



Outcomes
First Group

SEND POLICY

Policy Folder: Quality of Education

1. Introduction

At Care First, we are proud to provide high-quality Further Education opportunities for young adults aged 18–25 who have Special Educational Needs and Disabilities (SEND) and hold an active Education, Health, and Care Plan (EHCP).

Our aim is to create a welcoming, inclusive, and supportive environment where every learner can thrive and achieve their goals in all areas of their life. We recognise that each learner's journey is unique, and we work in partnership with learners, their families, and professionals to ensure that support is tailored, meaningful, and focused on preparing for adulthood.

This policy outlines how Care First identifies, supports, and monitors learners with SEND, in line with current legislation, including the Children and Families Act 2014 (Part 3 setting out the legal framework for SEND, and Education, Health and Care Plans (EHCPs), SEND Code of Practice: 0–25 years (2015, updated), Equality Act 2010, The Care Act 2014, The Education Act 1996, The Health and Social Care Act 2012, and Keeping Children Safe in Education (KCSIE).

2. Definitions

2.1 What is SEND?

A learner has Special Educational Needs and/ or Disabilities (SEND) if they have a learning difficulty and/ or disability that calls for special educational provision. This means:

- They have a significantly greater difficulty in learning than the majority of others of the same age; and/ or
- They have a disability which prevents them from or makes it significantly more difficult to make use of the educational facilities generally provided for others of the same age.
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2.2 Learning difficulty, disability and learning disability

A learning difficulty is when a learner has challenges in a specific area of learning, such as reading, writing, or math, but their overall cognitive abilities are not affected, for example:

- dyslexia (difficulty with reading)
- dyscalculia (difficulty with math)
- ADHD (attention and focus)

A disability is a much broader term that refers to any long-term condition that has a significant impact on daily life, and it can be:

- physical (e.g., cerebral palsy)
- medical (e.g., diabetes)

- sensory (e.g., hearing loss or vision impairment)
- neurodevelopmental (e.g., autism)

Within this umbrella, a learning disability is a specific type of disability that affects cognitive abilities and everyday functioning, ranging from mild to profound, such as Profound and Multiple Learning Disabilities (PMLD). Unlike a learning difficulty, which affects only certain skills, a learning disability has a wider impact on a person's ability to understand, process, and apply information in both learning and daily life.

2.3 Special Educational Provision refers to educational or training provision that is additional to, or different from, that made generally for others of the same age.

At Care First, inclusion is at the heart of everything we do. We are committed to creating a community where every learner, regardless of their learning difficulties or disabilities, is welcomed, valued, and supported to succeed.

We recognise and embrace the diversity of SEND within our provision and ensure that our curriculum, environment, and support systems are accessible, adaptable, and responsive. For us, inclusion means more than access — it means ensuring every learner has the opportunity to participate fully, contribute meaningfully, and thrive in all aspects of their academic life.

By embedding inclusion into our culture, we work to remove barriers, celebrate individuality, and prepare learners with the skills, confidence, and independence they need for adulthood.

2.4 Types of SEND Supported at Care First

Within our Further Education provision, we support learners with:

- **Cognition and Learning Needs:** including moderate, severe, and profound and multiple learning difficulties (MLD, SLD, PMLD).
- **Communication and Interaction Needs:** including speech, language, and communication needs (SLCN) and autism spectrum conditions (ASC).
- **Sensory and/or Physical Needs:** including hearing impairment, visual impairment, multi-sensory impairment, and physical disabilities requiring adapted access and support.
- **Social, Emotional and Mental Health (SEMH) Needs:** where these are secondary to a primary SEND and where appropriate support can be safely provided.

Please Note:

Care First is a **Further Education provider**. While we provide support for learners who may experience social, emotional, or mental health difficulties alongside their SEND, we are not a clinical mental health service. Where specialist intervention is required, we work in partnership with families, GPs, and external professionals to ensure appropriate support is accessed.

3. Policy Objectives

The aims of this policy are to:

- Ensure that learners with SEND are at the centre of planning and decision-making.
- Provide high-quality, inclusive education that meets diverse needs.
- Promote independence, resilience, and preparation for adulthood.
- Work collaboratively with learners, families, staff, and external professionals.
- Ensure compliance with the current legislation referring to SEND provisions.
- Continuously monitor and improve SEND provision.

4. Roles and Responsibilities

At Care First, effective SEND provision is built on the principle that our learners are at the centre of everything we do. Their needs, voices, and aspirations guide our practice and decision-making. We believe that everyone — learners, families, our staff, the SENDCo, and the Senior Leadership Team — has a role to play, and each contribution is equally important in creating an inclusive, supportive, and high-quality learning environment.

By working together, we ensure that every learner is given the best possible opportunity to thrive, develop independence, and prepare for adulthood.

4.1 Learners

At Care First, all learners are valued as active participants in their education, regardless of their level of need.

Learners are encouraged and supported to:

- Express their views, wishes, and aspirations in a way that is accessible to them.
- Engage with learning opportunities to the best of their ability.
- Develop independence skills at a level appropriate to their abilities.
- Contribute to reviews of progress, either directly or through supported communication.
- Respect staff, peers, and the Care First environment, expressing frustrations or disagreements in a safe and appropriate way.
- Take increasing responsibility, where appropriate, for preparing for adulthood.

4.2 Families/ Carers

Families and carers are essential partners in ensuring the success of learners at Care First.

Families/ carers are encouraged to:

- Engage positively with staff in planning, monitoring, and review processes.
- Act as advocates where learners may have limited ability to communicate independently.
- Support independence and Preparation for Adulthood outcomes at a level appropriate to their young person.
- Share relevant information to support responsive provision.
- Provide feedback to contribute to continuous improvement.
- Work collaboratively with staff, maintaining positive and respectful communication, expressing feedback and concerns constructively.
- Promote consistency across home, education, and community settings.

4.3 The SENDCo

The SENDCo has overall responsibility for the leadership and coordination of SEND provision at Care First. Currently, this role is held by Monika Suszczyk, who can be contacted via:

- Telephone: 0121 308 6555
- Email: moniksuszczyk@carefirstltd.co.uk

The SENDCo will:

- Lead the strategic development of SEND provision across Care First.
- Ensure compliance with the Children and Families Act 2014, the SEND Code of Practice (2015), and other relevant legislation.
- Coordinate the identification of learners' needs, assessments, and appropriate interventions.
- Carry out annual EHCP reviews and report outcomes to all parties involved.
- Oversee and monitor the quality and effectiveness of SEND provision, including clinical input from occupational therapists, speech and language therapists, educational psychologists and other.
- Provide advice, support, and training to staff to enhance inclusive practice.

- Work closely with the SLT to ensure resources, curriculum, and staff deployment meet the needs of learners with SEND.
- Liaise with external agencies, local authorities, and families to ensure integrated and effective support for learners.
- Implement effective systems for monitoring progress, including close liaison with Head of Education to ensure good and regular process tracking through the Evidence for Learning app and termly reviews of outcomes.

4.4 Senior Leadership Team (SLT)

The SLT will:

- Ensure that SEND provision is a central part of Care First's strategic vision and operational planning.
- Allocate appropriate resources (human, financial, and physical) to support SEND provision effectively.
- Ensure compliance with statutory duties and safeguarding obligations.
- Monitor the quality of teaching, learning, and assessment to ensure accessibility and inclusivity.
- Support staff in developing their professional expertise in SEND and inclusive practice.
- Promote a whole-provision ethos where diversity and inclusion are celebrated.
- Ensure that Preparation for Adulthood outcomes are embedded across the curriculum and practice.
- Work closely with the SENDCo to ensure provision is continually evaluated and improved.

4.5 Teaching staff

Teaching staff will:

- Plan and deliver sessions that are differentiated to meet a wide range of needs.
- Work closely with LSAs to ensure learners are appropriately supported within sessions.
- Use assessment information to track progress and adapt teaching strategies accordingly.
- Follow SENDCo's and SLT's suggested strategies and interventions.
- Ensure that clinical recommendations (e.g., from therapists or psychologists) are embedded into classroom practice as appropriate.
- Create a safe, positive, and stimulating learning environment.
- Encourage learners to develop independence and skills for adulthood in line with their individual goals.

4.6 Learner Support Assistants (LSAs)

LSAs will:

- Work under the guidance of teaching staff and the SENDCo to provide targeted support.
- Support learners in engaging with activities, communication, and independence skills.
- Implement strategies and interventions designed to meet learners' needs.
- Promote positive relationships and encourage learners' confidence and participation.
- Monitor and record learners' progress and contribute to reviews, through the use of Evidence for Learning app, as well as any other appropriate tools and forms.
- Support learners with their personal care needs where necessary, ensuring dignity and respect are upheld.

5. Transition into Care First

Care First recognises that moving into a new learning environment can be a significant challenge for young people and their families. We are committed to making this transition as smooth, inclusive, and supportive as possible.

Our approach to new learners includes:

- **Planned Admissions:**
Transitions into Care First are carefully planned and managed in collaboration with learners, families, and local authorities to ensure the placement is appropriate and well-prepared.
- **Person-Centred Focus:**
Each learner's strengths, needs, and aspirations are considered from the outset, and reasonable adjustments are identified early to promote successful integration.
- **Inclusive and Accessible Provision:**
Care First is committed to providing a person-centred, effective support to our learners with SEND. This can include:
 - fully accessible learning environments with adapted spaces and resources
 - differentiated teaching strategies to match individual learning styles
 - access to assistive technology where required
 - personalised timetables and support plans to reduce barriers to participation
 - clinical team involvement to address communication, sensory, and emotional regulation needs from the start.

These measures reflect the broad range of needs described in Section 2.4: Types of SEND Supported at Care First, ensuring that learners with varied profiles are welcomed and included.

- **Collaborative Planning:**
Teaching staff, LSAs, and the SENDCo work together with families and external professionals to agree on support strategies before the learner starts their placement.
- **Gradual Integration:**
Where appropriate, learners may experience a phased transition into Care First to allow time to adjust to new routines, staff, peers and environment.
- **Clinical Support:**
The clinical team may be involved during transitions to provide advice, assessment, or reassurance, ensuring that specialist needs are understood and met from the beginning.
- **Documentation:**
All relevant information, including the learner's EHCP and any previous reports, is reviewed carefully to inform planning and provision.

A detailed step-by-step overview of the admissions and transition-in process is available in Care First's Transition Process Map.

6. Supporting Current SEND Needs and Identification of New SEND Needs

6.1 Supporting Current SEND needs

All learners at Care First have Special Educational Needs and/ or Disabilities (SEND) identified in their Education, Health and Care Plan (EHCP). However, we recognise that learners' needs are not static and may change over time as they grow, develop, and encounter new opportunities or challenges.

For this reason, every learner's needs are continuously monitored and reviewed by our teaching staff, LSAs, the SENDCo, and the wider team. This ensures that provision remains responsive and appropriate.

We use a variety of methods and tools to support this process, including:

- **Observation and daily staff feedback** to capture small changes in engagement, independence, or wellbeing.
- **The Evidence for Learning app**, which records progress against outcomes and provides a shared platform for staff and families.

- **Regular team discussions** to ensure a consistent and joined-up approach.
- **Clinical assessments and input** from our occupational therapist, speech and language therapist, and relevant psychological practitioner, where needed.
- **Learner and family voice**, gathered through conversations, reviews, and feedback opportunities.

