



Educ8 Training Group of Companies

Special Educational Needs and Disabilities (SEND) Additional Learning Need (ALN) Policy

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1. Introduction

Educ8 Training Group ("ETG") is one of the largest independent training providers in England and Wales. All companies within the ETG group uphold the same company Vision, Mission and Core Values and follow our group policies and procedures.

At the date of this policy these companies are:

- Educ8 Training Group Limited, registered number 10865705.
- Haddon Training Limited, registered number 04773490.
- Aspire and Learn Ltd, registered number 08784755.
- Educ8 Ltd, registered number 05059754.

Any reference to "ETG" throughout this policy includes all the companies named above.

For the purpose of this policy the reference to "Funding Bodies" includes the Welsh Government/Medr, DfE/DWP and local authorities.

Whilst this is a group policy, the operational delivery of support differs by organisation:

- Haddon Training (England): Operates under SEND legislation, EHCP frameworks and DfE apprenticeship funding rules, with strict evidencing and monthly ALS requirements.
- Educ8 and Aspire2Be (Wales): Operate under the ALN framework, Welsh Government/Medr funding, and a more holistic, person-centred approach using ILPs, WEST assessments and outcomes-based review.

ETG ensures these differences are clearly understood and applied, so that all provision remains compliant with the relevant national legislation and funding expectations, while maintaining a consistent commitment to inclusion.

ETG is committed to providing an inclusive learning environment where all learners, including those with Special Educational Needs and Disabilities (SEND) and Additional Learning Needs (ALN), are supported to achieve their full potential.

2. Purpose

The purpose of this policy is to:

- Ensure early identification of learners with SEND/ALN
- Provide consistent, high-quality support across Educ8, Aspire2Be and Haddon Training
- Promote inclusive teaching, learning and assessment practices
- Ensure compliance with the SEND/ALN Code of Practice, Equality Act 2010, and relevant funding requirements
- Enable learners with SEND/ALN to achieve positive outcomes and progression

This policy covers learners with diagnosed needs, emerging needs, and contextual barriers to learning.



3. Scope

This policy applies to:

- All learners across ETG programmes
- All staff involved in teaching, assessment, support and management
- Employers and partners involved in delivery
- All stages of the learner journey from pre-enrolment to completion

This policy must be read alongside:

- Equality, Diversity and Inclusion Policy
- Safeguarding Policy
- Additional Learning Support (ALS) Processes
- Additional Learning Need (ALN) Processes
- Teaching, Learning and Assessment Policy
- Access Arrangements and Special Considerations Policy

4. Impact on the Learner

Implementation of this policy ensures:

- Fair and inclusive access to learning and assessment
- Removal of barriers to participation
- Appropriate support and reasonable adjustments
- Improved learner confidence, engagement and achievement

5. Definitions

SEND/ALN: Learners who require additional support due to a learning difficulty or disability.

Additional Learning Support (ALS): Targeted support provided to remove barriers and support learner progress.

Reasonable Adjustments: Adjustments made to ensure learners are not disadvantaged, in line with the Equality Act 2010.

EHCP (Education, Health and Care Plan): A statutory document outlining a learner's needs and required support.

6. Legal and Regulatory Framework

ETG operates across England and Wales, and recognises that SEND / ALN legislation, terminology and funding requirements differ significantly between nations, particularly in relation to funding models, evidencing requirements and statutory frameworks.

For Haddon Training (England), this includes adherence to DfE apprenticeship funding rules, SEND legislation, and requirements for formally evidenced Additional Learning Support (ALS), including clear audit trails and regular (monthly) review of support.



For Educ8 and Aspire2Be, this includes adherence to Welsh Government/Medr funded provision, ALN identification through initial assessment (including WEST and ongoing review), and delivery of support that is learner-centred, outcomes-focused and evidenced through ILPs and regular progress monitoring.

England (Haddon Training)

Provision delivered by ETG Training follows:

- Equality Act 2010
- SEND Code of Practice (England)
- Children and Families Act 2014
- Apprenticeship funding rules (DfE)
- Education Workforce Council
- Joint Council for Qualifications guidance

This includes the use of:

- SEND terminology
- Education, Health and Care Plans (EHCPs)
- Funding rules requiring formally evidenced Additional Learning Support (ALS) with clear audit trails and monthly review evidence

Wales (Educ8 and Aspire2Be)

Provision delivered by Educ8 and Aspire2Be aligns to:

- Equality Act 2010
- Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALN Act)
- Welsh Government / Medr funding requirements
- Special Educational Needs and Disability Code of Practice
- Education Workforce Council
- Joint Council for Qualifications guidance

This includes:

- Use of Additional Learning Needs (ALN) terminology
- Adoption of Individual Development Plans (IDPs) in place of EHCPs (where applicable)
- A person-centred approach in line with Welsh legislation
- ALS processes that meet Welsh funding and audit expectations, which may differ from DfE apprenticeship funding rules

ETG Approach

ETG ensures that:

- Delivery in each nation remains fully compliant with the relevant legislative and funding framework
- Processes are adapted appropriately for England or Wales while maintaining consistent inclusive principles



- Staff are aware of the different requirements, terminology and evidence expectations depending on the employing entity and funding stream

ETG remains committed to inclusive practice, early identification and the provision of reasonable adjustments for all learners, regardless of location.

