

Annual Accountability Statement 2026/27 The Manchester College

“The College makes a strong contribution to meeting skills needs.” The Manchester College Ofsted Report, March 2025

Section 1: Purpose

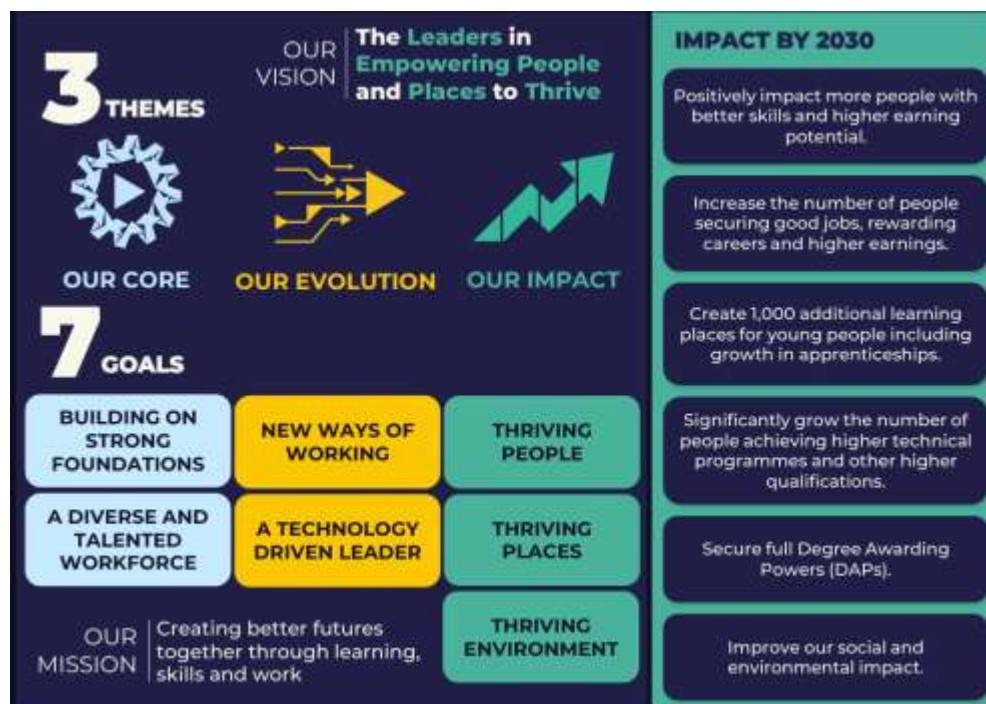
In January 2026, the LTE Group published its new strategy to 2030 – Destination 30. Complete with an amended mission statement, a new vision statement, changed values and new strategic aims to 2030, it set a course for the LTE Group, of which the College and UCEN Manchester are part. The plan on a page below sets out the themes, goals and impact of the new strategy. The impact measures have been informed by research that also underpins this accountability statement.

LTE Group Mission:

Creating better futures together through learning, skills and work.

Values:

- One Group: We work together as one team to achieve LTE goals.
- Innovative: We embrace creative thinking and technology to make a difference.
- Ethical: We do what’s right, acting with integrity, letting our values guide decisions.
- Sustainable: We act today with tomorrow in mind to create a safe and lasting impact.
- Excellence: We achieve the highest standards, learn from our experience and celebrate success.



At the same time, the College took the opportunity (at the mid-point in its strategic cycle) to refresh its vision and objectives, but still within the context of the approved College strategic plan to 2027/2028.



The College strategy shares the clear mission of the LTE group Creating better futures together through learning, skills and work. Underpinning this is a broader vision to create 'inclusive education', connecting our students to the opportunities that living in one of the fastest growing cities in the world provides.

At the heart of the College's strategy is a strong social mission to promote aspiration and social mobility within the communities we serve. As a large General Further Education College, delivering over 37,000 qualifications each year, with a significant number of our students coming from not just Manchester but also from neighbouring boroughs in the Greater Manchester Combined Authority, we are ideally placed to deliver this vision.

Our provision is and will remain both broad and predominantly technical, creative and community focussed, aligned to the skills and place needs of Manchester, ranging from entry level to higher education, ensuring that we offer a starting point and progression pathway for all students.

