

Skills4 Local offer for learners with SEND 2026/2027

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1. Skills4 contact details

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2. Skills4 SEND Information report

Whilst on any of our Skills4 programmes, many learners will require additional support for learning to help them access the curriculum effectively. It is important whilst this report publishes our provision and support we will provide to any learner with Special Educational Needs or Disabilities (SEND), it will not include every skill, resource and technique we employ for any learner as these are continually being developed and modified to meet the changing requirements of individual children. We strongly believe in providing the right support at the right time to ensure equity for all.

3. Skills4 Support

Learner services



Our Learner Services Performance Manager at Skills4 is available to review learners additional learning support, plans and guidance, in addition to reviewing learners needs for those with an Education, Health and Care Plan (EHCP). Our Learner Services Performance Manager, **Jessica Seal** is available by emailing:

jessica.seal@skills4group.co.uk

Safeguarding and Welfare

Our Safeguarding and Welfare Team at Skills4 support learners to ensure that they are:

- ✓ Safe
- ✓ Supported
- ✓ Listened to
- ✓ Able to learn and progress without barriers

Our Safeguarding and Welfare Team is available by emailing welfare@skills4group.co.uk or calling 0161 794 0528.

Skills4 Safeguarding team

				
Claire Childow Deputy Designated Safeguarding Lead and named Prevent Lead (SSC member)	Judi Oliver Deputy Designated Safeguarding Lead (SSC member)	Sam Collins Designated Safeguarding Lead (SSC member)	Victoria England Deputy Designated Safeguarding Lead (SSC member)	John Norton Deputy Safeguarding Lead (SSC member)

Inclusion



John Norton, our Safeguarding and Inclusion Lead, is available to offer support, guidance and reassurance to learners on any safeguarding, wellbeing or inclusion-related matter. John helps ensure that all learners are treated with dignity, fairness and respect, and that concerns relating to equality, diversity, inclusion and belonging are listened to and acted on appropriately. Learners can speak with John if they need advice, feel unsafe, experience discrimination or harassment, or need support to access a positive and inclusive learning environment. John Norton is available by emailing: john.norton@skills4group.co.uk

4. Table of abbreviations

SEND	Special Educational Needs and Disabilities
ADHD	Attention Deficit Hyperactive Disorder
SEMH	Social, Emotional & Mental Health
EHCP	Education, Health & Care Plan
ASC	Autistic Spectrum Condition
ALD	Moderate Learning Difficulty
SLD	Speech, Language & Communication Needs
PMLD	Profound & Multiple Learning Difficulty
SLCN	Speech, Language & Communication Needs
PD	Physical Disability
VI/HI	Visual Impairment/Hearing Impairment
ALN	Additional Learning Needs

5. What Skills4 can offer

- At Skills4, we believe that every learner is an individual and that all learners contribute to play an important part in on their learning journey. We aim to provide exceptional educational provision that meets the needs of all learners, families and employers, so that they can achieve the highest standards, aspire and achieve in their careers.
- Skills4 is an inclusive training provider, catering for learners aged 16 and over it welcomes all learners with, or without needs equally. We support learners with a range of SEND, including cognition and learning, physical and sensory, social, emotional and mental health, as well as learners with specific needs such as ADHD and autism. Skills4 has a strong Learner Services Performance Manager who works hard to meet the individual needs of each learner to enable their potential to be developed, both personally, in the workplace and academically. Tutors deliver against agreed individualised Learning Support plans,

learner passports and where relevant EHCPs, whilst delivering bespoke interventions, strategies and initiatives, to promote learner mental health and wellbeing, with those learners who have a social, emotional and mental health need or short term need.

- Skills4 strongly believes in adaptive teaching and that quality first wave teaching is essential in moving all learners forward and has a layered provision map which details what we can offer in area of need:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

6. Our curriculum

Our curriculum is taught alongside our teaching and learning excellence principles: Respect, Prepared, Environment, Engage and Honesty. Developing holistic learners is of utmost importance, as we offer our learners an enriching and challenging learning journey that is enjoyable and relevant for their careers and the future. At Skills4, we are committed to the equal inclusion of all learners in all areas of their programme through Quality First Teaching, for them to achieve the best possible outcomes. We understand that some learners may require extra support for where they are on their learning journey, in order that they achieve their potential, and this is where our SEND support is offered.

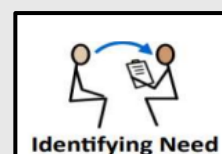
7. How we adapt the curriculum

Tutors staff adapt their high-quality teaching to cater for their learners' needs using a variety of different resources and strategies. We scaffold learner's lessons, use pre-teach and over-learning to aid learners memory and provide tools and adaptations to help them achieve. When appropriate, additional referrals are made to Bee Inspired, our external support for learners with an agreed learning support plan. Below are just some of the adaptations and strategies used at Skills4 to support SEND learners:

- ✓ Task boards
- ✓ Peer mentoring
- ✓ Assistive technology
- ✓ Talk partners
- ✓ Peer marking
- ✓ Self assessment
- ✓ Word banks
- ✓ Hint sheets
- ✓ Timers
- ✓ Dyslexic resources
- ✓ Brain breaks

8. How we identify individual SEND

When learners have an identified special educational need or disability before they join Skills4, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our provision to help us to plan appropriate support strategies.



