Special educational needs (SEN) information report

4 Life Education Ltd.



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| **Approved by:** | Charlotte Young | **Date:** May 2025 |
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our provision.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [www.4life-education.co.uk](http://www.4life-education.co.uk)

**Note:** If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

# 1. What types of SEN does the provision provide for?

Our provision provides for pupils with the following needs:

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| --- | --- |
| **Area of need** | **Condition** |
| **Communication and interaction** | Autism spectrum disorder (ASD) |
| Speech and language difficulties |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|
|
| Moderate learning difficulties |
|  |
| **Social, emotional and mental health** | Attention deficit hyperactivity disorder (ADHD) |
| Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Such as hearing impairments |

# 2. Which staff will support my child, and what training have they had?

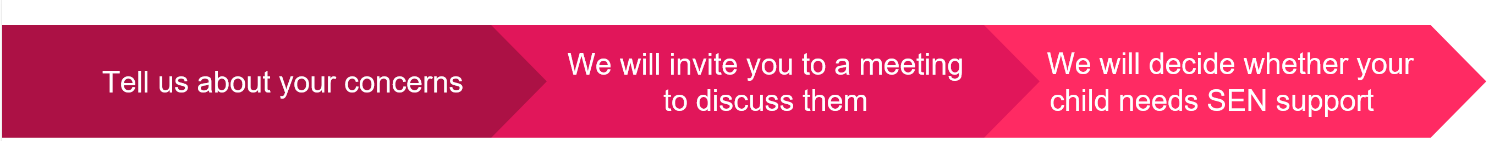
Charlotte Young is the SENDCo at 4Life Education Ltd. She has taught in various specialist settings (SEND schools) since 2010 and has a deep understanding of a range of different special educational needs and disabilities and their subsequent barriers to learning. She has a sound understanding of breaking down barriers on an individual basis, as well as promoting inclusion and equality. Charlotte has also worked in senior leadership positions in schools and alternative provisions over the last five years and has supported staff in their responses to individuals with SEND.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Charlotte Young.

They have experience in this role and have worked as a teacher, assistant head, deputy head and headteacher. They are a qualified teacher registered with the GTC.

# 3. What should I do if I think my child has SEN?



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| If you think your child might have SEN, the first person you should tell is your child’s teacher.  Please contact Charlotte Young on the [info@4life-education.co.uk](mailto:info@4life-education.co.uk)  Charlotte Young will be in touch to discuss your concerns. | We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.  Together we will decide what outcomes to seek for your child and agree on next steps, along side the referring body of each individual student.  We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this. | If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the provision’s SEND register. |

# 4. How will the provision know if my child needs SEN support?

All our staff are aware of SEN and are on the lookout for any pupils who aren’t making the expected level of progress in their provision work or socially.

If the staff member notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Pupils who don’t have SEN usually make progress quickly once the gap in their learning has been filled and due to the high staffing ratio within the provision we are able to focus on these gaps frequently.

The SENCO will observe the pupil to see what their strengths and difficulties are. They will have discussions with your child’s referrer, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the provision’s SEND register, and the SENCO will work with you to create a SEN support plan for them.

# 5. How will the provision measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**

**We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of   
your child’s needs to improve the support we offer.**

**Assess**

**If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has.** **We will ask for input from you and your child, as well as getting help from external professionals where necessary.**

**Plan**

**In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant provision staff.**

**Do**

**We will put our plan into practice.**

**The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.**

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the provision's targets, strategies and provisions will be revisited and refined.

# 6. How will I be involved in decisions made about my child’s education?

We will provide termly reports on your child’s progress.

The directors/SENCO will offer meetings termly to:

* Set clear outcomes for your child’s progress
* Review progress towards those outcomes
* Discuss the support we will put in place to help your child make that progress
* Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of provision.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact us.

# 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child’s age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

* Attend meetings to discuss their progress and outcomes
* Prepare a presentation, written statement, video, drawing, etc.
* Discuss their views with a member of staff who can act as a representative during the meeting
* Complete a survey

8. How will the provision adapt its teaching for my child?

High-quality teaching and experience is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our provision.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all’ approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. Our high staffing ratio ensures that students have the time and level of input they need to excel.

These adaptations include:

* Differentiating our curriculum to make sure all pupils are able to access it, responding to their interests and needs.
* Adapting our resources and experiences
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

# 9. How will the provision evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

* Reviewing their progress towards their goals each term
* Reviewing the impact of interventions weekly
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding an annual review (if they have an education, health and care (EHC) plan)

# 10. How will the provision resources be secured for my child?

At 4Life Education we build our timetable, activities and experiences based on the individuals referred to us at a given time. We strive to meet individual needs.

# 11. How will the provision make sure my child is included in activities alongside pupils who don’t have SEN?

All of our extra-curricular activities and provision visits are available to all our pupils, including our before and after-provision clubs.

All pupils are encouraged to take part in the activities offered,

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

# 12. How does the provision make sure the admissions process is fair for pupils with SEN or a disability

The thorough induction process ensures that we get to know the students before starting. This allows us to prepare for individual needs and plan our sessions accordingly. Due to the nature of the provision, a high number of students will have SEN or a disability.

Please refer to our admission policy for further information.

# 13. How will the provision support my child’s mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

* Pupils with SEN are encouraged to be part of the provision council
* Run weekly PSHE sessions for all students
* Pupils with SEN are also encouraged to promote teamwork/building friendships
* We provide extra pastoral support for listening to the views of pupils with SEN
* We run a nurture club for pupils who need extra support with social or emotional development
* We have a ‘zero tolerance’ approach to bullying. We prevent bullying in the provision- please refer to our behaviour and Child Protection and Safeguarding Policy.

# 14. What support is in place for looked-after and previously looked-after children with SEN?

Charlote Young our SENCO, is also the designated teacher for looked-after children. Her roles is to make sure that all staff understand how a looked-after or previously looked-after pupil’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

# 15. What should I do if I have a complaint about my child’s SEN support?

Please refer to the complaints policy if you want to raise a concern or complaint. This can be found on: [www.4life-education.co.uk](http://www.4life-education.co.uk)

If you are not satisfied with the provision’s response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

If you feel that our provision has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: [https://www.gov.uk/complain-about-provision/disability-discrimination](https://www.gov.uk/complain-about-school/disability-discrimination)

You can make a claim about alleged discrimination regarding:

* Admission
* Exclusion
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

# 16. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

The local authority in which you live in can also provide further information in their Local Offer.

National charities that offer information and support to families of children with SEN are:

* [IPSEA](https://www.ipsea.org.uk/)
* [SEND family support](https://sendfs.co.uk/)
* [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)
* [Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)
* [Special Needs Jungle](https://www.specialneedsjungle.com/)

# 17. Glossary

* **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
* **Annual review** –an annual meeting to review the provision in a pupil’s EHC plan
* **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
* **CAMHS** – child and adolescent mental health services
* **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
* **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
* **EHC plan** –an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
* **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a provision or local authority due to SEN
* **Graduated approach** – an approach to providing SEN support in which the provision provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
* **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
* **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
* **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
* **Reasonable adjustments** – changes that the provision must make to remove or reduce any disadvantages caused by a child’s disability
* **SENCO** – the special educational needs co-ordinator
* **SEN** – special educational needs
* **SEND** – special educational needs and disabilities
* **SEND Code of Practice** – the statutory guidance that provisions must follow to support children with SEND
* **SEN information report** – a report that provisions must publish on their website, that explains how the provision supports pupils with SEN
* **SEN support** – special educational provision that meets the needs of pupils with SEN
* **Transition** – when a pupil moves between years, phases, provisions or institutions or life stages

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