OUR AIMS : Mirroring the commitment of the 'Get Greater Manchester Working Plan' and the 'Our Manchester' Strategy 2025-2035, our strategy will continue to deliver an inclusive and diverse College where students grow, 'get along', and are ready to contribute to a fairer more prosperous city region with the technical and life ready skills to do so.

Our strong inclusive ethos and vigorous response to local socio-economic challenges continues to widen participation and social mobility for Manchester and Greater Manchester residents. We deliver high quality technical education aligned to the priority sectors required by place. Our courses support and lead to course-related destinations and progression routes for our students

Our sister organisation, UCEN Manchester, provides flexible employer-focused and local higher technical education, providing opportunities for young people and adults to continue their education journey with us through higher education.

Our strategic approach mirrors the commitment of the Greater Manchester Strategy (GMS) 'Good Lives for All', 'The Get Greater Manchester Working Plan' and the Local Skills Improvement Plan (LSIP) and the Manchester Work and Skills Strategy. Our Strategic Plan is based around five key themes: our students; excellence; our people, our culture; our city, our community; our environment, our investment.

Section 2: Context and place

The Manchester College

The Manchester College is a large, inner-city multi campus general FE College with an annual income of over £80m, delivering to around 6,200 16–18-year-olds, 5,450 adults and almost 1,400 higher education students each year.

With six campuses, 87% of our learners come from some of the country's most deprived wards, nearly 60% are from black and minority ethnic groups and 75% start key stage 5 without level 2 equivalent English and maths qualifications.

Manchester

Manchester is governed through a two-tier system: Manchester City Council delivers local services, while the Greater Manchester Combined Authority—chaired by a directly elected Mayor—takes strategic decisions across ten boroughs on transport, skills, housing, and public service reform. The Manchester College is an established strategic delivery partner for GMCA with a curriculum offer aligned to adult skills and local labour-market need.

Manchester has a diverse and growing population. The 2021 census reported the Manchester population as 552,000, with considerable growth forecast to 607,000 in 2023 and 627,000 by 2025. From the College perspective this growth is particularly acute for 16–18-year-olds, and this group is forecast to grow by nearly 10% between 2023 and 2030. Manchester is an extremely diverse city, with 43% of residents from non-white backgrounds and 31% of residents born outside the UK.

Manchester has a higher than national average NEET population. A total of 783 16-18s residents in Manchester are NEET, this equates to 7.6% (3-month average) of the cohort and is above the national benchmark.

Section 3: Approach to developing the annual Accountability Statement

"Leaders have created highly effective working relationships with many stakeholders such as Manchester City Council, Greater Manchester Combined Authority, the Chamber of Commerce and the Department for Work and Pensions. This close working helps leaders to understand fully the emerging needs in the area and adapt their College strategy at pace to ensure their curriculums meet these needs." **The Manchester College Ofsted Inspection Report, March 2025**

At a strategic level, senior leaders from The Manchester College are active participants in shaping the Greater Manchester Combined Authority (GMCA) and Manchester City skills strategies. The College Principal attends the Greater Manchester College's Group (GMCG), consisting of the nine Greater Manchester FE Colleges.

This collaborative effort extends to engagement with the Mayoral Combined Authority (MCA), ensuring a cohesive and integrated approach to relationships with the Greater Manchester LEP and MCA. This coordinated approach enhances alignment and effectiveness in addressing regional skills priorities and fostering socioeconomic development across Greater Manchester.

The GMCG has a strong partnership with the combined authority and as a result the College's Group has collaborated with GMCA to deliver ASF devolution, and more recently received grant funding to meet the capacity challenge for school leavers through a £5m grant to provide additional places for school leavers in priority areas including Science, Engineering and Electrical Installation.

We also engage with the MCC Post 16 strategic group and continue to work closely with other Post-16 providers in the city to ensure curriculum is mapped effectively to ensure choice for young people, we maintain our place as the significant provider of Level one provision supporting the NEET agenda.

We also lead on Technical Education across the city at Level 2 and 3 – meeting the local and national skills priority area of T Level growth. T level enrolment over the last two years and the enrolment plan for 2026/27 is included in the table below

	2024/25 (actual)	2025/26 (actual)	2026/27 (Planned)
Enrolment Number	468	592	823

For 2026/27 The Manchester College is also launching apprenticeships in 2026/27 in key LSIP areas roles including Electrician and Hospitality and Digital in partnership with Total People, serving both local and national skills priority areas.

The College remains and continues to strengthen its alignment with key local strategies including the recent publication of The Get Manchester Working Plan released in January 2026.

THE GET MANCHESTER WORKING PLAN

The Get Greater Manchester Working Plan requires Colleges to collaborate as a core delivery partner in an integrated employment, skills, and health system. This means aligning provision closely with GM's priority growth sectors, expanding adult and community-based delivery, and supporting learners with complex barriers—particularly those who are economically inactive due to health or disadvantage. Success will be increasingly judged on employment outcomes, progression into sustained work, and contribution to reducing economic inactivity across the region.

Much of this shift in focus is in built into the current College strategy and existing curriculum offer including a subcontracted partnership with the Greater Manchester Fire and Rescue Service (GMFRS) to deliver a King's Trust programme. Supported internships and work with Volition, a volunteering programme that supports disadvantaged and long-term unemployed people by Manchester and Salford Cathedrals to over 100 unemployed adults every year.

Further expansion in community-based delivery is planned for 2026/27 through external partnership arrangements.

Section 3a: Employer Engagement

The College has also developed significant employer partnerships through the 'Careers not Courses' strategy and works with a range of employers, community groups and civic organisations across the city and Greater Manchester.

These stakeholder relationships support students to develop the knowledge, skills and behaviours needed for progression into work/career progression in the sector in which they have studied.

Headlines are included below:

- Over 2,000 local, regional and national employers, community organisations, civic institutions and education providers work with the College to facilitate work experience, industry placements and other work-related activities for all 16–18 students. These partners also collaborate closely with the College to help shape the curriculum. As confirmed by Ofsted in its 2025 inspection, the College makes a "strong" contribution to meeting local and regional skills needs.
- 21 sector-specific Employer Industry Boards, informing curriculum development, including T Level implementation and technical qualification reforms
- Industry Weeks are held regularly throughout the academic year, across all campuses, to support 16–18 year-old and adult students in gaining an appreciation of a range of industries, careers and higher education pathways, with over 480 stakeholders participating in events during the 25/26 academic year.
- The College is committed to providing learners with opportunities to demonstrate their skills through regional and national competition pathways, enabling them to further develop their knowledge, skills and behaviours whilst showcasing their talent and achievements. The College had a strong presence across the 25/26 Greater Manchester Colleges Skills competitions. We were also proud to celebrate three students who competed in the WorldSkills Finals in Cardiff in November 2026. Participation in the 2025/26 WorldSkills UK competitions continues to grow, with the number of students securing a place at the regional finals increasing by 8% compared to last year. This sustained upward trend reflects the College's ongoing commitment to enabling students to engage in prestigious skills competitions and achieve success at the highest levels.
- During 2026 the College became a WorldSkills Centre of Excellence, further strengthening our commitment to excellence in technical education and skills development. More than 90 staff members have undertaken specialised professional development delivery by WorldSkills Coaches, enhancing their ability to embed world-class standards in teaching and learning. We also secured a place on the WorldSkills Endorsed Trainer programme, resulting in the development of our own in-house WorldSkills Endorsed Trainer. This enables us to cascade WorldSkills teaching and learning principals across the College, supporting colleagues to develop and deliver high-quality, industry focused learning experiences.
- The GM Colleges, Innovate UK Further Education Innovation Fund (FEIF) project engaged with more than 300 business and delivered 11 events. The programme directly referred 54 businesses to the innovation ecosystem partners, helping participating businesses make meaningful progress along their innovation and funding journeys. In April 2026, new funding was successfully secured from GMCA for a further 12 months, ensuring that the Business Innovation Hub and Innovation business advisory service remain available and accessible to local employers.

Ofsted recognised this where they commented in our March 2025 report, “Leaders and teachers seek advice and involvement from stakeholders and employers in designing and implementing their curriculums. In automotive, a large car manufacturer provides opportunities for students to take part in a work-based programme alongside their studies so they gain the most up-to-date skills and knowledge. In hospitality, leaders have developed an advisory board of employers that advises students about business acumen and the ‘nose to tail’ methodology to help reduce food waste in the sector. In early years, advisory board members suggested that

speech development was an area that needed more focus in the curriculum. Leaders listen carefully to this advice and develop their curriculums very effectively in response.”

