

Salt Training Limited – Inclusive Learning Policy

Policy Statement

Salt Training Limited is committed to providing fair and equal opportunities to support learners in achieving their educational aspirations. This policy aligns with the Children and Families Act 2014 and the SEND Code of Practice, ensuring compliance with national standards.

Our approach focuses on promoting learner independence, encouraging them to actively engage with available learning resources while fostering responsibility and self-advocacy.

Meeting Learners' Needs

Salt Training Limited designs flexible learning programmes to accommodate the diverse needs and aspirations of learners. Where necessary, external professionals are engaged to provide expert advice, training, and individualized therapy programmes.

To support learners effectively, Salt Training Limited implements a three-tiered framework:

1. Universal Support – All educators adapt teaching methods to ensure accessibility for learners with SEND. Inclusive Learning staff provide guidance and resources to support lecturers in meeting diverse needs.
2. Targeted Support – Short-term interventions help learners practice skills, develop new concepts, and gain confidence through small group or individual activities.
3. Specialist Support – Some learners require customized interventions and bespoke learning strategies, provided by highly trained educators and support professionals.

Most learners will receive Universal Support, with Targeted and Specialist interventions available where necessary.

Identifying and Assessing Learning Support Needs

Learners applying to Salt Training Limited are encouraged to disclose any support needs during the application process. The Inclusive Learning team conducts assessments to identify appropriate learning strategies and collaborates with curriculum staff to implement necessary provisions.

For learners requiring additional interventions beyond universal learning support, a Personalised Plan will be developed. Where applicable, evidence must be sourced to support high-needs funding applications.

Support for Learners with an EHCP

Placements for learners with an Education, Health, and Care Plan (EHCP) are determined via statutory consultation with the Local Authority. Early engagement with schools and families ensures a well-structured transition into education at Salt Training Limited.

Adapting the Learning Environment and Curriculum

Salt Training Limited is committed to making reasonable adjustments to enhance accessibility, such as:

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- Assistive technology and adaptive resources (e.g., Braille materials, specialized software)
- Flexible timetables and alternative teaching approaches
- Sensory support adaptations for learners with physical or neurological needs

Funding Support for Learners with Higher Needs

High-needs funding is managed by the Local Authority, ensuring that learners aged 0–25 years with an EHCP or those under 19 years with identified high support needs receive adequate provisions. Salt Training Limited assists in the application process for funding where necessary.

Work Experience and Extracurricular Participation

Salt Training Limited facilitates inclusive work experience placements and extracurricular activities. Staff assess learner needs and provide appropriate support to ensure safe and successful participation.

Complaints and External Collaboration

Concerns related to Inclusive Learning should be addressed with the Head of Centre. Formal complaints follow Salt Training Limited's Complaints Procedure.

For learners with an EHCP, appeals regarding placement suitability are handled by the Local Authority, ensuring compliance with statutory regulations.

Salt Training Limited partners with external agencies to enhance learning provisions, including:

- Speech & Language Therapists
- Occupational & Physiotherapists
- Specialist Assistive Technology Teams

Evaluating and Enhancing Inclusive Learning Provision

Salt Training Limited is committed to ensuring high-quality inclusive learning support. The effectiveness of our provisions is assessed through:

- External inspections, conducted within the formal review cycle.
- Annual self-assessments, allowing continuous improvement, with findings reported to governance bodies.
- Termly learning pathway evaluations, ensuring our teaching, learning, and support services remain impactful and responsive.

Assessing and Reviewing Learner Progress

- Learners' academic and support needs are continually monitored, ensuring they receive ongoing feedback.
- Parents/carers are invited to discuss progress with curriculum staff, fostering collaboration in learner development.

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- Learners with an Education, Health, and Care Plan (EHCP) or Personalised Plan undergo annual formal reviews, ensuring their participation in adapting their support provisions.
- Support needs are regularly reassessed, with adjustments made to reflect learners' progression and individual circumstances.
- In cases where learners require additional resources or adjustments, detailed assessments inform necessary adaptations.

Education, Health, and Care Plan (EHCP) Requests

- If a learner under 19 requires continued high-level support, they may request an EHCP application through Salt Training Limited.
- We collaborate with parents/carers, ensuring they have access to their child's learning records and engagement platforms.

Interventions for Learners Facing Challenges

- If a learner is not progressing or engaging with learning, a formal review meeting is held with the learner, parent/carer, and support staff to discuss concerns and determine necessary adjustments.
- Salt Training Limited facilitates early EHCP reviews where placement changes may be required.
- Where necessary, recommendations regarding alternative educational provisions are submitted to the Local Authority.

Supporting Learners with Additional Needs

Salt Training Limited follows structured disciplinary procedures, ensuring fair treatment while taking reasonable adjustments into account. Any concerns regarding placement suitability or evolving needs are communicated to the Local Authority.

Inclusive Teaching Practices

- Inclusive Learning staff provide ongoing guidance to educators, supporting them in adapting teaching strategies and resources for learners with diverse needs.
- All learner support records are securely stored within our information system, ensuring staff accessibility to support plans.
- Learners with EHCPs and Personalised Plans receive structured personal achievement activities to develop independence and transferable life skills.

Curriculum and Learning Environment Adaptations

Salt Training Limited ensures all learners can fully engage with their education by providing:

- Assistive technologies and accessible materials (e.g., Braille, adapted resources).
- Flexible schedules and individualized timetabling for learners requiring adjustments.
- Sensory and physical accessibility modifications, ensuring safe engagement in learning environments.

Specialist Learning Support Facilities

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Salt Training Limited provides dedicated spaces and specialist resources for learners requiring additional support, including:

- Retreat spaces for learners with anxiety and sensory processing needs.
- Tailored provisions for social, emotional, and mental health support.
- Access to speech and language therapists, occupational therapists, and assistive technology specialists.

