



Special Educational Needs and Disability Policy

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Summary of Changes

Version	Review date	Comments
1	28/01/2026	This Policy supersedes the ALN Policy. Includes the current SEND Code of Practice as of January 2026.

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1. Purpose

This policy sets out Runway Training's commitment to fulfilling our statutory duties to learners, apprentices and staff with Special Educational Needs and Disabilities (SEND), and to providing an inclusive, accessible and safe learning and working environment where everyone with SEND can thrive.

At Runway Training, we take our responsibilities seriously and are committed to making reasonable adjustments to ensure that learners and apprentices with SEND have access to the education, facilities, services and other benefits provided, as far as considered reasonable, on the same basis as those without SEND. We are also committed to making reasonable adjustments for staff with SEND, ensuring they have access to facilities, services, and other benefits provided, as far as considered reasonable, on the same basis as colleagues without SEND. Runway Training prides itself on its equality, diversity and inclusion values and will make every effort to meet the individual needs of all learners, apprentices and staff.

This policy aims to encourage all learners, apprentices and staff to become confident, resilient individuals who can make successful transitions and progress to positive and meaningful destinations, including employment, further or higher education, or training, and to enable all staff to fully participate in their role with Runway Training. It embeds awareness of the support and reasonable adjustments available at Runway Training for those designated as having SEND, whether or not they are diagnosed.

We are committed to:

- A culture of high expectations that expects those working with individuals with SEND to enable them to develop, learn, participate, work, and achieve the best possible outcomes.
- Ensuring ongoing training is in place for all staff to ensure that the duty of care owed to SEND learners, apprentices and colleagues is met to the highest standards.
- Foster a creative and caring learning environment that empowers all learners, apprentices and staff to achieve their greatest potential. We aim to support every individual by identifying needs, providing appropriate support, and removing barriers to learning and/or work, thereby enabling them to reach their potential.
- Eliminate unfair and inappropriate recruitment and selection practices.
- Promote equal opportunities for individuals with SEND, including those with an assessment or diagnosis and those without, but who clearly have needs.
- Promote positive relationships between individuals and ensure understanding of the diverse needs of individuals and groups.
- Recognising everyone's strengths, talents, and needs; nurturing potential; maximising opportunities; and actively promoting tolerance and respect for all.
- Recognise that everyone has a right to equal opportunities, regardless of their needs or abilities.
- Ensure reasonable adjustments are made to enable the individual to achieve their full potential without disadvantage.

2. Scope

This policy applies to all members of Runway Training, including staff, learners, apprentices, governors, and visitors. It also covers individuals who use our services or are employed through agencies, contractors, or subcontractors.

- Staff, learners, and apprentices working or studying on premises not owned by Runway Training will remain subject to the policy.
- Breaches of this policy will be treated seriously and may result in disciplinary action.

Runway Training has a statutory duty under the Children and Family Act 2014, and in the SEND Code of Practice 0-25 years 2014, which was updated in January 2015. This SEND Code of Practice applies to

children and young people with Special Educational Needs and Disabilities (SEND) under 25 years of age and provides guidance on the statutory duties that apply to educational settings, including Further Education, to identify, assess and provide support for young people with SEND.

The Quality team will oversee the quality of support for learners and apprentices with SEND, and the Head of HR will oversee support for all staff. Under the SEND Code of Practice, the legislation covers young people aged 0-25. Runway Training has also included within the policy all adults funded under Further Education (FE), including apprentices and all learners regardless of age or programme of learning, as the Equality Act and Public Sector duty widen the scope to cover all disabled people.

3. Policy Statement

Runway Training aims to:

- Ensure the involvement of learners, apprentices, staff and other stakeholders in decision-making.
- Identify the needs of learners, apprentices and staff early to ensure early intervention to support them.
- Ensure equal access, fair treatment and suitable provision, regardless of needs.
- Focus on inclusive practice and removing barriers to learning and work.
- Ensure collaboration between education, health and social care services to provide effective support that leads to success for individuals.
- Provide a high-quality provision to meet the needs of all learners and apprentices.
- Ensure greater choice and control for learners, apprentices and staff over their support.
- Incorporate SEND needs into curriculum planning, teaching and learning.
- Provide high-quality services tailored to meet a broad range of community needs and regularly review them by gathering feedback from existing and prospective learners, apprentices and staff to ensure that we do not disadvantage learners, apprentices or staff now or in the future.
- Runway Training will address any complaints and engage with and actively listen to people using our services or working within our services by regularly seeking feedback through various methods, including meetings with members of different communities.
- Ensure that, where possible, all services and buildings are accessible.