UCEN Manchester Degree Awarding Powers Assessment Report by the OfS (2025) noted examples including:

- Employer engagement starts with initial market research to identify gaps, followed by employer consultation regarding content and assessment methods, which ensures industry alignment.
- To ensure currency and relevance, course teams employ a variety of methods to engage with employers, including using industry contacts, employers of their students, alumni, engagement with professional bodies and sector groups, and part-time students who are working in the industry.
- During the visit, the assessment team heard many examples from both staff and students of how the group is currently working with relevant industry partners, formally and informally, to deliver student learning experiences with a focus on ensuring professional currency.
- State-of-the-art resources for students in the creative arts, nursing and sports science were developed in consultation with industry professionals and PSRBs to provide professional surroundings in which the students could develop their skills and increase their vocational skills and employability opportunities. Examples included: a dedicated and fully operational theatre with professional standard lighting desk and lighting rigs; a modern ward for nursing students with resuscitation dummies and monitoring equipment; and continued investment in nursing with the development of a ‘care home’ room for practising simulated care in the community.

4. CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

NATIONAL SKILLS PRIORITIES

The table below outlines how the College meets the 10 national skills priority sectors and target programme types. The table also identifies overall student numbers for 2025/26 and planned enrolment for 2026/27 across 16-18 and adult provision.

	2025/26 enrolment (actual)	2026/27 enrolment (planned)	% Difference	16-18	Adult
Advanced Manufacturing	43	62	31%	x	
Creative Industries	1389	1565	11%	x	x
Defence	0	0			
Digital Technologies	489	580	16%	x	x
Financial Services	24	34	29%	x	
Life Science	325	455	29%	x	x
Professional and Business Services	802	843	5%	x	x
Clean Energy Industries	37	60	38%	x	
Construction	410	567	28%	x	x
Health	726	886	19%	x	x

LOCAL SKILLS IMPROVEMENT PLAN PRIORITIES

Whilst we are proud to be The Manchester College, we recognise that many of the residents we serve and employers we partner with are from across the 10 boroughs of Greater Manchester and beyond. Our curriculum is informed, therefore, by both the Greater Manchester Local Skills Improvement Plan and the local area report and priorities for Manchester that sits within it.

The priority areas identified for **Greater Manchester** in the LSIP Update draft published in May 2026 include sector specific priorities:

SECTOR SPECIFIC PRIORITIES

At headline level, TMC already has substantial enrolment in LSIP-aligned sectors through its broader curriculum: Health and Social Care, Financial, Business and Professional Services, Manufacturing and Engineering, Creative and Media, Hospitality, Digital and Technology Construction and Logistics.

CONSTRUCTION

The LSIP identifies shortages in bricklayers, roofers, mechanical/electrical engineering linked to construction, BIM, quantity surveyors and electricians, with specific emphasis on brickwork, plumbing, electrical installation, building services design and wider construction pipeline demand.

For 2026/27, there will be expanded provision in Brickwork (222) compared to 2025/26 (158), Carpentry and Joinery 2025/26 (107) compared to 2026/27 (130), Plumbing 2025/26 (74) compared to 126 in 2026/27, and Electrical Installation in 2025/26 was 235 and planned 251 for

2026/27. There will also be expansion into T Level Building Services Design in 2026/27 (18 enrolments).

Alongside this FE Condition Fund investment has been used to improve brick and electrical workshop facilities at Wythenshawe to support growth in Brickwork from 75 in 2025/26 to 90 in 2026/27 and enable the introduction of Level 1 and 2 Electrical installation, with 40 planned enrolments.

In 2025/26, 89% of construction students had progressed into positive destinations, this includes 41 students who progressed into paid employment into jobs in the building and engineering and haulage sectors.

The table below identifies the continued growth across construction trades from 2025/26 to 2026/27 to meet the wider construction pipeline demand.

	2025/26 Actual	2026/27 Plan	Percentage difference
Total Enrolment	626	838	25%

UCEN Manchester: There has been a steady increase of c.10% each year for the last 3-years, where UCEN Manchester has introduced a Level 4 HTQ offer to include programmes in Construction Management and Civil Engineering, with the intent to increase this further in 2026/27 to include Surveying and Architectural Technologies; as well as LLE-funded modularised offer and co-delivery of a Higher Apprenticeships offer.

