



**Special Educational Needs
Information Report**

2025 - 2026

Introduction

At Invested Education we embrace this philosophy set out in the Children and Families Act, that places learners at the centre of our planning. To do this, we endeavour to include pupils and their families and work with all stakeholders to deliver the best outcomes for our individual pupils.

Invested Education accepts referrals for pupils with a range of needs aged between 11 to 16 years who have an Education, Health and Care Plan (EHCP). Our school admits pupils from across the Redcar and Cleveland Borough and beyond if required for pupils requiring a specialist provision. Referrals for a placement come through the Local Authority (LA).

Invested Education upholds a pupil's right to education. We recognise the pupil, as an individual, and acknowledge that a pupil's needs can change over time. This means that we support a flexible approach that is based on the needs of the individual. Our offer is designed to ensure that barriers to equal access, are removed or overcome. We enable this by providing opportunities for successful outcomes and use support, encouragement and flexible resources to facilitate this. We welcome, value and promote engagement from our parents and carers and wider support from agencies to aid this. We believe multi-agency working is essential in supporting our pupils.

What is the Local Offer?

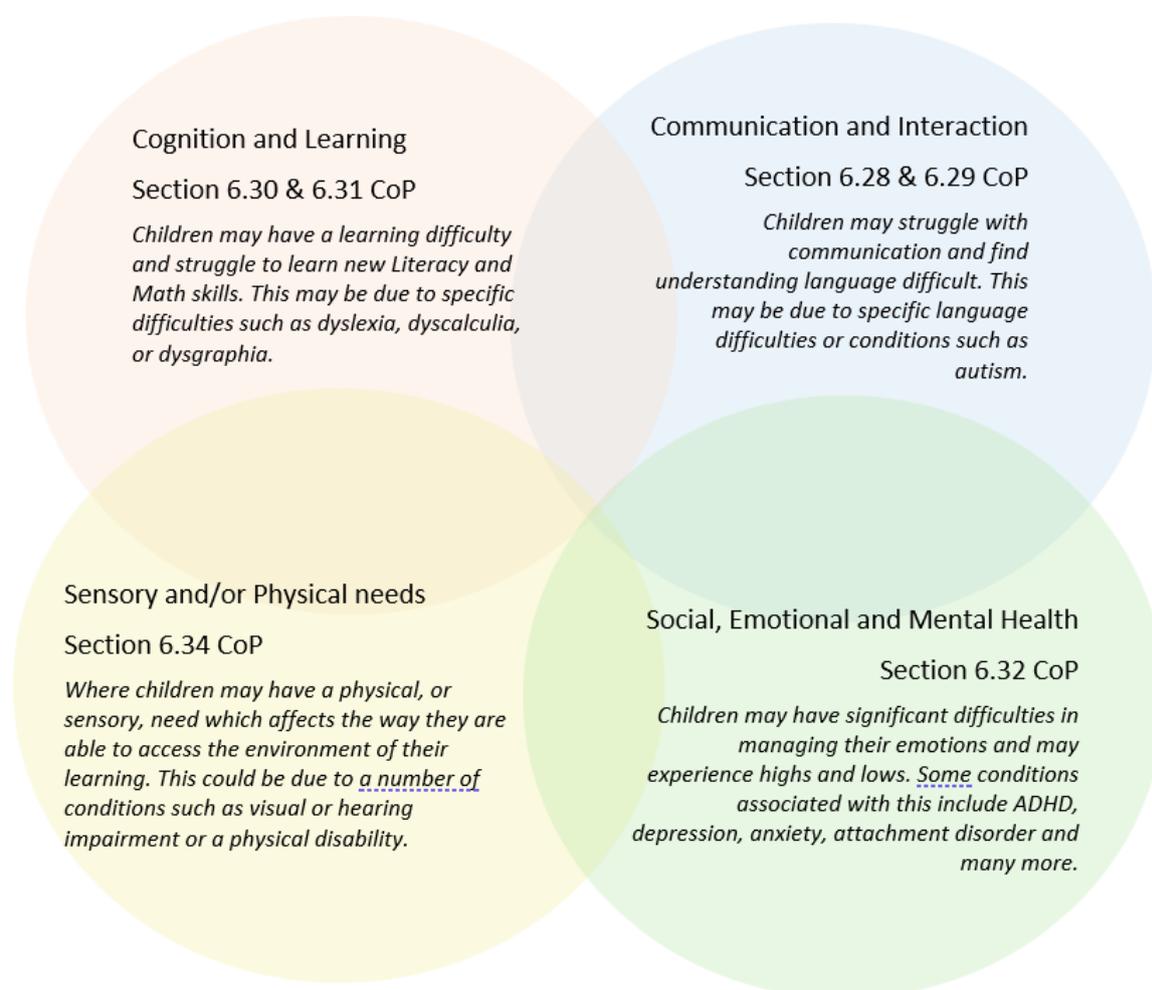
The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents and carers in understanding the range of services and provision in the local area. More information on the local offer within Redcar and Cleveland can be found here: [Redcar and Cleveland Information Directory | Redcar & Cleveland: Information Directory](#)

