

The Growth Company SEND Report

Date: June 2026

This report outlines how the Growth Company supports learners with Special Educational Needs and Disabilities (SEND) as part of our Local Offer, helping families understand the provision available and what to expect.

Types of SEND supported

Four Broad Areas of Need

The Growth Company recognises the four broad areas of SEND as defined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health
- Sensory and / or Physical Needs

These categories underpin our identification, assessment and support planning.

SEND Leadership and Contacts

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Inclusion Coordinators at each centre. Contact details are available via the Safeguarding and Inclusion page on the Website

Provision stated in our Local Offer

Provision in our Local Offer may include:

- Smaller class sizes of around 15-20 learners, providing a more personalised learning environment
- Student services team for pastoral support, with a key worker allocated to each centre
- Access to an Inclusion Coordinator based at each site, to provide additional progress reviews every 6 weeks to monitor learning and wellbeing
- Individual Education Plans tailored to the learner, to ensure that teaching and learning is adapted to meet individual needs within a mainstream environment

- Welcoming learning environments with access to a student kitchen for breaks and refreshments
- Structured timetables
- PSHE curriculum to support with life after college and independence skills
- Bursary support for eligible students to aid with costs such as travel, meals or learning materials

Provision Outside the Scope of Our Local Offer

Whilst we provide a supportive and inclusive learning environment with reasonable adjustments tailored to individual needs, there are some areas of provision that we are unable to offer due to the nature of our centres, facilities and staffing model:

- Our centres do not have dedicated sensory rooms or permanent specialist quiet spaces. However, staff will work with learners to identify suitable low-stimulation areas where available and implement strategies to support sensory and emotional regulation.
- We do not deliver specialist intervention programmes outside of our core curriculum offer. Instead, learners receive personalised support, reasonable adjustments and differentiated teaching within their learning programme.
- Due to the layout and operational nature of our learning environments, we are not able to routinely provide dedicated 1:1 adult support within classroom sessions. Learners are supported through high-quality inclusive teaching, small group support, reasonable adjustments and targeted staff guidance where appropriate.
- We do not provide additional adult supervision during structured or unstructured times, such as breaks and lunch periods. However, staff remain available to respond to welfare, safeguarding and support needs as they arise.

Our Vision for Inclusion

The Growth Company is committed to creating an inclusive learning environment where all learners feel valued, supported, and able to succeed. We work to remove barriers to participation and achievement, ensuring that teaching, support, and opportunities are responsive to individual needs. Through collaboration with learners, staff, and partners, we promote equality, respect, and positive outcomes for all. We believe that inclusion is not a single initiative, but a shared commitment built within the Growth Company

values of building on success, doing the right thing, being stronger together, making a positive difference and empowering

Identification and Assessment

Our process for identification and assessment looks different for our learners depending on whether they have an Education, Health and Care Plan (EHCP) in place or if they are accessing universal provision.

Application stages – EHCP

- Where a learner declares an EHCP at application stage, the onboarding process is paused, and a place is held while the application is reviewed by the Inclusion Team who work closely with curriculum tutors in determining if a learner's needs can be met
- An Inclusion Coordinator reviews the learner's EHCP and supporting information, liaising with previous settings to assess whether needs can be met within our provision.
 - If needs cannot be met, a written explanation is provided outlining the reasons in relation to our Local Offer.
- If needs can be met, the Inclusion Coordinator:
 - Prepares for an initial meeting
 - Identifies key support needs and potential timetable adaptations
- The learner and their parent/carer are invited to an initial meeting to explore suitability of the provision.
- Following this, the Inclusion Coordinator makes a recommendation to the Centre/Delivery Manager, who makes the final decision.
- If agreed, an offer of a place is made, and the onboarding process continues.

Appealing a decision

If a learner receives a decision that we are unable to meet the needs of a learner and feel that you are not satisfied with the outcome, please contact the inclusion coordinator that you have been assigned to through the contact details on the Growth Company website: [Safeguarding and Inclusion](#)

Following this, the inclusion coordinator will escalate any queries to the Inclusion Team Manager. Each case will be considered on an individual basis.

We strive to support every learner to the best of our ability. Each decision made by our inclusion team prioritises the learner's needs, wellbeing and career interests; if our provision is not appropriate for the learner, it would be a detriment to them to try to meet their needs within our setting. The inclusion team appreciate the time and effort taken to select the most suitable education setting for your child and welcome the opportunity to recommend alternative settings for you to consider.

Application stages – Additional learning need (ALS)

If a learner has a diagnosis of need or is on the pathway to diagnosis, the learner will meet with the inclusion co Ordinator and an assessment of need will take place and an Individual Education Plan created if needed.

What happens after a place is accepted?

During induction, learners complete:

- Enrolment and initial assessments
- An induction meeting with the Centre Manager
- Sign-up paperwork (with support available if needed)
- Submission of any evidence of additional needs/diagnosis

Once attending, the Inclusion Coordinator contacts the learner to:

- Discuss their needs
- Agree any additional support
- Create the Individual Education Plan (IEP) with the learner
- Share agreed support with staff and, where appropriate, family

If a need is identified after enrolment, staff will follow internal processes to refer the learner to the Inclusion Team for appropriate support.

Progress Monitoring and Review

Progress and Monitoring for EHCP Learners

If a learner has an EHCP, their progress is monitored on a 6-weekly basis. A member of the inclusion team will meet with the learner at this time to discuss their Individual Education Plan (IEP) and anything they may feel needs changing or adapting as their needs evolve throughout their learning journey.

Within the IEP, the inclusion coordinator assigns SMART short-term targets to work towards over the 6 week half term. These targets are incremental steps which are

manageable for the learner to achieve slowly, building towards the larger overarching outcomes within the EHCP.

Every 12 weeks, in addition to a review of the IEP, the inclusion team will carry out an Inclusion Support Summary review which monitors progress over the term in reflection of the outcomes detailed on the EHCP.

The teaching staff within the settings will also complete 12 weekly reviews with each learner with the view to supporting with development and learning, specific to their chosen qualification.

Progress and monitoring for ALS learners

Learners with Additional Learning Support (ALS) who declare a need and accept support through an IEP meet with the inclusion team every 6 weeks to review progress and make any necessary changes. They also take part in 12-week reviews with their tutors.

Learners who declare a need but do not accept support remain on the inclusion caseload, but do not have 6-week reviews. They are still made aware of how to access support if needed.

Tutors are aware of all learners' needs. If concerns arise about progress, they contact the inclusion team for guidance and follow the appropriate processes.

Universal provision

Curriculum adaptation includes:

- Differentiated teaching and scaffolded materials
- Flexible assessment methods
- Use of assistive technology
- Small group support
- Personalised IEP targets
- Contextualised learning linked to learner aspirations

Inclusion Referral Process:

- Enables staff to refer learners experiencing barriers
- Referrals reviewed individually by the inclusion team
- Appropriate support and next steps agreed
- May include 1:1 meetings and tailored resources

Support contract (where needed):

- Short-term (typically 6 weeks) intervention
- Managed by key worker and pastoral team
- Focuses on goal-setting, accountability, and progress
- Includes weekly wellbeing check-ins and reflection on achievements

Accessibility and Inclusion

Equality Act and Accessibility

The Growth Company meets its duties under the Equality Act 2010 by making reasonable adjustments, preventing discrimination, and promoting inclusive practice. This is supported by our Accessibility arrangements and ongoing development of an Accessibility Plan to improve physical environments, access to information, and curriculum accessibility.

How accessible is the environment?

The Growth Company delivers training nationally, on-site, and across centres in Manchester and St Helens. Details of each location and its accessibility are available on the website: <https://www.gceducationandskills.ac.uk/locations/>

All centres meet required standards, although accessibility is more limited at the St Helens site. Most locations have step-free access, ramps where needed, and on-site parking, including blue badge spaces at Trafford Skills Centre. Toilets are usually on the ground floor.

For learners with mobility needs, Personal Emergency Evacuation Plans (PEEPs) and risk assessments are put in place to support safe access and evacuation.

Dietary needs are managed individually. Breakfast is available at all centres, and specific requirements are catered for. Trafford Skills Centre also has a canteen with clear allergen information, supported by individual risk assessments for learners with allergies.

How accessible is information?

The Growth Company strives to ensure that its services are accessible to people with disabilities. The company website contains an accessibility statement which can be located through the following link: <https://www.growthco.uk/accessibility-statement/>

We aim to ensure all learners can access information about our offer and are working towards introducing translation options, including written and audio formats.

Within centres, learners can access a range of support tools, including screen colour adjustments, reading pens for audio access, and text magnification on devices or in large-print formats.

How accessible are the resources?

We provide resources across the centres for all young people including those with any barriers to learning or special educational needs/disabilities.

We provide the following assistive technology:

- Laptops
- Tinted overlays
- Reading pens
- Screen reader technology
- Speech to text technology
- Pocket spellcheckers and dictionaries
- Adaptive tools for trades

All decisions are made following a discussion with the inclusion team and learner/guardian where appropriate, regarding the assistive technology we can provide and how we can use the resources to support the learner in their preferred way.

What arrangements for reasonable adjustments are made to support learners in exams and assessments?

Reasonable adjustments are discussed during the initial meeting and onboarding stages, to identify whether the learner requires any additional support.

