



More Than Ed

SEN Information Report

Detail	Information
School Name	More Than Ed
Type of School	Independent Special School (SEMH)
Age Range	7–16
Number of Pupils	Approximately 25
Assistant SENDCos	Heidi Lindle, Catherine Ford
Managing Director	Charlie Hopkins
Date of Report	January 2026
Review Date	January 2027

1. Introduction and School Ethos

More Than Ed is an independent special school providing specialist education for children and young people aged 7 to 16 who have Social, Emotional and Mental Health (SEMH) needs. All of our pupils have Education, Health and Care Plans (EHCPs) and have experienced significant difficulties in mainstream or other educational settings, often as a result of complex trauma, adverse childhood experiences, or developmental challenges.

Our school exists to provide a safe, nurturing, and therapeutically informed learning environment where every child can begin to heal, develop trust in adults, and re-engage with education at their own pace. We believe that learning cannot happen until a child feels safe and regulated, and our entire approach is built around this principle.

We operate a unique 1:1 teaching model, meaning each pupil is supported by a dedicated member of staff throughout their school day. This enables us to tailor every aspect of the educational experience to the individual child's needs, interests, developmental stage, and emotional readiness.

2. Types of SEN Provided For

More Than Ed specialises in supporting children and young people whose primary area of need falls within the Social, Emotional and Mental Health (SEMH) category of the SEND Code of Practice. Many of our pupils present with overlapping needs across multiple areas, including:

- Complex trauma and attachment difficulties
- Anxiety, depression, and emotional dysregulation
- Adverse Childhood Experiences (ACEs)

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Condition (ASC), where SEMH needs are the primary barrier to learning
- Pathological Demand Avoidance (PDA) profiles
- Speech, language, and communication needs related to developmental trauma
- Compromised executive functioning
- Sensory processing differences
- Specific learning difficulties (e.g. dyslexia, dyscalculia) as co-occurring needs

3. Identifying and Assessing Pupils with SEN

All pupils at More Than Ed are placed by their home Local Authority and arrive with an Education, Health and Care Plan. Our admissions process involves a thorough review of each child's EHCP, previous educational records, professional reports, and any relevant social care or health information.

On admission, we carry out our own baseline assessments covering academic attainment, social and emotional development, communication skills, sensory needs, and readiness to learn. These assessments inform the creation of an individualised learning plan that is regularly reviewed and adapted.

Our ongoing assessment approach includes continuous observation by the child's dedicated 1:1 staff member, regular progress reviews against EHCP outcomes, termly reports to placing Local Authorities, and contributions to Annual Reviews. We work collaboratively with external professionals including educational psychologists, speech and language therapists, clinical psychologists, occupational therapists, and social workers to ensure a holistic understanding of each child's needs.

4. Our Approach to Teaching and the Curriculum

Our educational model is fundamentally different from mainstream provision. We recognise that children who have experienced complex trauma often have compromised executive functioning, meaning they may struggle with planning, organising, sustaining attention, managing impulses, and regulating emotions. Traditional classroom expectations can be overwhelming, triggering, and counterproductive for these pupils.

The PACE Framework

Our practice is underpinned by the PACE framework, which stands for Playfulness, Acceptance, Curiosity, and Empathy. Developed by Dr Dan Hughes, PACE is a therapeutic approach to building relationships with children affected by trauma. It informs every interaction between staff and pupils at More Than Ed:

- Playfulness – We use warmth, lightness, and humour to reduce anxiety and build connection, helping children feel safe enough to engage.
- Acceptance – We accept the child's inner experience without judgement, recognising that behaviour is communication and that underlying feelings are always valid.



- Curiosity – We approach behaviour with genuine curiosity rather than assumptions, seeking to understand what a child is communicating through their actions.
- Empathy – We communicate that we understand how hard things can be, validating the child's emotional experience and co-regulating alongside them.

1:1 Teaching Model

Each pupil has a dedicated member of staff who works with them throughout the school day. This model allows us to follow the child's lead in terms of readiness to learn, adapt the curriculum in real time based on the child's emotional state, build deep, trusting relationships that enable learning to take place, provide consistent co-regulation and emotional support, and deliver a truly personalised curriculum tailored to individual interests, strengths, and developmental needs.

Curriculum

We do not follow a rigid or prescriptive curriculum. Instead, we use a flexible, child-centred approach that draws on National Curriculum content where appropriate but prioritises the development of the whole child. Functional literacy and numeracy are woven into meaningful, real-world activities. We place significant emphasis on outdoor learning, creative and expressive activities, life skills, physical activity and wellbeing, and therapeutic interventions.

We do not operate a traditional rewards and sanctions system. Research demonstrates that extrinsic reward systems and punitive consequences are ineffective and often harmful for children affected by trauma. Instead, we focus on building intrinsic motivation through relationship, co-regulation, and meeting the child where they are.

5. Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of our provision through a range of measures, including progress against individual EHCP outcomes reviewed at least annually, ongoing monitoring of academic progress using baseline and termly assessments, tracking of social and emotional development using recognised tools, regular supervision and reflective practice sessions for all staff, feedback from pupils, families, and placing Local Authorities, quality assurance processes including learning walks, observation, and work sampling, and external professional input and review.

