below the required level of learning or where a Development Coach or Area Team Leader has concerns regarding a learner within their learning journey.

4.2 Recruitment Team

The recruitment 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 form information, which can also be used as supporting evidence/information
 - Sharing any Application Forms with SENCO where an additional need or health and wellbeing need has been identified
 - Inputting every learners into CognAssist and sending them an assessment when allocations from Area Team Leaders are confirmed
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4.3 Development Coaches

Development coaches are responsible for:

- reviewing their initial assessment results in Maths, English and CognAssist (ICT if needed) and application form (Prior to induction)
- Reporting any concerns of level of initial assessments to Area Team Leader
- Following the CognAssist process if no additional needs or challenges are detailed on the application form - "If a learners matches in 3 domains, 3 months extra learning can be added to the learners end date. If a learner matched in 4 areas, Area Team Leader and SENCO need to be informed as the learner will need to be taken through a Cross-Team meeting before induction takes place"
- 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 assessment sessions, making progress, learning and developing at the same rate as others
- Creating a learner support plan that is regularly updated and reviewed; liaising with the Employer and Learner to co-productively identify and agree individualised support making reasonable adjustments
- Inputting information in to Smart Assessor sessions and progress reviews to showcase agreed learner support actions are being implemented in practice
- Liaise with the Functional Skills Manager regarding reasonable adjustment and submit requests for functional skills exams
- Liaise with Area Team Leader regarding reasonable adjustment and confirm requests for End Point Assessments.
- Submitting a resource request form in line with Busy Bees Education and Training expenses policy if needed and liaising with Area Team Leader & SENCO.

4.4 Area Team Leaders

Area Team Leaders are responsible for:

- Monitoring the progress and learning journey of learners who are on the SEND or health and wellbeing register to mitigate risk to their learning and achievement using Smart Assessor
 - Holding monthly 121's with the Development Coaches where learners who face challenges will be explored and support will be given or signposted
 - Attending weekly Cross-Team Meetings with other Stakeholders in Busy Bees Education & Training to review new applications of learners and hear updates of other SEND related information
 - Monitoring individual teams CognAssist platform on a weekly and monthly basis, encouraging engagement and quality notes directly impacting learning development
 - Monitoring Smart Assessor sessions and progress reviews to ensure all learners on the SEND or health & wellbeing register have regular teaching and assessment sessions and progress is being made and to mitigate risk.
 - Review resource request forms from Development Coaches and if approved submit (Liaise with SENCO)
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4.5 Systems & Compliance

Systems & Compliance are responsible for:

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

4.6 Employers

Employers are responsible for:

- Fulfilling their role as per the signed Commitment to Training document
- Liaising with the learner and Development Coach regarding additional support identified
- Meeting agreed actions set out in the learner support plan to ensure the learner is able to learner, progress, develop and achieve.

4.7 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 a learner support plan to ensure they are able to learn, progress, develop and achieve at the same rate as others.
- Engaging in learning on a regular basis, meeting standard and requirement set out at induction
- Engaging on CognAssist if at induction domains are matched in to developing in areas of challenge
- Fulfilling their role as per the signed Commitment to Training document

4.8 Functional Skills Manager

The Functional Skills Manager is responsible for:

- Submitting reasonable adjustment requests to the awarding body for functional skill exams in a timely manner
 - Communicating with exam invigilators which learners have reasonable adjustments in exams, what those reasonable adjustments are and ensuring the structure of the exam session/day can accommodate them
 - Submitting a resource request for form reasonable adjustment resources in line with Busy Bees Education and Training expenses policy if needed (Liaising with the Development Coach)
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5. Policy Implementation - Procedures

Every learner must carry out their initial assessments in Maths, English & CognAssist (ICT if needed) prior to induction to assess their current learning level.

Stakeholders within Busy Bees Education and Training will together make informed decision on individual learner's responsibly 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

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 Smart Assessor (Following CognAssist Comms resource, located on Share Point)