

FW Solutions Ltd

Supporting learners with SEND Strategy

August 2021

Introduction

This document outlines FW Solutions' strategy for supporting young learners (aged 16-25) and adults with Special Educational Needs and Disabilities (SEND) within our Further Education and Apprenticeship provision. Our vision and priorities for young people and adults with SEND are set within the context of a changing national policy environment, and a changing local context.

In this version of the strategy, we also outline the strategy for supporting learners with SEND during the COVID 19 pandemic, where previous methods of 1:1 learning in person have been affected.

The strategy will be continually reviewed and updated to take account of feedback from stakeholders. In addition, it is likely that further changes are likely to take place in the Further Education and Apprenticeship arena over the next 5 to 10 years.

The introduction of the SEND code of practice January 2015 provided an ideal opportunity to improve our support for children and young people with SEND and their families.

This strategy is designed to reinforce our continuing commitment to high quality education services in the further education sector. It outlines how we intend to respond to national policy and the various local offers from the local authorities in areas in which we deliver apprenticeships and adult training. We are committed to ensuring SEND strategies translate into real improvements for vulnerable learners and their families and positive outcomes for their education and careers.

This strategy outlines the key principles of the Government's Special Educational Needs and Disability code of practice: 0 to 25 years. The overall vision for children and young people with special educational needs and disabilities in Further Education is the same as for all children and young people – that they achieve well in their early years, at school and then college or further education and training and transition into adulthood and lead happy and fulfilled lives. FW Solutions' strategy also encompasses the support requirements of adult apprentices and further education learners with SEND to engage in inclusive education programmes.

From the Code of practice, children and young people's experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly. Following their school journey, the aspirations for young people and adults with SEND engaging in our adult education programmes will be raised through an increased focus on life outcomes, including employment and greater independence.

This strategy provides support for staff members in identifying work-based strategies, which may be useful in meeting learners' needs within teaching and learning sessions. However, we know that one size does not fit all learners. This strategy represents a range of strategies which Teaching and Learning Co-ordinators have found helpful in range of contexts. This strategy also provides support for staff to engage with learners with SEND where the COVID 19 pandemic has been a barrier to face to face training.

TLCs are encouraged and supported to consider the strategies given and to use those which are most relevant to the subject content, their own teaching style, the learner's learning style preference, the learner's immediate needs and whether teaching is delivered in person or

remotely.

Learners with learning difficulties may have:

- difficulty acquiring basic literacy and numeracy skills
- their speech and language development may be delayed in comparison to their peers
- learners with learning difficulties will acquire and retain new concepts and ideas slowly

Learning disabilities look very different from one person to another. A person may struggle with reading and spelling, while another person loves to read but can't understand maths, while another person may have difficulty understanding what others are saying or communicating out loud.

Common types of learning disabilities:

- ***Dyslexia*** – Difficulty with reading - problems reading, writing, spelling, speaking
- ***Dyscalculia*** – Difficulty with maths - problems doing maths problems, understanding time, using money
- ***Dysgraphia*** – Difficulty with writing - problems with handwriting, spelling, organizing ideas
- ***Dyspraxia*** (Sensory Integration Disorder) – Difficulty with fine motor skills - problems with hand-eye coordination, balance, manual dexterity
- ***Dysphasia/Aphasia*** – Difficulty with language - problems understanding spoken language, poor reading comprehension
- ***Visual Processing Disorder*** – Difficulty interpreting visual information - problems with reading, maths, maps, charts, symbols, pictures

Difficulty in an education or work environment, like those experienced by apprentices, does not always stem from a learning disability. FW Solutions recognises that anxiety, depression, stressful events, emotional trauma, and other conditions affecting concentration can make learning more of a challenge. In addition, ADHD and autism sometimes co-occur and can be linked with Special Educational Needs and Disabilities.

- ***ADHD*** – Attention deficit hyperactivity disorder (ADHD), while not considered a learning disability, can certainly disrupt learning. A person with ADHD often has problems sitting still, staying focused, following instructions, staying organized, and completing coursework.
- ***Autism*** – Difficulty mastering certain academic skills can stem from pervasive developmental disorders such as autism and Asperger's syndrome. People with autism spectrum disorders may have trouble communicating, reading body language, learning basic skills, making friends, and making eye contact.

Strategies for FW Solutions' teaching and learning practice:

- ensure that lesson resources, written text and spoken language is appropriately differentiated to take into account the learner's learning difficulties
- break curriculums and lessons down into small steps
- recognise where remote/online learning is not effective for the learner and re-evaluate strategies to ensure the learner remains engaged and on target

- link teaching to specific areas of job role or life experiences
- ensure that key concepts and vocabulary are constantly recalled and reused
- differentiate the use of teaching and assessment and encourage the learner to present their work in a variety of ways
- recognise and reinforce effort and success by rewards and praise
- Encourage employers and others involved in work and learning to support the learner to put their learning in to real life practice and find strategies that work when the TLC is not present in the setting to support them

Key features of the SEND code of practice linked to FW Solutions' teaching and assessment of learners with SEND:

A graduated approach - One of the key aspects of the SEND Code of Practice is the four-stage process of 'assess, plan, do, review'; this is known as a 'graduated approach' to planning for and meeting the needs of young people and adults with SEND. This process may start as soon as concerns are identified before a diagnosis has been finalised. This special educational provision or SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. The application and results of each step will be different for each young person or adult on a learning programme. The strength of the approach is that it is:

Flexible - you can adapt it to any young person or adult learner regardless of their learning programme

Cumulative - if you adhere to the approach, understanding and provision will improve.

We have adopted this graduated approach to the teaching and assessment of our learners with SEND.

What is our mission?

Our mission is to deliver an outstanding learning experience leading to positive outcomes for our learners, employers and in turn our local community and economy. The vision for our learners is to achieve outstanding results that make significant impacts on their lives.

FW Solutions is committed to supporting all learners to achieve success in their Apprenticeship or adult learning qualification. We recognise the achievements and abilities of all our learners and are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our learners, whatever their needs. All staff will actively seek to raise achievement and remove barriers to learning in both apprenticeships and adult learning programmes.

We will achieve our mission by:

- Ensuring a robust initial assessment process to identify any learner that may need adjustments or support
- Using the ALN indicators and diagnostic tools in Skills Builder (Initial Assessment System) to identify additional learning needs that are not disclosed or apparent
- Carrying out a needs assessment to identify the individual support required by learners with disabilities and additional learning needs
- Creating Individual Skills Plans according to learner needs and providing resources
- Providing adjustments and support where a learner has requested them
- Providing and monitoring support on an appropriate basis for all learners through the progress review process
- Ensure all TLCs are aware of the procedures for identifying, assessing and making provision for learners with SEND
- Providing a programme of CPD for all TLCs to equip them to meet the needs of learners with SEN.
- Working in partnership with parents, families and other professionals to ensure they are fully informed and EHCPs updated
- Working with employers to ensure needs are met where face to face learning is not possible (for example, due to the COVID 19 Pandemic)
- Providing a named person/SEN-Co to support the delivery of this strategy and support the TLCs with learners on a case by case basis
- Signposting to specialist support outside of FW Solutions where it is requested or appropriate to the learner.

This strategy will be reviewed annually by Rebecca Warden and Janet Williams