Our Managing Director maintains strategic oversight of provision quality and pupil outcomes. We are committed to continuous improvement and regularly review our approaches in light of current research, professional development, and feedback.

6. Supporting Pupils' Social, Emotional, and Mental Health

Supporting the social, emotional, and mental health of our pupils is not an additional feature of our provision – it is our core purpose. Every aspect of our school environment, staffing model, and curriculum is designed to promote emotional wellbeing and recovery from trauma.



Specific provision includes the PACE-informed relational approach across all interactions, 1:1 co-regulation support throughout the school day, access to therapeutic interventions as identified in EHCPs, a therapy dog programme supporting emotional regulation and building positive relationships, sensory-informed environments tailored to individual needs, carefully planned transitions with high levels of adult support, close partnership working with CAMHS and other mental health services, and a whole-school culture of emotional literacy and trauma awareness.

We do not use isolation, exclusion, or punitive sanctions as behaviour management tools. Where a child is in crisis, our staff are trained to provide calm, containing support that prioritises the child's safety and emotional regulation.

7. Staff Expertise and Training

All staff at More Than Ed receive comprehensive induction training covering trauma-informed practice and the PACE framework, safeguarding and child protection including contextual safeguarding, understanding attachment and developmental trauma, de-escalation and positive behaviour support, first aid and medication management, and professional boundaries and appropriate conduct.

Ongoing continuing professional development is provided through regular training days, external courses, team meetings, and individual supervision. All staff receive regular reflective supervision that supports both their professional development and personal wellbeing. We recognise that working with children affected by trauma can be emotionally demanding, and we are committed to supporting our staff in this work.

8. Equipment and Facilities

Our learning environments are designed to be calm, low-stimulus, and home-like rather than institutional. We provide individualised workspaces adapted to each child's sensory and learning needs, access to outdoor learning spaces and the natural environment, sensory equipment and resources, ICT equipment for learning, and specialist resources as identified in individual EHCPs. We work with Local Authorities to secure any additional specialist equipment or resources required to meet the needs set out in a child's EHCP.

9. Arrangements for Consulting with Parents and Carers

We believe that strong partnerships with parents, carers, and families are essential to supporting our pupils effectively. We maintain regular communication through daily updates from the child's dedicated 1:1 staff member, Annual Reviews of EHCPs with parents and carers invited to contribute fully, open-door policy for parents and carers to discuss concerns at any time, and collaborative planning around transitions and key decisions.

We are committed to ensuring that the voices of parents and carers are heard and valued, and that families feel genuinely involved in their child's education and development.

10. Consulting with Pupils



We are committed to hearing the voice of every child. Given the nature of our pupils' needs, we use a range of approaches to ensure their views are captured and acted upon, including 1:1 conversations with trusted adults, visual and creative methods for expressing preferences, observation of responses and engagement to inform planning, contributions to Annual Reviews in accessible formats, and pupil-led elements of their learning where appropriate.

Every effort is made to ensure that pupils feel empowered to express their views and that these views genuinely influence the provision they receive.

11. Enabling Pupils to Engage in Activities

While our 1:1 model means that much of our provision is delivered individually, we recognise the importance of social interaction and community participation. Where appropriate and in line with individual risk assessments and readiness, we facilitate supported small group activities, community-based learning and outings, physical activities and outdoor pursuits, and collaborative projects between pupils where relationships allow.

We carefully plan and risk-assess all activities to ensure that participation is safe and beneficial for each child. No child is excluded from activities on the basis of their SEN; instead, we adapt activities and provide additional support to enable participation wherever possible.

12. Supporting Pupils Through Transitions

Daily transitions between home and school are recognised as difficult transitions for our students and our transport provision forms an important part of our education package. Students are picked up and dropped off each day by known staff. During this time, our young people can talk about their day, allowing them to transition smoothly between settings.

We begin planning for post-16 transitions well in advance, working collaboratively with the young person, their family, the Local Authority, and receiving provision to ensure the smoothest possible transition.

13. Complaints About SEN Provision

If a parent, carer, or placing Local Authority has concerns about the SEN provision being made for a child at More Than Ed, we encourage them to raise this directly with the school in the first instance. Concerns can be raised with the child's key worker, the SENDCo, or the Managing Director.

More Than Ed has a formal Complaints Policy which is available on request. This sets out the process for raising and resolving complaints, including timescales and escalation procedures. We are committed to resolving concerns promptly, transparently, and in the best interests of the child.

14. The Local Authority Local Offer



As an independent special school, More Than Ed accepts placements from a range of Local Authorities. Each placing Local Authority is required to publish its own Local Offer, which sets out the support and services available for children and young people with SEND in that area. Parents and carers can access their Local Authority's Local Offer through the relevant council website.

More Than Ed works collaboratively with all placing Local Authorities to ensure that the provision set out in each child's EHCP is delivered effectively and that outcomes are monitored and reviewed in line with statutory requirements.

15. Contact Information

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This report will be reviewed annually and updated to reflect any changes to the school's SEN provision.