Special Educational Needs and Disabilities (SEND) Policy

(including Reasonable Adjustments and Special Considerations)

POLICY APPROVAL

Approval Required	Indicate with a tick (✓)		**Annual Review Required**	Indicate with a tick (✓)	
	Yes ✓	No		Yes ✓	No
Approval Panel	Loren Janes				
Approved by	Name: Loren Janes		Signature:	Date: September 25	
Policy Review Date	September 26				

Policy Statement. Future Changing Ltd – Our Commitment to SEND Learners

Future Changing Ltd is committed to ensuring that all learners, including those with Special Educational Needs and Disabilities (SEND) and those with Education, Health and Care Plans (EHCPs), have equal access to high-quality learning, training and assessment.

We will:

- Identify and support learners with SEND as early as possible.
- Work in partnership with learners, parents/carers and external professionals to plan and review support.
- Remove barriers to learning through inclusive teaching and reasonable adjustments, without compromising assessment standards.
- Apply reasonable adjustments and special considerations fairly, in line with the Equality Act 2010, Ofqual regulations and awarding body requirements.
- Safeguard SEND learners, recognising their additional vulnerabilities under Keeping Children Safe in Education (KCSIE 2025).
- Promote equality, diversity and inclusion so that all learners feel valued, respected and able to achieve.

This policy is underpinned by the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice (2015, updated 2020)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE 2025)
- Ofqual and awarding organisation requirements
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Future Changing Ltd reviews this policy annually to ensure it remains compliant and effective.

Scope

Future Changing Ltd is a privately owned training provider operating primarily within the construction industry. We are committed to ensuring that all learners, including those with Special Educational Needs and Disabilities (SEND) and those with Education, Health and Care Plans (EHCPs), have equal access to high-quality education, training, and assessment opportunities.

This policy is written with regard to the following statutory frameworks and guidance:

Children and Families Act 2014 – establishes the duty on education providers to identify and secure support for learners with SEND, introduces EHCPs, and gives parents/learners the right to request assessments.

SEND Code of Practice (2015, updated 2020) – statutory guidance outlining the “graduated approach” (assess, plan, do, review), the importance of early identification, and person-centred planning.

Equality Act 2010 – places a duty on providers to make reasonable adjustments, prohibits discrimination, harassment and victimisation of learners with SEND, and requires anticipatory action to improve accessibility.

Keeping Children Safe in Education (KCSIE) 2025 – highlights that learners with SEND are more vulnerable to safeguarding risks and requires staff to take extra care in identifying potential concerns.

Ofqual and Awarding Organisation Regulations – require fair and equal access to assessments without lowering standards or altering pass criteria; reasonable adjustments must be applied appropriately and approved by awarding authorities.

By aligning our practice with these frameworks, Future Changing Ltd ensures that all learners are supported to achieve their potential in an inclusive, safe and fair learning environment.

Aims and Objectives

The objectives of this policy are to:

- Ensure all learners with SEND and/or EHCPs have their needs identified and met as early as possible.
- Remove barriers to learning and assessment through reasonable adjustments and inclusive teaching.
- Safeguard SEND learners, recognising their additional vulnerabilities.
- Comply with statutory duties under the Children and Families Act, the SEND Code of Practice, Equality Act, KCSIE and Ofqual regulations.
- Ensure that staff, parents/carers, and learners are fully involved in planning and reviewing provision.
- Promote equality of opportunity, fostering an environment of respect, diversity and inclusion.

Identification and Assessment of SEND

Future Changing Ltd follows the graduated approach set out in the SEND Code of Practice:

1. **Assess** – Staff identify where a learner may have additional needs through observation, disclosure, or assessment. Evidence is gathered from medical or specialist reports where appropriate.
2. **Plan** – A support plan is agreed in consultation with the learner and, where applicable, parents/carers. Where the needs are significant or complex, referral for an EHCP assessment will be supported.
3. **Do** – Reasonable adjustments are implemented during teaching, training, and assessment.
4. **Review** – Support is regularly reviewed, with learner and parent/carer feedback considered.

SEND may include difficulties in areas such as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Provision and Support

Future Changing Ltd ensures that learners with SEND and those with EHCPs receive the right level of support to access their programme of study. This includes:

- Differentiated teaching and learning strategies.
- Access to specialist equipment, resources, and assistive technology.
- Additional learning support where appropriate.
- Collaboration with external professionals and agencies to deliver multi-disciplinary support.
- All support is provided without compromising the integrity of the qualification or assessment.

Reasonable Adjustments

In line with the Equality Act 2010 and Ofqual requirements, Future Changing Ltd and awarding organisations will apply reasonable adjustments to ensure learners with SEND are not disadvantaged in their learning or assessment.

Circumstances for Reasonable Adjustments

Learners with a long-term physical, sensory or mental impairment which has a substantial effect on daily activities.

Learners with a temporary physical, sensory or mental impairment (e.g. injury, illness).

Evidence Required

Supporting evidence may include medical reports from doctors, psychiatrists, educational psychologists, specialist teachers, or funding agencies.

Types of Reasonable Adjustments

- Extra time in assessments
- Supervised rest breaks
- Use of readers, scribes, or word processors
- Modified papers (enlarged print, coloured paper, braille)
- Assistive technology or other agreed adjustments

This list is not exhaustive should additional suitable adjustments be identified, these will be considered on an individual basis in line with external regulations and legislation.

Application Procedure – CITB Testing

1. Learners complete a Reasonable Adjustment Request Form with supporting evidence.
2. Centres assess the request and forward it to the awarding authority before entry deadlines.