7. Strategic Aims

ETG aims to:

- Identify SEND/ALN needs as early as possible
- Embed inclusive practice across all provision
- Provide personalised, learner-centred support
- Close achievement gaps for learners with SEND/ALN
- Work collaboratively with employers and external agencies
- Promote independence and progression

8. Identification and Early Assessment

8.1 Pre-Enrolment

- Learners disclose SEND/ ALN at application/enrolment stage
- EHCPs and additional needs shared with the SEND/ALN team
- Suitability of programme and workplace assessed

8.2 Induction and Initial Assessment

- Initial assessments completed
- Observations and learner discussions conducted
- Review of prior reports and educational history

8.3 Early Support Decision

Following assessment:

- Decision made on ALS/ALN requirement
- Support strategies identified
- Specialist referrals considered where required
- ALS Plan or SEND/ALN record created

9. Graduated Approach (Assess – Plan – Do – Review)

ETG applies a graduated approach; however, the process differs by organisation:

- Haddon Training (England): Uses the formal Assess – Plan – Do – Review cycle in line with SEND Code of Practice and apprenticeship funding requirements.
- Educ8 and Aspire2Be (Wales): Apply a person-centred ALN approach, using initial assessment (e.g. WEST), ILPs, ongoing progress reviews, and outcome-focused support rather than a formal graduated cycle model.

ETG applies the following principles across all provision:

Assess

Learner needs identified and reviewed using multiple methods.



Plan

Support is agreed collaboratively between learner, staff and employer.

Do

Staff implement reasonable adjustments within teaching and assessment.

Review

Progress and effectiveness of support are reviewed regularly, including monthly ALS reviews.

10. Additional Learning Support (ALS)

10.1 Purpose

To provide structured, individualised support aligned with funding requirements.

10.2 Process

- Initial SEND/ALS discussion
- Completion of ALS Plan
- Approval and activation of support
- Monthly reviews evidencing impact

10.3 Types of Need Supported

- Neurodiversity (e.g., dyslexia, ADHD, autism)
- Mental health conditions
- Physical or sensory impairments
- Medical conditions
- Short-term barriers (e.g., injury, bereavement)

11. Education, Health and Care Plan (EHCP)

For learners with EHCPs:

- Plans reviewed prior to enrolment
- 'Need to Know' meetings conducted
- Ongoing liaison with Local Authorities
- Regular reviews including 42-day and 4-month check-ins
- Annual review contributions completed

12. Access Arrangements and Reasonable Adjustments

ETG ensures:

- Adjustments reflect the learner's normal way of working
- Fair access to assessment without lowering standards
- Compliance with awarding organisation and JCQ requirements

Examples include:

- Extra time
- Readers/scribes



- Modified materials

13. Roles and Responsibilities

13.1 Board of Directors

- Ensure compliance with legislation
- Approve and review policy

13.2 Senior Management Team

- Monitor SEND performance and strategy
- Ensure effective implementation

13.3 Managers

- Ensure staff compliance and training
- Monitor quality of support

13.4 Inclusion/SEND/ALN Team

- Provide specialist guidance
- Review ALS plans and EHCP processes
- Liaise with external agencies

13.5 Trainer Coaches / Tutors

- Identify learner needs
- Implement adjustments
- Record and review support

13.6 Learners

- Engage with support
- Communicate needs and concerns

14. Implementation

ETG will:

- Train staff in SEND/ALN and inclusive practice
- Embed SEND/ALN into teaching and learning
- Monitor support through quality assurance processes

15. Communication

- Policy available via internal systems
- Shared with staff at induction
- Communicated to learners and employers at programme start
- Available in accessible formats on request

16. Complaints

- All SEND/ALN-related concerns handled via the Complaints Policy



- Concerns addressed promptly and sensitively
- Safeguarding issues escalated appropriately

17. Monitoring and Review

ETG will monitor:

- Participation and achievement of SEND/ALN learners
- Effectiveness of ALS support
- Learner feedback and outcomes

This policy will be reviewed annually or in line with regulatory changes.

18. Confidentiality and Data Protection

All SEND/ALN-related data will be:

- Stored securely
- Shared on a need-to-know basis
- Managed in line with GDPR