



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,
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Overview

Enabling Young People to Lead Active Lives

Cambian Lufton College is an independent specialist further education college for young people aged 16 to 25 with learning disabilities and complex needs, including autism. All students attending the college must have an Education, Health and Care Plan (EHCP). The college provides both day and residential placements for young people from across the UK.

Students access a structured programme of education, care, and therapeutic support designed to prepare them for adulthood. Learning is delivered through a broad curriculum that supports the development of communication, independence, employability, and everyday life skills.

The college operates a whole day model, ensuring continuity and consistency of support across education, care, and social activities. Experienced multidisciplinary teams work collaboratively to support students' wellbeing, progress, and transition planning.

Placements typically span two to three years, although this may vary depending on individual needs, starting points, progress, funding arrangements, and intended outcomes. All placements are outcome focused, supporting students to develop practical skills, increase independence, and prepare for life beyond college.

"We are positive about his current placement at Lufton College and feel it provides a stable and supportive environment. The consistent routines, clear expectations, and structured internet safety are particularly beneficial. When well supported, he is able to participate in learning, engage socially, and continue to make progress both emotionally and developmentally. We feel confident that with the right balance of safeguarding, structure, and encouragement towards independence, he can continue to develop positively while remaining safe and supported."

- Parent

"I am very happy with the progress being made at Lufton College. I value the regular weekly communication and updates, including photographs, which provide reassurance and insight into both educational and social development. I feel that R is settled, happy, and benefiting from the placement, and I would support him to remain at Lufton College for a further academic year. I have no concerns."

- Parent

"I enjoy lots of things at college, especially food (particularly treats like cake and custard), Reboot sessions, Core Resilience, making videos about safeguarding, and dancing.

At home and in the community, I enjoy watching my tablet and videos, playing with dolls, going out to Costa, and learning about money and how to use it.

I feel more confident attending my sessions now, which is something that has improved for me.

When things feel tricky, I know there are people who help and support me, and that makes a difference".

- Student

Profile:

Type: Independent specialist further education college

Age Range: 16–25 years

Eligibility: Students must have an Education, Health and Care Plan (EHCP)

Primary Needs: Learning disabilities and complex needs, including autism

Placements:

- Residential placements
- Day placements

Catchment: Students attend from across the UK

Placement Length: Typically, 2–3 years, depending on individual needs, progress, funding arrangements, and intended outcomes

Delivery Model: Whole day provision integrating education, care, and therapeutic support

Focus: Preparation for adulthood, development of independence, life skills, employability, and community engagement.



College Curriculum

Curriculum

At Cambian Lufton College, we offer a wide range of personalised learning opportunities designed to support young people with learning disabilities in developing essential life skills, building confidence, and preparing for adulthood.

Qualifications & Accreditation

Students have access to external accreditation through the Qualifications and Credit Framework (QCF). Flexible pathways allow learners to work toward full qualifications or individual units of study, from pre-entry level through to Level 1, leading to awards, certificates, and diplomas. These nationally recognised vocational qualifications help students gain confidence, develop independence, and engage actively in their communities.

Personalised Learning & Goal Setting

Every student follows a tailored programme of study based on their interests, strengths, and existing skills, aligned with their Education, Health and Care Plan (EHCP) outcomes. At the start of each academic year, students complete a Baseline Assessment, identifying strengths and areas for development. These findings, together with EHCP outcomes, inform a multi-disciplinary goal-setting process, with personalised goals reviewed termly to ensure progress.

Our curriculum provides opportunities for students to develop functional, vocational, and personal skills while participating in both the college community and wider society. Students are encouraged to shape their own learning journey, giving them ownership and motivation throughout their placement.

Recognising & Recording Progress and Achievement (RARPA) Programme

The RARPA (Recognising and Recording Progress and Achievement) programme complements our accredited learning pathways by focusing on small, meaningful steps and individual progress. This approach is particularly suited to learners who benefit from sensory-led, engagement-focused, and highly personalised activities.

Learning aims within RARPA are flexible, responsive, and centred on each student's wellbeing, regulation, and engagement. Progress is recorded through observation and evidence of engagement, rather than formal academic outcomes, ensuring that achievements are accessible, meaningful, and motivating. Outcomes are regularly reviewed and adapted to meet the student's evolving needs, supporting ongoing development and overall growth.

