



Cambian Lufton College

Specialist College

- Mixed Gender • 16-25 Years
- Up to 52 Weeks Residential • Day Placements

Rated '**Good**' Overall by Ofsted

With '**Outstanding**' in Behaviour and Attitudes



Welcome

Welcome to Cambian Lufton College, a vibrant and socially inclusive community of young people aged 16 to 25 years old, with a learning disability and complex needs, including autism.

Over the past 50 years our role as an independent specialist college has been to enable young people to prepare for adult life. We seek to help young people gain the critical transferable life skills and the confidence they require to live more independently.

Our teams of highly skilled education, care and clinical staff deliver an outstanding personal, social and vocational experience that is tailored to meet the individual needs and wants of our students. The college focusses upon preparing young people for adulthood by equipping them with a toolkit for life after college... and they have fun!

We take immense pride in our commitment to delivering quality

learning through person-centred programmes that are supported by a range of therapeutic professionals and partnerships with other local education providers and employers.

Our young people join us from across the UK and benefit from supported access to a rich and balanced programme of educational activities that span the waking day. Students live and learn in an inclusive environment where staff are committed to enabling them to build upon their strengths and interests as well as gaining new and useful skills for life.

This prospectus will provide you with a basic overview of what we can offer. However we always welcome visitors and therefore we would like to take this opportunity to invite you to come and see the college in action and explore the great work that we do.

Sophia Cursons
Principal

Lufton,
Yeovil,
Somerset,
BA22 8ST

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Overview



Enabling Young People to Lead Active Lives

Our teams of education, care and clinical staff deliver a personal, social and vocational experience that is tailored to meet the individual needs and wants of our students. The college focusses upon preparing young people for adulthood by equipping them with a toolkit for life after college. We take immense pride in our commitment to delivering quality learning through person-centred programmes that are supported by a range of therapeutic professionals and partnerships with other local education providers and employers.

"Just to say I am truly impressed and very happy to see and hear of my son's amazing progress at the college both from an educational and self-care perspective. It is truly rewarding for me as a parent to see my son being so happy, comfortable, confident and at home at the college and gets on very well with the staff who are very caring supportive and helping him learn to become independent."

- Parent (October 2024)

"It's G here I just wanted to say thank you so much for everything you've helped me with and done for me, and I'm very thankful for everyone at Cambian Lufton College for helping me. I know my life hasn't been easy, but as a student at Lufton College you have really helped me. I really really want to say thank you".

- Student (November 2023)

"I would just like to thank everybody for the progress that C has made this year. I know it's a real team effort and I'm glad everybody is seeing the real C and starting to see his full potential"

- Parent (July 2024)

We support:

- Moderate to severe learning disabilities
- Autism and other learning difficulties
- Behaviour and emotional needs
- A broad range of complex needs including medical needs



College Curriculum

Each young person has a personalised learning programme, with a focus on students' choices to shape their own direction of learning and activity. The programme is initially devised from: the student's interests, preferences and existing skills, considering immediate and long term Education, Health and Care Plans (EHCP) outcomes. The programme of study will provide a coherent structure that offers incremental learning activities to enable the learner to gain a sense of accomplishment as they progress during their placement. The provision opportunities are dynamically reviewed in response to the student's changing preferences, experiences and needs.

The first half-term of the academic year is focused on completing the Baseline Assessment tool. This will collate a students' strengths and areas of vulnerability for development. These findings, along with outcomes listed in the EHCP, will be collated as part of a multi-disciplinary goal setting meeting. Each student will be set goals for each year which will be reviewed termly.

Lufton College students work towards preparing for adulthood and independence following a personalised programme of study depending on their need's abilities and preferences. The programme of study provides opportunities for students to develop their functional, vocational and personal skills whilst experiencing being part of the Lufton community and the wider community outside of Lufton. We have established strong links with local organisations and employers that support the college by providing work experience, community-based learning, volunteering and opportunities to increase our student's cultural capital.