- All learners are assessed when they enrol at Skills4 so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our learners.
- All learners will be asked during onboarding if they have any SEND. ALN questionnaires will be issued in accordance with our ALN Policy.
- Should any ALN or SEND be disclosed at a later date, support will be offered, with our ALN Policy being followed.

- If an ALN or SEND has been identified, they will adapt the curriculum. The earlier we take action and modify our provision, the sooner we can resolve potential concerns and help learners towards success.
- Learners will be reviewed by our expert team and receive an inclusion banding, offering individualised tiered support and intervention.
- Skills4 will observe your learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in the lesson, pinpointing what is causing difficulty. This will help us to decide what is happening and why. If Skills4 become concerned about our learners, we will discuss this with them, with your tutor or Learner Services Performance Manager.

9. How we support learners at Skills4

- Our Learner Services Performance Manager supports Tutors who are trained to support learners with a wide range of needs.
- All Tutors at Skills4 are required to complete units from the Level 4 Certificate in Education & Training on how to support learners with ALN or SEND.
- The recording of progress during 1:1 learning support interventions and during progress reviews analyse the progress of every learner and these results are discussed, with learner consent, with their employers if possible.
- Each Tutor plans targeted interventions for all learners whose progress is causing concern and writes a plan of interventions for learner whose needs fall outside normal classroom differentiation.
- At Skills4, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support learners.
- Skills4 has a quality improvement plan that includes identified training needs for all staff to improve the teaching and learning, including those with SEND. This may include whole staff training to share knowledge, strategies and experience, & ensure consistency with the approach for learners with a SEND.

10. How we use specialist resources to support learners with SEND

- Specialist resources to support educational needs and disabilities might be in the form of:
 - ✓ Specialist equipment (coloured overlays or books),
 - ✓ Visual cue cards for learners with hearing and language difficulties.
 - ✓ Larger print size
 - ✓ Specially adapted furniture, keyboard/mouse as needed.
 - ✓ A wide range of ICT equipment available to help motivate learners and access learning. These include laptops and green screen filming.
 - ✓ All curriculum materials and links are provided to learners on our learner management system, Bud.
- Skills4 are a very inclusive training provider. Wherever possible learners with SEND are taught alongside their peers. Tutors adapt their teaching constantly in order to cater for their learners' needs, and plan activities where necessary. When appropriate, Tutors provide one-to-one support.
- All our Tutors are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every learner achieves their ambition.
- We can access support from specialist organisations such as Clear Links or Bee Inspired for advice and additional 1:1 support.



11. Attendance and SEND

- If for any reason learners are absent from lessons for a prolonged period of time measures will be put in place to support their reintegration.
- If learners are absent from their online session on an unauthorised basis for more than one episode, our welfare team will conduct a wellbeing check in order to ensure everything is ok and that our learner is safe.
- We have a variety of support mechanisms to support learners with SEND especially if they have had a period of absence, these methods include, knowledge organisers and peer partners.
- Whilst we appreciate learners with SEND may have additional medical appointments we would ask you provide Tutors with evidence e.g. letters so we can authorise their absence. Any absences without reason will be unauthorised.

12. Where learners can get extra support

- We listen to what learners tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our learners are made aware of the support that surrounds them at Skills4. They know who to talk to if they are worried or have any concerns they want to share.
- Depending on the age, of our learners, parents for those under 18 are encouraged to be involved.
- Our inclusive philosophy aims to support learners with special educational needs and disabilities so that their journey through their programme is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- Skills4 always welcomes parents/guardians/carers for learners and encourages them to discuss any issues, however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.
- The welfare team at Skills4 will be able to signpost learners, parents/carers and if permitted employers to local advice and support services.
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13. Accessibility Plan

The purpose of the plan is to:

- Target 1 - Increase the extent to which learners with disabilities can participate in the curriculum
- Target 2 - Improve the online learning environment to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided
- Target 3 - Improve the availability of accessible information to learners with disabilities

Skills4 aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind. Skills4 strongly believes in inclusion and ensures that the desire to meet all of the needs of all of our learners is at the heart of everything we do. We support all learners including those with a wide range of educational needs and disabilities to ensure that they can succeed.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. Skills4 understands that there are hidden disabilities. Hidden Disabilities refer to disabilities which may not be visible at a glance, but can have a major impact on people's lives. They can arise from conditions such as epilepsy, autism, diabetes and ADHD.

Skills4 is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

If learners have any concerns relating to accessibility, the complaints procedure sets out the process for raising these concerns.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Providers are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a learner with disabilities faces in comparison with a learner without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.