



Prestige Beauty Academy Quality of Education Policy

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Date of Next Review: November 2026

Quality of Education Policy

1. Policy Statement

Our academy is committed to providing high-quality education and training in beauty therapy for all students, including those with Special Educational Needs (SEN) aged 16 and over. We aim to create an inclusive, supportive, and safe learning environment that allows every learner to achieve their potential and develop practical and theoretical skills in beauty therapy.

2. Scope

This policy applies to all staff, trainers, and learners at the academy. It covers:

- Curriculum design and delivery
- Assessment and progress monitoring
- Learning support for SEN students
- Continuous improvement of teaching and learning

3. Objectives

- Ensure all students receive personalized support appropriate to their needs.
- Maintain high standards in teaching, learning, and assessment.
- Regularly evaluate and improve curriculum content and delivery.
- Promote inclusion, accessibility, and equality for all learners.

4. Curriculum and Learning

- The curriculum will cover practical beauty skills (e.g., skincare, makeup, nail care, hair removal) and underpinning knowledge (e.g., health & safety, client care).
- Lessons will be structured to support different learning styles (visual, auditory, kinesthetic) and the pace appropriate for each student.
- Learning resources will be accessible, clear, and suitable for learners with SEN.

5. SEN Support

- Conduct an initial assessment of SEN needs during enrolment.
- Develop an Individual Learning Plan (ILP) for each SEN student, outlining reasonable adjustments, learning goals, and support strategies.
- Provide additional support such as one-to-one tuition, extra time for tasks, or adapted resources.
- Staff will receive SEN awareness training to ensure they can effectively support learners.

6. Assessment and Progress Monitoring

- Continuous assessment through practical demonstrations, written assignments, and observation.

- Regular progress reviews (at least monthly) to ensure students meet learning objectives.
- Feedback provided in a constructive, supportive, and understandable way.
- Adjustments made promptly if a learner is struggling or requires additional support.

7. Staff Responsibilities

- Ensure teaching is inclusive, engaging, and responsive to the needs of all students.
- Maintain records of learner progress, assessment outcomes, and SEN support provided.
- Attend professional development to keep up-to-date with best practices in SEN and beauty education.

8. Health, Safety, and Wellbeing

- Maintain a safe learning environment in compliance with health and safety regulations.
- Ensure students with SEN can access facilities safely and comfortably.
- Promote wellbeing and encourage students to communicate concerns openly.

9. Continuous Quality Improvement

- Regularly review the curriculum, teaching methods, and learner outcomes.
- Gather feedback from students and staff to identify areas for improvement.
- Implement best practices in vocational education and SEN support.

10. Equality and Inclusion

- Commitment to the Equality Act 2010, ensuring no student faces discrimination.
- Provide reasonable adjustments for SEN students to ensure equal access to learning.
- Promote respect, diversity, and inclusion across all academy activities.

Approved By: Mary Hickson

Position: Principal

Date: 11/11/25