

Special Educational Needs and Disabilities (SEND) Information Report Equip Education



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Equip Education SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works at **Equip**.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.

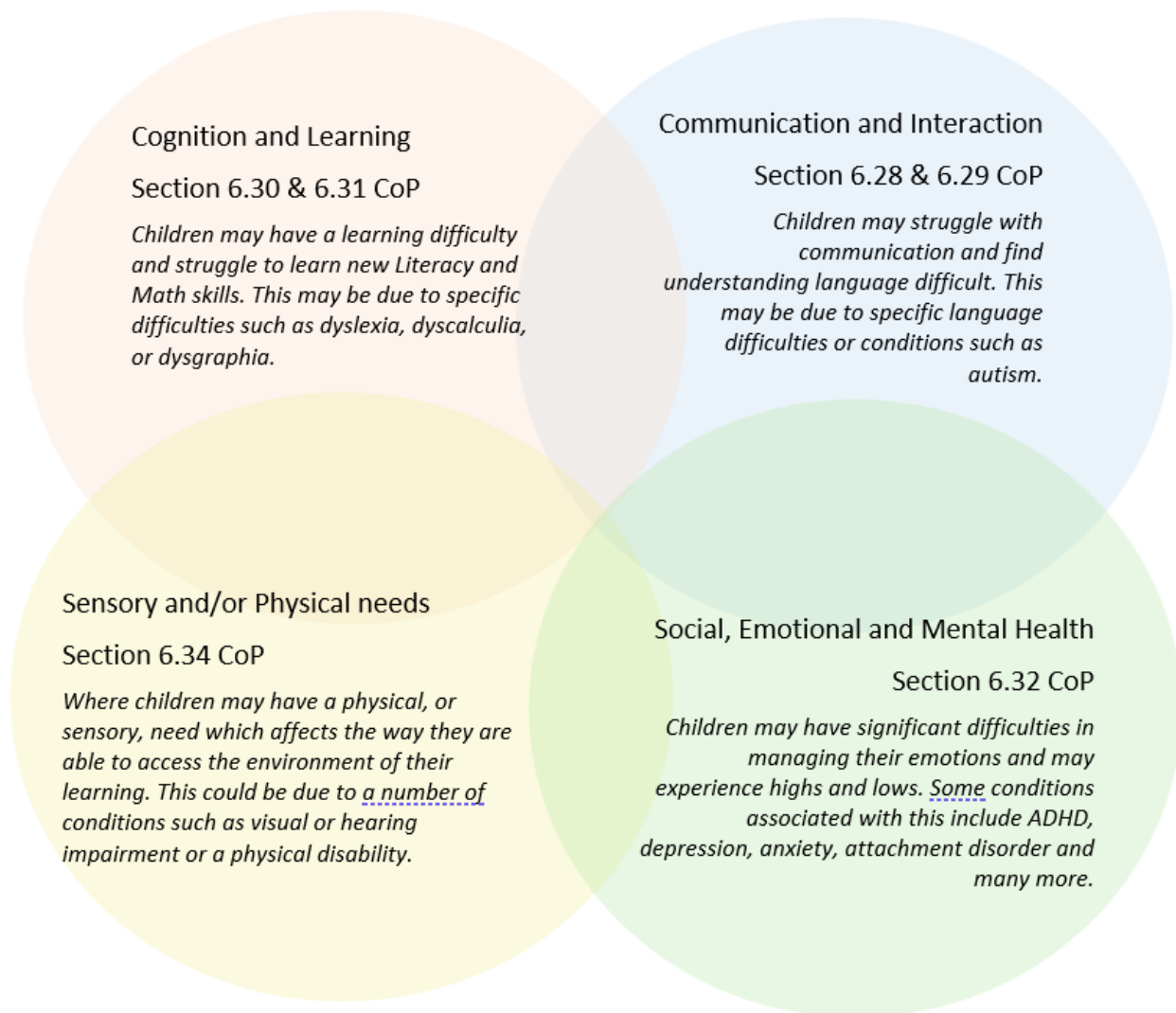
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [**www.equipeducation and support services.org.uk**](http://www.equipeducationandsupportservices.org.uk)

we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Equip provides for students with the following needs:



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.

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?

Our special needs co-ordinator/SENCO

Dave Mulligan- SENCO/Head Teacher

Dave has 4 years of experience as a SENCO and has worked in education for 29 years.

Dave achieved National Award in Special Educational Needs Co-ordination in 2022.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching staff are expected to complete the following training through TES Develop:

- Adaptive Teaching
- ADHD Awareness
- Autism Awareness
- Dyslexia Awareness
- Effective Questioning
- Inclusive Practice
- Reflective Practice

Teaching assistants (TAs)

We have a team of 4 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, 4 TAs have been trained in:

- ADHD Awareness
- Dyslexia Awareness
- Engaging with Parents and Carers
- Preventing Bullying
- Reflective Practice

- Social, and Mental Health Needs (SEMH)
- Structures and Routines

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- Speech and language therapists
- Voluntary sector organisation

3. What should I do if I think my child has SEND?

Phase 1	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>SENCO: Dave Mulligan 0115 9754287</p> <p>dave.mulligan@equipeducation.org.uk</p>
Phase 2	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
Phase 3	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

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All our class tutors are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include:

- Individualised Education Plan (IEP) are individual plans for each SEND pupil outlining specific goals, accommodations and support services. We ensure these plans are reviewed on a regular basis to ensure we meet the student's needs.
- Differentiated Instruction-Tutors modify their teaching methods and materials to cater to the different learning styles of SEND students.
- Small Group Instruction-SEND may benefit from small group interaction.
- Behavioural Interventions-Positive reinforcement, behaviour contracts and social skills training.
- Peer Support-has provided SEND students with social and academic support from their class mates.
- Flexible Scheduling-SEND students may take breaks, attend therapy sessions or receive additional support.
- Parental Involvement-engaging parents/carers in their child's educational process through regular meetings and communication.
- SENCO will discuss with Tutors on a daily basis student's that may require additional support
- SENCO will observe student/s in the classroom

SENCO will talk to you and your child for your input. Based on all information collated the SENCO will decide whether your child needs SEND Support. You will be told the outcome in writing.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide 6 weekly reports on your child's progress.

A member of staff who knows your child well will contact /meet you, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

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.

If you have concerns that arise between these meetings, please contact:

SENCO: Dave Mulligan 0115 9754287

dave.mulligan@equipeducation.org.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the Equip adapt its teaching for my child?

Your child's tutor is responsible and accountable for the progress and development of all the students in their class.

Good-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at **Equip**.

We will adapt our approaches to how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our curriculum, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

Our 45-minute lessons broken down into start, middle and end maintains students' attention

Practical Hands On:

- Activities: experiments, projects, role play and interactive games that recognise students individual learning styles.
- Real World applications: connect activities to real life scenarios to make learning engaging and relevant.
- Small groups: 3 and above
- Groupwork: teamwork learning to build social skills
- Safe environment: creating a space where students feel supported and safe
- Emotional Support: recognising and addressing the emotional needs of students.
- Individualized support: providing targeted interventions for students who need additional support.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

Reviewing their progress towards their goals each term

Reviewing the impact of interventions after 6 weeks

Using pupil questionnaires

Monitoring by the SENCO

Using provision maps to measure progress

Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our activities and school visits are available to all of our students.

All students are encouraged to go on trips.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Equip specialises in providing places for:

- Those who have been permanently excluded or who are at risk of permanent exclusion
- Those who are not currently accessing education
- Those who require a tailored education package to complement their mainstream education

To secure a place at **Equip**, young people must be referred by an educational establishment or local authority.

Referral needs fully completing and any relevant documents forwarded.

It is important we have the young person's previous attendance and engagement in education.

13. How does the school support pupils with disabilities?

Our aims for supporting students with disabilities:

- Provision offers a differentiated curriculum
- Use resources tailored to the needs of students who require support to access the curriculum
- Curriculum progress is tracked for all students
- Targets are set on a 6-weekly basis
- Curriculum is annually reviewed ensuring it meets the needs of all students

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Students with SEND are encouraged to be part of the school assembly/Your Voice

We provide extra pastoral support for listening to the views of pupils with SEND

We have a 'zero tolerance' approach to bullying. Please refer to our Anti-Bullying Policy

15. What support is in place for looked-after and previously looked-after children with SEND?

Dave Mulligan, our SENCO, will make sure that all teachers/staff understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Students who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between schools

On want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

We provide all our students 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.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at **Nottingham City Council or Nottinghamshire County Council's Local offer.**

Special Educational Needs Service-Nottingham City Council

Special educational needs and disabilities (SEND) Nottinghamshire County Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

East Midlands

Local charities that offer information and support to families of pupils with SEND are:

Special Educational Needs and Disabilities (SEND)-Early Help Nottingham

National charities that offer information and support to families of pupils with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Please see the Complaints Policy on our website equipeducationandsupportservices.co.uk

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Attendance and punctuality policy*
- *SEND policy*

20. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

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Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support pupils with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND

SEND support – special educational provision which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages