

Additional Learning Support (ALS) and SEND Policy for Learners and Participants

Policy Statement

Social Enterprise Kent CIC (SEK) is committed to creating inclusive, accessible and supportive learning environments where all learners and participants are able to participate, progress and achieve their potential.

We recognise that individuals may have different learning, wellbeing, health or accessibility needs and we are committed to identifying and reducing barriers to participation wherever possible.

SEK promotes equality of opportunity and inclusive practice across all programmes, services and activities. We aim to ensure that learners and participants feel respected, supported and included throughout their learning journey.

Purpose

This policy explains:

- how learners and participants can disclose support needs,
- how SEK identifies and responds to additional learning support needs,
- the support and reasonable adjustments available,
- and SEK's commitment to inclusive learning and participation.

Who This Policy Applies to

This policy applies to all learners and participants attending SEK programmes, training, employability activities and support services, including:

- face-to-face sessions,
- online learning,
- workshops,
- outreach activities,
- coaching and mentoring,
- and employer-related activities where applicable.

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Our Commitment to Inclusion

SEK is committed to:

- promoting inclusive learning environments,
- removing barriers to participation,
- treating individuals fairly and respectfully,
- supporting positive wellbeing,
- providing reasonable adjustments where appropriate,
- and embedding equality, diversity and inclusion into programme delivery.

We recognise that learners and participants may require support for a variety of reasons, including:

- learning difficulties,
- disabilities,
- neurodiversity,
- physical or sensory impairments,
- mental health or wellbeing needs,
- medical conditions,
- English or communication needs,
- caring responsibilities,
- care experience,
- or personal circumstances affecting participation.

Disclosing Support Needs

Learners and participants are encouraged to tell SEK about any support needs, disabilities, health conditions or circumstances that may affect their participation or learning experience.

Support needs may be discussed:

- during enrolment,
- at induction,
- during initial assessment,
- with tutors or programme staff,
- or at any point during the programme.

Disclosure is voluntary, and information will be handled sensitively and confidentially in line with data protection and safeguarding procedures.

We encourage early disclosure so that support can be explored and arranged where possible.

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Support Needs

SEK may identify additional support needs through:

- enrolment or application information,
- initial assessment activities,
- learner discussions,
- tutor observations,
- progress reviews,
- wellbeing conversations,
- or learner self-referral.

Support needs can change over time, and learners and participants are encouraged to discuss any emerging needs or concerns.

Reasonable Adjustments

SEK will consider reasonable adjustments to help learners and participants access and participate in programmes safely and effectively.

Examples may include:

- adapted learning materials,
- flexible approaches to participation,
- assistive technology,
- additional tutor support,
- wellbeing support,
- accessibility arrangements,
- additional time for activities where appropriate,
- adjusted teaching methods,
- or support with online learning.

Adjustments will be considered on an individual basis and may depend on programme requirements and available resources.

Inclusive Teaching and Learning

SEK is committed to inclusive teaching and learning practices.

Staff are encouraged to:

- use inclusive and accessible communication,
- provide clear instructions and learning materials,
- promote respectful and supportive learning environments,
- adapt approaches where appropriate,
- encourage participation from all learners,
- and recognise different learning styles and needs.

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We aim to create environments where learners and participants feel safe, confident and able to contribute.

Referral and Support Process

Where additional support needs are identified, SEK may:

- discuss appropriate support arrangements,
- agree reasonable adjustments,
- refer internally to learner support staff,
- signpost external services or specialist organisations,
- or work collaboratively with employers or support agencies where appropriate and agreed.

Support arrangements will be reviewed periodically to ensure they remain appropriate and effective.

Confidentiality and Information Sharing

Information relating to support needs will be:

- handled sensitively,
- stored securely,
- and shared only where necessary and appropriate.

Information may be shared with relevant staff where this is required to support participation, wellbeing or safety.

In some circumstances, information may need to be shared in line with safeguarding or legal obligations.

Learner and Participant Responsibilities

Learners and participants are encouraged to:

- discuss support needs openly where comfortable to do so,
- engage with agreed support arrangements,
- communicate any changes affecting participation,
- and work collaboratively with SEK to support positive outcomes.

Monitoring and Continuous Improvement

SEK is committed to continuously improving inclusive practice and learner support.

We may:

- review learner feedback,
- monitor participation and outcomes,
- identify barriers to inclusion,
- and take action to improve accessibility and learner experience.

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Related Policies

This policy should be read alongside:

- Equality, Diversity, Inclusion and Belonging Policy
- Safeguarding and Prevent Policy
- Health, Safety and Wellbeing Policy
- Learner and Participant Charter
- Attendance and Participation Policy
- Privacy Notices

Policy Review

This policy will be reviewed regularly to ensure it remains effective, inclusive and aligned with legislation and good practice

Signed:



Rebecca Smith (Chief Executive Officer)

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