



SEND Policy

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Internal

This document can be disclosed outside of the QA group of companies without Director, InfoSec or Legal Team member approval.

Version control

This policy applies to all apprenticeships

Document information

Version 2.0	Review and update to new template
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Document Approval

Name	Position	Viewed / comments
Naomi Lavender	Quality Director	Approved

Revision History

Version	Issue date	Author	Description of change
1.0	July 2023	Mark Soady, Learner Services Manager	New Policy
2.0	July 2024	Mark Soady, Learner Services Manager	Review and update to new template
2.1	January 2025	Emma Hambidge, Retention Manager	Updated ability to share policy without additional approval



Contents

- 1. Policy..... 3
- 2. SEND 3
- 3. Ofsted Education Inspection Framework (2022) 3
- 4. Equality Act (2010) 3
- 5. SEND Code of Practice 2015 (0-25 years of age) 3
- 6. Support 4
- 7. Process 4
 - 7.1. Identification 4
 - 7.2. Assessment 4
- 8. Education Health and Care Plans (EHCPs)..... 4
- 9. Learning Support Funding (LSF) 5
- 10. Reasonable Adjustments 5
- 11. Exam Access Arrangements 5
- 12. Training and Development..... 5
- 13. Policy Review 5

1. Policy

In conjunction with the wider Quality strategy, QA will work to remove barriers for learners to ensure they receive equality of opportunity and are able to thrive in learning.

QA take a positive approach to SEND ensuring that hidden abilities are harnessed and leveraged in the first instance whilst taking time to address the challenges an individual may face.

2. SEND

SEND is the overarching term used for learners with a Special Educational Need and/or Disability. This includes learners who have a diagnosed Learning Difficulty and/or Disability – LDD; Dyslexia, Dyscalculia, Autistic Spectrum Conditions, mobility, and dexterity, hearing impairment, ADHD, These learners may have the following formal reports:

- Statement of Educational Needs (SENs)
- Learning Difficulty Assessments (LDAs) or
- Education Health and Care Plans (EHCPs).

However, it also refers to those with a diagnosed LDD but without SENs, LDAs, or EHCPs, and those with an undiagnosed LDD – a Learning Need (LN). QA is compliant with the SEND Code of Practice (2015), Equality Act 2010 and Ofsted EIF (2022)

3. Ofsted Education Inspection Framework (2022)

'The quality of provision for learners who have special educational needs and/or disabilities, a much broader group than those attracting high-needs funding, will always be considered during the inspection of any type of provision.'

4. Equality Act (2010)

Many of these learners may have a disability/difficulty under the Equality Act 2010 that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. For the purposes of the Equality Act 2010, long term refers to a period of 12 months or more.

5. SEND Code of Practice 2015 (0-25 years of age)

It is our statutory duty to identify, assess and provide support for young people with SEND:

- To co-operate with the local authority on arrangements for children and young people with SEND.
- To admit a young person if the institution is named in an EHC plan.
- To have regard to the Code of Practice.
- To ensure an effective transition from one education provider to the next.
- To use best endeavours to secure the special educational provision that the young person needs.

6. Support

Support for SEND learners is individualised and tailored to meet their needs. Learners sharing the same barrier may receive differing support dependent upon the impact on learning. We believe that support for learners with SEND should be holistic in nature, so we foster an environment where collaboration and information sharing is the norm; this allows for timely intervention.

7. Process

7.1. Identification

- A learner is invited prior to Day 1 Induction to disclose any need or barrier to learning via their application form. However, we are aware that many individuals may be worried about the connotations of disclosing a learning need, so we have trained our recruitment teams to ask explorative questions to encourage timely disclosure.
- When a learner does disclose, our account managers are tasked with informing prospective employers so they can make reasonable adjustments to their interview process; this allows both the employer and QA to remain compliant with the Reasonable Adjustments Duty.
- If the learner is successful in securing an apprenticeship, the recruitment team will instruct the learner to complete a [Self-Referral Form](#). We aim to hold an initial support call before day 1 learning commences so the learner can start their journey on the best possible footing.
- A Learning Support Plan (LSP) is created during the first call and includes a Reasonable Adjustments Plan (RAP). The RAP is shared with all key stakeholders to ensure they are aware of the reasonable adjustments they must make for their learner.
- The learner's disclosed need will be entered onto the ILR to allow for timely and accurate reporting.
- There is a high likelihood that many apprentices may be neurodivergent but are unaware. As a result, we deliver neurodiversity awareness sessions for our Digital Learning Consultants and Skills Coaches to ensure they are aware of the potential indicators. If a neurodiversity is suspected, DLCs will raise this with their learner and, with permission, will submit a referral form to the SLT.

7.2. Assessment

Support needs of learners will be explored by the Specialist Learning team. A comprehensive questionnaire will be used to assess the needs of those who already have a secure diagnosis. A Do-It Profiler is used where learners, DLCs or Skills Coaches have identified a potential learning need that has otherwise been undisclosed.

Following an assessment, a clear justification for support is documented and an overview of the potential impact of failing to provide said support is also explored. Once completed, Learner Support Funding is claimed.

The learner's support is reviewed each month to ensure that it is still fit for purpose. In addition, any changes are documented and communicated with all appropriate stakeholders to ensure holistic support is maintained.

8. Education Health and Care Plans (EHCPs)

Where a learner holds an Education Health and Care Plan, QA will need to obtain a copy. If this is not possible from the learner, then QA will contact the Local Authority to request a copy and make them

aware the learner is commencing an Apprenticeship programme with QA. QA will lead at Annual Reviews.

9. Learning Support Funding (LSF)

Where justification can be evidenced LSF will be applied. The learner will be allocated to a Specialist Learning Consultant. LSF is applied based on the information submitted by the Specialist Learning Consultant ensuring that the paperwork is completed within each calendar month. Where applicable, an Earnings Adjustment Statement will be created up to the value of £19,000. Where a learner requires Exceptional Learning Support that exceeds £19,000 a claim must be made at the beginning of the learner's journey.

10. Reasonable Adjustments

A 'reasonable adjustment' is a change that must be made to remove or reduce a disadvantage related to:

- A learner's disability when in learning.
- A learner's disability when applying to learn.

Reasonable adjustments in learning may include, but are not limited to, the following:

- Access to learning materials ahead of workshops
- The recording of workshops
- Allocation of a scribe/reader
- Access to assistive technologies
- Additional support by tutors/DLCs/LSS outside of the normal way of working

11. Exam Access Arrangements

Exam access arrangements for summative assessments such as End Point Assessment are explored as a direct result of the areas highlighted with the learner's support plan. Exact Assessments are carried out to identify if learners are entitled to arrangements such as: extra time, a reader, a scribe, a separate room etc. All exam access arrangements are agreed with the awarding organisation and End Point Assessment Organisation and are aligned to JCQ requirements.

12. Training and Development

Internal training is delivered on a quarterly basis, but employees are also encouraged to take part in external development that can be completed in work time.

13. Policy Review

This policy will be reviewed in July 2025.

