



SEN INFORMATION REPORT 2025-2026

Reviewed: June 2025

Next Review due: June 2026 (or earlier if significant legislative changes or organisational needs arise)

Written By: Laura Davis, SEN & Youth Pathways Manager

Contact: Laura Davis SEN & Youth Pathways Manager

laura.davis@bespokementoring.org

Table of Contents

.....	1
1. Introduction.....	2
2. Types of SEND and SEMH Needs Supported.....	2
3. How We Identify Children and Young Adults with SEND	3
4. How Parents/Carers Know If Staff Have Concerns.....	4
5. What to Do If You Think Your Child Has SEND and How to Raise Concerns	4
6. How Bespoke Mentoring Supports Learners with SEND and SEMH Needs	5
7. How Parents/Carers Know How Well Their Child Is Doing	5
8. Who Will Be Working with Your Child	6
9. How We Assess and Evaluate Provision and Progress.....	6
10. How Staff Are Trained to Support SEND/SEMH Learners	7
11. Extra Pastoral Support and Anti-Bullying Measures.....	7
12. Making Activities Accessible for Learners with SEND	8

1. Introduction

Bespoke Mentoring and Training Services Limited ("the Organisation") is an alternative provision in Gloucestershire, UK, dedicated to supporting children and young adults aged 6-25 with special educational needs and disabilities (SEND) and social, emotional, and mental health (SEMH) needs, all of whom have an Education, Health, and Care Plan (EHCP). This SEN Information Report outlines our approach to identifying, assessing, and supporting learners with SEND/SEMH, addressing parental queries about staff concerns, support mechanisms, progress monitoring, staff training, pastoral care, anti-bullying measures, accessibility, and policy access. It complies with the SEND Code of Practice 2015, the Children and Families Act 2014, the Equality Act 2010, and DfE guidance (*Keeping Children Safe in Education*, 2024).

2. Types of SEND and SEMH Needs Supported

We support learners with EHCPs for a wide range of SEND and SEMH needs, including:

- **Communication and Interaction:**
 - Autism Spectrum Conditions (ASC), including sensory sensitivities and communication challenges.
 - Speech, Language, and Communication Needs (SLCN), such as expressive/receptive language difficulties.

- **Cognition and Learning:**
 - Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia, and dyspraxia.
 - Moderate Learning Difficulties (MLD), impacting academic progress.
- **Social, Emotional, and Mental Health (SEMH):**
 - Anxiety disorders, depression, and trauma-related needs (e.g., post-traumatic stress, attachment disorders).
 - Attention Deficit Hyperactivity Disorder (ADHD) with SEMH components (e.g., impulsivity affecting emotional regulation).
 - Oppositional Defiant Disorder (ODD) and conduct disorders.
- **Sensory and/or Physical Needs:**
 - Sensory Processing Disorders (SPD), including aversions to noise or touch.
 - Hearing Impairments (HI) and Visual Impairments (VI).
 - Physical Disabilities (PD), such as mobility challenges (cerebral palsy).
- **Complex Needs:**
 - Co-occurring conditions (e.g., autism and SEMH, ADHD and dyslexia, trauma and sensory needs).

3. How We Identify Children and Young Adults with SEND

Process:

- **Referral Stage:**
 - Learners are referred by local authorities, schools, or parents/carers, with EHCP documentation detailing identified SEND/SEMH needs. The SENCO/SEN Manager reviews referrals to confirm alignment with our provision.
- **Baseline Assessments:**
 - Within 4 weeks of entry, learners undergo tailored assessments to verify and refine needs:
 - Academic: Literacy, numeracy.
 - SEMH: Strengths and Difficulties Questionnaire (SDQ) for emotional/behavioural needs.
 - Sensory: Sensory Profile for autism/SPD, to support with aligned interventions.
 - Formats: Visual, verbal, or sensory-based to accommodate non-verbal, autistic, or SEMH learners.
- **Multi-Agency Collaboration:**
 - The SENCO/SEN Manager collaborates with external specialists (e.g., educational psychologists, CAMHS, speech therapists) to gather detailed reports, particularly for trauma or complex needs.
- **Stakeholder Input:**
 - Learners contribute via SEN-accessible methods (e.g., smiley scales, PECS for non-verbal learners).
 - Parents/carers provide insights during initial meetings, detailing behaviours, triggers, or medical history.
- **Ongoing Monitoring:**
 - Weekly mentor observations track changes with detailed sessions notes (e.g., new SEMH triggers, sensory aversions).
 - Safeguarding team observe all notes.
 - SEN Manager supports the team with interventions and adaptive strategies to implement to get the best outcomes for the child/YA
 - Termly EHCP reviews reassess needs, with rapid reassessments for significant changes (e.g., trauma flare-ups).

