



SEND Information Report

Policy Information	
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Governing Board approval date/date policy is in effect from: Spring 2025	
Review information:	
Approved by:	Intuition School Governing Board

Information		
Latest Review information:	Summary of amendments	Date of next review:
Date: January 2026 Name of reviewer/s: Amy Cleowlow	Amended format and updated	January 2027

SEND Information Report

1. Introduction and Rationale

At Intuition School, we are committed to supporting all students to achieve their full potential. We provide a specialist, nurturing environment for learners aged 11–16 years with a range of SEND needs, recognising that pupils may have overlapping needs across the following areas identified in their EHCP:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health (SEMH) Difficulties
4. Physical and/or Sensory needs

This SEND Information Report is informed by, and complies with, the following legislation and statutory guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Education Act 1996
- DfE Statutory Guidance on Supporting Pupils with Medical Conditions (2015)
- Keeping Children Safe in Education (latest edition)
- Ofsted Education Inspection Framework

2. Identification of Needs

Admissions for Pupils with SEND:

Intuition School admits pupils with an Education, Health and Care Plan (EHCP) where the school is named as an appropriate placement and the pupil's needs align with the school's specialist provision.

Intuition School identifies SEND through a combination of:

- EHCPs.
- Transition assessments: Liaising with previous schools, reviewing EHCPs, and gathering professional reports
- Baseline and ongoing assessments: Literacy, numeracy, behaviour, and social emotional checklists
- Teacher, parent/carer, and pupil referrals: Concerns raised through observations, pastoral meetings, or formal referral forms
- External professional input: Educational psychologists, speech and language therapists, occupational therapists, or health professionals.

3. Types of SEND Supported

Intuition School provides support across all four broad areas of SEND:

Communication and Interaction

- Examples: Autism Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)
- Support: Social communication groups, speech and language support, structured visual supports, small group instruction

Cognition and Learning

- Examples: Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties (MLD)
- Support: Differentiated curriculum, multi sensory teaching, targeted small group interventions, and assistive technology

Social, Emotional and Mental Health (SEMH)

- Examples: Anxiety, ADHD, attachment difficulties, trauma related behaviours
- Support: Pastoral mentoring, referrals to counselling, social skills groups, behaviour plans, and Early Help interventions

Sensory and/or Physical Needs

- Examples: Hearing or visual impairments, mild physical needs
- Support: Adapted classrooms, specialist equipment, individual medical care plans, and trained staff support

Facilities and Accessibility

- Level access to classroom 1 and facilities
- Adapted practical sessions
- Accessible toilets
- Assistive technology

4. Support Provided

Classroom Support

- Differentiated teaching strategies based on pupil learning profiles
- Teaching Assistant or Learning Coach support in most classes
- Visual aids, scaffolding, modified resources, and assistive technology

Targeted Interventions

- One to one mentoring or small group sessions for reading, numeracy, or social communication
- Evidence based programmes, e.g., phonics, numeracy interventions, SEMH social skills programmes
- Progress monitored termly and interventions adjusted as needed

Pastoral and Wellbeing Support

- Safety and Support Plans with SMART targets
- Counselling, mentoring, and therapy referrals where appropriate
- Weekly pastoral check ins and SEMH monitoring
- Pupils with medical needs are supported in line with the school's Supporting Pupils with Medical Conditions Policy and individual healthcare plans.

5. Curriculum and Personalisation

- Individualised curriculum reflecting EHCP outcomes and engagement profiles
- Flexible learning pathways: Essential, Developing, and Advancing
- Cross curricular SEND strategies embedded in English, Maths, Science, PSHE, and RSE
- Pupils and parents actively involved in target setting, and pathway decisions

6. Monitoring and Assessment

The effectiveness of SEND provision is evaluated through progress data, attendance, behaviour, wellbeing indicators, pupil voice, and parent feedback. Provision is adapted where outcomes are not being met.

Specific data used includes:

- Termly review of Safety and Support Plans
- Formal tracking of academic progress (reading ages, functional skills/GCSE levels, assessment data)
- Behaviour, attendance, and wellbeing monitoring
- Evaluation of interventions through measurable outcomes, pupil feedback, and evidence based tracking

7. Pupil Voice

- Pupils contribute to target setting and Safety and Support Plans
- Feedback gathered through interviews, engagement profiles, or reflections
- Example: “[Pupil Name] reports feeling more confident in group activities and independent tasks”

8. Inclusion in Activities

- Trips, extracurricular activities, and events are fully inclusive
- Reasonable adjustments provided for physical, sensory, or medical needs
- Staff allocated according to individual requirements to ensure participation

9. Transitions / Preparation for Adulthood (PfA)

Previous School → Intuition School

- Enhanced transition programme: school visits, joint planning meetings, familiarisation activities

Intuition School → Post-16

- Liaison with colleges, training providers, and work placements
- Personalised transition plans including taster days, work experience, and life skills development
- PfA outcomes tracked: independence, employability, and personal development

10. Staff Training

- Internal CPD delivered by the SENCo
- External training from local SEND services (Autism, ADHD, SEMH, Dyslexia, Sensory needs)
- Trauma informed approaches and multi-sensory teaching strategies
- Staff assessed for competency and confidence to implement strategies effectively

11. External Services and Multi-Agency Support

Intuition School works collaboratively with:

- Educational psychologists, speech and language therapists, occupational therapists
- CAMHS, Dove counselling, Young Carers, STAR, Youth Offending Teams
- School nurse, Paediatricians, Integrated Family Support Services
- Local authority SEND advisory services
- Reports and recommendations from external agencies are documented and incorporated into interventions

12. Parental Involvement

- Parents consulted on all aspects of planning and provision
- Engagement through workshops, review meetings, and informal communication channels
- Parents contribute to goal setting and EHCP reviews

13. Decision Making and the Graduated Approach

- SEND provision guided by Assess–Plan–Do–Review cycle
- Decisions based on pupil progress, teacher observations, and specialist advice

14. Complaints

- The school's Complaints Policy is available on the website
- Concerns regarding SEND provision can be raised with the SENCo/Principal Amy Clewlow
- Local authority resolution and SENDIASS support are available

Local Offer:

Further information about SEND services is available through the Local Authority's Local Offer, which provides information about provision and support available for children and young people with SEND.

<https://localoffer.stoke.gov.uk/>

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx>