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DAVIES LEARNING

SOLUTIONS

SPECIAL

EDUCATIONAL NEEDS

AND DISABILITY

(SEND) POLICY

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1. Policy Statement

Davies Learning Solutions is committed to providing a high-quality, inclusive learning experience that enables all learners to achieve, progress and successfully complete their programme, regardless of any special educational needs, disabilities, or barriers to learning.

We recognise that learners may experience:

- Long-term or short-term SEND
- Undiagnosed conditions
- Temporary or situational barriers to learning (e.g. mental health, caring responsibilities, workplace pressures)

Support is therefore provided on a needs-led, graduated basis, whether or not a learner has a formal diagnosis or Education, Health, and Care Plan (EHCP).

This policy reflects the requirements of the SEND Code of Practice (0–25), the Equality Act 2010, and Ofsted’s Education Inspection Framework for training providers. It supports Davies Learning Solutions’ statutory duty to make reasonable adjustments, promote equality of opportunity, and remove barriers to learning for learners with SEND or disabilities.

2. Scope

This policy applies to:

- All apprentices and adult learners
- All delivery models (online, blended, workplace learning)
- All staff involved in recruitment, onboarding, delivery, assessment, and learner support

3. Key Principles

Davies Learning Solutions is guided by the following principles:

- Early identification and intervention
- Learner centred and strengths-based support
- Removal of barriers to learning
- High aspirations and ambition for all learners
- Confidentiality, dignity, and respect
- Learner voice and co production
- Continuous review and improvement

4. Roles and Responsibilities

Training Manager

- Overall operational responsibility for SEND provision
- Oversight of NeuroInclusion processes
- Ensures staff are appropriately trained and supported

Inclusive Learning & Development Support (ILDS) Tutors

- Lead on SEND and NeuroInclusion support
- Conduct needs assessments and learner meetings
- Create, review, and update Individual Learning Plans (ILPs)
- Liaise with coaches, compliance and (with consent) employers

Coaches / Tutors

- Identify early indicators of SEND or barriers to learning
- Implement reasonable adjustments
- Maintain regular communication with ILDS Tutors

Compliance Team

- Monitor SEND funding eligibility and evidence
- Ensure claims align with recorded support activity
- Maintain audit-ready records

Learners

- Are encouraged (but not required) to disclose SEND or barriers
- Actively participate in the design and review of their support
- Decide if information may be shared with employers

5. Identification and Disclosure

5.1 Early Identification

SEND or barriers to learning may be identified through:

- Aptem onboarding questions
- Skills Radar calls
- Reviews with coaches or tutors
- Learner self-disclosure (formal or informal)
- Observation of progress, engagement, or wellbeing

Identification can occur at any point during the learner journey.

5.2 Disclosure

Learners are encouraged to disclose any SEND or learning needs:

- During onboarding
- At review points
- At any time during their programme

Disclosure:

- Is voluntary
- Will not disadvantage the learner
- Enables timely and appropriate support

For learners aged 18 and under, parents/guardians will be involved where appropriate, in line with safeguarding and consent requirements.

6. Confidentiality and Information Sharing

- All SEND information is treated as confidential and stored securely in line with GDPR
- Information is not shared with employers without explicit learner consent
- Learners retain control over what is shared, with whom, and when
- Disclosure will only be overridden where there is a legal or safeguarding duty

Staff must clearly explain confidentiality boundaries to learners at all stages.

Where SEND needs overlap with safeguarding or mental health concerns, these will be managed in line with the Safeguarding and Prevent Policy and escalated through appropriate safeguarding channels where required.

7. Graduated Approach to SEND Support

Davies Learning Solutions follows the Assess–Plan–Do–Review graduated approach:

Assess

- Review onboarding data and learner feedback
- ILDS Tutor conducts an initial needs discussion

Plan

- Agree reasonable adjustments and support strategies
- Create a NeuroInclusion Individual Learning Plan (ILP)
- Set review points and success measures

Do

- Implement agreed adjustments and interventions
- Provide 1:1 support where required
- Ensure all relevant staff are informed (on a need-to-know basis)

Review

- Regularly review effectiveness of support
- Adapt or withdraw adjustments as needs change
- Capture learner feedback and progress outcomes

8. Support and Reasonable Adjustments

Decisions regarding reasonable adjustments consider learner preference, effectiveness, proportionality, awarding body and EPA requirements, and the need to maintain the integrity of the qualification.

Adjustments are:

Individualised – Proportionate - Reviewed regularly

Support may include (but is not limited to):

- Additional 1:1 session(s)
- Adapted teaching, learning and assessment methods
- Assistive technology or software
- Visual or auditory adjustments
- Study skills or organisational support
- Access to specialist advice where appropriate

9. NeuroInclusion Process

Davies Learning Solutions operates a structured [NeuroInclusion Process](#), which includes:

- Bi-weekly review of Aptem reports
- Centralised tracking of active SEND learners
- Allocation of ILDS Tutors
- Signed ILPs stored on Aptem
- Monthly reviews where funding applies
- Clear compliance checks and audit trail

This process ensures:

- Consistency of learner experience
- Timely intervention
- Robust evidence for inspection and funding assurance

10. Learner Voice and Co-Production

Learners are actively involved in:

- Identifying their own needs
- Shaping their support plans
- Reviewing what works and what doesn't

Feedback is gathered through:

- Review meetings
- Informal discussions
- Learner surveys and outcomes

Learner voice informs continuous improvement of SEND provision.

11. Staff Training and Competence

Davies Learning Solutions ensures:

- SEND and neurodiversity awareness training for all delivery staff
- Role-specific training for ILDS Tutors
- Clear guidance on reasonable adjustments
- Access to specialist advice when required

Staff are expected to:

- Confidently identify barriers to learning
- Act inclusively and proactively
- Escalate concerns appropriately

12. Monitoring, Impact and Quality Assurance

The effectiveness of SEND provision is monitored through:

- Learner progress and achievement data
- Retention and completion rates
- ILP reviews
- Learner feedback
- EPA and destination outcomes
- Impact reports

SEND learner outcomes are monitored through progress data, retention, achievement and destination measures, Individual Learning Plan reviews, and learner feedback.

Performance data for learners with SEND is reviewed alongside overall learner outcomes to identify trends, gaps, and areas for improvement.

This ensures learners with SEND are supported to achieve positive outcomes and are not disadvantaged in their progress, achievement, or next steps.

13. Complaints and Appeals

Learners may raise concerns through:

- Their coach or ILDS Tutor
- The Quality team
- The formal complaints process

All complaints related to SEND will be handled promptly, sensitively, and fairly.

14. Policy Review

This policy is reviewed annually by the Head of Quality, and sooner if:

- Legislation changes
- Ofsted framework updates
- Internal processes are amended

15. Related Policies and Guidance

This policy should be read in conjunction with safeguarding, wellbeing, and quality assurance arrangements to ensure a joined-up approach to learner support.

- [Equality, Diversity and Inclusion Policy](#)
- [Safeguarding and Prevent Policy](#)
- [Information, Advice and Guidance Policy](#) (within the Learner Handbook)
- [Data Protection and GDPR Policy](#) (within the Learner Handbook)
- [SEND Code of Practice \(0–25\)](#)