3. Adjustments are only applied once written approval is granted.
4. Future Changing retains copies for audit purposes.

Special Consideration

Special consideration may be applied after an assessment if unforeseen circumstances outside a learner's control may have affected performance. Examples include illness, bereavement, evacuation of a venue, or significant disturbance.

- Requests must be made in writing with supporting evidence (e.g. doctor's letter, invigilator's report).
- Future Changing applies to awarding authorities within their specified timescales.
- Learners may be advised to postpone assessments if fair adjustments cannot be made.

Review and Appeals – CITB Testing

Learners have the right to request a review or appeal if a reasonable adjustment or special consideration request is declined:

Stage 1 Review – conducted by the Head of the Awarding Authority.

Stage 2 Appeal – independent review by the Assessment Quality Board (AQB). A fee may apply, refunded if the appeal succeeds.

Roles and Responsibilities

Senior Management – ensure compliance with legislation and oversee SEND provision.

SENDCo/Designated Officer – coordinates SEND support, liaises with awarding bodies, and ensures appropriate adjustments are applied.

Tutors and Assessors – implement inclusive teaching practices, monitor learner progress, and raise concerns.

Learners and Parents/Carers – contribute to planning and reviewing support arrangements.

Awarding Organisations – approve reasonable adjustments and ensure assessment standards are maintained.

External Contacts and Referral Agencies

Future Changing Ltd recognises that supporting learners with SEND, including those with EHCPs, often requires a multi-agency approach. We work closely with external partners to ensure learners receive appropriate support and that statutory duties are met.

Local Authority (SEND Services)

- Assess requests for an Education, Health and Care (EHC) needs assessment.
- Issue and review EHCPs in line with the Children and Families Act 2014.

- Provide advice, guidance and support services to learners, parents/carers and providers.
- Ensure appropriate funding is allocated for learners with EHCPs.

Health and Social Care Services

- Provide medical or therapeutic support (e.g. speech and language therapy, occupational therapy, mental health services).
- Share professional reports or recommendations to inform reasonable adjustments and SEND provision.
- Contribute to multi-agency planning for learners with complex needs.

Awarding Organisations and Ofqual-Regulated Bodies

- Approve applications for reasonable adjustments in assessments.
- Ensure that any adjustments comply with assessment regulations and do not undermine qualification standards.
- Provide clear guidance to centres and candidates on the evidence required for adjustments or special consideration.

Safeguarding Agencies (including Local Safeguarding Partnerships, Children's Social Care, Police, and Prevent Duty teams)

- Respond to safeguarding referrals where learners with SEND are identified as being at risk of harm.
- Work with Future Changing Ltd to protect learners who may be vulnerable due to their SEND, disability, or other factors.
- Provide specialist input where learners are at risk of radicalisation, exploitation, or abuse.

Parents, Carers, and Families

- Share relevant information about the learner's needs and work in partnership with Future Changing Ltd.
- Contribute to planning and reviewing support, ensuring a person-centred approach.
- Engage with external services when referrals are made.

Safeguarding Considerations

Future Changing Ltd recognises that learners with SEND may be more vulnerable to safeguarding risks, including neglect, abuse, bullying, online exploitation, and radicalisation. In line with KCSIE 2025, staff are trained to take extra care in recognising signs of abuse or exploitation in learners with SEND, as communication barriers or behavioural differences may make concerns harder to identify.

Any safeguarding concerns will be managed under the Safeguarding and Child Protection Policy, with SEND needs considered throughout.

Monitoring and Review

This policy will be reviewed annually to ensure it reflects:

- Updates to statutory duties and legislation.
- Changes in Ofqual and awarding organisation requirements.
- Good practice in SEND support and inclusion.
- Learners, staff and parents/carers will be consulted during reviews to ensure the policy remains effective and relevant.

Queries, Comments and Complaints

Future Changing Ltd is committed to working in partnership with learners, parents/carers, staff, awarding organisations and external agencies to ensure that the needs of learners with SEND are identified and met effectively.

Queries or General Comments

Learners, parents/carers or staff may raise queries or provide feedback about SEND provision by contacting the Centre Manager Loren Janes (loren@changefurtures.co.uk) in the first instance.

Feedback is welcomed to support continuous improvement of our SEND provision and policy.

Complaints about SEND Provision

If a learner, parent/carer or external partner feels that Future Changing Ltd has not met its duties under this policy or relevant legislation (Children and Families Act 2014, SEND Code of Practice, Equality Act 2010), they should follow the stages of the Complaints Policy.

Stage 1 – Informal resolution through discussion with the tutor.

Stage 2 – Formal written complaint to the Senior Leadership Team, who will investigate and respond within 10 working days.

Stage 3 – Escalation to the Futures Changing Governance Board if the complainant is not satisfied with the Stage 2 response.

Appeals on Reasonable Adjustments and Special Consideration

Learners have the right to request a review or appeal of decisions made in relation to assessment arrangements. This process is outlined in Section 7 of this policy.

If the issue remains unresolved, learners may escalate to the awarding organisation, in line with their procedures.

External Escalation

If a complainant remains dissatisfied after exhausting Future Changing Ltd.'s complaints process, they may escalate concerns to:

- The relevant Awarding Organisation (for matters relating to assessment, reasonable adjustments or special consideration).
- Ofqual (for matters relating to qualification regulation).
- The Education and Skills Funding Agency (ESFA) (for government-funded provision).
- The Local Authority SEND team (for EHCP-related concerns).
- Their referral partner.

Future Changing Ltd is committed to ensuring that all concerns, queries and complaints are handled sensitively, fairly, and promptly, with the learner's best interests at the centre of all actions.