

# SEND Information Report

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

Information		
Principal: Amy Clewlow		
Latest Review information:	Summary of amendments	Date of next review:
Date: April 2026 Name of reviewer/s: Amy Clewlow	Updated	<b>April 2027</b>

# SEND Information Report

This report is produced in line with the Children and Families Act 2014, the SEND Code of Practice 2015, the Equality Act 2010, and statutory guidance from the DfE. It is reviewed annually or following significant changes in SEND provision, national guidance, or Ofsted requirements.

SENCo: Amy Clewlow – principal@intuitionschool.co.uk

## 1. Types of SEND Supported

Intuition School provides support for all four broad areas of SEND, recognising that students may have multiple overlapping needs:

1. **Communication and Interaction**
  - Autism Spectrum Disorder (ASD), speech and language difficulties.
  - Support includes: social communication groups, speech therapy integration, visual supports, and structured learning environments.
2. **Cognition and Learning**
  - Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties.
  - Support includes: differentiated curriculum, multi-sensory teaching, assistive technology, and small group interventions.
3. **Social, Emotional and Mental Health (SEMH)**
  - Anxiety, depression, ADHD, attachment difficulties, trauma-related behaviours.
  - Support includes: pastoral mentoring, counselling, social skills groups, behaviour plans, and Early Help interventions.
4. **Sensory and/or Physical Needs**
  - Hearing or visual impairments, Cerebral Palsy, mobility needs, chronic medical conditions.
  - Support includes: accessible classrooms, adapted equipment, specialist staff support, and medical care plans.

### Facilities and accessibility

- Level access to downstairs classrooms and facilities, adapted science and practical sessions, accessible toilets, and evacuation procedures for students with mobility needs. Please see the school's accessibility plan.

## 2. Identification of Needs

Intuition School identifies SEND through a combination of:

- Transition assessments: liaising with previous schools, gathering reports, and reviewing EHCPs.

- Baseline and ongoing assessments: literacy, numeracy, behaviour, and social-emotional checklists.
- Teacher, parent/carer, and pupil referrals: concerns are raised through daily observation, pastoral meetings, or formal referral forms.
- External professional input: educational psychologists, speech and language therapists, occupational therapists, or health professionals.

We follow a graduated response approach (Assess–Plan–Do–Review), ensuring timely intervention based on data and observations.

### 3. Support Provided

#### Classroom Support

- Differentiated teaching strategies tailored to individual learning profiles.
- In class Learning Coach or teaching assistant support.
- Use of visual aids, scaffolding, modified resources, and assistive technology.

#### Targeted Interventions

- One-to-one or small group sessions based on specific learning needs (e.g., reading comprehension, social communication).
- Evidence based programmes such as phonics, numeracy interventions, SEMH social skills programmes.
- Regular progress review and adjustment of interventions.

#### Pastoral and Wellbeing Support

- Regular check-ins with pastoral team.
- Individual Safety and Support Plans with SMART targets.
- Counselling, mentoring, and therapy referrals where appropriate.

### 4. Curriculum and Personalisation

- **Individualised curriculum:** designed to meet each student’s learning profile and needs.
- **Flexible pathways (essential, developing and advancing):** some students may study fewer subjects or alternative qualifications if appropriate.
- **Cross-curricular links:** English, Maths, Science, PSHE, and RSE lessons incorporate SEND-specific strategies.
- **Decision-making process:** pupils and parents are actively involved in curriculum choices and target setting.

### 5. Monitoring and Assessment

- Student Safety and Support Plans: reviewed each term.

- Formal progress tracking: assessments in core subjects and personal development skills. Please see our Curriculum, teaching, learning and assessment policy.
- Behaviour, attendance, and wellbeing monitoring: data reviewed weekly by pastoral and SEN teams.
- Effectiveness evaluation: interventions assessed through measurable progress, pupil feedback, and outcome data.

## 6. Inclusion in Activities

- Trips and extracurricular activities: fully inclusive; staff allocated based on need.
- Practical lessons: adjustments and support provided for physical, sensory, or medical needs.
- School events: all students are encouraged to participate; reasonable adjustments are made for engagement and access.

## 7. Transitions

### Previous School → Intuition School

- Enhanced transition programme including school visits, joint planning meetings, and pupil familiarisation.
- Summer School through Diamond Families for new students.

### Intuition School → Post-16

- Liaison with colleges and training providers.
- Information sharing, taster days, and personalised transition plans.
- Focus on independence, employability skills, and life skills.

## 8. Staff Training

- Regular internal training delivered by the SENCo.
- External training sourced from local SEND services, including:
  - Autism, ADHD, SEMH, and sensory needs.
  - Trauma-informed approaches.
  - Dyslexia and numeracy support.
- Staff are assessed on competency and confidence to implement strategies effectively.

## 9. External Services and Multi-Agency Support

We collaborate with:

- Educational psychologists, speech and language therapists, occupational therapists.
- CAMHS, Young Carers, STAR, Base 58, Youth Offending Teams.
- School nurse hub, Dove, Integrated Family Support Services.
- Other local authority SEND services for specialised advice.

## **10. Parental and Pupil Involvement**

- Parents and carers are consulted on all aspects of support and planning.
- Students contribute to target setting and planning through Safety and Support Plans.
- Workshops, review meetings, and informal communication channels support engagement.

## **11. Resource Allocation**

- Resources deployed according to student needs and evidence based interventions.
- Staffing, equipment, and technology are matched to EHCP requirements or identified needs.
- Funding is regularly reviewed to ensure efficiency and effectiveness.

## **12. Decision Making and the Graduated Approach**

- Assess–Plan–Do–Review cycle: guides all SEND provision.
- Decisions are based on pupil progress, teacher observations, and specialist advice.
- EHCP plans are reviewed annually or at agreed timescales. Decisions regarding any early reviews are made in collaboration with the Local Authority.

## **13. Complaints**

- The school's Complaints Policy is published on the website.
- Complaints regarding SEND provision are addressed through this process and can be escalated to the SENCo, Principal, or Governing Body.

## **14. Parent Support**

- Signposted to SENDIASS and local authority SEND Local Offer.
- Early Help services are available for additional family support.
- Links to safeguarding boards, mental health services, and external agencies.