TBAC
The Learning Centre

SEN Information Report for 2025-26

Welcome to our SEN information report which is part of the Nottinghamshire Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are **Communication and Interaction**, **Cognition and Learning**, **Social, Emotional and Mental Health Difficulties**, and **Sensory and Physical Needs**.

At TBAC, we embrace the fact that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to the Head of Education to discuss your concerns.

1. Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) *has a significantly greater difficulty in learning than the majority of others the same age, or*
b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's teacher/tutor or the (SENCO) to discuss your concerns further.

2. How will early years setting / school / staff support my child/young person?

The class teacher/tutor:

Responsible for…

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing individual Action Plan for Inclusion / SEN profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the Centre's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The Head of Education is responsible for:

- Provide professional guidance to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which MUST be published on the setting website and updated annually
- Overseeing day to day operation of the Centre's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers with regards to reasonable adjustments and access arrangements
- Organising staff training
- The day-to-day management of all aspects of the Centre; this includes the support for children with SEN. The Head of Education will give responsibility to the class teachers/tutors but is still responsible for ensuring that your child's needs are met. Regularly review staffing structure, ensuring that appropriate provision and adult support is in place

3. How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the teacher/tutor and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided and considered whether changes to that support need to be made. All of those involved – learner, parents/carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Our Centre adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the Centre, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach to find the best provision for each child. Within each session, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher/tutor and Head of Education to review the short-term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers/tutors are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher/tutor.
- His/her progress will be reviewed formally and tracked with the Head of Education every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers/tutors make clear the attainment against age related expectation and the level of progress made.
- Where necessary, children will have an SEN Profile based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed, and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head of Education will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the Head of Education and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

4b) What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All sessions follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / play partners
- Lego therapy sessions
- Buddy system
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice
- Teaching Assistant trained in how to support pupils' mental health.
- Teaching Assistant trained in how to support a pupil with anxiety and / or depression.

The Centre benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents and is available on the website. As part of the curriculum, the centre plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.
Any pupils with additional medical needs are well catered for at our Centre. All medical requirements are requested from parents prior to admission, and these are added to the centre medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff.

There are various opportunities for pupils to have a voice on decision making in the centre. Pupils have input into medium term planning and the SLT carry out pupil voice questionnaires during the spring term. Prior to SEND review meetings, pupils can share their views.

5) What specialism services, experience, training and support are available at or accessed by the setting / school / college

Once the Centre has identified the needs of SEND pupils, the Head of Education decides what resources/training and support is needed.

School Provision:

- Wide range of Literacy and Numeracy interventions delivered by TA's and designated teacher.
- ICT support in the form of reading, phonics and maths programmes.
- Teaching assistants offering social skills support.
- Lunch time nurture groups to support children with social development.
- Speech and Language support
- All staff trained on how to support pupils with autism.
- All staff trained to support pupils with mental health concerns.
- All staff trained on how to support those pupils with anxiety and / or depression.

Local Authority provision available:

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)

Health Provision available:

- Area nurse
- Occupational Therapy

- Physiotherapy
- CAMHs
- School counselling sessions

6) What training are the staff supporting children and young people with SEND had or are having?

- This is embedded and ongoing.

7) How will my child/young person be included in activities outside the classroom including school trips?

At our Centre, we believe all learners are entitled to the same access to extra-curricular activities and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

8) How accessible is the setting / school / college environment?

Within the centre environment:

- One toilet will be adapted to ensure accessibility for visitors with a disability

  Our Accessibility Plan that describes the actions the centre has taken to increase access to the environment, the curriculum and to printed information is available on request.

9) How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?

<u>New pupils to our Centre</u>

TBAC staff will meet with parents/carer prior to pupils starting centre there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the Head of Education. Where necessary they will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children/young people joining from other schools will receive information from the previous school (PSI); if required the Head of Education will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children and young people, but especially so for a child/young person with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school take place throughout the academic year. However, it mainly happens at the end of the year; arrangements for transition to mainstream or specialised school, for pupil with SEN will be planned according to individual need.

10) Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

- 121 Support
- Small group support from teaching assistants e.g. literacy and numeracy support
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

11. How is the decision made about what type and how much support my child will receive?

The Head Of Education decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the centre directors on the basis of needs in the centre.

Where the needs of a pupil are more complex, funding is requested from the Local Authority where a child has significant and complex needs.

The Head of Education and SLT discuss all the information they have about SEND in the Centre, including the children/young people getting extra support already, those needing extra support and those who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The Centre identifies the needs of SEN pupils on a provision. This identifies all support given within the centre and is reviewed regularly and changes made as needed, so that the needs of children/young people are met, and resources are deployed as effectively as possible.

12. How are parents involved in the setting / school? How can I be involved?

At our centre, we value the importance of building positive relationships with parents/carers and families within our Centre community. Where a pupil is identified as needing an Action Plan for Inclusion or a SEND profile, parents/carers are given the opportunity to be part of the assessment and review process.

13. Who can I contact for further information?

TBAC has a complaints policy and procedure which can be found on our website:

www.t-bac.co.uk.

We hope to resolve, any complaints you may have, which in the first instance should be directed to the Senior Administrator. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Head of Education. Complaints that are still not resolved can be sent to the Education Department at the Local Authority.

Please see the complement and complaints policy on the website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/Carers, pupils, directors, and staff.

If you have any comments, please contact Lucy Wellings (Head of Education) at l.wellings@t-bac.co.uk

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Further Information

For further information please refer to the Nottingham City SEN code of Practice and information regarding SEN

https://www.nottinghamcity.gov.uk/earlyyears/equality-and-inclusion/send-code-of-practice-early-years-guidance/

https://nottinghamcity.gov.uk/information-for-residents/education-and-schools/inclusive-education/support-for-children-with-learning-needs/

https://nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/