



 LEARNING CURVE  
GROUP

# SEND

Information Report

## Provider Details

**Provider Name:** Learning Curve Group (LCG)

**Address:** Dunelm Rise, Durhamgate, County Durham, DL16 6FS

**Website:** <https://www.learningcurvegroup.co.uk/>

**Contact for SEND Enquiries:** Sonia Hothi, SENCO, [send@learningcurvegroup.co.uk](mailto:send@learningcurvegroup.co.uk)

**Date of Last Review:** 30th March 2026

**Next Review Due:** 30th March 2027

## Introduction

This SEND Information Report outlines how Learning Curve Group (LCG) identifies, supports, and monitors learners with Special Educational Needs and/or Disabilities (SEND).

It explains how we comply with:

- Children & Families Act 2014 (Section 69)
- SEND Regulations 2014
- SEND Code of Practice (0–25)
- DfE oversight and quality expectations including learner safeguarding, transparency, and meeting contractual compliance.

## Types of SEND Learning Curve Group Support

The type of support received by an individual learner may be delivered in different ways to effectively meet their specific needs. Wherever possible, LCG will make arrangements which best suit the individualised needs of the learner, whether they are attending centre on a full-time, part-time basis or a work-based model. These could include:

- Cognition & Learning Needs.
- Communication & Interaction Needs.
- Social, Emotional & Mental Health (SEMH) Needs.
- Sensory and/or Physical Needs.
- Specific learning differences (e.g., dyslexia, dyscalculia).

## Identifying SEND and Assessing Need

LCG identifies SEND through a variety of processes:

- Initial assessments and screening at enrolment.
- Diagnostic assessment (where appropriate).
- Tutor or assessor observations.
- Learner or parent/carer self-disclosure.
- Review of prior support (EHCPs, previous education records).

## Involving Learners and Families (Co-Production)

LCG ensures learners (and families where appropriate) are fully involved in:

- Developing Individual Learning Plans (ILPs) or SEND Support Plans.
- Reviewing progress and setting future goals.
- Planning transitions into further learning or employment.

## Monitoring, Reviewing and Measuring Progress

LCG does this by using:

- Regular ILP/SEND Support Plan reviews.
- Tutor assessments and progress tracking.
- Workplace mentor feedback (for apprenticeships).
- Adjustments to support where needed.



## Teaching and Learning (Quality First Teaching)

LCG's approach includes:

- High-quality, inclusive teaching.
- Differentiated materials and tasks.
- Adapted delivery for diverse learning needs.
- Use of assistive technology and accessibility tools, where appropriate.

## SEND Support Provision

At LCG, we seek to provide targeted and intensive support through, small group interventions (typically 3–5 learners), additional tutorial sessions or tailored resources. Where possible we will be working with Local Authorities to provide one-to-one specialist support, intensive mentoring and adjust timetables to suit the needs of the learners.

## Curriculum and Learning Environment Adaptations

Adaptations LCG may use include:

- Modified curriculum pathways.
- Accessible learning environments.
- Specialist equipment where required.
- Alternative assessment arrangements.

## Equipment, Resources and Facilities

LCG provides digital accessibility tools such as immersive readers, speech to text software, coloured overlays, and enlarged digital materials. Learners can request equipment through their tutor or SENCO, and items are provided following an individual needs assessment.

## Staff Expertise and Training

The SEND department is headed by a SENCO and support staff, who have had specialist SENCo training. All staff access ongoing CPD on SEND and inclusive practices.

The SEND team also provide in-house training sessions through the year.

We also secure external SEND expertise by working with:

- Local authority SEND services.
- Educational psychologists
- Adult Mental Health Services
- CAMHS
- Occupational therapists
- Speech & Language Therapy (SALT) [bdsip.co.uk]
- Social Care Services Virtual School Teams
- ASD Specialists
- Profound Hearing Specialists
- Physiotherapists
- Community Paediatricians
- Early help/Targeted Youth Support
- Youth Offending Teams
- NEET Advisers
- Specialist Teachers (ASD, SpLD, VI, HI, SEMH)

## Supporting Transitions (Into Employment or Further Learning)

We support learners during:

- Transition into the training programme at LCG, by offering pre-visit opportunities where they can discuss the course in more depth and have a chance to meet the staff in the learning environments. This helps reduce any anxiety and ensure that they are transitioning in the correct manner.
- Mid-course changes that may arise.
- Progression into employment, HE, or apprenticeships is discussed and monitored at all times, thus preparing and removing any anxiety before transitioning to this new phase in their life.

## **Communication and Complaints**

We encourage learners to raise concerns early and our complaints process published on our website.

## **Governance, Quality Assurance and DfE Compliance**

LCG complies with:

- DfE funding rules.
- SEND legal obligations.
- Quality assurance expectations around safeguarding learners and maintaining transparency.
- Internal controls and governance frameworks required under DfE oversight and financial handbook guidance.