LOGISTICS

The LSIP identifies HGV drivers, logistics management, business development and customer service in logistics as priority shortages.

TMC currently offers a range of Logistics courses including Taxi, Large Goods Vehicle, Forklift Truck, and Freight forwarding. Many of these of courses support adults into work and the freight forwarding provision links directly with Manchester Airport supply chain need.

Growth in Logistics is highlighted below:

	2025/26 Actual	2026/27 Plan	Percentage difference
Logistics			
Total Enrolment	242	290	17%

HEALTH AND SOCIAL CARE

The LSIP highlights shortages in healthcare assistants, nurses, senior care / management qualifications, and wider care pathways.

TMC delivers Health and Social Care provision at 3 campuses across the city. There is significant growth planned for 2026/27 through a broadening of the 16-18 offer in North Manchester (54 planned enrolments) in response to local need in this area of the city.

Alongside the existing T Level Adult Nursing pathway, a new T Level in Midwifery is planned for delivery in 2026/27 increasing total T Level enrolment from 36 in 2025/26 to 50 in 2026/27.

In 2025/26, 91% of health & social care students had progressed into positive destinations. This includes 78 students who progressed to higher education, with 92% of those students starting a university course related to their TMC course, including nursing, and social work. A further 29 students got jobs when they left College, including residential care and hospitals.

As identified in the table below, 19% growth is planned for 2026/27 across this sector:

	2025/26 Actual	2026/27 Plan	Percentage difference
Total Enrolment	726	886	19%

UCEN Manchester: There has been the introduction of HTQs in Health, including a Level 4 and Level 5 offer in Health Care Professions Support, with progression to Level 6 Integrated Health and Social Care. There is also the intent to introduce an HTQ-approved Foundation Degree Assistant Practitioner Health and Social Care from 2026/27.

ENGINEERING AND MANUFACTURING

The LSIP prioritises degree-level engineering shortages in mechatronics, automation, CNC and advanced manufacturing trade skills, alongside shortages in core manufacturing trades, electrical and mechanical engineering at Levels 4–6 and HTQ level.

There is significant overall expansion of engineering and manufacturing planned for 2026/27 in line with the LSIP need for a greater pipeline into employment in this sector.

This includes further expansion across the city with a new Engineering Level 2 offer in North Manchester, at our Harpurhey Campus for 2026/27 (18 planned enrolments)

The growth plan 2026/27 fully aligns with Local skills priority need in the sector and includes growth in Level 2 and T Level Fabrication and Welding, T Level Mechanical Engineering, T Level Electrical and Electronic Engineering and T Level Electrotechnical engineering. The planned growth across these pathways from 2025/26 (154 enrolments) to 212 enrolments in 2026/27 is 27%.

In 2025/26, 92% of engineering and manufacturing students had progressed into positive destinations. This includes 43 students who progressed to higher education, with 98% of those students starting a university course related to their TMC course, civil engineering, electrical and electronic engineering, mechanical engineering and quantity surveying. A further 65 students got jobs when they left College, with many now working in construction and manufacturing industries.

The overall total enrolment growth is outlined in the table below:

	2025/26 actual	2026/27 Plan	Percentage difference
Total Enrolment	283	375	25%

UCEN Manchester: Introduced a Level 4 HTQ offer in response to LSIP priorities in 2025-26 across General and Automotive Engineering, along with a 'pilot' Higher Apprenticeship. The intention is to significantly increase student numbers through co-delivery of Higher Apprenticeship Engineering in response to local employer-demand for 2026/27.

DIGITAL AND TECHNOLOGY

The LSIP identifies priorities in baseline digital skills for all, cyber security, data skills, software engineering, cloud computing, AI / machine learning and IT support technicians.

TMC currently offers many of these specialisms as either standalone qualifications or built into substantive qualifications. This includes a significant number of general data skills qualifications for adult learners

Within adult we deliver provision at L1 through to Level 3 including IT support and plan to expand this by introducing Level 3 Apprenticeships in Digital Support Technician from 2026/27 in partnership with Total People.

We offer T Level pathways in Cyber Security, Data Analytics Technician and Data Technician. The enrolment for T level across these pathways in 2025/26 was 65 students and the plan for 2026/27 is to increase this to 123 enrolments.

There will also be expansion across other qualification types with the introduction of Level 2 provision at Wythenshawe and Level 3 provision at Harpurhay Campus increasing accessibility of digital provision across the city.

