

Vulnerable Students Policy



Version 1 reviewed 2010
Version 2 reviewed 2012
Version 3 reviewed 2014
Version 4 reviewed 2016
Version 5 reviewed 2018
Version 6 reviewed 2020

Introduction:

The Carnew Training and Consultancy (Carnew TDC) believes that all children and young adults should be valued equally, irrespective of any individual needs or differences. Carnew TDC is committed to raising standards and ensuring that all students achieve to their true abilities. All staff must commit to supporting and nurturing students, and to supporting their families and those who work with them where appropriate. The best possible working practices must be based on respect, trust, honesty and integrity.

Aims and Principles

Carnew TDC supports the positive teaching/learning by ensuring:

- that students with learning support / special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
- that all members of staff are aware of the learning support / special educational needs of students and of the contribution they, the staff members, can make in this area.
- that literacy, numeric is not viewed in isolation, but in the context of the whole Centre and community.
- the psychological safety of the students by creating a safe environment where they can learn to the best of their abilities.
- that students with learning support / special educational needs are offered a broad, balanced, relevant, progressive, continuous and differentiated curriculum and they are provided for in an inclusive way.
- the creation of a caring, welcoming, stable and stimulating environment, encouraging each child to develop intellectually, socially, morally, and physically according to their abilities.
- high standards for students with learning support / special educational needs and to provide them with appropriate guidance, in order to encourage them to achieve to their full potential and to prepare them for their roles as adult members of society.

- that the achievement of students with learning support / special educational needs is recognised, celebrated and encouraged.
- that students are treated in a, responsible and fair manner with due consideration to the students' physic, social and psychological development.
- that develop staff expertise in supporting students with learning support / special educational needs.
- that an atmosphere of respect exists for all student participants.
- that students are supervised in a manner that promotes a safe environment.
- that positive interactions are facilitated among all students.
- That student participation is motivated and encouraged.
- that the effectiveness of practice in support of students with learning support / special educational needs are monitored and evaluated.

Additional support:

- To facilitate extra breaks as necessary with regard to students with learning support / special educational needs.
- To ensure supervised Internet usage for students by means of installing NAN software on all computers.
- Assist students in operation of equipment as required.

Any special requirements: -

We will gladly provide for any student with special requirements, physical or any other disability, which may affect them within the classroom situation. To ensure the provision of requirements from the outset they must be provided in writing before the course begins. Please refer to Training Needs Analysis Form attached (see appendix).

Definitions

Students with learning support / special educational needs should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported.

The statutory definition of “disability” in Section 2(1) of the Education Act 1998 is as follows:

- The total or partial loss of a person’s bodily or mental functions, including the loss of a part of the person’s body, or
- The presence in the body of organisms causing, or likely to cause, chronic disease or illness, or
- The malfunction, malformation or disfigurement of a part of a person’s body, or
- A condition or malfunction which results in a person learning differently from a person without the condition or malfunction, or
- A condition, illness or disease which affects a person’s thought process, perception of reality, emotions or judgement or which results in disturbed behaviour.

The statutory definition of “special education needs” in Section 2(1) of the Education Act 1988 is as follows:

“The educational needs of students who have a disability and the educational needs of exceptionally able students.”

In consideration of the statutory definition above Carnew TDC considers a student as being in need of learning support if he / she: -

- Is recognised by the relevant professional personnel, as being in need of support.
- Is failing to achieve due to specific personal circumstances.

Appendix



Training Needs Analysis

Carnew Training & Constancy (Carnew TDC) are fully committed to the implementation of a policy to achieve equal opportunities for all students. In order that we can provide appropriate support for students with special education needs, it is important that any additional needs are outlined at the time of application. Applicants who indicate support needs may be invited to discuss these in further detail, if appropriate.

Please tick on the list below which is most appropriate to you. (If applicable)

- 1) You received S.E.N. Support while at school ☐
- 2) You have a specific learning difficulty (for example, dyslexia). ☐
- 3) You are blind or partially sighted. ☐
- 4) You are deaf or hard of hearing. ☐
- 5) You are a wheelchair user or have mobility difficulties. ☐
- 6) You have Autistic Spectrum Disorder or Asperger Syndrome. ☐
- 7) You have mental health difficulties. ☐
- 8) You have medical condition incl. diabetes, epilepsy or a heart condition. ☐
- 9) You have a disability, special need or medical condition that is not listed above. ☐
- 10) Other (please specify): _____

If you have ticked any of the above boxes, please give details of any support you might need:
