



## **Prestige Beauty Academy Special Educational Needs and Disabilities (SEND) Policy**

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**Date: November 2025**

**Date of Next Review: November 2026**

### **1. Policy Statement**

Prestige Beauty Academy is committed to promoting equality, inclusion, and access for all learners, including those with Special Educational Needs and Disabilities (SEND).

## **2. Aims**

Identify and support learners early; remove barriers; deliver high-quality teaching; promote independence and employability for SEND learners.

## **3. Definition of SEND**

A learner is identified as having SEND if they have a learning difficulty or disability that calls for special educational provision...

## **4. Roles and Responsibilities**

Principal / SLT: ensure compliance and allocate resources; SENDCo: coordinate and track progress; Tutors: differentiate and record; Learners: engage; Support Staff: assist in-class.

## **5. Identification and Assessment**

Initial screening at enrolment, observation and referral by tutors, self-declaration, SENDCo assessment and Learning Support Plan creation.

## **6. Support and Reasonable Adjustments**

Support includes extra time, digital/large print, assistive technology, 1:1 support, differentiation, mentoring, and accessibility adjustments.

## **7. Quality of Teaching and Learning**

Inclusive teaching, ongoing CPD, lesson observations, and curriculum embedding to ensure SEND learners succeed.

## **8. Monitoring and Review**

Regular LSP reviews, progress tracking, feedback, and annual SEND report to leadership.

## **9. Staff Training**

All staff complete mandatory CPD on inclusive teaching, differentiation, and supporting diverse learning needs.

## **10. Safeguarding and Wellbeing**

SEND learners may face additional vulnerabilities. Coordination with DSL ensures holistic safeguarding.

**11. Confidentiality**

All SEND records comply with GDPR (2018) and are shared on a need-to-know basis.

**12. Complaints Procedure**

Learners can discuss with Tutor/SENDCo, escalate to Head of Learning Support, and follow formal complaint process if unresolved.

**13. Review**

Policy reviewed annually or sooner if required by legislative or Ofsted changes.

## **Appendix A: SEND Referral and Support Flowchart**

Learner Enrols → Initial Assessment → Potential Need Identified → SENDCo Assessment → Support Plan → Termly Review → Completion

Appendix B: Example – Learner Support Plan (LSP)

Learner Name:	[Insert]
Course:	[Insert]
Tutor:	[Insert]
SEND Type:	[Insert]
Date of Plan:	[Insert]
Review Date:	[Insert]

Identified Needs:

- [Insert]

Strategies and Adjustments:

- [Insert]

Outcomes:

- [Insert]

Signatures: Learner / Tutor / SENDCo

## Appendix C: Staff CPD Log (Inclusive Practice)

Date	Training Title	Delivered By	Staff Attending	Evidence / Notes
10/01/2025	Supporting Learners with Dyslexia	SENDCo	All Beauty Tutors	Attendance sheet

## Appendix D: Ofsted Framework Cross-Reference Table

Ofsted EIF Area	SEND Policy Alignment
Quality of Education	Sections 5–7: Identification, provision, and teaching adjustments.
Behaviour and Attitudes	Sections 7 & 10: Inclusive culture and wellbeing support.
Personal Development	Sections 6 & 10: Confidence, independence, employability.
Leadership and Management	Sections 4 & 8: Governance, accountability, impact review.
Safeguarding	Section 10: SEND-specific safeguarding procedures.