



SEND INFORMATION REPORT NOVEMBER 2024-2025



Approved by: Mica Coleman Jones

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1. INTRODUCTION

This report has been compiled in compliance with:

- Section 69 (2) of the Children and Families Act 2014 regulation 51
- Schedule 1 of the Special Education Needs and Disability Regulations 2014

Welcome to our SEND information report, developed with the Nottingham Local Offer [Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#) in mind. The local offer provides detailed information about support available across Nottingham for children and young people with SEND, guiding parents and carers of individuals aged 0-25 years to services and resources available in Nottingham.

“Our vision is a city where every child and young person can enjoy their childhood in a warm and supporting environment, free from poverty and safe from harm; a city where every child grows up to achieve their full potential.” - Nottingham City Children’s and Young People’s Plan, 2016-2020, Nottingham Children’s Partnership)

This report details the SEND provision at The Lilya Lighthouse Education Trust (LLET) for the 2024-2025 academic year. As an alternative provision LLET supports students who may face challenges in mainstream educational settings due to diverse learning, social, emotional, and behavioural needs.

At LLET, inclusivity for all our students is our priority. We believe that every student deserves the chance to succeed through motivation, inspiration and support. Our mission is to offer support to young people to help them grow into responsible, valued members of society who have a strong sense of resilience and self-worth. We place a high value on nurturing each student's social and emotional development and aim to inspire personal growth through a supportive and inclusive environment. This report offers an overview of our approach, though it is by no means exhaustive.

LLET acknowledges that supporting students with SEND is a shared responsibility across our provision and we are committed to providing quality first teaching to meet individual student's needs. Our SEND policy, approved by our Trustees, reflects our dedication to this mission.

You can view our SEND policy on our website: [The Lilya Lighthouse Education Trust Ltd. | neurodiverse-inclusive education | Nottinghamshire, UK](#)

**Name and contact details for the SEND Coordinator (SENCO): Becky Freely
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2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

LLET uses the definition of special education needs which is set out in the government document [SEND Code of Practice January 2015.pdf](#) which states:

A young person has a learning difficulty or disability if:

- They have significantly greater difficulty in learning than the majority of others of the same age
- A disability prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

When a student's progress falls significantly below age-related expectations, despite targeted, high-quality teaching in areas of difficulty, additional SEN support will be provided. This support will be outlined in a personalised plan.

3. OVERVIEW OF SEND PROVISION

LLET is dedicated to fostering an inclusive, supportive, and adaptable environment where students with SEND can thrive both academically and personally. We provide individualised educational support to help students realise their full potential. Our provision supports students with a wide range of needs, including:

- Autism
- ADHD

- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health needs (SEMH)
- Specific Learning Difficulties (SpLD), such as Dyslexia and Dyscalculia

Our staff work collaboratively to develop individualised learning support strategies and plans for each student, ensuring these are regularly reviewed and updated to meet their evolving needs. All students referred to us come with relevant documentation detailing their special educational needs or disabilities, which we use to create a personalised education plan. Upon entry to the provision, this information is reviewed by the SENCO to ensure appropriate support is in place from the start. We gather comprehensive details from the student's transfer or school files, as well as through discussions with the student, their families, carers, and any other professionals involved in their care. This collaborative approach ensures that each student receives the most effective and tailored support possible.

The SENDCO (Becky Freely) is responsible for:

- Providing professional guidance to colleagues and working closely with staff, families, carers and other agencies
- Writing SEND information report which MUST be published on the setting website and updated annually (or more regularly if changes to student needs occur or in line with legal frameworks and guidance)
- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for students with SEND
- Advising on a graduated approach to provide SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Working in partnership with parents and carers
- Working with external professional bodies
- Being a key point of contact with external agencies including LA
- Working with providers of past, present and future education providers to ensure a smooth transition
- Working with the Head Teacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensuring data and records are maintained

- Identifying staff training needs

All staff will be responsible for:

- Providing support, in line with LLET SEND Policy
- Tracking progress of all students
- Delivering quality first teaching and targeted interventions based on individual need
- Working collaboratively with the SENDCO to implement strategies from Individual education plans and EHCP's
- Keeping up to date with relevant training

4. SUPPORTING FAMILIES

At LLET, we maintain an open-door policy, encouraging parents and carers to discuss any concerns as they arise. Parents and carers are welcome to contact our SENDCO or Head Teacher directly for support. We closely monitor each student's progress, and every student has a personalised learning support plan and risk assessment, reviewed at least once per term.

