

SPECIAL EDUCATIONAL NEEDS POLICY AND PROCEDURE



SPECIAL EDUCATIONAL NEEDS POLICY AND PROCEDURE

Table of Contents

1. Purpose
2. Definitions
3. Scope
4. Policy application
 - 4.1 Procedure for identification of learners with special needs
 - 4.2 Approach to learners with special needs
 - 4.3 Role of the learning support team
5. Communication of policy
6. Evaluation and review
7. Documentation

SPECIAL EDUCATIONAL NEEDS POLICY AND PROCEDURE

1. PURPOSE

The purpose of this policy is:

- Ensure enrolment of learners with special needs
- To assist sponsors and guardians in making an informed decision in relation to the enrolment of their child in organization;
- To comply with legislation.

2. DEFINITIONS

A learner has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A learner has a learning difficulty if they: -

- have a significantly greater difficulty in learning than the majority of learners of the same age; or
- have a disability which prevents or hinders the learner from making use of educational facilities of a kind generally provided for learners;

A learner must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

The different types of categories are listed below:

- cognitive disability
- physical disability
- severe medical condition
- hearing impairment
- vision impairment
- language disorder
- specific learning difficulty
- emotional disorders and behavioral disorders
- Multiple disabilities - this is a combination of 2 or more of the above disabilities.

3. SCOPE

This policy is about all learners or people experiencing special educational needs in all age groups.

A learner or person has special educational needs if she/he has a learning difficulty or a disability which calls for special educational and training provision to be made for him/her. Learning difficulty is defined in terms of persons "who have a significantly

SPECIAL EDUCATIONAL NEEDS POLICY AND PROCEDURE

greater difficulty in learning than the majority of their peers, and/or have disabilities which either prevent or hinder them from making effective use of educational and training facilities of a kind generally provided in education and training situation ."

Exceptionally able or gifted learners are excluded from this definition, as are persons for whom English is a second language and recognizes that these learners have their own needs, however, which are addressed separately.

4. POLICY APPLICATION

The aim of the SEN is to provide an inclusive programme for learners with disabilities. In line with the ethos, the programme allows learners with identified special educational and training needs the inherent right of respect for their human worth and dignity and to realize their individual capacity for spiritual, physical, social, emotional and intellectual development. The facilitators of learners with special needs are a whole responsibility.

The whole staff (particularly those in direct contact with learners together with the assistance of the support staff will aim:

- To protect and foster the dignity of the learner with special needs by a personal model of professionalism.
- To foster a secure, safe, caring and accepting institutional environment.
- To give the learner every opportunity to develop the skills necessary to adapt to the challenges and changes of life. By doing so allowing for the development of self-concept and self-esteem in the learner with special educational and training needs.
- To set up and maintain a "care network" between the facilitators, staff and the general community. This will assist the learner with special educational needs, to develop strengths and abilities in the social, emotional and academic aspects of their education.
- To promote an environment in the classroom this will allow for the acceptance of the uniqueness and the differences of each learner.
- To enable special needs learners to reach their full potential the following are offered, depending on the needs of the learner:
 - (a) Support within the classroom by either an aid or LEARNING SUPPORT needs facilitator.
 - (b) Withdrawal of some learners so they are able to develop their skills in literacy, numeracy and independent living skills.
 - (c) If a learner is skilled in a certain outcome they are eligible to have assessment tasks modified and their work modified.

SPECIAL EDUCATIONAL NEEDS POLICY AND PROCEDURE

(d) Physical or timetabling modifications to enable the learners with special need access to different areas and equipment.

g) Supplying learners with appropriate educational material so that they gain a sense of achievement.

h) Continual in-servicing of staff so that they develop the skills needed to work with learners with special needs.

i) Depending on the learner's needs access to the Special Provision Program for major assessments.

4.1 PROCEDURE FOR IDENTIFICATION OF LEARNERS WITH SPECIAL NEEDS

- If a facilitator suspects that a student has a disability they need to discuss the situation with the learner and relevant Supervisor. If it is suspected that the learner has a cognitive disability, language disorder, specific learning disability or a behavioral disorder the referral form needs to be completed. This form will help in identifying the impact of the suspected disability on a learner's ability to learn and their behavior in both the training room.
- The facilitators after consulting with the learner's parents, sponsors or guardians refer the learner to appropriate professional(s) for assessment.
- If the assessment(s) confirms a disability the appropriate documentation will be forwarded to the relevant person, where the assessment may be validated.
- If the learner obtains validation then they are included in the LEARNING SUPPORT Database and become part of the company's LEARNING SUPPORT Education Program.

4.2 APPROACH TO LEARNERS WITH SPECIAL NEEDS

To ensure that this success continues and that all learner needs are being met a Organisation support team will be established. Depending on the needs of each learner the team could consist of the stakeholders including management, training staff, support staff and learner representatives. The team may meet formally or informally depending on the needs of individual learners or the special needs group as a whole.

4.3 ROLE OF THE LEARNING SUPPORT TEAM

- Ensure the integration of learners with special needs by helping to provide a secure, caring and accepting environment.
- Facilitate the writing of the policy on Learner's with Special Needs and ensure that there are opportunities and resources available for it to become a "working policy".
- Support in the development of IEP and ITP plans.

SPECIAL EDUCATIONAL NEEDS POLICY AND PROCEDURE

- Facilitate the access to professional development programs for facilitators and support staff. This is to ensure that these people become more aware of needs of the learners and learn effective strategies when facilitating or dealing with the learners.