

PACE Northwest – Learner Support including SEND Policy

Approved by: Board of Directors

Policy owner: Director of Quality & Learner Support

Effective date: 29 August 2025

Next review due: Annually (or sooner if guidance/law changes)

1. Purpose

PACE Northwest is committed to ensuring that all learners, including those with special educational needs and disabilities (SEND), learning difficulties, mental health conditions or other barriers, are given equal opportunity to access, participate in, and succeed in learning.

This policy sets out our responsibilities, support framework and procedures, ensuring compliance with UK legislation and funding requirements.

2. Scope

This policy applies to:

- All learners and apprentices at PACE Northwest.
- All staff, contractors and partners who support learner engagement, teaching, assessment, welfare and progression.
- All activities, whether on-site, online, in the workplace or on external visits/placements.

3. Legal and regulatory framework

PACE Northwest complies with:

- **Equality Act 2010** (including the Public Sector Equality Duty).
- **Children and Families Act 2014** and **SEND Code of Practice (0–25 years)**.

- **Education Act 1996** (Part IV).
- **Apprenticeships, Skills, Children and Learning Act 2009**.
- **Education Inspection Framework (Ofsted)**.
- **ESFA funding rules** for apprenticeships/adult skills (learning support, reasonable adjustments, initial assessment).
- **Keeping Children Safe in Education (KCSIE) 2025** and the **Prevent duty** (Counter-Terrorism and Security Act 2015).
- **UK GDPR and Data Protection Act 2018** (confidentiality of learner data).

4. Policy statement

PACE Northwest will:

- Identify and remove barriers to learning, participation and achievement.
- Provide **reasonable adjustments** and additional support tailored to individual needs.
- Treat learners with dignity and respect, promoting independence and self-advocacy.
- Work in partnership with learners, parents/carers (where appropriate), employers, local authorities and external agencies.
- Train staff to understand and respond effectively to a diverse range of learning needs.

5. Responsibilities

- **Board of Directors:** overall accountability for inclusion and SEND provision.
- **Director of Quality & Learner Support (Policy Owner):** ensures compliance, monitors effectiveness, reports annually to the Board.
- **SEND Coordinator (SENCO equivalent):** oversees SEND identification, support planning, review, staff training, and liaison with external agencies.
- **Tutors/Assessors:** carry out initial assessment, embed inclusive teaching strategies, refer learners for additional support, review progress.
- **Support staff:** deliver targeted interventions (e.g., learning support assistants, mentors, wellbeing staff).
- **All staff:** promote inclusive practice and challenge discrimination.
- **Learners:** engage with support, share relevant information, participate in reviews.

6. Identification of support needs

- **Pre-enrolment:** impartial IAG and initial assessment of English, maths, prior learning, learning support needs.
- **On programme:** tutors monitor progress and wellbeing, referring concerns promptly.

- **Self-referral:** learners can request support at any time by contacting staff or emailing becs@pace-com.org.
- **Employer referral:** apprenticeship employers may highlight support needs.

7. Support available

PACE Northwest provides a range of support tailored to individual need, including:

- Additional learning support for literacy, numeracy and digital skills.
- Specialist support for learners with dyslexia, dyspraxia, ADHD, autism spectrum condition, sensory impairments or physical disabilities.
- Mental health and wellbeing support, including signposting to external agencies.
- Assistive technology, adapted learning materials and accessible formats.
- Exam access arrangements and reasonable adjustments (in line with awarding body rules).
- In-class support from trained staff where appropriate.
- Flexible delivery models and assessment arrangements where feasible.

8. Funding and reasonable adjustments

- Where eligible, PACE Northwest will claim **Learning Support funding** in line with ESFA rules to provide adjustments and interventions.
- Reasonable adjustments will be made to ensure learners are not placed at a substantial disadvantage, balanced against health and safety, competence standards and available resources.

9. Review and monitoring

- Individual support plans created and reviewed regularly with learners (and parents/carers/employers where appropriate).
- Progress tracked through reviews and learner records.
- Outcomes monitored for equality (e.g., achievement gaps closed for SEND learners).
- Annual SEND report shared with the Board.

10. Staff training and development

- All staff receive induction and refresher training on EDI, safeguarding, SEND awareness and inclusive teaching strategies.

- Specialist CPD offered to staff working directly with SEND learners.

11. Safeguarding and confidentiality

- Safeguarding concerns identified during SEND support will be referred immediately to the Designated Safeguarding Lead.
- Personal data processed in line with UK GDPR and kept confidential unless disclosure is required by law or safeguarding duties.

12. Complaints

Learners or parents/carers who feel their support needs have not been met should follow the **Complaints Procedure**. Concerns can be raised initially by contacting **becs@pace-com.org**.

13. Related policies and procedures

- Equality, Diversity & Inclusion Policy
- Safeguarding & Prevent Policy
- Health, Safety & Welfare Policy
- Complaints Procedure
- Data Protection Policy
- CEIAG Strategy & Policy

Contact for learner support and SEND enquiries: becs@pace-com.org

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