In 2025/26, 91% of digital and technology students had progressed into positive destinations. This includes 56 students who progressed to higher education, with 97% of those students starting a university course related to their TMC course in computer science, cyber security, software development and software engineering.

Planned enrolment for 2026/27 shows growth across this provision:

	2025/26 actual	2026/27 Plan	Percentage difference
Total Enrolment	489	580	16%

UCEN Manchester: Has a well-developed offer up to Level 6 across Cybersecurity, Software and Networking delivered to over 100 students each year and exceptional outcomes. Through our own Degree Awarding Powers, UCEN Manchester intends to validate and approve it's own Full Degrees across these ahead for 2027 intakes. A new HTQ offer in Artificial Intelligence was internally approved in 2025/26, with the intent for 2026/27 delivery.

Digital Technical Excellence College Status

TMC and UCEN Manchester successfully bid for Digital and Technologies TEC status as part of Wave 2 of the Department for Education's Technical Excellence College rollout. This is a four project with funding capital and revenue combined up to £7m over this period.

Technical Excellence Colleges have been introduced by the government to strengthen the supply of high-level technical skills in sectors critical to economic growth, including digital, by creating a network of specialist further education providers with the capacity to deliver outstanding technical education at scale. This includes provision at Level four and five.

The policy is intended to address persistent skills shortages, improve alignment between education and labour market demand, raise the quality and status of technical pathways, and establish visible centres of excellence with advanced facilities, expert staff and strong employer partnerships. In addition, the model is designed to extend impact beyond individual institutions by requiring selected Colleges to act as regional hubs that support other providers and help build wider workforce capability in priority sectors.

The key priorities are closely aligned to the GM LSIP priorities, UK Industrial Strategy and specifically to the Skills England Priority Skills to 2030 report, Industrial Strategy Sector Plans: These priorities are focused within both Cyber Security and AI and include:

- Deliver increased learner volumes across all levels
- Building AI and Cyber skills across the workforce, from foundational skills to advanced specialist roles.
- Significantly grow HTQ Level 4+ in FECs in line with Post 16 White Paper
- Expand relevant Digital and Technology Apprenticeships
- Strengthen employer-led Digital Technology pipelines
- Improve progression into skilled employment and higher-level study.

CREATIVE AND MEDIA

The LSIP identifies there is a shortage of new AI skills in the creative sector. There is a demand for new skills in digital marketing. There is a shortage of leadership and management skills in the creative sector. There are also shortages in technical skills for live performance and an inefficient use of existing skills. There is a shortage in augmented reality and virtual reality skills which may intensify in the future.

Across creative they are significant numbers with the provision with an increased enrolment planned across each of the 4 areas: Music 2025/26: 277 to 344 in 2026/27. In Performing Arts 2025/26: 284 to 299, in Visual Arts 2025/26: 484 to 530 in 2026/27 and in Media 2025/26: 340 to 378 in 2026/27

We offer in line with the LSIP Live Sound with enrolment consistent across 2025/26 (30) and a planned enrolment of 38 in 2026/27.

We also offer a T Levels route in Media, Broadcast and Production – Content creation and production. Enrolment in 2025/26 was 27 and in 2026/27 this will increase to 31 enrolments T Level offer.

In 2025/26, 95% of creative and media students had progressed into positive destinations. This includes 265 students who progressed to mainstream higher education, with 98% of those students starting a university course related to their TMC course, across the whole range of creative industries. Many students also progressed to private conservatoires. A further 86 students got jobs when they left College.

The table below shows the growth across creative sectors for 2026/27 compared to 2025/26.

	2025/26 actual	2026/27 Plan	Percentage difference
Total Enrolment	1389	1565	11%

UCEN Manchester: Successfully delivers higher-level provision within the Faculty of Creative Arts and Media Industries to around 700 students each year, through over 20 programmes – with a recent edition being a Technical Theatre Technician Degree in response to local need. The majority of the offer is 3-year Degree, offering progression pathways for College leavers. A total of 6 Creative-related Degrees have been validated by UCEN Manchester (DAP) in

2026/27, and a similar number planned for approval in 2027/28, enabling strong alignment to GM higher skills needs alongside national priorities.

HOSPITALITY

The LSIP identifies shortages in chefs and mid-level hospitality staff.

