Horizons Independent School

Horizons SEND Information Report

(Secondary ASD & Trauma-Informed Day School)

Date published: 21/02/2026
Date of next review: 21/02/2027

1. Introduction

This SEND Information Report explains how Horizons Independent School supports children and young people with Special Educational Needs and Disabilities (SEND).

Horizons Independent School is a secondary specialist day provision for pupils with Autism Spectrum Disorder (ASD). Many pupils also present with complex trauma histories, anxiety, attachment difficulties, communication needs and challenges with emotional regulation.

We maintain high expectations for all pupils, including those with SEND. Provision is adapted so pupils can access learning, feel emotionally safe and make progress from their individual starting points.

This report reflects how the school typically operates, and the systems and processes leaders use to identify need, implement provision and review impact.

2. How does the school identify pupils with SEND?

All pupils attending Horizons Independent School have identified SEND and typically have an Education, Health and Care Plan (EHCP).

Before admission and on entry, we gather information from:

- EHCP documentation
- previous schools and professionals
- parents and carers
- baseline assessment
- staff observation

We recognise that pupils' needs can change over time. Ongoing identification is informed by:

- daily staff observation
- behaviour and engagement patterns
- emotional wellbeing and regulation
- communication and sensory presentation

Information is reviewed through regular SEND, pastoral and therapy meetings, ensuring concerns are identified early and acted upon.

3. How does the school support pupils with SEND?

Support is individualised, needs-led and EHCP-driven. All provision specified in a pupil's EHCP is delivered as a statutory entitlement. Additional support does not replace EHCP provision; it is added where needed and recorded and reviewed.

EHCP provision is:

- planned carefully
- delivered by appropriately trained staff or professionals
- monitored for consistency
- reviewed to check it is having the intended impact

Additional and Responsive Support

In addition to EHCP-specified provision, support may be adapted or extended in response to:

- staff observations
- emotional or behavioural changes
- emerging needs
- safeguarding concerns

Additional support does not replace EHCP provision. It is added where needed, recorded, and reviewed so that provision reflects pupils' lived needs, not only

written documentation.

4. What specialist support and therapies are available?

Horizons Independent School operates a multi-disciplinary, therapeutic model.

Pupils may access support from:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Counselling
- Cognitive Behavioural Therapy (CBT)
- Emotional Literacy Support (ELSA)
- Art Therapy
- Lego-Based Therapy
- Yoga Therapy
- Physiotherapy
- Nutritional support

Therapies are:

- delivered by appropriately qualified professionals
- matched to individual need
- integrated into everyday school practice
- reviewed regularly for impact

Not all pupils access all therapies. Provision is needs-led and proportionate.
Therapy is matched to need and proportionate; not all pupils access all therapies.

5. How is teaching adapted for pupils with SEND?

Teaching at Horizons Independent School is trauma-informed and ASD-responsive.

Adaptations may include:

- clear routines and predictable lesson structures

- visual supports and explicit modelling
- reduced cognitive load
- scaffolded tasks
- flexible methods of recording and response
- sensory-aware environments
- emotional regulation strategies embedded into lessons

Leaders and staff focus on removing barriers to learning and helping pupils build strong foundations for later success, including wellbeing and independence. Teaching approaches align with EHCP outcomes and therapeutic guidance.

6. How does the school support communication and interaction?

Communication is a core priority, both academically and for safeguarding.

Support may include:

- SaLT-informed strategies
- visual communication tools
- supported conversation
- social communication interventions
- explicit teaching of emotional vocabulary

We recognise that behaviour is often a form of communication. Supporting communication helps pupils express needs, reduce frustration and seek help when they are worried, contributing to a positive safeguarding culture.

7. How does the school support emotional wellbeing and behaviour?

Many pupils at Horizons Independent School have experienced adverse childhood experiences and require consistent emotional support.

Support includes:

- trusted adult relationships
- therapeutic input

- emotional regulation strategies
- calm, predictable routines
- clear expectations and proportionate responses

Therapeutic approaches are combined with consistent school systems, helping pupils feel safe, understood and able to engage with learning.

8. How does the school assess progress?

Progress is evaluated from starting points over time and includes communication, engagement, regulation and academic learning where appropriate.

This may include:

- academic development
- communication skills
- emotional regulation
- engagement and attendance
- independence and readiness for learning

Assessment is:

- ongoing and formative
- low-stakes
- used to inform teaching and support

Success looks different for each pupil and is celebrated accordingly.

9. How does the school involve parents and carers?

We work in partnership with parents and carers and value their insight.

This includes:

- regular communication
- review meetings and EHCP annual reviews
- shared planning around support strategies

- openness about what is working and what is being adapted

We aim to be transparent and responsive.

10. How are pupils involved in decisions about their support?

Pupil voice is important.

Where appropriate, pupils are supported to:

- share their views
- express preferences
- reflect on what helps them learn
- contribute to review meetings

Support is adapted so pupils can communicate in ways that suit them.

11. Local Authority Local Offer

Each local authority publishes a Local Offer, which provides information about SEND services available in the local area. Parents and carers can find details of their local authority's Local Offer on the relevant local authority website. As a specialist provision, Horizons works alongside placing local authorities and professionals to ensure provision meets pupils' needs in line with EHCPs.

12. Who should I contact if I have concerns?

If you have concerns about SEND provision, please contact:

SENDCo:
Emily Payton
send@horizonseducation.org
0151 294 2826

Concerns are listened to carefully and addressed collaboratively.

13. Reviewing this report

This SEND Information Report is reviewed annually and updated to reflect:

- changes in cohort need
- changes in provision
- feedback from pupils, parents and staff

Final reassurance to parents and carers

At Horizons Independent School, we are committed to ensuring pupils with ASD and complex needs are safe, supported and able to access education in a way that works for them.