

Issue Date: *August 2026*

Review Date: *August 2027*

Lead Officer: *Roxy Durran (Quality and Compliance Manager)*

Special Educational Needs and Disabilities (SEND) and Additional Learning Support (ALS) Policy

1. Purpose of this Policy

TOAST and Cornwall Neighbourhoods for Change (CN4C) are committed to providing an inclusive, accessible and person-centred learning environment where every learner has the opportunity to achieve their full potential.

We recognise that some learners have Special Educational Needs and Disabilities (SEND), while others may require Additional Learning Support (ALS) at different stages of their learning journey. We are committed to identifying these needs at the earliest opportunity and providing appropriate, high-quality support, reasonable adjustments and personalised interventions to enable learners to participate fully, develop independence and achieve their individual goals.

This policy outlines how TOAST identifies, plans, delivers, monitors and reviews SEND provision and Additional Learning Support to ensure that learners receive effective, equitable and person-centred support throughout their programme.

2. Links to Other Policies

This policy should be read alongside the following:

- Admissions and Suitability Policy
- Learner Induction Policy
- Learner Progress and Review Policy
- Attendance and Engagement Policy
- Assessment Policy
- Equality, Diversity and Inclusion Policy
- Safeguarding Policy
- Health and Safety Policy
- Education, Health and Care Plan (EHCP) Review and Outcomes Policy
- Data Protection and Confidentiality Policy
- Positive Behaviour Support Policy (where applicable)

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3. Associated Procedures

The following procedures support this policy:

- Initial Assessment Procedure
- Additional Learning Support Referral Procedure
- Individual Learning Plan (ILP) Procedure
- Risk Assessment Procedure
- Progress Review Procedure
- Safeguarding Procedures
- Multi-Agency Working Procedure
- Reasonable Adjustments Procedure

4. Principles of SEND and Additional Learning Support

TOAST believes that SEND and Additional Learning Support should:

- Be person-centred.
- Promote independence wherever possible.
- Be based on individual strengths, aspirations and outcomes.
- Enable learners to participate fully in all aspects of learning.
- Be flexible and responsive to changing needs.
- Encourage learner choice and decision-making.
- Respect dignity, privacy and individuality.
- Promote equality, inclusion and accessibility.

Support should empower learners to develop confidence, resilience and independence rather than create unnecessary dependence.

5. Identifying SEND and Additional Learning Support Needs

SEND and Additional Learning Support needs may be identified through:

- The application and admissions process.
- Initial assessments.
- Education, Health and Care Plans (EHCPs).
- Previous educational records.
- Medical information.

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- Discussions with learners and their parents or carers where appropriate.
- Referrals from professionals.
- Ongoing observations by staff.
- Learner progress reviews.
- Self-disclosure by the learner.

Support needs may change over time and will therefore be reviewed regularly throughout the learner's programme.

6. Types of SEND and Additional Learning Support

Support may include, but is not limited to:

- One to one support.
- Small group support.
- Communication support.
- Literacy and numeracy support.
- Assistive technology.
- Alternative and Augmentative Communication (AAC).
- Personal organisation strategies.
- Positive behaviour support.
- Emotional wellbeing support.
- Sensory support.
- Mobility support.
- Access arrangements and reasonable adjustments.
- Support with employability and independent living skills.

Support will always be tailored to individual learner needs, aspirations and intended outcomes.

7. Planning SEND and Additional Learning Support

Support arrangements will be planned in collaboration with:

- The learner.
- Parents or carers where appropriate.
- Tutors.
- Learning Support Practitioners.
- External professionals where required.

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Support plans may include:

- Identified needs and barriers.
- Agreed outcomes.
- Support strategies.
- Reasonable adjustments.
- Communication preferences.
- Review dates.
- Responsibilities of staff.

Where appropriate, support plans will reflect the outcomes identified within an Education, Health and Care Plan (EHCP).

8. Delivering SEND and Additional Learning Support

Support should enable learners to participate actively within teaching and learning while promoting independence.

Staff delivering support will:

- Understand the learner's individual needs.
- Follow agreed support plans.
- Use appropriate communication methods.
- Encourage active participation.
- Promote confidence and independence.
- Record relevant observations.
- Raise concerns promptly where additional or different support may be required.

Support will remain flexible and responsive to changing learner needs.

9. Monitoring and Reviewing SEND and Additional Learning Support

Support will be reviewed regularly to ensure it remains effective and continues to meet the learner's needs.

Reviews will consider:

- Learner progress.
- Achievement of agreed outcomes.

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- Learner feedback.
- Tutor feedback.
- Attendance and engagement.
- Effectiveness of support strategies.
- Changes in learner needs.

Support arrangements will be amended where necessary following review.



10. Reasonable Adjustments

TOAST is committed to making reasonable adjustments to remove barriers to learning wherever possible.

Adjustments may include:

- Accessible learning materials.
- Modified teaching approaches.
- Additional assessment time where permitted.
- Assistive technology.
- Alternative communication methods.
- Environmental adaptations.
- Flexible methods of learning and assessment.

Reasonable adjustments will be determined on an individual basis and, where applicable, in accordance with awarding organisation requirements.

11. Working with Other Professionals

Where appropriate, TOAST and CN4C will work collaboratively with:

- Parents and carers.
- Local Authorities.
- Health professionals.
- Social Care.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- Educational Psychologists.
- Supported Employment providers.
- Other relevant agencies.

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Information sharing will always be undertaken in accordance with UK GDPR, safeguarding legislation and organisational policies.



12. Learner Responsibilities

Learners are encouraged to:

- Engage positively with agreed support.
- Attend learning sessions regularly.
- Communicate concerns or changes in need.
- Work towards agreed learning outcomes.
- Respect staff and fellow learners.
- Participate in reviews wherever possible.

13. Staff Responsibilities

All staff have a responsibility to:

- Promote inclusive practice.
- Deliver person-centred support.
- Identify emerging SEND or Additional Learning Support needs.
- Record concerns accurately and promptly.
- Maintain confidentiality.
- Attend relevant training.
- Work collaboratively with colleagues and partner agencies.
- Promote learner independence.

14. Quality Assurance

The effectiveness of SEND and Additional Learning Support will be monitored through:

- Learner progress reviews.
- Observation of teaching, learning and support.
- Learner and parent/carer feedback.
- Internal Quality Assurance (IQA).
- Standardisation activities.
- File audits.
- Manager observations.

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- Compliance with awarding organisation requirements where applicable.
- End-of-course sampling of learner portfolios and assessment decisions prior to certification.
- External Quality Assurance (EQA) sampling by the relevant awarding organisation, where learner evidence, assessment decisions and internal quality assurance processes are reviewed to ensure compliance with awarding organisation standards and national requirements.

Findings from Internal Quality Assurance (IQA) and External Quality Assurance (EQA) activities will inform continuous improvement, staff development and the ongoing enhancement of SEND and Additional Learning Support across TOAST and Cornwall Neighbourhoods for Change (CN4C).

15. Equality and Inclusion

TOAST and CN4C are committed to ensuring SEND and Additional Learning Support are delivered fairly and without discrimination.

No learner will be disadvantaged because of disability, age, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership.

Support will always promote dignity, respect, inclusion, equality of opportunity and learner choice.

16. Confidentiality

Information relating to learners and their SEND or Additional Learning Support needs will be managed confidentially in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and organisational policies.

Information will only be shared where there is a legitimate professional need to know or where safeguarding or legal responsibilities require disclosure.

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17. Monitoring and Review of this Policy

This policy will be reviewed annually, or sooner where required due to:

- Changes in legislation or statutory guidance.
- Updates to the SEND Code of Practice.
- Changes to awarding organisation requirements.
- Outcomes from Internal or External Quality Assurance activities.
- Inspection findings or recommendations.
- Organisational changes.
- Identified areas for improvement.

Any amendments will be approved by the Leadership Team and communicated to all relevant staff.