What is the Special Education Needs Information Report?

The Special Education Needs Information Report sets out our school approach to meeting the needs of learners with SEND. It provides valuable information to parents/carers and other stakeholders around policies, procedures and practices.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years ([SEND Code of Practice January 2015.pdf](#))

2. Who are the best people in school to talk to about my child's special educational needs, disability or difficulties with learning?

- Talk to your child's tutor/pastoral support about your concerns.
- The tutor will then discuss your concerns with the SENDCo, Claire Thompson or you can speak directly with the SENDCo.

All staff are accountable for SEND within the SEN Code of Practice, particularly in using the graduated approach and the 'assess, plan, do, review' cycle. High quality teaching (QFT and Adaptive Teaching), differentiated for individual pupils, is the first step in responding to pupils who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Pastoral support should always be part of the planning, assessment and

review of SEN pupils; the tutor is responsible for liaising with these colleagues and taking a lead on SEND within the classroom.

Staff should:

- Be aware of SEND learners within their lessons
- Differentiate for pupils who have SEN; identify this on planning
- Deliver QFT strategies and Adaptive Teaching strategies and high quality marking
- Share information on young people to enable educational advice to be written for an EHCP review

The Role of the SENDCo

The SENDCo responsibilities include:

- Maintaining the SEN register
- Liaise and consult with pupils re: intervention, assessment and support
- Contributing to in-service training of staff including whole school and 1:1 support
- Liaising with referring/receiving schools about the needs of pupils with SEND/EHCPs
- Reviewing EHCPs annually or when an interim review is needed
- Attending multi-agency meetings as part of an EHCP
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of young people

The role of the headteacher/SLT

The headteacher/SLT will:

- Work with the SENDCo to determine the strategic development of the SEND provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The role of the Directors

The Directors challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Directors have decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Directors reviews this policy annually and considers any amendments in light of the annual review findings.

3. Who will help my child with their additional needs?

The school SENDCo will keep in touch with all class teachers and pastoral support, to ensure that your child's needs are met. The frequency of the support your child receives will depend on their level of need. The Attendance and Parent Support Officer also helps/support children (and their families).

4. How will the school let me know if they have any concerns about my child's additional needs?

- If a subject teacher is concerned about a pupil's progress, they may telephone you to discuss their concerns and suggest areas for improvement.
- Invested Education holds termly parents evenings where you will have the opportunity to visit Invested Education or staff will arrange to visit you to discuss the progress of your child. If your child is not making good progress, they will discuss interventions that may help.

5. How will the school consult learners and parents/carers about additional needs?

- We consult with learners when making any changes to their educational provision.
- We inform parents/carers regularly about any additional intervention and provision that will be made.
- If a learner requires additional support, we will contact parents/carers to let them know that a referral has been made.

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

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 SEND support we are providing is impacting your child outside of school.

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.

6. How does the school ensure that teaching staff are appropriately trained to support my child's additional needs?

- All staff at Invested Education take part in regular CPD, delivered In-House and by external providers. This is linked to the Performance Management arrangements and driven by the needs of the School Development Plan. Staff are highly experienced at working with learners with SEND.
- The SENDCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN.
- The SENDCo provides regular updates to staff on SEND information.

