

SOCIAL INCLUSION POLICY 2018/19

Main Aim

The NCA aims to provide a safe learning environment which recognises and strives to meet the diverse needs of all children and young people.

Definition of Special Educational Needs

For the purposes of this policy, special educational needs are as defined in the 1996 Education Act (amended by the SENDA 2001) and Revised SEN Code of Practice 2002. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

have significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority or are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.

Special Educational Needs Inclusion Policy and Plan

Vulnerable children

Children may be vulnerable if they have greater difficulty accessing education/training than the majority of their peers for reasons other than special educational needs or a disability. This group may include, for example, those who have medical or mental health needs.

Principles

The NCA is committed to providing the best possible quality of cycle training for all its clients, making the most effective and efficient use of resources.

The NCA's principles encompass a strong belief and commitment to equality of opportunity and to maximising cycle training success for all.

All children have a right to high quality cycle training regardless of any special educational needs or disability. They are entitled to:

- prompt identification of their needs
- early intervention
- high quality support and learning experiences
- high expectations
- recognition and celebration of success
- access to the same opportunities as their peers
- access to a broad, balanced and relevant curriculum

The NCA values parents/carers as key partners in working to meet children's special educational needs. Support for parents/carers will empower them to play an active part in their children's training scheme.

Children will be actively encouraged and supported to contribute to decision making during their cycle training. The NCA will actively seek to promote partnership working with schools and other key agencies including, for example, Social Services, Health and voluntary groups to build on and further develop the skills and capacity within schools for meeting the learning needs of the majority of children who have Special Educational Needs or a disability as defined above.

To match provision more closely to identified needs in order to increase access to appropriate training for children.

To monitor and evaluate the effectiveness of provision for children who have special educational needs or a disability.

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