“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

The curriculum at Lufton College is structured around five key areas, designed to support preparation for adulthood and meaningful outcomes for each student.

1. Core

To develop functional literacy, numeracy, and ICT skills that support independent living, further study, and/or employment. Core skills are embedded across all subject areas and integrated into everyday learning, ensuring these essential skills are continually reinforced and applied in real life contexts.

2. Planning for Employment

To support future career exploration and planning through access to vocational learning, work related activities, and enterprise opportunities, alongside impartial and independent careers advice. Vocational pathways include land based studies, catering, enterprise, and a range of internal and external work experience placements.

3. Independent Living Skills

To develop practical skills for life, work, and community participation. Learning is embedded within accommodation and real life settings to build confidence, resilience, and independence. This area includes health and wellbeing, relationships, sex and online safety education, and awareness of safeguarding themes including the PREVENT agenda.

4. Community Links

To build confidence, independence, and a sense of belonging within the wider community. Students engage in community based activities, projects, and outdoor education opportunities that promote active and responsible citizenship.

5. Enrichment

To support the development of interests beyond the core curriculum, including creative arts, sport, and leisure activities. Enrichment opportunities also promote physical wellbeing, communication, coordination, and confidence.

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



Work Placements & Employment Support

Employability and Future Pathways

At Cambian Lufton College, employability is a key part of preparing young people for adulthood. We support students to develop the skills, confidence, and behaviours they need to engage in purposeful activities and make successful transitions beyond college.

Employability learning is embedded throughout the college experience and is closely linked to each student's individual goals and outcomes. The focus is on helping young people understand their strengths, develop independence, and build transferable skills that can support a range of future pathways.

Independent Careers Advice

Students receive structured and ongoing employability education and guidance, which includes input from an independent careers advisor. This ensures students have access to impartial, informed guidance that supports realistic and aspirational planning for the future. With appropriate support, students are encouraged to:

- Explore their interests, strengths, and preferences
- Learn about different work and community opportunities
- Understand expectations within adult and workplace settings
- Develop confidence, decision making, and self advocacy skills
- Contribute to discussions about future goals and next steps

Developing Employability Skills

Across education, care, and daily routines, students are supported to develop essential employability skills which are developed consistently throughout the day and in a range of practical and real life contexts, including:

- Communication and social interaction
- Teamwork and cooperative working
- Following instructions and routines
- Time awareness, attendance, and reliability
- Problem solving and managing change

Vocational and Work Related Learning

Students have access to vocational and work related learning opportunities designed to support employability development, which may include:

- On site vocational activities
- Resilience sessions
- Enterprise and practical projects
- Work related learning experiences
- Supported community activities
- Links with local employers

“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

Therapies and clinical support



Therapeutic Support

Therapeutic support plays an important role in enabling students at Cambian Lufton College for our students to make progress, develop independence, and achieve positive outcomes. All clinical and therapeutic support is available to both day and residential students, ensuring continuity and consistency of care across the college.

Therapeutic provision is integrated throughout the college day and supports students to engage meaningfully in learning, daily living, and preparation for adulthood. Therapists work closely alongside education and care teams so that strategies and interventions are embedded consistently across all settings.

Integrated Therapeutic Support

Therapeutic input supports students' communication, emotional wellbeing, sensory regulation, physical development, and independence skills. Support is accessible to students regardless of placement type.

The therapeutic team contributes to:

- Individual assessment and planning
- Target setting linked to EHCP outcomes
- Staff training and guidance
- The embedding of therapeutic strategies within daily routines, learning activities, and residential settings

This helps to ensure support is practical, meaningful, and consistently applied.

Specialist Therapeutic and Clinical Services

Depending on individual needs, students may access support from a range of qualified therapeutic and clinical professionals, all of which are available to both day and residential students, including:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Positive Behaviour Support (PBS)
- College Nurse
- Music Therapy
- Physiotherapy
- Psychiatry

Clinical input is needs led and reviewed regularly to ensure it remains appropriate, effective, and responsive all clinical input is closely aligned with each student's Education, Health and Care Plan (EHCP) and preparation for adulthood outcomes.

Therapeutic and clinical staff work in close partnership with students, families, education and care teams, and external professionals. This joined up working supports consistency, continuity, and the transfer of skills across different environments.



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.



Boarding at Lufton

Cambian Lufton College is set across three campuses within 70 acres of Somerset countryside near Yeovil town centre: Lufton Manor, Manor Farm, and The White Horse community home. Each setting provides a supportive residential environment where students can develop confidence, independence, and essential life skills.

We recognise that residential colleges cannot replace home; however, we aim to create a welcoming and supportive environment where learners feel safe, comfortable, and valued. Residential provision enables students to benefit from a 24-hour curriculum, where learning and development extend beyond the classroom and are embedded within everyday routines and experiences.

Students are supported to settle into their accommodation and are encouraged to personalise their bedrooms with items that are meaningful to them. When allocating accommodation, the college considers compatibility, interests, and individual preferences wherever possible so that students feel involved in decisions about where they live.

The residential environment provides meaningful opportunities for students to practise and generalise skills across different contexts throughout the day and evening. Through supported daily routines, students develop greater independence, confidence, and social skills. Key areas of development include preparing meals, maintaining living spaces, managing laundry, planning menus, and developing budgeting skills.

As students progress, they may experience different residential settings to reflect their developing independence. This may include living with peers, sharing facilities, or accessing community-based living opportunities. These experiences form part of each student's preparation for adulthood, supporting progression towards supported living, greater independence, and participation in their local community.





Meals and Nutrition

At Cambian Lufton College, we recognise that healthy, balanced meals are an important part of students' wellbeing, independence, and daily routine.

All meals are fully included for residential students, with no additional payments required. Lunch is included for all day students. During term time, lunch is served in the college refectory. All other meals for residential students, including breakfast, evening meals, and weekend meals, are provided and taken within their residential homes. Nutritious meals and snacks are prepared on site, with full consideration given to individual dietary needs and preferences, including medical, cultural, religious, and sensory requirements.

Meal support is provided in line with individual needs and forms an important part of daily routines, wellbeing, and the development of independence. Support is tailored to each student and may change over time as skills, confidence, and independence develop.

- All meals are included for residential students
- Lunch is included for all day students
- No additional payments required for meals
- Nutritious meals and snacks provided daily
- Meals prepared on site
- Individual dietary needs and preferences fully supported
- Medical, cultural, religious, and sensory requirements considered
- Mealtime support provided in line with individual needs
- Opportunities to develop independence in food choice and preparation

Enrichment

Residential students benefit from an enrichment programme that forms part of the 24-hour curriculum, supporting wellbeing, social development, and engagement with the wider community.

Activities are individualised, reflecting each student's interests, preferences, and support needs. Students are encouraged to share their interests so that enrichment opportunities remain meaningful and motivating.

Examples of enrichment activities may include:

- Gym sessions and fitness activities
- Community clubs
- Team sports such as football or basketball
- Swimming sessions
- Bowling or cinema trips
- Discos and social evening
- Karaoke or music nights
- Arts, crafts or creative workshops
- Cooking and baking sessions
- Gaming club or board games
- Nature walks, gardening or forest school activities
- Visits to cafés, restaurants or local attractions
- Trips to theme parks, seaside locations or community events

Enrichment activities provide opportunities for students to develop friendships, build confidence in social settings, and access their local community. As part of their Moving On plan, students may also experience community living during their course, helping them develop the practical skills and confidence required for supported living or greater independence after college.

On-site facilities include:

Students have access to a range of specialist facilities designed to support learning, vocational development, and independent living skills.

These include:

- Life skills kitchen - for cooking, baking, menu planning, and developing everyday living skills
- Animal centre - providing opportunities for animal care, responsibility, and vocational learning
- Sensory room - supporting relaxation, regulation, and wellbeing
- Forest school and greenhouses – encouraging outdoor learning, horticulture, and practical environmental skills
- Campus shop – promoting independent shopping, money management, and customer service skills
- Craft and creative workshops – for arts, crafts, and skill development
- Car valeting bay – offering vocational skills and practical work experience
- Go-Karts - providing recreational activity and motor skills development
- Refectory and college hall – for communal activities, social engagement, and events
- Leisure facilities – such as air hockey, supporting social interaction and recreation

These facilities provide a practical and engaging learning environment where students can develop vocational, life, and social skills that support their progression toward independence, employment, or further training beyond college.

“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



Outcomes and Progression

At Lufton College, every young person's journey is individual. Our focus is on meaningful progress, ensuring each student leaves with the skills, confidence, and readiness for adulthood. There is no single destination – students' progress into a wide and diverse range of pathways, reflecting their strengths, aspirations, and levels of independence. Through bespoke programmes, real-life experiences, and tailored support, we enable students to achieve outcomes that are both ambitious and achievable.

Students graduating from Cambian Lufton College progress into a variety of settings, including:

- **Supported employment** – paid roles with appropriate support
- **Supported internships** – structured pathways into work
- **Further education** – including mainstream college provision
- **Supported living** – developing greater independence in adulthood
- **Day services and community-based provision**

Qualifications

Alongside personal development and independence outcomes, students are supported to achieve a range of accredited qualifications, including:

- Functional Skills in numeracy and literacy
- **Duke of Edinburgh's Award**
- **City & Guilds Personal Progress Award**
- **City & Guilds Skills for Working Life**

Recognising and Recording Progress and Achievement (RARPA)

Our RARPA programme complements accredited learning by focusing on small, meaningful steps of progress. It is particularly effective for students who benefit from sensory-led, highly personalised, engagement-focused learning.

Learning aims are flexible and responsive, centred on wellbeing, regulation, and engagement. Progress is captured through observation and evidence of participation and achievement, ensuring outcomes are meaningful, accessible, and motivating for every student. Programmes are continuously reviewed to reflect individual development and celebrate progress.

Preparing for Adulthood

Outcomes at Lufton are about more than destinations – they are about growth. We focus on building:

- **Independence and daily living skills**
- **Communication and social interaction**
- **Confidence in community environments**
- **Employability and work-related skills**
- **Emotional wellbeing and resilience**

One of our most powerful outcomes is a clear reduction in the level of support students require, alongside growing independence across all areas of life. Many students arrive needing higher levels of staffing support, for example 2:1 support, and progress to 1:1 support or less during their time at Lufton. In some cases, students also experience reduced restrictive practices and decreased supervision needed to access daily routines, learning, and the wider community safely and confidently.

For students and families, this reduction in support can be life changing. Improving quality of life, increasing autonomy, and creating greater freedom, dignity, and opportunity.

Every student's journey is different, but all leave Lufton having made clear progress, achieved meaningful outcomes, and taken positive, realistic next steps into adulthood.

Lufton College

Outcomes 2025

FUNCTIONAL SKILLS

1 x English - Entry Level 3

1 x Mathematics - Entry Level 3

ENTRY LEVEL CERTIFICATES

3 x Certificates in Essential English in Everyday Life - Entry Level 1

4 x Certificates in Essential Mathematics in Everyday Life - Entry Level 1

CITY & GUILDS

1 x Skills for Working Life - Entry Level 3

3 x Personal Progress Award - Entry Level 1

AWARDS

2 x Bronze Duke Of Edinburgh Awards

23 x Non regulated provision, Entry Level,
Foundations for Learning and Life

1 x NCFE Creative Craft - Level 1

PERSONAL ACHIEVEMENTS

- R successfully planned, created and acted in a video performance of the pantomime "Dick Whittington" for the end-of-year celebrations.
- Seven students worked with a local community centre, creating and filming footage during digital enterprise and animation sessions to produce an advertisement showcasing the centre and its accessible facilities for people with disabilities.
- Seven students took part in a county-wide art project focused on the Cerne Abbas Giant, creating a new version of the figure that represented different groups within the community.

WORK EXPERIENCE

- Two students completed work experience at Cary Alpacas.
- Eighteen students took part in D of E Volunteering.
- Five students completed work experience at Ham Hill Country Park.
- Two students did internal volunteering in animal care.
- Nine students did internal volunteering in car valeting.
- Two students did internal volunteering in catering.
- One student did internal volunteering in enterprise.
- Three students did internal volunteering in Landbased work.
- One student completed work experience at Refine & Design.
- One student volunteered at St Margaret's Hospice Charity Shop.
- One student worked at Union Street Brasserie.
- Four students gained experience at Westlands Entertainment Venue.
- Four students took part in an animation workshop with Aardman.
- Four students completed work experience at Wolfon Manor Care Home.
- Two students volunteered at the YMCA Charity Shop.
- One student worked at Dog Luv Kennels.
- One student gained experience at Compton Care Home.
- One student worked at Hamish Farm Food Shop and Café.

LOOKING TO THE FUTURE

- Four students successfully moved into supported living with reduced support.
- One student is working towards a supported internship.