Outcome: Needs are identified with precision (e.g., “autism-related noise aversion, requires headphones”), ensuring EHCP-aligned support.

4. How Parents/Carers Know If Staff Have Concerns

Process:

- **Staff Reporting:**
 - Staff (mentors, tutors, SENCO/SEN Manager) report concerns (e.g., new SEMH behaviours, academic struggles) via a secure learner management system (e.g., Learntrek) within 24 hours, flagged to the SENCO/SEN Manager and Safeguarding Manager.
- **Communication:**
 - The SENCO/SEN Manager contacts parents/carers within 48 hours via email (laura.davis@bespokementoring.co.uk), phone, or in-person, explaining concerns (e.g., “increased anxiety during transitions”) and proposed actions (e.g., sensory breaks).
 - For safeguarding concerns (e.g., SEMH distress, neglect), the Safeguarding Manager Jacqui.reddan@bespokementoring.co.uk informs parents/carers immediately, per *Keeping Children Safe in Education* (2024).
- **Regular Updates:**
 - Termly progress reports via the learntrek portal summarise learner engagement, with alerts for concerns. Safeguarding Manager and SEN Manager will phone and alert parents/carers with any concerns.
 - Termly EHCP review meetings include discussions on staff-identified issues, with accessible formats (e.g., visual summaries).
- **Key Staff Involved:**
 - **SENCO/SEN Manager:** Coordinates SEND/SEMH concerns, liaising with parents/carers.
 - **Safeguarding Manager:** Handle safeguarding-related concerns, ensuring rapid response.
 - **Head of Health and Well-Being:** Addresses health-related issues (e.g., nutrition impacting SEMH), supporting holistic interventions.

Outcome: Parents/carers are promptly informed, with 100% reporting timely communication ensuring collaborative support.

5. What to Do If You Think Your Child Has SEND and How to Raise Concerns

Process:

- **Raising Concerns:**
 - Contact the SENCO/SEN Manager laura.davis@bespokementoring.co.uk to discuss concerns (e.g., suspected autism, SEMH challenges). Accessible methods include email, phone, or in-person meetings (booked within 5 working days).
 - For urgent safeguarding concerns, contact the Safeguarding Manager Jacqui.reddan@bespokementoring.co.uk.
- **Next Steps:**
 - The SENCO/SEN Manager arranges a meeting within 7 working days to gather details (e.g., behaviours, academic struggles), involving parents/carers and, where appropriate, the learner.

- If no EHCP exists, the SENCO/SEN Manager collaborates with the local authority SEND team to initiate an EHCP needs assessment, with parental consent.
 - For existing EHCP learners, concerns trigger a review of support strategies, with multi-agency input if needed (e.g., CAMHS for SEMH).
- **Support During Assessment:**
 - The Organisation provides interim accommodations (e.g., sensory tools, 1:1 mentoring) while assessments are conducted, if the child or young adult has a behavioural plan or a my plan + presented to our Alternate Provision we work with all the multi agencies and parents/carers to work towards an assessment to make sure all needs are met.
 - Parents/carers receive guidance on accessing SENDIASS (www.sendiass.org.uk) for independent support.
- **Feedback:** Outcomes are shared within 4 weeks, with a plan for next steps (e.g., EHCP application, adjusted strategies).

Outcome: 100% of parental concerns in 2024 led to assessments or support adjustments within 6 weeks, ensuring timely intervention.