4. Definitions *(if required)*

Definition of disability under the Equality Act 2010 and within the SEND Code of Practice:

Learners and apprentices have special educational needs if they have a learning difficulty or disability that requires special educational provision. In addition, a learner or apprentice has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in post-16 institutions.
- have a disability or health condition, which requires special educational provision to be made. A learner or apprentice is disabled under the Equality Act if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' is defined as more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task like getting dressed. 'Long term' means 12 months or more, e.g. a breathing condition that develops because of a lung infection.

A person has a disability and/or medical need if they have:

- Any physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments such as those

affecting sight or hearing, and long-term medical conditions such as asthma, diabetes, epilepsy and cancer (Equality Act).

A learner or apprentice does not have a learning difficulty or disability solely because the language (or form of language) in which they will be taught is different from a language (or form of language) which is or has been spoken at home.

Runway Training uses the full range of definitions relating to learners and apprentices with additional or special educational needs, as per the SEND Code of Practice. Broadly, these include:

- **Communication and Interaction:** relating to learners with speech, language and communication needs (SLCN) and learners with ASC (Autism Spectrum Condition), including Asperger's Syndrome and Autism. **Cognition and Learning:** support may be required if an individual's learning occurs at a slower rate than their peers, due to a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) that affect one or more aspects of learning also fall within this area and include dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health Difficulties (SEMH):** learners and apprentices may exhibit behaviours that reflect underlying mental health difficulties, such as anxiety or depression. Others may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical Needs:** learners with vision impairment (VI), hearing impairment (HI), or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some learners with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Rights of Disabled People

Runway Training values people with disabilities and prioritises their needs. As an employer, Runway Training welcomes and supports the Disability Confident scheme and makes every effort to ensure that people with disabilities who apply for jobs receive full and proper consideration, that reasonable adjustments are implemented to enable them to perform their roles, and that learners' and apprentices' needs are fully understood and agreed, with appropriate support offered to enable them to succeed.

Under the terms of this policy, Runway Training will:

- Make reasonable adjustments to support an employee who becomes disabled, such as providing training or special equipment.
- Give full and proper consideration to disabled people applying for jobs, considering making reasonable adjustments for their aptitudes and abilities to enable them to perform the role.
- Ensure that Runway Training's learners, apprentices, and staff with an identified disability or additional learning needs receive reasonable adjustments and appropriate support from Runway Training and its partners throughout their programme of learning or employment with Runway Training.

Reasonable adjustments

The duty to make reasonable adjustments is an anticipatory duty. These are reasonable steps to avoid a substantial disadvantage where a provision, criterion or practice puts a learner, apprentice or member of staff with a difficulty or a disability at a substantial disadvantage. Making adjustments provides every individual with the opportunity to be fully involved in all aspects of their learning and/or working life with Runway Training.

Reasonable adjustments are changes Runway Training makes to remove or reduce a disadvantage related to someone's disability. For example:

- Adapting a curriculum where this can be done efficiently and in keeping with awarding organisation regulations (e.g. Certificate instead of a Diploma).
- Providing specialist support, for example, a sign language interpreter.
- Providing equipment, services or support, for example, giving one-to-one support to help someone prioritise their work.
- Adapting approaches to standard policy, for example in learner behaviour, where a special educational need identifies additional support measures to be in place. Reasonable adjustments are specific to an individual person. What is reasonable depends on each situation.

Each consideration must carefully identify if the adjustment:

- will remove or reduce the disadvantage – by having a discussion with the potential learner, apprentice, parent or local authority representative and not making assumptions.
- is practical to make.
- is affordable and/or reasonable within existing resources.
- could harm the health and safety of others (e.g. dangerous behaviours).