6.2 Identification of New SEND needs

In case of new SEND needs emerging, our approach is as follows:

- **Awareness and Observation:**
Our staff are trained to remain alert to signs that a learner may be experiencing additional difficulties or barriers to learning.
- **Initial Discussion and Monitoring:**
Any concerns are first discussed with the learner (where appropriate), their family, and the SENDCo. Strategies may be trialed in their learning environment to assess whether the learner's needs can be met through reasonable adjustments.
- **Assessment:**
Where concerns persist, the SENDCo coordinates further assessment. This may involve gathering evidence from teaching staff, LSAs, clinical specialists (such as occupational therapists, speech and language therapists, or psychological practitioners), and, if required, liaising with external agencies.
- **Support and Intervention:**
If an additional SEND is identified, the learner's care plan is updated to reflect their needs, outcomes, and strategies. Staff are briefed to ensure consistent implementation across the provision.
- **Recording in EHCP:**
Any newly identified needs will be formally recorded in the learner's Education, Health and Care Plan (EHCP), in partnership with the local authority and family, to ensure statutory recognition and long-term planning.
- **Ongoing Review:**
The newly identified need is reflected in a new EHCP outcome and monitored through

the same Evidence for Learning app and termly review process as other outcomes, ensuring it is addressed in a structured, supportive, and inclusive way.

This approach ensures that Care First remains flexible and responsive, recognising that learners' needs can evolve over time and that early identification and support are key to promoting positive outcomes.

7. Provision and Support

Care First provides:

- **High-quality, differentiated teaching** delivered by specialist trained staff.
- **Learner Support Assistants (LSAs)** to provide targeted classroom support.
- **Clinical input** from trained occupational therapist, speech and language therapist, and relevant psychological practitioner.
- **Accessible learning environments** adapted to meet physical, sensory, and communication needs.
- **Tailored support** in working towards achieving agreed EHCP outcomes.
- A strong emphasis on **Preparation for Adulthood**, including pathways to independent living, employment, health, and community participation.

7.1 Curriculum Adaptations

At Care First, we believe that an inclusive curriculum is essential to ensuring that all learners with SEND are able to access, engage with, and make progress in their education. To achieve this, our curriculum is designed to be flexible, differentiated, and responsive to the wide range of needs within our Further Education provision.

Adaptations include:

- **Personalised learning pathways** – ensuring that content, pace, and delivery are matched to the learner's needs, abilities, and aspirations, as outlined in their EHCP.
- **Preparation for Adulthood** focus – embedding independence skills, employment-related learning, community inclusion, and health & wellbeing throughout the curriculum.
- **Multi-sensory teaching approaches** – using visual, auditory, and kinesthetic methods to support understanding and engagement.
- **Accessible resources** – providing materials in alternative formats (e.g., simplified text, symbol-supported resources, large print, or digital formats).
- **Assistive technology** – using tools such as communication aids, adapted software, or supportive apps to break down barriers to learning.

- **Flexible assessment methods** – allowing learners to demonstrate progress in ways that best suit their abilities (e.g., through practical tasks, supported communication, or evidence gathered via the Evidence for Learning app).
- **Clinical support integration** – embedding input from speech and language therapy, occupational therapy, and psychological practitioners into teaching and learning activities.
- **Small-group and individual support** – providing targeted intervention where needed to promote confidence, independence, and progress.

Through these adaptations, Care First ensures that every learner is able to access a curriculum that is meaningful, relevant, and ambitious, while remaining fully inclusive and supportive of their individual journey.

7.2 Environmental Adaptations

Care First recognises that an inclusive learning environment is essential for enabling learners with SEND to feel safe, supported, and able to thrive. We are committed to providing physical, social, and emotional spaces that reduce barriers and promote engagement for all.

Adaptations include:

- **Accessible facilities** – ensuring classrooms, communal areas, and outdoor spaces are physically accessible to learners with a wide range of mobility and sensory needs.
- **Calm and sensory-friendly spaces** – providing quiet areas, breakout rooms, and sensory spaces where learners can regulate, manage anxiety, or take a break when needed.
- **Sensory inclusive environments** – using appropriate lighting, reduced noise levels, and visual organisation within classrooms to minimise overstimulation and distraction.
- **Safe and predictable routines** – supporting learners with clear structures, visual timetables, and consistent expectations to create a sense of security and belonging.
- **Specialist resources and equipment** – providing adaptive seating, communication aids, sensory tools, or other specialist equipment as recommended by the clinical team.
- **Social inclusion opportunities** – designing spaces that encourage interaction, collaboration, and peer relationships, while also respecting the need for individual space.
- **Staff awareness and presence** – ensuring that the environment is supported by staff who understand learners' needs, can anticipate challenges, and provide timely assistance.
- **Health and safety considerations** – making adjustments to ensure that all learners can safely access and participate in all offered activities.