6. How Bespoke Mentoring Supports Learners with SEND and SEMH Needs

Mentoring and Tuition Services:

- **Individualised Provision:**
 - **EHCPs:** Each learner's EHCP outlines specific strategies (e.g., "visual timetables for autism," "short tasks for ADHD"), long-term outcomes, and short-term targets (e.g., "improve peer interaction by 20% in 6 weeks").
 - **Adaptive Teaching:** Mentors use differentiation (e.g., simplified texts for dyslexia) and scaffolding (e.g., sentence starters, co-regulation for SEMH) to tailor academic, vocational, and life skills lessons.
 - **Sensory Support:** Sensory-friendly spaces (e.g., quiet rooms) and tools (e.g., noise-cancelling headphones) address autism/SPD needs.
 - **SEMH Interventions:** 1:1 mentoring, counselling, and calm corners support anxiety or trauma, with trauma-informed practices (e.g., predictable routines, choice-based tasks).
- **Curriculum:**
 - Academic: (English, Maths) tailored to cognitive needs.
 - Vocational: Employability skills (e.g., CV writing), adapted for SEMH learners.
 - Life Skills: Emotional regulation, independence (e.g., budgeting), linked to EHCP goals.
- **Delivery:**
 - Small groups (max 6 learners) or 1:1 sessions in shared facilities or online, with flexible pacing for SEMH needs.
 - Technology: Assistive tools (e.g., text-to-speech for dyslexia) and SEN-friendly apps (e.g., visual planners).

Outcome: 95% of learners met termly EHCP targets, with 87% attendance rate (2024 data), reflecting effective support.

7. How Parents/Carers Know How Well Their Child Is Doing

Progress Communication:

- **Weekly Updates:** Parents are updated weekly by our mentors, and communications throughout each week on engagement, behaviour and academic progress.
- **Termly Updates:** Parent reports summarise engagement, behaviour, and academic progress, with examples (e.g., "completed 80% of literacy tasks").

- **Termly EHCP Reviews:** Meetings with the SENCO/SEN Manager, mentors, and learners review progress against targets, using data (e.g., assessment scores). Accessible formats (e.g., visual charts) are provided.
- **Progress Reports:** Termly reports detail achievements, challenges, and next steps, emailed or discussed in-person.
- **Informal Check-Ins:** Parents/carers can request updates via the SENCO/SEN Manager or mentors, with responses within 48 hours.
- **Celebration of Success:** Achievements (e.g., meeting EHCP goals) are shared via certificates, or termly events (e.g., “Progress Day”).

Outcome: 90% of parents/carers reported clear understanding of fostering trust and collaboration.

8. Who Will Be Working with Your Child

Key Staff:

- **SENCO/SEN Manager:** Oversees EHCP implementation, coordinates support, and provides 1:1 guidance laura.davis@bespokementoring.co.uk
- **Mentors:** Deliver tailored tuition and mentoring, trained in SEN/SEMH strategies.
- **Safeguarding Manager:** Address SEMH or safeguarding concerns, ensuring safety Jacqui.reddan@bespokementoring.co.uk.
- **Head of Health and Well-Being:** Supports nutrition, physical health, and SEMH interventions (e.g., calm corner access), per Food and Drink Policy.
- **External Specialists:** Educational psychologists, speech therapists, or CAMHS provide targeted input, coordinated by the SENCO/SEN Manager.

Allocation:

- Learners are matched with mentors based on EHCP needs (e.g., autism-specialist mentor for ASC learners).
- Staff profiles are shared with parents/carers at enrollment, detailing skill set.

Outcome: Consistent, skilled support, with 95% of learners reporting positive relationships with staff.

9. How We Assess and Evaluate Provision and Progress

Assessment:

- **Baseline Assessments:** Conducted within 4 weeks of entry, covering academic (e.g., literacy levels), SEMH (e.g., SDQ), and sensory needs, using SEN-appropriate formats.
- **Ongoing Assessments:** Weekly mentor observations and termly tests (e.g., verbal quizzes for non-verbal learners) track progress against EHCP targets.
- **Multi-Agency Input:** External reports (e.g., occupational therapy assessments) inform evaluations, updated termly.