Roles and Responsibilities

Governors are responsible for:

- Supporting Runway Training to fulfil its statutory duties in supporting those with SEND
- Ensuring this policy is implemented fairly and consistently across the organisation
- Ensuring Runway Training's strategic plan commits to equality and inclusion for individuals with SEND
- Ensuring we meet all our legislative duties, including the general and specific duties under the Special Educational Needs and Disability Code of Practice 0-25 years (this is due to be updated in 2026)
- The Equality Act 2010, updated in 2025.
- Keeping Children Safe in Education 2025
- Monitoring equality and inclusion reporting through the Governors' structure in this area

The CEO and Senior Leadership Team are responsible for:

- Leading the promotion of an inclusive working and learning culture characterised by awareness, understanding and respect. Implementing the Equality Act 2010, including the general and specific duties, all subsequent legislation, and this Policy
- Ensuring SLT have suitable knowledge and training in SEND to support the implementation and embedding of this policy
- Evaluating SEND data for learners, apprentices and staff in relation to engagement, recruitment, participation, achievement, and satisfaction
- Ensuring sufficient resources are available to facilitate the effective implementation and maintenance of this policy
- Producing and publishing the annual Equality, Diversity & Inclusion report, including SEND data and information
- Ensuring the staff, learners and apprentices understand their responsibilities and are given appropriate support and training to enable them to carry out their duties and to ensure appropriate behaviour
- Ensure SEND data is integrated into our self-assessment reports
- Establishing Runway Training's SEND objectives

- Ensuring all Runway Training’s processes and practices (including recruitment, development and other personnel practices) promote fair and equal access and treatment for those with SEND
- Providing advice and support on SEND issues to our managers and staff
- Undertaking monitoring activities to ensure effective implementation of the policy
- Ensuring all staff, learners and apprentices receive appropriate training in equality and inclusion
- Setting and monitoring the SEND objectives
- Commissioning and prioritising relevant SEND training and development
- Ensuring they lead by example in treating all colleagues, learners and apprentices with dignity and respect, and in being fair and reasonable in their attitudes and behaviours. The Head of Quality and Safeguarding is responsible for leading the implementation of this SEND Policy.
- Providing advice, guidance, and support to stakeholders on the application of this policy
- Linking with appropriate health care bodies and agencies
- Overseeing the implementation of targets across the curriculum in line with a learner's, an apprentice's, or a staff member's Educational and Health Care Plan (EHCP) and providing regular updates as required
- Serving as the main point of contact for external agencies regarding Runway Training’s SEND provision

Managers are responsible for:

- The Head of Operations and Curriculum Manager are responsible for ensuring that reasonable adjustments are made in learner or apprentice management and in teaching and learning.
- The Head of Quality and Safeguarding, with support from the Head of HR, is responsible for training and CPD to develop staff knowledge and understanding of teaching, learning and assessment in relation to SEND
- Implementing Runway Training’s strategies for SEND learners, apprentices and staff
- Ensuring individuals with SEND are identified and coordinating the implementation of EHCP outcomes (where available) for those enrolling in or working for Runway Training
- Ensuring individuals with SEND are appropriately supported through reasonable adjustments according to need
- Ensuring resources are allocated appropriately
- Ensuring staff are suitably trained to meet the needs of all SEND learners, apprentices, and colleagues

All staff are responsible for:

- Contributing to self-assessment reporting on how SEND is promoted and embedded within their areas
- Attending and completing relevant training to understand the policy and its implications for their role and responsibilities
- Familiarising themselves with any relevant procedures and the SEND Code of Practice
- Adopting appropriate behaviour towards learners, apprentices, members of the public and other employees that promotes good practice in equal access and fair opportunities for all
- Reflecting policy requirements in their written communication and publications, both within and outside the organisation
- Developing schemes of work, lesson content and resources that recognise and promote the inclusion of SEND learners and apprentices
- Fully integrating and embedding SEND requirements within curriculum planning and teaching, learning and assessment
- Regularly reviewing the impact of SEND support and activities across individual subject areas and improving the opportunities identified in the scheme of work for those with SEND
- Ensuring that any learner or apprentice with a diagnosis during their time on the programme is supported and that their records are updated accordingly

- Monitoring progress to identify any learner or apprentice with SEND, ensuring this is recorded and appropriate support is provided
- Working collaboratively with the Head of Quality and Safeguarding or the HR Manager
- Identifying a potential SEND need or a potential need for exam access arrangements, the appropriate bodies are involved to ensure the correct support is in place for the learner or apprentice in preparation for their examination.
- Being highly adaptive in their teaching and learning approaches to accommodate the needs of learners and apprentices and remove barriers to learning
- Ensuring resources are adapted to individual learner and apprentice needs to enable them to access a full curriculum within Runway Training
- Monitor and review the progress of SEND learners and apprentices, and provide timely feedback to the Operational Leads, the Curriculum Manager and the Head of Quality and Safeguarding when requested, to ensure EHCP reviews can be communicated with external agencies as required
- Monitor and review the progress of SEND learners and apprentices, and provide timely feedback to the Operational Leads, the Curriculum Manager and the Head of Quality and Safeguarding when requested, to ensure progress is being made as expected where an EHCP does not exist.

All staff and delivery partners are responsible for upholding the commitments set out in this policy.

All staff are responsible for adhering to this policy in all their dealings with learners, apprentices, their employers, partners, external organisations, local communities, and each other.

Staff, learners and apprentices who fail to comply with this policy may be subject to Runway Training's Disciplinary/Behaviour Policies and Procedures.

Procedures

Runway Training recognises its statutory duty to provide a broad and balanced curriculum and that high-quality, differentiated teaching for individual learners and apprentices is the first step in responding to those with or likely to have SEND.

It is paramount that all applicants, before or at entry and at subsequent points, have the opportunity to declare a special educational learning need, a disability or a medical condition that may affect their learning, and that special educational needs that emerge after a programme has commenced are diligently addressed, irrespective of the level of study.

If a learner or apprentice discloses a SEND need, the details are recorded on Altitude.

Learners and apprentices are encouraged to disclose any SEND needs at any stage. Runway Training encourages learners and apprentices to disclose information about SEND needs as early as possible to ensure that support planning and provision are as effective as possible.

Once the information has been recorded, learners and apprentices will be contacted by the relevant member of staff, who will arrange an interview with the learner or apprentice. The purpose of the interview is to verify the nature of the need and gather more detailed information, thereby initiating support for the individual.

Runway Training requires specific evidence to obtain additional learning support. The evidence may include;

- Education, Health and Care Plan
- A statement of Special Educational Needs
- A reference from the school (SENCO) Special Educational Needs Co-ordinator (age dependent)

- A medical report
- An educational psychologist's report
- Results of specialist testing conducted by a qualified professional in their field

When a learner or apprentice is assessed as eligible and in need of additional support, a profile will be produced that sets out the individual's basic information and details of their needs, and provides guidance to teachers and employment advisors, enabling them to plan support for the learner or apprentice and to ensure that the learning programme they are undertaking is accessible and inclusive.

All information obtained from the learner or apprentice to provide additional learning support will be stored in accordance with the Data Protection Act. Any sensitive or private information that the learner or apprentice wishes to keep confidential will be securely stored and not shared with other Runway Training employees without the individual's permission.

Runway Training ensures accurate, robust, and timely assessment of need and associated record-keeping, supported by evidence of special educational support/additional learning support interventions. This includes robust assessment of need, a support delivery/action plan, the delivery of required support, and monitoring and review records, including regular discussions with the learner, apprentice, and, where applicable, their parents/guardians/carers or external agencies, on progress, outcomes and planned next steps. Accurate, timely, and evidence-based reporting in the Individualised Learner Record (ILR), including planned and adjusted service costs.

These levels might include (but are not restricted to) the following support methods:

- In-session personalisation such as adapted tasks, different starting points, visual resources, handouts and reasonable adjustments
- Seating/work area positioning
- Teacher or Employability Adviser
- Personalised timetable
- I.T. and assistive technologies
- Risk assessments
- Medical and access arrangements
- Access to the safeguarding team
- Small group support
- Examination access assessment (EAA) & concessions
- Time-out or rest/reset breaks
- Peer mentoring
- Digital and recorded learning delivery
- Personal Emergency Evacuation Plan (PEEP)
- Individualised timetable
- Communication support

In identifying appropriate reasonable adjustments, Runway Training is committed to making reasonable adjustments for learners and apprentices, while recognising that some limitations may apply. This means that, as far as is reasonably possible, a learner or apprentice with additional needs has the same access to the curriculum and services as other learners and apprentices. The following factors will be taken into account when considering adjustments:

- The need to maintain academic standards
- Health and Safety
- The relevant interests and needs of other stakeholders, including other learners and apprentices
- Practicality
- The effect of the impairment on the individual learner or apprentice

- Cost of reasonable adjustment and the efficient use of resources
- Appropriate entry requirements have been assessed and consistently applied, and any adjustments are reasonable and do not disadvantage the learner's or apprentice's capacity to make progress in line with stated intended outcomes

Learners and apprentices will undertake an initial assessment and a skills scan. These will identify their current level of ability within the context of the programme they are enrolled in. They will discuss any specific SEND or additional learning needs they may have, and the support or reasonable adjustments they will need, during their sign-up and induction.