The curriculum offers the students a wide variety of subjects where they can develop their skills in different contexts. We follow the outcomes as set out in their EHCP to ensure the learners needs are at the heart of our curriculum.

"Leaders plan ambitious curriculums. They ensure that students follow an individualised study programme to gain the skills and behaviours they need to become resilient and lead independent lives."

Quote from
Inspection Report
July 2025

College Curriculum

Our main curriculum strands are:

- Numeracy
- Literacy
- Land based studies
- Animal Care
- Art
- Sport
- Independent Living Skills

Under the banner of our World of Work Programme students engage with:

- Work Experience
- Employer Encounters
- Volunteering
- Enterprise
- Digital Enterprise

We assess our students through a variety of methods including through accreditation using City and Guilds, NCFE and AQA. We also work closely internally with our clinical and care teams to ensure that we are joint journey with the student to capture their progression and challenge them to be the best that can be.

The curriculum at Lufton College is structured into five key areas:

Core: To provide the functional literacy, numeracy and ICT skills required for independent living in adulthood, and for further study and/or employment. Core skills are embedded across all subject areas as part of all education delivery, ensuring these critical skills are continuously reinforced.

Planning for Employment: To provide opportunities for future career planning, and access to vocational learning, work placement and enterprise projects, as well as impartial independent careers advice. Vocational areas include Land based, Catering, Enterprise and Internal and external work experience placements.

Independent Living Skills: To embed skills for life, work and community involvement within accommodations and in real-life situations, to increase students' confidence and skills. This includes developing an understanding of health, wellbeing, relationships, sex and online safety, including the PREVENT agenda.

Community Links: To develop confidence in the community, and embed a sense of responsible and active citizenship. This includes community projects and outdoor education.

Enrichment: To develop interests and activities beyond the standard curriculum, such as in the creative arts and sport. This also supports development of physical control, communication and co-ordination, as well as tactical and imaginative responses, and evaluation of own performance.

Each of the five areas of the curriculum are delivered in accordance with students' needs, and in line with their year of study and desired outcomes.

In an exciting development Lufton College has relaunched the Duke of Edinburgh programme. Taking part in a DoFE journey is not only an opportunity to achieve a prestigious award, but also provides skills, confidence, making a difference to other people's lives and the community.

Helping Achieve a Personal Best



Qualification Journeys

Literacy and Numeracy-NCFE:

- Essential English in everyday life- pre-entry to entry level 3
- Essential Maths in everyday life- pre-entry to entry level 3
- Functional skills in English entry level 1-3 and level 1
- Functional skills in Mathematics entry level 1-3 and level 1

Creative curriculum-Arts

- NCFE Creative craft entry level 3 and level 1

Preparation for life and work:

- City and Guilds:
- Personal Progress Entry level 1
- Skills for working life Entry level 1 to 3
- Animal Care E2 and E3
- Agricultural animals – E2
- Preparing for work – E2
- Duke of Edinburgh awards- Bronze to Gold
- AQA Unit awards in land based and horticultural studies

Volunteering and Work Placements



We believe that with guidance, encouragement, support and application, every student at Lufton can exceed their own expectations.

Within the Employment and Careers Team, our objective is to prepare our young people for the next stage of their lives ensuring they leave fulfilled, enthusiastic, self-disciplined and confident with the skills, knowledge and practical abilities to fulfil meaningful placements/opportunities. This will enable them to participate in and contribute to their community as a whole.

We are committed to providing meaningful work experience opportunities for our students, helping them develop valuable skills in supportive environments. Many of our students have successfully completed placements in care homes and with healthcare companies, gaining hands-on experience while making a positive impact. These placements have been highly beneficial, fostering confidence, independence, and professional growth.

We aim to ensure that each individual has a personalised learning programme, with a focus on students' choices to shape their own direction of learning and activity. The employment programme is initially devised from the student's interests, preferences and existing skills, whilst regularly reviewing outcomes and considering short- and long-term goals.

We actively seek input and discussions with the student's parents, carers and external professionals on how our current curriculum offer can be introduced or adapted to ensure the provision meets the student's abilities, needs and preferences. The programme of study will provide a coherent structure that offers incremental learning activities to enable the learner to gain a sense of accomplishment as they progress during their placement.

We endeavour to find and then enhance talents, so they can be enjoyed and become sustainable. The provision choices are dynamically reviewed in response to the student's changing preferences, experiences and needs.

"Most students who complete their programme of study take successful first steps into work and independence. Many progress to voluntary roles in, for example garden centres, animal management centres and cafes."

Quote from
Inspection Report July
2025

Therapeutic Services



Occupational Therapy

Occupational Therapists at Lufton College advocate for, and support students to access their education and meaningful activities on a daily basis. We may do this by (for example) providing a sensory integration program, modifying their environment, or encouraging them to discover another method of doing something.

Our roles also cover:

- Meeting the OT recommendations stated on students' EHCP;
- Working with students and their support staff to support student choice, control and independence in work, leisure and self-care activities;
- Assessing the skills required to meet personal goals, including: physical; sensory; knowledge; timing; organisational; problem solving and communication, motivational skills and occupational patterns; Working with students and their support staff within educational sessions and in their residences;
- Providing a 1:1 Occupational Therapy intervention or group workshop;
- Recommendations to the wider support team of strategies, activities or environmental adaptation to support learning and development.

Speech and Language Therapy

Speech and Language Therapy support at Lufton focusses on maintaining and developing students' communication skills (their ability to express themselves and understand other people). We are always working to increase students' inclusion, independence and quality of life for the long term.

The Speech and Language Therapist (SLT) and Integrated Therapy Assistant (ITA) are both based on-site, and their roles include:

- Providing staff training on Augmentative and Alternative Communication strategies, such as Talking Mats, Social Stories, Intensive Interaction, and communication aids.
- Producing Communication Profile documents for all students. These identify individuals' strengths and needs, and provide strategies for maximise their understanding and expression.
- Meeting the SLT recommendations included in students' EHCPs.
- Contributing to cross-college goals, progress reports, review meetings, and recommendations for EHCP amendments.
- Responding to referrals for additional assessment or communication support needs.
- Supporting the college to achieve an Inclusive Communication environment where all means of communication are valued and supported.

Therapeutic Services



Psychological Support

The Clinical Psychologist is on site once a week but works for Cambian and can be contacted if needed across the working week.

Students at Lufton College may have experienced difficult circumstances in their lives. The Clinical Psychologist has provided training on trauma, attachment styles and a low arousal approach to staff to equip them to deal sensitively and appropriately with these issues. She is also available to meet with staff to advise on these matters if needed.

Any member of the teaching or home staff can request a consultation with the Clinical Psychologist to discuss concerns they may have about a student's emotional wellbeing or their behaviour.

The Clinical Psychologist also contributes to the consideration of incidents and the circumstances surrounding these with the aim of increasing proactive approaches, de-escalation and reducing any restrictions whenever possible.

For those students amenable to talking therapies there is also the possibility of individual sessions with the Clinical Psychologist.

Positive Behaviour Support

All students receive input from the Behaviour Support Practitioner:

- A bespoke positive behaviour support plan, created by the behaviour practitioner but in conjunction with the clinical team, key workers, house managers, parents and others that are involved in the support of the young person.
- 1:1 support for the young people.
- Support during incidents if required.
- Staff training, advice, guidance and resource support.
- Support to maintain and develop a low arousal sensory environment.
- Input to students' cross-college goals regarding occupational therapy input.
- Multi-Disciplinary Team (MDT) meetings.

Ad-hoc support for staff and students regarding specific short-term challenge.

Physiotherapy

A physiotherapist visits Lufton College and offers guidance and support for young people who may experience functional mobility concerns. They may provide advice or a physiotherapy programme. Any student can access advice from the physiotherapist at a planned clinic.



Therapeutic Services

Music Therapy

Therapy is an established psychological clinical intervention, delivered by HCPC registered music therapists to help people whose lives have been affected by injury, illness or disability through supporting their psychological, emotional, cognitive, physical, communicative and social needs using a plethora of therapeutic technique to help students express themselves in their own individual way.

Health Support

The college nurse oversees the daily health needs of students and work with both care and education teams on all issues and information relating to a young person's medication and health management. The nurse offers physical health checks as required, attend to minor injuries, offer advice and support to both students and staff regarding any health concerns. They can provide advice and guidance for promoting good health including eating, hygiene, immunisations, mental well-being, contraception and maintaining a healthy lifestyle. The nurse supports and facilitates the visits of a physiatrist who reviews medication and diagnostic requirements.



Residential Care

When students join us for their residential placement, we ensure that they feel comfortable within their new accommodation. We understand that sometimes this can be daunting for families and students and like to ensure the accommodations are as homely as possible. Students are encouraged to be involved with this and are able to personalise their bedrooms with items special to them.

The college will support students in where they are going to live within the campus by looking at compatibility, interests and preferences. We try to accommodate this as much as we can in order for us to support the students to have a voice within where they are going to be living.

Throughout the placement students are able to sample a range of residential settings as they grow within their time with us. This may be living with others, sharing facilities and living within the community. This is great preparation for the next steps after college where we envisage students living as independently as possible.

The students are young adults and we encourage and build on independent living skills during their time at the college. This will include cooking meals, cleaning, laundry, developing menus and budgeting. We understand that these skills are vital for young people to develop in preparation for their next steps.

LUFTON COLLEGE

Outcomes 2024

Awards

4 x Awards in Skills for
Working Life - Entry Level 2

4 x 3803 Awards in
Personal Progress - Entry Level 1

NCFE

4 x Certificates in
Everyday English - Entry Level 1

2 x Certificates in
Everyday Mathematics - Entry Level 1

Work Experience

- 7 students successfully completed work experience placements.
- Student C had a placement confirmed at Blossom in Somerset Ltd, a day service provider for adults with learning disabilities.
- Student J had a placement secured at Agincare, a national community care company.
- Student A had a placement confirmed at Fresh Haven, a domicilliary healthcare provider in Bristol.
- Student JD had a placement confirmed at Ryma Care, a specialist residential care company in Hampshire.
- Student V had a placement confirmed at MidCo Care, a national healthcare company.

Looking to the Future

- Student C moved on to an independent living placement.
- Students E and R returned home to their families.

Enrichment



Residential students enjoy a wide enrichment calendar with activities running in the evenings and weekends. We encourage students to let us know any special interests so that we can ensure that there is something for everyone. Some examples of these activities are;

- Mindful colouring club
- Football club
- Discos
- Swimming
- Theme park trips
- Sports
- Visiting local National Trust sites
- Rollerblading clubs in the community

And these are just a few.

“Students enjoy studying at the college. They take part in many activities to keep themselves healthy such as football, badminton and basketball at the local further education college. Students make an excellent contribution to their community. They raise funds for charities, grow plants to support wildlife conservation projects and make art installations to enhance the local countryside.”

Quote from
Inspection Report July
2025



Referral Route and Pathways

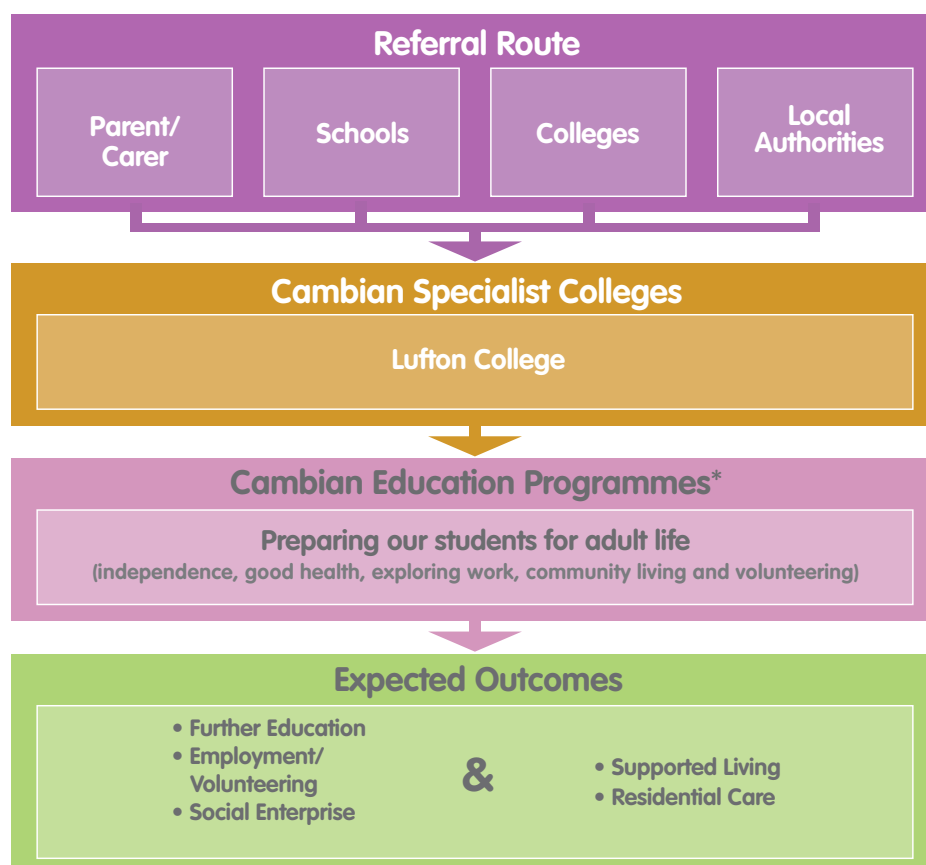


Preparing Our Students for Adult Life

Our student follow a bespoke educational programme tailored to their needs. The programme of study provides opportunities for students to develop their functional, vocational and personal skills whilst also experiencing community living. We have established strong links with local organisations and employers that support the College by providing work experience, community based learning, volunteering, social enterprise and leisure opportunities.

“Staff were exceptional at treating students as individuals and were exceptional at promoting their independence”

Referral Route, Education Programmes and Expected Outcomes



*Determined by individual assessments of need.

CQC Full
inspection report
November 2024



Transition

Moving onto further education is a big step for all young people, particularly for those with SEND.

Once a placement has been agreed by the Local Authority we arrange individualised programmes to support the transition to meet individual needs.

Our transition programmes could include:

- Meeting with the young person, parents, carers, school staff and external agencies to establish a close liaison and partnership approach.
- Observations.
- Video calls with the young person.
- Familiarisation days and taster sessions.
- Collaboration with relevant agencies.
- School visits.
- Gradual transition.
- Overnight stays for residential students.

Each transition programme is bespoke and agreed on an individual basis. It is our experience that a planned transition into college where possible plays a significant role in the young person being able to access Lufton College successfully.

Similarly, transition programmes support learners to progress on from college and into the next phase of their lives – this may involve further training, supported or paid employment and independent living.

Additional Information



Complaints Procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our college and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or tell us we did not meet your expectations, please contact the School via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the college on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or feel you are unable to discuss the details with the college, please contact the director of education detailed below, especially if your complaint relates to the college leadership.

The Proprietor

The proprietor of the college is Farouq Sheikh, Chair of the CareTech Board. The representative of the proprietor of the college, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
Operations Director - Education,
CareTech Group
Parkview,
82 Oxford Road
Uxbridge,
UB8 1UX

The representative of the proprietor may be contacted at
Andrew.Sutherland@caretech-uk.com