

The Bosco Centre	
Policy:	Special Educational Needs
Applies to:	College and Independent School
Reviewed:	October 2018
Next Review:	October 2019

The Bosco Centre is particularly committed to the education and training of young people who have for multiple reasons been unable/unwilling to access mainstream education and training institutions.

Literacy and Numeracy are fundamental to effective learning and lessons are carried through all levels of the NVQ structure for our learners, being geared individually to the learner's needs.

Learners with special needs / learning difficulties are given 1 to 1 support and tuition to enable them to gain their English and Maths qualifications.

Progress is monitored through our monthly reviews. Any extra support in literacy/numeracy should be signed by both learner and tutor/assessor.

Social Needs

Apart from the learning support required, the typical Bosco learner has additional social support needs which can be difficult to quantify, but some would be:

- Personal inappropriate behaviour towards peers and adults
- Confrontational attitude
- Poor self esteem
- Lack of confidence
- More than average fear of failure
- Anger management and poor self control
- Drug and alcohol misuse
- Peer pressure
- Coping and living with family problems – drugs, violence, mental health
- Being a carer for parent/ family member
- Living in hostel accommodation
- Care leavers
- Other personal and social issues such as criminal justice system,
- Mental health problems and issues
- Poor educational expectations from family and peers ,
- Physical disabilities,
- Behavioural issues, among other problems.

All these create barriers to the young person's learning and progress and must always be addressed throughout the learning period.

Positive action and support is shown through a holistic support plan which takes in the many needs of the young person:

Initial Assessment for additional learning and support needs

In the initial assessment through BKS Assessment, IT assessment, short written assessment, along with the GCSE results or non-results, the level of the learner's attainment is gauged in numeracy, literacy, IT and general potential.

An in-depth interview follows the assessments, and possible reasons for level of attainment are looked at. Circumstances around the young person's life and lifestyle are shared between the young person and the skilled advisor, so that the impact of this upon achievement can be gauged by the advisor.

The additional learning support identification

This is documented in the Individual Learning Plan form, in a way acceptable to the learner. (Otherwise noted privately between learner and advisor).

The support plan for students with high needs

From the identification, an Additional Support Plan, incorporating the learning and support needs is formed, which is later incorporated into the Individual Learning Plan

The Learning Plan with the Additional Support plan is copied to the learner and their tutor assessor, so that both are aware of the support to be given and the outcomes expected from the support

Relevant elements of the Additional identification of support needed, along with Additional support plan, which relates to the learner's needs, will be highlighted from the general templates, and incorporated as part of the ILP

The review of additional learning and support

The reviews will show the journey of the learner and will pay equal attention to the additional support along with the qualifications making up the apprenticeship.

Through ongoing support, reviewed informally on a monthly basis and reviewed 3 monthly to monitor progression, success or otherwise, we journey with the learner on their pathway, looking to support and challenge them throughout.

We are sure that by the positive action learning support plan, carried out robustly, the learner will be able to compete alongside other young people who have been successful in the school institution, and gain their apprenticeship/advanced apprenticeship, developing good employability skills and being effective as good citizens.

Types of support offered to all our learners

- Smaller class sizes
- Additional time spent beyond standard guided learning hours
- Extra out of hours support from tutors
- Frequent regular reviews, with clear target setting, and achievable milestones with Principal's input added to that of the tutors/assessors
- Emotional support around having a place to "belong"
- Out of hours learning to socialise
- Personal development activities
- Open door policy
- Daily motivational "reflective" time