Exam access arrangements are put in place for learners that require them, following gathering of evidence and permissions from the awarding bodies. The company coordinates exam access arrangements based on the evidence of need and the learner's 'normal way of working'.

Adjustments may include:

- Extra time (25% or more)
- Supervised rest breaks
- Readers and scribes
- Prompters
- Coloured paper or enlarged font for exam materials

These arrangements are available for learners, including those on Access to Higher Education courses. Further information for specific adjustments can be found through contacting the education and skills team directly.

What help and support is available to the family?

Do you offer help to complete paperwork?

Support is always available for the learner and their families throughout each stage of the process for enrolment. The inclusion team can support with any completion of information for all learners, regardless of need.

Where can information, advice and guidance for inclusion be located?

The Growth Company provides comprehensive inclusion support, ensuring accessible education for all learners, including those with SEN or EHCPs, through dedicated inclusion coordinators, pastoral staff and key workers. Staff can provide tailored advice to support employers, tutors, parents, guardians, external agencies and learners on fostering inclusive classrooms, environments and workplaces. Information, advice and guidance can be found on the company website, displayed in centres, or through contacting the inclusion team.

Key points of contact can be found on the safeguarding and inclusion page of the company website: [Safeguarding and Inclusion](#)

Do you offer advice or support towards travelling to and from the training centres?

The Growth Company supports learners in Greater Manchester to access education in-centre, through providing a minibus service. The minibus is a free, scheduled service for learners travelling to the Manchester Skills Centre and includes multiple pick-up points across Manchester.

The Growth Company also facilitates travel through partnerships, such as 'Our Pass', which offers free bus travel to young people across the region. Further information can be found on the Youth Services page of the company website: [Our Pass | Greater Manchester Support for Young People](#)

There are also local buses, trams and trains that can be accessed by learners throughout the day.

What is your policy for a young person accessing the 16-19 bursary fund?

The Growth Company Education & Skills offers a 16-19 Bursary Fund to help eligible learners, aged 16–18 (or 19+ with an EHCP), overcome financial barriers to participation in study programmes and traineeships. The funding covers costs like travel, and is awarded based on financial hardship, including a dedicated vulnerable group bursary.

Types of support we offer:

- Vulnerable bursary: For those in care, care leavers, or receiving specific benefits (Income Support, Universal Credit, DLA/PIP).
- Discretionary Bursary: For students facing financial hardship to cover costs such as travel, meals, or equipment.

The bursary is awarded depending on whether the learner meets agreed standards of attendance and behaviour. For further information, learners should contact their training centre to apply, as funds are allocated based on individual assessments of need. Our bursary policy can be found on the company website: [Bursary Policy](#)

Consultation

It is essential to us that learners voices are heard. From the beginning of your education journey with us, we ensure that you are the primary decision maker. We will:

- Use your preferred method of contact to communicate with you in advance.
- Invite you to an initial meeting to ensure that you have every opportunity to discuss your needs with us and to gain an understanding of whether our setting is the right place for you.
- Ensure that your needs are prioritised when planning your academic and personal goals.
- Plan regular check in and review meetings with you to make sure that the support you receive is still relevant and make any changes that you may need.

Our EDI Commitment

EDI at the Growth Company stands for Equality, Diversity and Inclusion. This represents a commitment to ensuring that our working and learning environments are respectful, diverse and inclusive, ensuring equal opportunities for all.

Our EDI pledge is available on The Growth Company Website. To learn more about how we are making progress towards our action plan: [Our EDI Pledge | The Growth Company](#)

Complaints Procedure

The Growth Company handles complaints by encouraging an initial informal resolution, followed by a formal process for unresolved issues. Complaints can be submitted via email to feedback@growthco.uk, via the website, or by post to GC Complaints, Lee House, 90 Great Bridgewater Street, Manchester, M1 5JW. We aim to provide updates within four weeks and a final response within eight weeks.

In addition to the internal complaints procedure, learners and families can seek independent advice and mediation through local authority SEND services, SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service), and formal mediation routes where applicable for EHCP-related disputes.

Key Aspects of The Growth Company Complaints Procedure

- **What to Include:** To ensure a swift investigation, include detailed information about the issue, along with your name, address, contact number, and a preferred time for a follow-up call.
- **Specialised Services:** Specific divisions like GC Business Finance (GCBF) may have tailored procedures, such as specialised, FCA-regulated, or specific email addresses like complaints@b-f-s.org.uk. If you provide details to the email, feedback@growthco.uk they will be able to advise you further if this is the case.
- **Data Privacy:** All complaints are handled in strict confidence according to their data protection procedures.
- **Accessibility:** If a complainant has difficulty putting their complaint in writing, they are advised to contact the company for assistance.

For more specific policies relating to education, employment, or business support, you can access them directly on their respective websites.