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Ratified by	Senior Management Team

Bromley Mencap Training Centre Special Educational Needs and Disability (SEND) Policy

Bromley Mencap Training Centre values all learners and celebrates their diversity and recognises their individual needs, experience, and interests. We aim to provide a safe learning environment for learners with SEND (Special Educational Needs and Disabilities) and recognise all achievements. Learners are supported and encouraged to gain core life and employability skills, knowledge, and independence to equip them for future progression.

The Training Centre caters for learners with moderate SEND and where the learners meet the admissions policy conditions. The Training Centre recognises that physical impairment may not be the same as a learning impairment and will actively seek to remove barriers to learning so that physically disabled students can demonstrate their academic ability.

All staff have a duty to consider the needs of SEND users and to make reasonable adjustments in order to follow the advice laid out in this policy.

Bromley Mencap Training Centre works with London Borough of Bromley to identify potential learners for the provision. All learners are required to have an active Education, Health, and Care Plan (EHCP).

Partnership with Parents/Carers

The Training Centre aims to work in partnership with parents/carers to ensure a collective approach is taken towards the delivery of education for the learner. This is done by making parents/carers feel welcome, inviting them to initial visits prior to confirming admission and having discussions on learner needs and desires for their learning programme.

Within the academic year parents/carers are kept well informed on learner progress and achievements through; end of term progress reviews which are posted at three points a year, online "Talk to the Tutors" which take place twice a year and regular bi-monthly newsletters covering recent activities, key messages and future plans. During the EHCP annual review period parents/carers are liaised with to make meeting arrangements, capture learner views and also parent/carers views.

Involvement of Learners

We recognise that all learners have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All learners are involved in monitoring and reviewing their progress. We endeavour to fully involve all learners and they are given the autonomy to make their own decisions towards their learning journey. Learners are asked to share their views about their education and learning by

internal User Involvement monitoring. Learners are asked to share their views and consider their own strengths and needs as part of the EHCP annual review process.

Management of SEND within the Training Centre

The Head of Curriculum and Quality holds the responsibility for the day-to-day implementation of this policy and the overall operational running of the Training Centre, he is the appointed Special Educational Needs Coordinator (SENCO). He is a qualified teacher and SENCO, in line with the recommendations in the SEND Code of Practice 2014.

The SENCO has responsibility to liaise with any involved professionals and agencies, co-ordinate provision for learners with special educational needs and disabilities, liaise with parents/carers of learners with SEND, prepare reports for EHCP annual reviews, oversee any exam or qualification access arrangements.

All staff in the Training Centre have a responsibility for students with SEND and all tutors are considered to be tutors of special educational needs. A positive and sensitive attitude is shown towards students with SEND. Staff have a duty of care towards these students and are expected to differentiate their lessons and activities as appropriate. Staff are required to provide observations, accounts and supporting evidence where required.

Admission Arrangements

No learner will be refused admission to the Training Centre because he or she has a special educational need and/or disability. The admissions policy will be followed and in each case, we will consider whether we can adequately meet the learner's needs. In line with the Special Educational Needs and Disability Act 2001, we will not discriminate against disabled learners and we will take all reasonable steps to provide effective educational provision for them.