Referral Route and Pathways

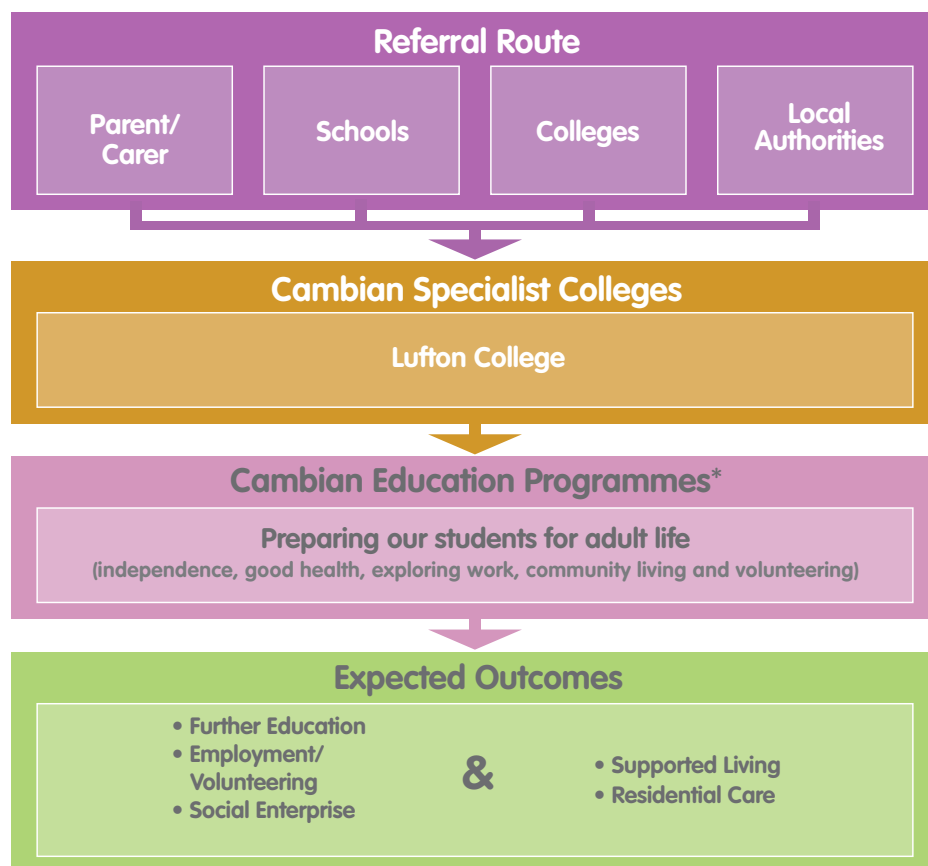


Preparing Our Students for Adult Life

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



CQC Full
inspection report
November 2024

*Determined by individual assessments of need.



Duke of Edinburgh Award

Every year, DofE inspires hundreds of thousands of young people, from all walks of life, to explore who they are, grow in confidence and develop the skills they need to successfully navigate life. We help them build lifelong belief in themselves, supporting them to take on their own challenges, follow their passions, and discover talents they never knew they had. The DofE is delivered in schools, colleges, community organisations, hospitals, prisons and more, all over the UK and internationally.

DofE is open to any young person aged 14-24. Participants build their own programme, choosing activities and a cause to volunteer for. The DofE is structured into three levels of Award which increase in challenge and duration: Bronze, Silver, and Gold. The main differences between the Award levels are the minimum length of time it takes to complete the programme, how challenging it is, and the minimum age you can start. There are four main sections of a DofE programme: Volunteering, Physical, Skills, and Expedition. At Gold, participants will also complete a Residential section.

At Cambian Luffton College we have students working toward their awards. The range of challenges the students have set themselves is wide. The volunteering section includes, helping older people in their care homes, litter picking in our public parks and looking after animals both on and off site. The physical section includes, the gym, cycling, walking and swimming. The skills section includes playing musical instruments, life skills such as cooking as well as art and photography.

Students are frequently seen walking the paths and byways around the area developing map and compass skills and are benefiting from the expertise of the local rangers in Ninesprings and Ham Hill country parks who facilitate volunteering as well as offer short courses such as willow weaving and campcraft.

Through this well-established scheme, which is this year enjoying its 70th birthday, we are watching our students transform themselves into young adults who appreciate the needs of others, can meet the challenges of everyday life with energy and confidence and demonstrate to potential employers the positive contribution they can make to the workplace.





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