Each term, parents/carers are invited to meet and review their child's progress. During these meetings, new goals are collaboratively set with the student, parents/carers, and any other professionals involved in the student's development. Copies of relevant documents are shared with parents/carers to keep them informed.

In line with the school's policy, parents/carers will also receive a written report detailing their child's progress across academic areas, as well as social, emotional, and mental health development.

The progress of students with an EHCP (Educational Health care Plan) will be formally reviewed at an Annual Review with all adults and the young person involved.

5. SOCIAL, EMOTIONAL AND BEHAVIOURAL SUPPORT

At LLET, we recognize the vital importance of addressing our students' social, emotional, and behavioral needs to support their well-being and success within our provision. Our approach is multifaceted and carefully tailored to meet each learner's unique needs.

5.1 MENTORING AND COUNSELLING

Mentoring is a core component of our support strategy, helping students build resilience, self-confidence, and positive social skills. We work closely with each student to set realistic goals, offering guidance on managing emotional responses and developing self-regulation. Our mentoring approach also includes fostering coping mechanisms for stress and anxiety, along with building trust and communication skills.

For students facing more complex emotional or psychological challenges, referrals to external agencies may be made with the consent of parents/carers, ensuring comprehensive support

5.2 RESTORATIVE PRACTICES

At LLET, we view behaviour as a form of communication, recognising that students often express their needs, emotions, and challenges through their actions. Our restorative practices aim to support students in understanding and managing their feelings while reducing behaviours that may present challenges. When behavioural incidents occur, we implement restorative practices to help students learn from their experiences and build stronger, healthier relationships.

These practices may include structured conversations in which students reflect on their actions, understand the impact of their behaviour on others, and explore ways to make amends. Through this process, we foster empathy, personal responsibility, and problem-solving skills, helping students develop strategies for managing their emotions and reducing the likelihood of recurring behavioural issues. Our goal is to restore relationships and create a supportive environment where every student can thrive.

5.3 EMOTIONAL REGULATION AND COPING STRATEGIES

At LLET, we recognise the importance of helping students develop coping strategies as a valuable life skill, essential for managing challenges both within and beyond the classroom. Many of our students benefit from targeted interventions focused on improving emotional regulation. We encourage students to practice techniques that help them calm themselves and regain focus when they feel overwhelmed. Additionally, our staff are trained to recognise early signs of distress, allowing them to intervene in supportive ways that facilitate emotional de-escalation and encourage resilience.

5.4 SUPPORTING BEHAVIOUR PLANS

For students with more complex behavioral needs, we develop individualised Supporting Behaviour Plans that teach safer behaviours. These plans are tailored to each student's unique needs, focusing on promoting self-regulation, enhancing focus, and reducing disruptive behaviors. Strategies within these plans include setting clear expectations, using visual supports and scheduling regular check-ins with staff to monitor progress and adjust approaches as needed. Our goal is to create a supportive framework that empowers students to manage their behavior effectively and build essential life skills.

5.5 FAMILY AND CARE GIVER INVOLVEMENT

At LLET, we place great value on working collaboratively with families and carers to ensure the best possible outcomes for each student. We recognise that engagement with families is essential in supporting students' social, emotional, and behavioural development. By working closely with parents and carers, we ensure consistency between school and home, particularly in terms of emotional support and behaviour management strategies. Regular, open communication such as updates on progress and shared strategies ensures that students receive holistic and cohesive support across all areas of their lives. Together, we create a strong partnership that prioritises the well-being and success of the young person.

5. REVIEWING THE SEND REPORT

This report will be reviewed at least annually to reflect the changes in provision.