By embedding these environmental adaptations into daily practice, Care First ensures that our FE provision is not only accessible but also welcoming, supportive, and fully inclusive of every learner's needs.

7.3 Staff Training and Development to Support Inclusive Practice

At Care First, we recognise that the effectiveness of our provision relies on the knowledge, skills, and commitment of our staff team. To ensure that all learners are fully included and supported, we are committed to continuous professional development (CPD) that promotes inclusive practice across all areas of teaching and learning.

Our approach includes:

- **Induction training** – ensuring that all new staff are introduced to Care First’s inclusive ethos, policies, and practical strategies for supporting learners from the outset.
- **Regular CPD programmes** – providing structured training sessions on SEND legislation, inclusive teaching strategies, behaviour support, communication methods, and Preparation for Adulthood.
- **Specialist input** – offering training led by our clinical team (occupational therapist, speech and language therapist, and psychological practitioner) to strengthen staff’s understanding of learners’ complex needs and appropriate support.
- **Ongoing reflective practice** – encouraging staff to engage in professional dialogue, peer observations, and self-reflection to continuously improve inclusive practice. We are currently developing a reflective practice group system which will be led by a psychological practitioner.
- **Individualised learning opportunities** – supporting staff to pursue external courses, qualifications, and accreditations related to SEND and inclusive education.
- **Policy updates and briefings** – keeping staff informed of changes in national SEND legislation, guidance, or Care First policies, ensuring practice remains compliant and forward-looking.
- **Embedding inclusion in daily practice** – ensuring training translates into action through regular monitoring, feedback, and shared good practice across the team.

Through this commitment to professional learning, Care First ensures that every member of staff is equipped and confident to create an inclusive environment where all learners can achieve their full potential.

8. Assessing and Reviewing Learners’ Progress

At Care First, the progress of learners with SEND is assessed and reviewed in a structured and ongoing way to ensure that outcomes are meaningful, achievable, and aligned with the learner’s Education, Health and Care Plan (EHCP).

We use the following approaches:

- **Initial Assessment:**
On entry, learners complete baseline assessments that capture their starting points in their currently set outcomes (as per their EHCP).

- **Personalised Outcomes:**

Trained staff and the SENDCo work with learners, families, and external professionals to set outcomes that are ambitious yet realistic and tailored to individual needs.

- **Ongoing Monitoring:**

Trained staff and LSAs track progress daily through observations, structured activities, and ongoing feedback. Progress is recorded and evidenced using the Evidence for Learning app, providing a clear record of achievements and areas requiring further support.

- **Termly Reviews:**

Each term, the teaching staff meet with the learner (with support from staff if needed) to review progress. These reviews are based on evidence gathered through the Evidence for Learning app and provide an opportunity to reflect on achievements, discuss challenges, and agree the next steps.

- **Multi-disciplinary Input:**

Where relevant, progress is also informed by feedback from occupational therapists, speech and language therapists, and psychologist practitioners, as well as other appropriate professionals, both internal and external, ensuring a holistic view of development.

- **Annual EHCP Review:**

The SENDCo coordinates annual reviews of each learner's EHCP, working with the local authority, families, and internal and external professionals to assess progress and agree details of the provision and the next steps.

This cycle of assessment and review ensures that provision remains dynamic, responsive, and centred on each learner's aspirations, with a strong focus on Preparation for Adulthood.

9. Supporting Transitions Out of Care First

Care First is committed to ensuring that all learners experience a smooth and supportive transition when they leave our provision, whether this is due to their own choice, a change in circumstances, or reaching the age of 25.

Our approach to transitions includes:

- **Early Planning:**

Planning for transition begins well in advance and is embedded in annual EHCP reviews from the age of 19 onwards, with a clear focus on Preparation for Adulthood.

- **Person-Centred Approach:**

Learners are at the heart of the transition process. We listen to their aspirations, choices, and goals, and work with them and their families to identify suitable next steps.

- **EHCP Annual Reviews:**

For any learners who are planning to transition out of Care First at the end of the academic year (July), the SENDCo will hold their EHCP Annual Review in the Autumn term of this academic year. This

ensures that there is ample time for planning, preparation, and collaboration with families, local authorities, and external services before the transition takes place.

- **Collaboration with External Agencies:**

Where appropriate, we work in partnership with local authorities, social care, employers, supported living providers, and community organisations to support a successful transition pathway.

- **Practical Preparation:**

Learners are supported to develop the skills and confidence they need for their next steps, whether this is further education, supported employment, independent living, or participation in the community.

- **Emotional and Clinical Support:**

We recognise that transitions can be challenging. Learners and their families are supported with guidance, reassurance, and emotional support, as well as access to our clinical team, which includes an occupational therapist, speech and language therapist, and psychological practitioner. Clinical input helps learners to manage anxiety, support their communication needs, and remove other barriers to ensure a smoother transition.

- **Handover of Information:**

We ensure that key information, including any additional needs identified during the learner's time at Care First, is clearly communicated to future providers through updated EHCPs, transition reports, and meetings.

- **Careers Advice**

By supporting learners with dignity, respect, and thorough planning, Care First ensures that transitions are a positive step towards achieving long-term goals and independence.

10. Monitoring and Review

SEND provision is subject to:

- Regular process tracking through the Evidence for Learning app.
- Termly reviews of learners' outcomes.
- Annual Reviews of EHCPs.
- Ongoing evaluation by SENDCo and SLT.
- Feedback from learners, families, and staff.



11. Partnership Working

We work closely with:

- Learners, ensuring their voices remain central.
- Families, promoting co-production and shared decision-making.
- All staff.
- External professionals, including therapists, psychologists, and health and social care services.

12. Implementation and Review

The SEND Policy will be implemented across Care First through the following mechanisms:

- **Staff Induction and Training**
 - All staff will receive training on the SEND Policy as part of induction.
 - Ongoing professional development will ensure staff remain confident and skilled in supporting learners with a wide range of SEND.
- **Curriculum Delivery**
 - Teaching staff and LSAs will embed inclusive strategies and clinical recommendations into daily practice.
 - Preparation for Adulthood outcomes will be threaded through teaching, support, and enrichment opportunities.
- **Monitoring and Evaluation**
 - SENDCo will implement, monitor and evaluate the SEND policy by reviewing provision, tracking outcomes for learners with SEND, and gathering feedback from staff and families. SENDCo will share findings with the SLT and help drive improvements to ensure the policy remains effective.
 - The teaching staff will conduct termly reviews of outcomes with learners (and LSAs, where appropriate).
 - The SLT will monitor the effectiveness of SEND provision as part of centre-wide quality assurance.
- **Continuous Improvement**
 - Feedback from learners, families, and staff will be actively sought and used to inform improvements.



- Annual review of the SEND Policy will ensure compliance with statutory requirements and reflect evolving best practice.

Review Schedule:

- This policy will be reviewed annually in July by the SENDCo and the SLT.
- Earlier reviews may be undertaken in response to legislative changes or inspection feedback.

13. Links with Other Policies

This SEND Policy should be read alongside the following Care First policies:

- Safeguarding Policy
- Equality and Diversity Policy
- Behaviour Policy
- Suspension and Permanent Exclusion Policy
- Curriculum and Assessment Policy
- Teaching and Learning Policy
- Clinical Operations Guidance
- Health and Safety Policy
- Staff Training and Development Policy
- Admissions and Transitions Policy
- Complaints Policy

14. Complaints

We at Care First are committed to working in partnership with parents and carers to ensure the best outcomes for all learners. If a parent or carer has concerns about the SEND provision, they are encouraged to raise these in the first instance with the learner's Tutor/ Hub Manager or the SENDCo. If the matter cannot be resolved informally, Care First's formal Complaints Policy provides a clear procedure for submitting and resolving complaints.



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