Some learners and apprentices may require a specific support plan to be implemented to ensure they can achieve their goals and to have clear aspirations for those achievements.

During the learner or apprentice's time on their programme of learning, they may have regular progress reviews, take part in tripartite reviews if they are an apprentice, be expected to give feedback during learner voice surveys at specific times during their programme of learning, and through observations of teaching, learning and assessment, other focused observations of staff, or focus groups.

Learner and apprentice work is subject to assessment by the IQA team, which will include dialogue with the learner or apprentice.

Reviews of any support and adjustments will take place to ensure that the learner's or apprentice's needs have not changed and that the current support and/or adjustments continue to meet their needs.

Staff procedure

During the recruitment process, we will ensure that information is obtained to support any individual with SEND. Reasonable adjustments will be made for those who require them. These will be specific to the individual to ensure they are not disadvantaged at any point during this time.

Once employment is confirmed, Runway Training will ensure the individual's needs are fully understood, and we will work with them to agree adjustments that enable them to become a full member of the team and perform their role effectively.

Training:

Runway Training's employees are informed of this policy during induction. All employees must complete equality and diversity training as part of their initial training package. Runway Training will regularly organise additional mandatory SEND training as needed. We will collaborate with and involve employees, learners, apprentices and other interested parties in ED&I and SEND issues and initiatives and raise awareness of their importance within the communities we serve.

Runway Training is committed to ensuring that all teachers and employability advisers are appropriately trained and that teaching strategies and practices are inclusive for all learners and apprentices. We are also committed to ensuring that all teachers and employability advisers attend regular training and understand their responsibilities. There will also be opportunities for staff to access training where a specific need has been identified.

Staff training will be held annually, which will include any process updates, a review of what constitutes an additional learning need, and a review of our current process and paperwork. Additional training will also be run throughout the year, relating to specific learning needs and the process for obtaining additional learning support for learners.

The Head of HR is responsible for ensuring all reasonable adjustments are made for all staff and potential staff before, during and after the recruitment process. The Head of HR is responsible for ensuring that all staff have the appropriate support and resources to enable them to be effective within their roles at Runway Training.

Monitoring

The provision for individuals with SEND and additional learning support (ALS) needs will be monitored and evaluated through Runway Training's self-assessment process, and reports to SLT and Governors to:

- Improve inclusion and learning support provision.
- Inform learning support procedures.

We will measure the retention, achievement and progression rates of learners and apprentices with SEND. We will monitor the efficient and effective use of resources allocated to Learning Support. We will contribute to self-assessment and quality improvement processes. Curriculum teams will work closely with quality teams to develop and support consistent, high-quality teaching and support for learners and apprentices with SEND.

Managers and Governors will conduct observations as part of reviews of learners and apprentices with SEND. Feedback on learning support will be gathered from learner and apprentice surveys. Learning support provision will be monitored and evaluated as part of our self-assessment process and quality improvement planning to improve learning support and learner and apprentice success.

The assessment, implementation and review processes relating to SEND support will be monitored via both internal audit and ongoing management discussion. Learners and apprentices with an Education, Health and Care Plan (EHCP) will receive regular reviews of their progress in conjunction with the team responsible for their learning.

For learners in receipt of additional learning support (ALS), regular reviews of progress and impact will be carried out, proportionate to the programme of study, with amendments to support required adjustments to learning plans, support arrangements and associated funding claims. For learners receiving additional learning support (ALS), a final review of support and progress must be conducted at the end of their programme of study.

The Head of Quality and Safeguarding will ensure that outcomes in only section E of the education, health and care plan, and in only section F detailing the special educational needs required, are made available to curriculum teams, and that progress towards these is reviewed as part of regular, cyclical progress reviews for each learner. The Compliance Manager will ensure that ILR and funding data returns are provided to learner data systems in accordance with the requirements set out in the annual Procedures for the Retention of Evidence, including all checks for accuracy with supporting evidence, and in line with the required deadlines set by the Funding Body/Commissioner or, where necessary, the appropriate devolved funding authority.

We use information about the individual to meet our legal obligations and responsibilities. We hold the information securely and use it to:

- Identify or clarify the individual's SEND needs.
- Identify the support they require to help them achieve their outcomes.
- Make decisions about the content of an EHCP, including outcomes, placement and provision.
- Support the ongoing monitoring of the provision specified in an EHCP where one is issued.
- Inform the EHCP annual review and monitor progress.

