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## Enhancing Inclusive Practices for SEND Learners: A Case Study of Education Partnership Northeast

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## Enhancing inclusive practice: A Case Study of Education Partnership Northeast

### (FE) Peer Reviews

This case study highlights the role of a peer review and the impact that these have had in improving inclusion at an FE College.

Weston College undertook a comprehensive peer review of another provider – Education Partnership Northeast. The peer review is a fully subsidised, confidential and non-judgemental review for colleges. The peer review is a supportive tool to determine areas of strength in supporting young learners with SEND and suggested areas for improvement, with a summary, recommendations and support in the follow-up provided after the peer review.

The impact of the peer review can be immediate with some quick solutions embedded and also longer term such as the development of trusted networks within regions and with other providers.

This case study highlights some of the short-, medium- and long-term impacts below, including changes to their Ofsted grades.

## Introduction

Education Partnership Northeast is a further education college group comprising of Sunderland College, Hartlepool Sixth Form and Northumberland College, catering to learners with diverse needs, including SEND students. Approximately 138 high-needs learners are supported, including those with EHCPs, and a wider cohort of SEND learners.

Teams include Specialist Practitioners, SEND Champions, and Learning Support Co-ordinators, supported by a strategic leadership team.

## Implementation

Weston College undertook a comprehensive two-day review involving observations, learning walks, and discussions across campuses. They also engaged with staff through preparatory virtual meetings, onsite reflections, and strategic input from external specialists. Observational and qualitative assessments during the review process were undertaken and impact analysis of implemented initiatives and alignment with EHCP outcomes.

This case study looks at the college's inclusivity journey with a focus on SEND provision in Inclusive Learning and Foundation Learning.

## Implementation (continued)

### Aims of the review:

- Support the enhancement of the whole-college approach to inclusivity.
- Provide advice and support on how to strengthen the curriculum to align with learners' needs and prepare them for independent living, employment, or higher learning.
- Look at how to foster professional development among staff and embed a sustainable, inclusive framework.

## Outcomes

### Strengths:

- High-quality teaching environments, innovative digital tools, and enriched learner experiences.
- Effective leadership committed to developing inclusive practices.
- Positive learner outcomes, including employment and independent living readiness.

### Areas for Development:

- High dependency on support mentors rather than embedding inclusivity in general teaching practice. Recommendations for enhancing CPD for staff to embed differentiation and inclusive teaching strategies.
- Increase investment in assistive technologies and specialist staffing.
- Foster better integration of SEND frameworks into all curriculum areas.

## Impact

- Developed core practices and support enhancements across the SEND curriculum and Inclusive Learning, as well as understanding the practice surrounding the AP provision and NEET assessment Centre.
- Developing and changing the college's supported intern model
- Implemented a pre-internship programme
- Introduced 'Talent Pool' – a cross college internal work experience model for all specialist SEND students, seeing them work across all our business support functions
- Increased the level of understanding and knowledge in all aspects of SEND for the leaders to develop and embed further best practice
- Supported the development of a new NEET framework and curriculum
- Improved the teaching and learning experience by reviewing the practice of Inclusive Learning Mentors i.e. reducing some elements of over support.
- Remodelled the specialist SEND provision at one of the centres following the feedback within the review.
- HN positive destinations have increased from 98% in 22/23 to 100% in 23/24. This is a three-year improving trend (+10%) since 21/22.
- No achievement gap is now seen in students with an EHCP in specialist provision and those studying cross college. All students perform equally with achievement at 95-96%
- Introduction of initiatives like SEND Champions, immersive classrooms, and detailed personal support plans.



## Next Steps

A two-to-three-year plan has been developed to transform and further improve SEND, AP and High Needs provision which includes:

- Changes to the frequency and people responsible for the strategic conversations with the 13 Local Authorities they work with
- Implement re-costed and re-based costed provision maps with an internal process developed for quality assurance.
- Implementing in 25/26 a new NEET assessment Centre and AP provision
- Review the career progression structure within the support function of inclusive Practice
- Implement the 'expert in the field' model
- Development of a full people plan
- See the creation of a modularized Foundation Degree in Inclusive Practice
- Develop a new EAA policy, to include clearer guidance in math's and English exemptions
- Further expand the Supported Internship model

Weston College have planned a further visit scheduled for March 2025 to review the above in practice and see the transformational impact on the college. To provide some context, the college was graded 'Good' in 2018 with Provision for High Needs graded 'Requires improvement'. The college has since received an overall grade of 'Outstanding' across all areas in its latest inspection in 2024 – one of the only colleges to receive this.