7. How will the Teaching and Learning be matched to my child's needs?

- Invested Education recognises that children are at different levels in their learning and learn in different ways. To support all children Invested Education delivers the curriculum in different ways. We offer small group support and individual support when needed.
- We understand that children learn at their own pace so we closely monitor progress.
- Personalised learning ~ Differentiation and Adaptive Teaching strategies are used so that all children can access the curriculum.
- Progress Meetings identifies children who may need interventions.
- At Invested Education there is a robust and thorough induction process which allows us to identify the learning needs of each child. Information that is gathered is disseminated to staff.
- Our curriculum is planned carefully and specifically to match your child's needs.
- Additional specialist advice may be sought e.g. Education Psychology, CAHMS etc, when appropriate and their advice will be followed.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

8. What types of support may be suitable and available for my child?

Most learners thrive in the warm, caring and supportive ethos of the school which promotes the following:

- High standards and expectations that build aspirations.
- A culture, which regularly monitors and assesses pupil progress in a range of areas.
- Teaching and learning in small class sizes.
- Strong links to multiple agencies, partners and community organisations with strong pastoral support.
- A curriculum that fosters the development of interpersonal and social skills and enables learners to build self-confidence and esteem, as well as improving their social relationships with others.
- A learning community that establishes relationships built upon mutual respect and understanding.
- Physical environments that are safe, foster education, emotional wellbeing and develop a sense of pride.

Where appropriate, the following Specialist Services may also be offered:

- Educational Psychology
- Therapeutic Services - such as CAMHS and in-house therapeutic intervention

9. How will you support my child to reach his/her learning goals?

Invested Education will:

- On induction assess and identify the individual needs of the learner.
- Assess the individual needs of the learner in each of the four SEND areas.
- Plan the most effective and appropriate actions needed to ensure success.
- Provide high quality educational experiences on a daily basis.
- Ensure that progress towards goals is monitored and that interventions are identified and implemented at the earliest possible opportunity to ensure success.

- Provide appropriate specialist equipment as needed.
- Provide high quality careers information advice and guidance.

10. How is support allocated to children and how do they move between the different levels of support in school?

We are given information from their previous setting about the learners needs. At the admission meeting parents/carers are also asked about the progress the learner has made in their time in their previous setting. The learner will complete assessments where they are assessed in a number of different ways in order to identify any learning needs. We then monitor progress in ways that might include all or some of the following:

- Termly data analysis.
- Daily Attendance.
- Written reports.
- Informal and formal meetings/contact.
- Information gathered on attitudes to learning e.g. achievement on the Behaviour Points System.

Extra support is then put in place or phased out according to need. We know when support is required because of the following:

- Information gained on induction and/or from previous setting.
- Concerns raised by learners, parents/carers, teachers, learning support professionals, external agencies.
- If limited progress is being made.
- There is significant change in progress and/or behaviour.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- You will know the support has made a difference if there are improvements in any of the following areas such as; behaviour, attendance, academic progress, social and emotional attitudes to self and others.
- The progress and impact of the support will be reviewed regularly and, if necessary, either extended or adapted to achieve the goal.
- You and your child will be kept well informed and encouraged to be actively involved at all stages of this support e.g. through meetings with the SENDCo, subject teacher, tutor or relevant senior leaders.

12. How will school support my child in transition stages?

- We know that transitions can be a difficult time and work carefully with learners, their families and other professionals to make sure that they are as successful as possible. Communication is key to helping learners' transition smoothly.
- We support pupils moving to new settings by making opportunities available to them to attend the new setting.
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- We are flexible in our approach depending on need and will ensure a smooth transition into setting.
- For those moving onto further education we provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them

achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

13. Who can I ask if I have any other questions about my child at school, including complaints?

- Any complaint about the special educational provision in the school should in the first instance be addressed to the Headteacher who will try to resolve the problem and may direct you to the school's Complaints Policy and Procedure.
- The schools complaints policy is available on our website: [Complaints-Procedures-Policy.pdf](#)
- In the unusual circumstances that the issue is still not resolved it should then be referred to the Director – David Lambert

Who are my main points of contact if I have any questions or worries?

Claire Thompson – SENDCo
Stephen Morrison - Headteacher
Tel 01642 502224