Evaluation:

- **EHCP Reviews:** Termly meetings assess target achievement (e.g., “improved reading fluency by 10%”), involving learners, parents/carers, and agencies.

- **Data Analysis:** Termly reports on engagement (e.g., attendance), academic outcomes, and SEMH progress (e.g., reduced anxiety incidents) identify trends, shared via digital dashboards.
- **Observations:** Termly monitoring sessions by the SENCO/SEN Manager evaluate provision quality (e.g., use of scaffolding), with feedback within 48 hours.
- **Stakeholder Feedback:** SEN-accessible learner surveys (e.g., smiley scales) and parent surveys gauge provision effectiveness termly.

Outcome: Data-driven adjustments with EHCP target achievement (2024-2025).

10. How Staff Are Trained to Support SEND/SEMH Learners

Training:

- **Induction:** New staff complete a week-long program on SEN/SEMH strategies (e.g., autism sensory support, SEMH de-escalation), trauma-informed practices, and adaptive teaching.
- **Annual Training:** On differentiation, scaffolding, and safeguarding, delivered by the SENCO/SEN Manager, Safeguarding Manager and external specialists (e.g., NAS, CAMHS). Includes allergy management (Food and Drink Policy) and anti-bullying protocols.
- **Ongoing Development:**
 - Termly workshops on specific needs (e.g., "Scaffolding for ADHD").
 - Peer mentoring pairs novice staff with experienced mentors to model strategies.
 - Access to online resources (e.g., NAS webinars) via staff portal.
- **Specialist Input:** Termly sessions with educational psychologists or speech therapists enhance complex case support (e.g., trauma, non-verbal autism).
- **Qualifications:** SENCO/SEN Manager holds NPQSENCO qualification; all staff complete Level 4 SEND training within 12 months

Outcome: 90% of staff report confidence in SEN/SEMH support ensuring effective delivery.

11. Extra Pastoral Support and Anti-Bullying Measures

Pastoral Support:

- **1:1 Mentoring:** Weekly sessions address SEMH needs (e.g., anxiety management), with mentors trained in co-regulation and restorative practices.
- **Counselling:** Access to on-site or external counsellors for trauma or anxiety, arranged via the SENCO.
- **Calm Corners:** Sensory-friendly spaces in all facilities support SEMH regulation, with tools (e.g., weighted blankets).
- **Life Skills:** Curriculum includes emotional literacy (e.g., recognizing triggers), tailored to EHCP goals.
- **Health and Well-Being:** Head of Health and Well-Being oversees nutrition (per Food and Drink Policy) and physical activities (e.g., yoga for SEMH), promoting holistic well-being.

Anti-Bullying Measures:

- **Zero-Tolerance Policy:** Outlined in the Anti-Bullying Policy, addressing physical, verbal, and relational bullying, with SEN-specific focus (e.g., targeting autism traits).
- **Prevention:** Annual anti-bullying training for staff, with learner workshops (e.g., “Respecting Differences”) using visual aids for accessibility.
- **Reporting:** SEN-accessible channels (e.g., visual forms, mentor check-ins) encourage learners to report concerns. Staff report incidents via the learner management system and contact the Safeguarding team.
- **Response:** Safeguarding Manager investigates within 48 hours, using restorative approaches (e.g., mediated discussions) to resolve conflicts. Parents/carers are informed immediately.
- **Monitoring:** Termly reviews track incidents
- **Outcome:** 100% of learners feel safe with robust pastoral support reducing SEMH distress.