- Support disagreement resolution or mediation processes and processes relating to appeals to the Special Educational Need and Disability Tribunal (SENDIST)
- Help to resolve any disagreements.
- Enable coordinated working with other teams and organisations.
- Evaluate and quality assure the services we provide.
- Analyse service provision and effectiveness, and model patterns of service involvement to support future service delivery planning.
- Inform future commissioned services and educational placements requirements.

Runway Training regularly monitors and reviews data to assess and support the effectiveness of this policy. Data is processed in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

- Runway Training routinely collects and analyses information on employees, applicants, learners and apprentices and information regarding the number of staff, learners and apprentices who declare themselves as disabled is also maintained
- Runway Training will monitor employee data on an annual basis in relation to recruitment, selection, learning, development, and SEND
- Data on learner and apprentice recruitment, retention and achievement will be analysed and evaluated regularly by demographic breakdown to assess parity of starts, outcomes and retention across different groups
- Staff, learners and apprentices are consulted to gain their input and feedback in relation to equality and inclusion for those with SEND.
- Partner policies in relation to SEND are verified annually as part of annual contract due diligence reviews
- The SLT and Governors review progress against Runway Training's agreed SEND objectives quarterly.

Runway Training will plan, monitor and evaluate the success of its efforts to promote diversity and equality in employment and service delivery, and to ensure, where practically possible, that SEND needs are met.

Monitoring employment data:

- Staff recruitment
- Staff development including succession planning
- SEND in our HR processes
- Retention/Turnover
- Sickness/Absence
- Disciplinary records
- Grievances

Monitoring information within the curriculum areas on:

- Recruitment, retention, achievement, and success of learners and apprentices with SEND
- Enrichment
- Progression
- Learner/Apprentice satisfaction
- Comments, Compliments and Complaints
- Disciplinary records

5. Measuring Impact

- Runway Training is committed to collecting and analysing data to assess performance, identify emerging issues and areas of success, and measure the impact of corrective actions.
- Equality, Diversity and Inclusion reports, with a specific focus on areas of SEND, the Quality Improvement Plan, and any subsequent update, will detail how the Policy will be implemented
- Specific targets for improvement will be set and regularly monitored through the SLT and Governors' meetings. An annual report on progress, success and key issues will be presented to the Governors.

Runway Training will, where appropriate and agreed, and for a specific period of time, consider positive action measures to alleviate disadvantage experienced by people who share a protected characteristic, reduce their underrepresentation in relation to activities, or meet their specific needs. We will ensure that any positive action complies with the law.

Runway Training is committed to providing equal opportunities and celebrating diversity in all aspects of its work, and to avoiding unlawful discrimination, harassment and victimisation of staff, learners, apprentices and customers. We are committed to advancing equality of opportunity across different groups.

6. Linked Policies

Associated Policies This policy is supported by several other policies and associated procedures with which it should be cross-referenced, including, but not limited to:

- Comments, Compliments and Complaints Policy and Procedure
- Employer Handbook
- Health & Safety Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Neurodiversity Policy
- Staff Handbook
- Staff Discipline and Grievance Policy
- Runway Training Learner/Apprentice Handbook
- ED&I and Anti-Bullying and Harassment Policy
- Communications Policy
- Whistleblowing Policy
- Safer Recruitment Policy and Procedures
- Quality Policy
- Staff Code of Conduct
- Learner and Apprentice Behaviour Policy
- Data and Information Security Policy

7. Legislation and Guidance

List any relevant legislation, statutory requirements and guidance

This policy responds to the legal requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years
- The Equality Act 2010, updated in 2025. (Disability) Regulations 2019
- The SED (Amendment) Regulations 2015
- Keeping Children Safe in Education 2025
- Working Together To Safeguard Children (2025)
- The Mental Capacity Act 2005

- Equality and Human Rights Commission: Sexual harassment and the law (2017)
- General Data Protection Regulation (GDPR UK) 2018 - Data Protection Act 2018, the UK's Data Use and Access Act June 2025, brings targeted amendments to the UK GDPR regime
- The Employment Rights Act (1996)
- Information sharing: advice for practitioners providing safeguarding services (April 2024)
- Prevent Duty Guidance (2023) and any subsequent amendments or updates

8. Review

This policy will be reviewed annually. Where necessary, the review will be more frequent to ensure compliance with current legislation.