Funding Support for Learners with Higher Needs

Salt Training Limited collaborates with Local Authorities to ensure appropriate funding is provided for learners requiring high levels of support.

High Needs Funding Allocation

- Learners aged 0–25 years with an Education, Health, and Care Plan (EHCP), or those under 19 years with an identified high level of need, are eligible for high-needs funding.
- In line with ESFA funding guidance, Further Education providers must allocate up to £6,000 per eligible learner per year for element 1 & 2 funding. The local authority will fund element 3 funding for learners deemed as high needs and require support above the element 1 & 2 funding allocation.
- Additional funding may be granted for exceptional cases, where support costs exceed £28,000, including Continuing Health Care agency funding for medical needs.

Transfer of Funding Responsibility

- A looked-after learner aged 16–19 years with an EHCP will have their high-needs support funded by their original home Local Authority.
- When the learner turns 19, funding responsibility may shift to the Local Authority where the learner resides.
- Learners relocating to a different region must have their EHCP formally transferred to the appropriate Local Authority for continued funding support.

Accessing Work Experience and Extracurricular Activities

Salt Training Limited actively supports learners in securing work placements and extracurricular opportunities.

- A needs assessment ensures learners receive appropriate staff support for safe participation.
- Where reasonable, resources are allocated to facilitate inclusive engagement in educational experiences.

Welfare Support Services

Salt Training Limited provides comprehensive welfare support, including:

- Dedicated mentors, offering guidance and acting as a liaison for parents/carers.

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- Counselling services, available through well-being centers and established consultations where required.
- Mental health support referrals, including access to Child and Adolescent Mental Health Services (CAMHS) and Early Intervention programs.
- Therapeutic feeding and personal care training, provided by specialists assisting learners with physical needs.
- Financial assistance, including bursaries, travel support, and consumable grants related to course participation can be provided by the local authority and ESFA.

Qualifications and Training for Support Staff

Salt Training Limited ensures inclusive education professionals are highly trained:

- Inclusive Learning Leads & Tutors – Qualified educators with specialized expertise.
- Inclusive Learning Team Leaders – Level 3 qualification in Learning Support or equivalent.
- SEND Officers – Regularly trained in statutory requirements and transition best practices.
- Learning Support Practitioners – Level 2 certification in Learning Support, plus training in frequently identified conditions.
- Job Coaches – Certified Level 3 professionals specialising in workplace accessibility and support.

Complaints and Dispute Resolution

If concerns arise regarding Inclusive Learning, Salt Training Limited encourages parents/carers to consult the Head of Inclusive Learning before proceeding with a formal complaint.

For learners with an EHCP, parents/carers retain a statutory right to appeal placement suitability decisions through the Local Authority. Salt Training Limited offers guidance on long-term implications if an EHCP application is declined.

Here's a revised version of the Working with External Agencies section for Salt Training Limited, ensuring clarity and alignment with inclusive education practices:

Collaborating with External Agencies

Salt Training Limited works closely with specialist organizations to provide expert guidance and tailored support for learners. These partnerships enhance our ability to meet diverse learner needs effectively.

We collaborate with the following agencies and professionals:

- Assistive Technology Specialists, including communication and accessibility experts.
- NHS Occupational Therapists and Physiotherapists, providing assessments and physical support interventions.
- Visual and Hearing Impairment Support, working with organizations such as the Kent Association for the Blind (KAB) and Hi Kent to ensure accessibility solutions.
- Independent Advice Services, offering guidance for learners and parents/carers on educational rights and available support.
- Travel Training Programs, supporting learners in developing independent travel skills.

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- Mental Health and Wellbeing Services, including referrals to Child and Adolescent Mental Health Services (CAMHS) and additional early intervention support teams.
- Continuing Health Care Support, assisting learners with complex medical needs requiring specialized provisions.
- Specialist SEND Support Teams, providing expertise on sensory impairments and social, emotional, and mental health (SEMH) challenges.
- Education Support for Looked-After Children (LAC), ensuring appropriate learning opportunities and transition support.

Salt Training Limited is committed to fostering inclusive learning environments, ensuring learners have access to specialized expertise for a successful educational experience.

Support for Looked-After Children (LAC) and Care Leavers

Salt Training Limited is committed to ensuring young care leavers receive the necessary learning support, enabling full access to education and successful progression. We provide structured support strategies to facilitate engagement, retention, and achievement, helping learners transition smoothly into further education or employment.

Support for ESOL and International Learners

ESOL (English for Speakers of Other Languages) and international learners undertaking vocational programmes can access the Inclusive Learning team, ensuring they receive appropriate educational guidance and tailored support.

Mental Health and Wellbeing Support

Salt Training Limited location offers specialist counselling services, supporting learners facing a range of mental health challenges where required and identified within learners EHCP's. Our trained professionals provide guidance on coping strategies, emotional wellbeing, and academic success.

The Local Offer

The Local Authority's Local Offer, detailing SEND provisions, can be found on the Kent County Council KELSI website. This resource outlines available educational support, funding provisions, and accessibility adjustments for learners with additional needs.

Definition of Special Educational Needs (SEN)

A child or learner is considered to have SEN if they have a learning difficulty or disability requiring special educational provision.

A learner is considered to have a learning difficulty if they:

- Have significantly greater difficulty in learning compared to their peers.
- Have a disability that prevents them from accessing mainstream education facilities effectively.

Definition of Disability

Many learners with SEN may also have a disability under the Equality Act 2010, defined as: > *A physical or*

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mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

This definition applies broadly, encompassing learners with long-term conditions affecting their ability to engage in standard educational settings.

Salt Training Limited remains committed to inclusive education, ensuring appropriate provisions for all learners requiring specialist intervention and support.