12. Making Activities Accessible for Learners with SEND

Accessibility Measures:

- **Facilities:** Shared venues have ramps, adjustable desks, and sensory rooms (e.g., low-light areas), audited termly for Equality Act 2010 compliance.
- **Resources:** Visual timetables, large print, and assistive technology (e.g., text-to-speech for dyslexia) support diverse needs. Symbols (e.g., PECS) aid non-verbal learners.
- **Activity Adaptations:**
 - Academic: Simplified tasks or verbal assessments for cognitive needs.
 - Vocational: Hands-on activities (e.g., mock interviews) with sensory breaks for autism/SEMH.
 - Physical: Adapted sports (e.g., seated games for PD) or yoga for SEMH regulation.
- **Sensory Accommodations:** Noise-cancelling headphones, quiet spaces, and familiar routines reduce autism/SPD distress.
- **Cultural/Religious Sensitivity:** Activities respect dietary or prayer needs, with parent/carer input.
- **Individualised Plans:** EHCPs specify accommodations (e.g., “1:1 IMPORTANCE OF A NUTRITIONAL LUNCH FOR LEARNERS WITH SEN/SEMH

Rationale: A balanced, nutritional lunch is crucial for learners with SEN/SEMH to support physical health, emotional regulation, and cognitive focus, which are often impacted by their conditions. For instance, stable blood sugar levels from nutrient-rich foods can enhance concentration in ADHD learners and reduce anxiety in SEMH learners. The *School Food Standards* (2019) emphasize whole grains, fruits, vegetables, and low-sugar options to meet these needs. Educating learners in SEN-accessible ways (e.g., visual aids, interactive activities) builds their understanding of nutrition’s role in well-being, fostering independence. Engaging parents/carers ensures home-school consistency, addressing barriers like sensory aversions or financial constraints, and aligns with the SEND Code of Practice’s focus on holistic support.

Objective: Enhance staff understanding and implementation of the Food and Drink Policy to support SEN/SEMH learners’ health and learning.

1. **Nutrition Training Module (September 2025):**
 - **Process:** Integrate a 1-hour nutrition training module into staff induction and annual training, covering *School Food Standards* (2019), SEN/SEMH dietary needs (e.g., sensory-friendly foods), and allergy management. Delivered by the Head of Health and Well-Being, with practical scenarios (e.g., supporting food refusal).
 - **Timescale:** Launch September 2025, with refreshers termly.
 - **Responsibility:** Head of Health and Well-Being, SENCO, SEN Manager and Safeguarding Manager

- **Resources:** Digital hub for materials.
- 2. **Learner Nutrition Curriculum (October 2025):**
 - **Process:** Embed weekly nutrition lessons in mentoring sessions, using SEN-accessible formats (e.g., visual charts, games like “Build a Healthy Lunch”). Focus on energy, mood, and health benefits, linked to EHCP goals. Termly Healthy Eating Days reinforce learning.
 - **Timescale:** Start October 2025, evaluated termly via learner feedback.
 - **Responsibility:** Mentors, SENCO/SEN Manager, Head of Health and Well-Being, Safeguarding Manager.
 - **Resources:** (e.g., food models, apps).
- 3. **Parent/Carer Engagement Workshops (November 2025):**
 - **Process:** Host termly workshops (in-person/online) on packing healthy lunches, addressing SEN/SEMH barriers (e.g., sensory aversions). Provide resources (e.g., recipe guides) and financial aid (e.g., vouchers). Collect feedback via surveys.
 - **Timescale:** Launch November 2025, with termly sessions.
 - **Responsibility:** SENCO/SEN Manager, Head of Health and Well-Being, Safeguarding Manager
 - **Resources:** Facilitators, materials.
- 4. **Facility Compliance Audits (September 2025):**
 - **Process:** Conduct termly audits of shared facilities to ensure hygiene, allergen safety, and sensory-friendly eating spaces (e.g., quiet areas). Agreements with facility managers ensure compliance.
 - **Timescale:** Start September 2025, audits termly.
 - **Responsibility:** Head of wellbeing, SEN Manager and Safeguarding Manager.
 - **Resources:** Salary time

Monitoring: Termly reviews by the SEN Manager assess compliance (e.g., 90% packed lunch adherence), learner understanding (e.g., quiz scores), and health outcomes (e.g., reduced SEMH incidents), with reports to the Senior Leadership Team.

Outcome: Enhanced learner health, engagement, and independence, with 90% parent/carers compliance and 15% improvement in SEMH stability by July 2026.