TMC offers Hospitality courses at 3 campuses across the city to both 16-18 and adult learners. Hospitality provision continues to grow at the College.

In 2025/26, 211 students are following chef pathway related provision (Culinary Skills and Professional cookery), in 2026/27 this is at 188. However, the College is also planning delivery of an apprenticeship pathway in Commis Chef in 2026/27 to align further with this LSIP priority with the introduction of the new Level 2 Occupational certificate also being introduced in 2026/27 to support the industry.

In 2025/26, 88% of hospitality and catering students had progressed into positive destinations. This includes 28 students who progressed into paid employment, with nearly all students in the food and beverage sectors.

The table below show sustained enrolment for 2026/27 to continue to meet the needs of this sector:

	2025/26 actual	2026/27 Plan	Percentage difference
Total Enrolment	211	207	-2%

FINANCIAL, BUSINESS and PROFESSIONAL SERVICES

The LSIP identifies shortages in solicitors in some specialisms, B2B sales / business development, finance and accountancy professionals.

TMC offers Business courses from L1 through to Level 3 for 16-18 and adult learners.

In Finance and Accountancy we run a range of courses including T levels and AAT qualifications. In 2025/26 we had 168 enrolments with 172 planned for 2026/27 maintaining a strong pipeline in these skills areas.

In 2025/26, 95% of financial, business and professional services students had progressed into positive destinations. This includes 67 students who progressed to higher education, with 96% of those students starting a university course related to their TMC course, including accounting and finance, business management, business and marketing and law. A further 68 students got jobs when they left College working in accountancy, business and with trade unions.

	2025/26 actual	2026/27 Plan	Percentage difference
Total Enrolment	802	843	5%

UCEN Manchester: Delivers Level 5 Business through a HEI franchised arrangement, with the commitment for UCEN Manchester to validate its own Business and Finance Degrees in

2026/27, for 2027 intake – ensuring that there are clear and accessible progression pathways from College Level 3 provision.

Section 5: Inclusive Mainstream Fund

The inclusive mainstream fund has been provided to help equip and empower mainstream settings to build a strong universal offer designed on whole-setting approaches which enable young people with barriers to learning to achieve and thrive.

The College's approach to this additional funding is to continue to build on our existing offer of a graduated response with a focus on the following main areas:

- Assistive Technology in creating an inclusive environment
- Strengthening systems for data collection, analysis and better understanding the needs of our students
- Transition
- Out of class support which promotes independence
- High quality - Adaptive teaching.

Assistive Technology - Creating an inclusive environment

Investing in assistive technology including staffing and resources as part of the Accessibility Hub:

- High and growing volumes of students with EHCPs and neurodiverse conditions.
- Taking the opportunity to grasp emerging technologies, including AI, which support learner development and independence at the same time as enhancing teacher skills, which fully embrace inclusive pedagogy and enhance everyday learning.
- Exploiting high level technologies which are bespoke to specific learners with high level barriers to learning, such as the use of optically controlled interfaces, which allow learners who would not previously be able to access the curriculum to achieve and progress in line with their non-SEND peers.
- Understanding *how* young adults learn using emergent technologies, so that the work of the assistive technologist and those who they guide, develop, inform and support (support staff or teachers), *complement* the way that young people learn.
- Take the opportunity of using assistive technology to upskill the wider support team and teachers within vocational and specialist curriculum
- Increasing accessibility and inclusion through expanding not only our capacity but our flexibility and capability to meet need through technology

Strengthening systems for data collection and analysis

Investing in additional staffing to support the analysis, transition and needs of our students:

- Additional capacity within the administration service would ensure we could better support the existing Transition function and its activities as well as the effectiveness of the service.
- Improved external interface with (currently) seventeen local authorities and the variety of processes and procedures
- Improved internal network of information flows on transitioning learners to the curriculum and support teams to support effective and adaptive teaching

Transition

Investing in additional resources within the Transition team to support our existing transition processes and support increasing numbers as we move to Individual Support Plans (ISPs):

- Improving transition capacity to work with schools from Yr 10 through to Yr 11 and into College (Yr 12)
- Improving communications with students and parents/carers prior to and through transition into College
- Increasing transition visits and events for students and parent/carers
- Key role with curriculum and sharing of information
- Liaison with School Outreach team in providing accurate Advice and Guidance at school career events

Out of Class Support

Investing in out of class support resources to support our existing Study Skills Hubs and promoting Independence:

- Continuation of our existing Graduated Response model, which lends itself to a gradual recalibration to the SEND Reforms model of Specialist, Targeted, Targeted + and Universal Support
- A focus on developing learner independence, so that individuals are armed with the skills to continue to learn outside of timetables classes, College and beyond their time at College and/or in employment.
- Support with exam access arrangements and learning strategies

High Quality – Adaptive Teaching

Investing in training costs and resources/materials to introduce new approaches to enhance teachers' inclusive pedagogy:

- A whole College, inclusive approach, which recognises the core importance of a Universal Offer which underpins pedagogy such that all teaching and learning lends itself to an approach that includes adaptive methodologies and is the very basis, upon which SEND friendly approaches are layered.
- Development of in – house training and upskilling via online learning, face to face learning via external specialists and additional qualifications
- Middle management training and resources
- Establishing peer led models of support across different vocational areas
- Adapting quality assurance and CPD around the needs of young people with SEND
- Liaising with Experts at Hand specialists to improve internal practices with more complex SEND needs

Section 6: Local Needs Duty

“Governors have a wide range of skills and experience. They use this expertise to challenge leaders effectively” **The Manchester College Ofsted Report, March 2025**

The governing body (the Board) of LTE group have devolved responsibility for reviewing the approach to developing this annual Accountability Statement, and the contribution to national, regional and local priorities, to The Manchester College Divisional Board. Rather than carry out this review as a single event at a specific point in time, TMC Board have adopted an approach of constant review throughout the academic year. This has been done as part of their ongoing monitoring of performance and strategy through activities such as:

- Review of the College Self-Assessment Report (SAR) and Quality Improvement and Enhancement Plans (QIP/QEP) at each TMC Divisional Board meeting
- Engagement in 'Curriculum Insight' presentations
- An update on Strategic Plan Key Performance Metrics at Board (All TMC Divisional Board Meetings)
- Continually reviewing capacity within the College and the challenges presented by Greater Manchester demographic changes
- Considering items on Qualification reform at TMC Divisional Board
- Link visits and deep dives undertaken by board members with curriculum departments to provide opportunities to question directly on curriculum intent
- Annual review of the "Curriculum Planning Paper" will be considered by Board on 1st July 2026 for the upcoming academic year delivery plan.

The Board are aware of the priorities identified in the Manchester Work and Skills Strategy and the Greater Manchester Local Skills Improvement Plan. The Board has noted the significant partnership work currently undertaken with other local providers, in particular through the GM Colleges' Group and is satisfied that this collaboration is both appropriate and effective.

At this point in time the Board does not feel that any other action is required to better meet local needs but notes that this position will require further review during 2027 in the light of continued capacity challenges for 16–18-year-olds and also the impact of external policy reviews, for example, curriculum reform, HE reform, post-16 English and maths policy, Post 16 Skills White Paper, SEND Review 2025, Milburn Report into Young People and Work (May 2026) and potential further devolution. Given that it will have been three years since the introduction of the Local Needs Duty, in 2026/27 the Board is cognisant of the fact that a full review of how it is discharging this duty will be required at that time.

Section 6: Corporation Statement

On behalf of The Manchester College, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the LTE Group Board in July 2026. The plan will be published on the College's website within three months from the start of the new academic year and will be available on The Manchester College website at: <https://www.tmc.ac.uk/policies-and-procedures/>.

SUPPORTING DOCUMENTATION

- Greater Manchester Local Skills Improvement Plan Report (Progress Report 2024) GM LSIP Reports | GM LSIP
- GM Skills Intelligence Summary Pack PowerPoint Presentation (greatermanchester-ca.gov.uk)
- GM Strategy Good Lives for All: The Greater Manchester Strategy 2021-2031 (aboutgreatermanchester.com)
- LTE Group Ofsted Report 2025 50275454
- Manchester LSIP Home | GM LSIP
- Manchester Work and Skills Strategy 2022 Work and Skills - Greater Manchester Combined Authority (greatermanchester-ca.gov.uk)
- Our Manchester Strategy 2025-35 (Our Manchester Strategy 2025-35 | Our Manchester Strategy 2025-35 | Manchester City Council)
- The Manchester College Strategic Plan 2023-27
- Adult Skills Strategy