

Higher Needs Policy

Policy Statement (Introduction & Ethos)

This policy applies to Impact Futures Group and all its trading brands, including but not limited to Tend, The Childcare Company, Captiva and First Response First Aid (FRFA), hereafter collectively referred to in this document as “Impact Futures Group” or “we/us/our”. Where a policy is not applicable to all brands or entities, this will be clearly stated within the document.

- 1.1 Higher-needs learners are those who require support, interventions or adjustments beyond ordinarily available provision to access, participate in and progress within their programme.
- 1.2 Impact Futures Group will contribute to annual reviews and work collaboratively with local authorities and other professionals to support agreed outcomes where applicable.
- 1.3 This policy sets out how Impact Futures Group identifies, assesses and supports learners with higher-level SEND needs, including requiring substantial, personalised provision beyond ordinarily available support.
- 1.4 At Impact Futures Group, we strive to provide high-quality, inclusive and accessible education and training that enables all learners to participate, achieve and progress successfully. We are committed to creating a learner-centred environment where individuals are valued, respected and supported to fulfil their aspirations.

2. Introduction and Ethos

- 2.1 Learners who require higher-needs provision will be provided with high-quality, personalised support throughout their learner journey, including pre-transition, enrolment, programme delivery, assessment, end-point assessment, progression and positive destination outcomes.
- 2.2 We are committed to meeting our responsibilities under the Equality Act 2010 and the SEND Code of Practice, ensuring learners can access reasonable adjustments, assistive technology, specialist support and inclusive teaching, learning and assessment practices.
- 2.3 Impact Futures Group collaborates with learners, employers, curriculum teams, safeguarding professionals, local authorities, external agencies and healthcare professionals to coordinate effective support and improve learner outcomes.

3. Our Commitment

- 3.1 Impact Futures Group commit to providing equitable access to learning for all higher-needs learners.
- 3.2 We are committed to early identification of support needs, inclusive teaching, learning and assessment practices, reasonable adjustments, effective support planning, collaborative partnership working and regular review of support interventions to ensure learners receive timely and appropriate support throughout their learner journey.

3.3 We commit to embedding collaboration with learners, parents/carers and professionals to ensure that support implemented is effective, accessible and personalised.

4. Scope and Purpose

4.1 This policy applies to:

- (i) The learners and customers of Impact Futures Group
- (ii) All employees (on all basis).
- (iii) Employers (organisations that work in partnership with us).
- (iv) Suppliers (external partners who are in receipt of and/or provide Impact Futures Group training/delivery).
- (v) External stakeholders and visitors

5. Context

5.1 This policy has been developed in accordance with the Equality Act 2010 and SEND Code of Practice and reflects Impact Futures Group's commitment to inclusion, accessibility and equality of opportunity. It is informed by relevant legislation, regulatory requirements and best practice guidance relating to additional learning support, safeguarding, wellbeing and learner achievement.

5.2 Learner support and inclusion are the responsibility of the whole organisation. All colleagues, employer partners and specialist support services have a role in creating an inclusive environment that enables learners to achieve positive outcomes.

5.3 Impact Futures Group recognises that some learners may require additional support to access learning and achieve their goals. This may include, but is not limited to:

- (i) Learners with Education, Health and Care Plans (EHCPs)
- (ii) Learners requiring Specialist or Multi-Agency Support
- (iii) Learners with Significant Cognitive or Learning needs
- (iv) Learners with complex Neurodiversity profiles
- (v) Learners with significant SEMH needs
- (vi) Learners with Physical, Medical or Sensory needs
- (vii) Learners with dual or multiple needs

The Aspire Team provides specialist advice, guidance and interventions to support learners with identified or emerging support needs. The team works collaboratively with curriculum teams, development coaches, employers and safeguarding colleagues to promote inclusion and remove barriers to learning.

6. Higher Needs Provision

6.1 Impact Futures Group is committed to ensuring that learners with higher-level support needs can access, participate in and achieve their learning goals through personalised and appropriate support arrangements. Provision will be learner-centered, outcome-focused and designed to promote independence, confidence, achievement and positive progression.

6.2 Higher needs provision may be required where a learner's support requirements extend beyond ordinarily available support and where additional interventions, adjustments or specialist input are necessary to enable successful participation in learning and achievement of programme outcomes.

6.3 Support arrangements will be based on an assessment of individual need and may be informed by:

- (i) Education, Health and Care Plans (EHCPs)
- (ii) Professional reports and recommendations
- (iii) Previous educational records and assessment information
- (iv) Learner disclosure and learner voice
- (v) Internal assessments and support reviews
- (vi) Information provided by employers, parents/carers and external agencies where appropriate

6.4 Provision may include, but is not limited to:

- (i) Specialist learning support
- (ii) Communication support workers, interpreters or note-takers
- (iii) Assistive technology and specialist software
- (iv) Specialist equipment and learning resources
- (v) Personalised intervention programmes
- (vi) Enhanced support for teaching, learning and assessment
- (vii) Support to access apprenticeships, work placements and employment environments
- (viii) Multi-agency collaboration and specialist professional involvement where appropriate

6.5 Impact Futures Group will work collaboratively with learners, employers, parents/carers (where appropriate), local authorities and external professionals to ensure support is appropriate, effective and responsive to individual needs.

6.6 Support arrangements will be monitored and reviewed throughout the learner journey to evaluate effectiveness, identify any changing needs and ensure that agreed support strategies and reasonable adjustments continue to enable learner participation, progress and achievement.

6.7 Learners will be actively involved in decisions relating to their support. Their strengths, aspirations, views and intended outcomes will be considered when planning, implementing and reviewing support provision.

7. Appendices

7.1 Appendix 1: **Related Policies and Documents**

IFG12 Aspire Overview
WO007 Safeguarding and Prevent Duty Policy
QUO19 Access Arrangements and Reasonable Adjustments Policy
Delivering Excellence Strategy 2025-2026
Delivering Excellence Framework
Quality Professional Development Programme Learner Enrolment Journey Procedures
QU018 E-Safety Policy
QU001.2 Exam and Invigilation Policy

7.2 Appendix 2: Learners may access higher-need support through self-disclosure, referral, assessment outcomes or identified need during programme delivery. Support will be tailored to individual needs and may include support planning, reasonable adjustments, specialist interventions, assistive technology and collaboration with external agencies where appropriate. All support arrangements will be reviewed regularly

to promote learner participation, achievement and positive progression outcomes.

Divisional Glossary

ALS	Additional Learning Support	EHCP	Education, Health and Care Plan
EAL	English as an Additional Language	SEMH	Social, Emotional and Mental Health

Document control

Division	Quality
Document Reference	QU14
Document Title	Learner Support and Inclusion Policy
Current Version	V1
Original Author	Mia Rogers
Original Issue Date	16/9/26
Review Frequency	Annually
Date of Review	16/9/26
Next Review Due	16/9/27
EIA Completed	Yes (link to EIA Equality Impact Assessment (EIA) – Fill out form)
Date EIA Completed	16.9.26

Review History (Sept 2026 onwards)

Review Date	Reason	Outcome	Reviewer

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