



Policy title	SEND Information Report
Policy owner (including job title)	Mark Anderson (Head of Centre)
Nurture Education Trust approving body	Nurture Education Trust Trustee Board
Date of meeting when approved	23/09/2026
Date of next review	01/09/2027
Signed by Head of Centre	Mark Anderson
Date signed	M. Anderson
Signed by Chair of Trustees	Emma Culley
Date signed	23/09/2026

Introduction

Welcome to our Nurture Education Trust SEND Information Report, which supports the Norfolk Local Offer for learners with Special Educational Needs (SEN). We review this report annually so that it reflects our ongoing work with students who have SEN, and outlines how we identify, assess, support and provide for our students. We publish this report on our website to demonstrate the implementation of our policy for pupils with SEN for all to see.

We are committed to working together with all members of our community to support our SEN learners.

This includes parents, carers, students, trustees and all our school staff.

We want to create an inclusive culture both within our school and beyond into our local community.

If you would like to discuss this SEND Report, or your child's needs please contact the following people;

Mark Anderson	Head of Centre
Abbey King	Deputy Head of Centre - Pastoral
Laura Stearn	Deputy Head of Centre - Teaching & Learning
Julie Clements	SEN Manager
Samuel Burden	Behaviour & Alternative Provision Lead

The staff above will;

- Work with the SEND Trustee to determine the strategic development of the SEND policy and provision in the Centre.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that our students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the Centre's budget and other resources to meet students' needs effectively.

- Work with the trustees to ensure that the Centre meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Ensure the Centre keeps the records of all students with SEND up to date.

Nurture Education Trust

Our school is a specialist Independent School SEMH provision for students in Key Stage 3 and 4 aged between 11 and 17. Nurture Education Trust provides a nurturing environment for young people who have suffered difficult life experiences meaning they are no longer able to attend mainstream school. All of our students have SEN related to Social, Emotional and Mental Health needs. Some also have needs surrounding Cognition and Learning, Language and Communication, as well as Sensory, Physical and Health needs.

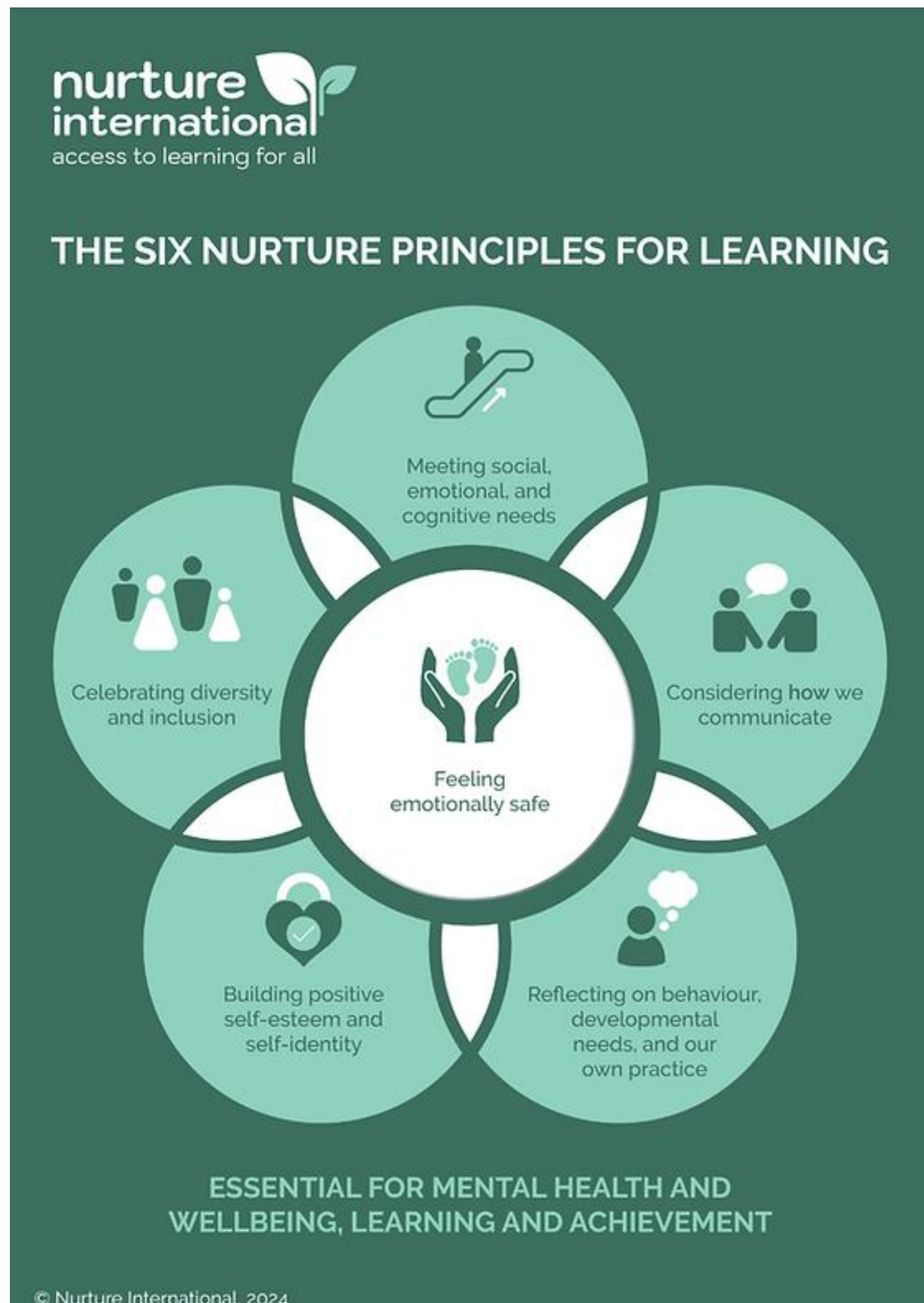
Most of our students have an Education, Health Care Plan (EHCP). However, schools can purchase places directly on a dual roll basis which in many cases through accessing our vocational offer can positively support any future full time placement transition/re-engagement with a mainstream school.

Some of our other students have suffered trauma in their life and some have either an ASC diagnosis or display traits of ASC (Autistic Spectrum Condition).

We aim to provide all of our students with the opportunity to thrive **academically**, to **develop socially**, access vocational **learning** to build important work skills and to successfully **re-engage with the community**.

These four aims underpin all that we do.

Having recently changed names to Nurture Education Trust we will also be adopting the 6 principles of Nurture for learning created by Nurture International and will be engaging with their whole school approach to nurture programme this coming academic year 2026/2027.



Legislation and Guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report.

What is SEND? (Special Educational Needs and Disabilities)

- A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be put in place.
- They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

What Learning needs are provided for by Nurture Education Trust?

Nurture Education Trust is able to accommodate 30 students within our physical centre at 289 Drayton Road, Norwich, NR3 2PW. We are able to accommodate a further 10 students on a blended outreach via 1:1 teaching/online and at a nearby specialist site where space is hired and learning takes place away from the main school.

We support students with a range of needs, including:

- Social, emotional and mental health

- Sensory and communication needs
- ASC (Autistic Spectrum Condition)
- Specific learning difficulties including Dyslexia, Dyspraxia, Dyscalculia, ADHD (Attention Deficit Hyperactivity disorder)/ADD(Attention deficit disorder)
- Cognition and learning needs
- Some sensory and physical needs

What is our Approach to teaching Students with SEN?

Nurture Education Trust is a unique setting where we are well equipped to support students with their SEMH (Social, emotional, mental health) and other SEN needs.

We aim to create a nurturing learning environment which is flexible enough to meet the needs of all members of our school community.

We approach learning in a holistic way. We know that students cannot make progress academically if they have poor wellbeing. We aim to encourage students to make best possible progress academically as well as aiming to ensure psychological, social and emotional growth, improved communication skills and increased confidence and self-esteem through our wellbeing program and small group working. We have a caring ethos where everyone is welcome and respected.

Students are encouraged to use their voice and they are always listened to. We encourage our students to express themselves. Their unique personality is the basis of the provision we create for them, ensuring that our approach is student centered and that Student Voice is at the heart of everything we do.

We create a sense of community at Nurture Education Trust where all students are valued equally. Pupils have MICR (Mentoring, Intervention, Careers and Reading) they can make suggestions, share concerns or questions, and contribute to the Nurture Education Trust Community. The student council meet once a month to discuss and action points raised. At lunch and break times students play games and staff are present to model positive behaviours and support students engaging in group activities.

Students have an allocated key adult for support ensuring they build relationships of trust. Students can be referred to the in-house listening service with our qualified Integrative Counsellor or can self-refer for support any time.

We have a lunchtime server who serves locally prepared hot and cold lunches for students and staff every day, and all students and staff have the opportunity to eat together in our communal dining space, or outside if the weather allows.

We have high staff to student ratios at Nurture Education Trust. We ensure our groups are kept small, to allow staff to always respond to the needs of students to ensure the best outcomes.

At Nurture Education Trust we practice Unconditional Positive Regard. This means that we seek to express empathy, support, and acceptance to someone, regardless of what they say or do. We believe Unconditional Positive Regard builds self-esteem and hope in our students and a feeling of self-worth in that they are accepted and valued.

For this reason, our rewards system is not competitive but individualised sensitively through weekly postcards home promoting achievements and via a student success board. However, some students do respond well to praise for specific situations, so we do seek to acknowledge success when appropriate. Our end of Year 11 Celebration of Success evening is also a great example of celebrating achievement.

When students start at Nurture Education Trust, they are provided with a laptop to work on as their normal way of working. This is used in some lessons and supports our intention to provide individualised learning opportunities. This also enables our students to become familiar and adept with ICT.

Almost all of our students have their Special Educational Needs described in their EHCP. At Nurture Education Trust we create a Student Passport for all our students, describing their needs, containing strategies to support their learning, using their own voice. Staff review outcomes from students' EHCPs, which they should be working towards by the end of Key Stage 3 & 4. Staff use these and the Student Passports to devise their planning, adapt their teaching styles and to keep well informed about individual pupil needs.

Students who access online programmes do so online at home, following a timetable of lessons throughout the week and often access in centre lessons via the AV1 Robot 'No Isolation Technology'. Lessons are live online, with a consistent, named teacher for each subject, with whom they are encouraged to communicate and interact with during the lesson through online chat and voice chat functions. Students either learn one to one with their teachers, or in small carefully selected groups. Students also have access to Wellbeing sessions with a trained counsellor,

Wellbeing check-ins with a consistent Key adult, and weekly social skills sessions at the school to encourage re- engagement.

How do we adapt the curriculum and learning environment to meet the needs of our students with SEN and help them to thrive?

At Nurture Education Trust many students access a bespoke curriculum which is individualised and highly differentiated. This is a process involving discussion between students and teachers where options for learning are explored. We believe this gives students ownership of their learning, leading to improved engagement and motivation.

From a teaching and learning perspective the school utilises micro-teams where staff learn about at least one other subject so within such a small team multiple specialisms are developed and consistency is maintained.

Students have the opportunity to study from a range of ASDAN (Award scheme development accreditation network) and AQA courses which involve high levels of student choice, as well as a range of GCSEs and other formal qualifications such as Functional Skills. Our students take a reduced number of GCSEs to optimise time, support, engagement and outcomes.

Our vocational offer includes Games Development, Arts Award, Animal Care (ASDAN), Eco Therapy Farm, Bright Butterfly, Yarn in a Teacup, Hair and Beauty, The Garage and Saxon Air. The provision allows students to develop and sustain relationships and build on practical and team building skills. Students who have not had interaction with their peers or staff on a school site for long periods of time often find these sessions as a natural way of improving communication skills and building confidence for engagement in their learning and making a successful transition beyond school.

We offer TITAN (Travel independence training in Norfolk) training for students who need support with learning to travel independently and who need to build confidence in exploring the outside world. Students who require further support with core subjects are offered one-to-one sessions and interventions when required.

As well as the core subjects of English, Maths and Science, students spend time learning Humanities, Art, Digital Media, Sport, PSHE (Personal, Social, Health and Economic) and Cultural Studies. If a student shows particular interest in a subject, we will always aim to facilitate it where possible.

We have a variety of equipment available to facilitate learning for our students, which includes personal laptops, noise cancelling headphones, fidget toys, yoga balls and coloured overlays to assist students with ASD/ADHD dyslexia or visual stress.

Support for improving emotional and social development. We provide support for students to improve their emotional and social development in the following ways:

- Reviewing students' individual progress towards their outcomes using student questionnaires,
- Parent meetings
- Holding annual reviews for students with EHCP plans
- Student and parents' feedback
- Students can seek support at any time of the day from staff
- Students can spend their break and lunchtimes in the quieter, dedicated spaces
- A dedicated Key adult is assigned to each student
- An integrated counsellor is available for students onsite

Remote Learning

Students who are extremely socially isolated when they first join Red Balloon Norwich sometimes require a blended/reduced timetable with one-to-one outreach provision. Students are encouraged to take part in online provision supported by face-to-face outreach support/teaching staff. Online tuition supported by face-to-face outreach support enables opportunities to build their confidence and transition back to onsite school delivery.

AV1 – no isolation: Allows students to engage with learning and their classmates remotely into the physical class they would normally be missing. The technology reduces anxiety around school attendance and develops momentum to build confidence around physical attendance in lessons.

How AV1 Robots work

AV1 Robots are a telepresence solution for children and young people to access school and classroom settings from another location. It bridges the gap between home and school, provides access to learning, and improves attainment and progression.

Classroom robots have a unique set of inclusive and secure features, giving the student a sense of belonging at school and the privacy and safeguarding they are entitled to.

Arrangements for accessibility are detailed in our accessibility plan published on the school website.

The accessibility plan details how students with a disability can participate in our curriculum, how we review the physical environment of our school to enable disabled students to take better advantage of education and how we improve the availability of accessible information to disabled students.

How do we Identify SEN and how do we assess and review the progress of students with SEN?

The majority of our students arrive at our setting with an EHCP, meaning that their SEN needs are already identified. However, we continue to regularly assess and observe our students, to recognise changes and act accordingly. If necessary, we make sure we put in place further assessment of students. We always look for success in our students and ensure all success is celebrated.

On arrival, we carefully observe students and discuss their needs as a team. We assess students when they arrive with us using initial assessment programmes such as Pass Functional Skills to monitor gaps in learning.

Assessments use 'Item Response Theory' and a wealth of historic data to judge each learner's level each time they answer a question. This, in turn, informs the next question that is chosen, resulting in a bespoke assessment that creates a detailed and intelligent judgement of the learner's current level.

Red - Emerging – this student is beginning to develop this skill and may need additional support and guidance to make progress.

Amber - Expected Progress - The student is developing this skill appropriately and is making the expected progress for this stage.

Green – Secure - The student demonstrates this skill confidently and is making strong progress

Wellbeing is monitored through an 'in learning check-in' that occurs within classrooms and one to one key adult check-ins. Our integrative counsellor also tracks presenting issues, coping strategies implemented and implements intervention in lessons where requested by teaching staff.

We monitor progress of all learners, and staff assess to ensure that meaningful learning is taking place. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Each pupil has personalised targets and learning goals embedded into their timetable to ensure it is focused on meeting their specific needs. These are informed by the EHCP outcomes which are co-produced at the annual review.

We regularly review each student's special educational needs and intended outcomes, as set out in their EHCP and involve teaching staff in the review process. Students needs are identified on their Student Passports and shared with staff so they can consistently and regularly review students' progress towards the outcomes on their EHCP.

Nurture Education Trust uses the graduated approach to identifying SEN needs, this is a four- part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The process is as follows:

Assess: establishing a clear assessment of the pupil's needs

Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review

Do: implementing the agreed interventions and support

Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

The Nurture Education Trust assessment policy sets out the 4 steps of assessment/review.

How we keep our staff up to date with expertise and training?

All Nurture Education Trust staff feel a sense of responsibility and pride in their

work with Students who have SEND. In the last academic year, recent training for all staff has included:

Educare Training (mandatory training):

GDPR/Data protection
First Aid essentials
Fire safety in education
Fire Marshall
Equality and diversity
FGM awareness
Moving and handling

External Training

Annual KCSIE 2026 INSET training
LA Prevent Training
Gangs and County Lines Training
LA Step On training
LA Harmful Sexual Behaviour
Mental Health Training from Mental Health Champions
Child Mental Health and Counselling Skills
Diabetes Training
Dyslexia & ADHD
Anaphylaxis Training

In the last academic year, specific training for key staff has included:

DSL Multi Agency Training (The voice of the child and harmful sexual behaviour)
Fire Evacuation Chair/Sled training
Drawing and Talking
Bereavement
Narrative Storytelling
Senior Mental Health Lead (Intermediate)
Anaphylaxis
Suicide Prevention
ADHD Coaching
Designated Digital Safeguarding Lead Training
ILM Leadership and Management (Forefront) Training

Our staffing team includes those with the following qualifications –

QTS/QTLS – PGCE and Level 5 Education and Teaching
Integrative Counselling
DSL(Designated safeguarding lead)
Certificate in SEN
Level 2 and 3 qualifications in Autism
Level 2 qualifications in Understanding Childhood Trauma, and Children and Adolescent Mental Health
First Aid Training
NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and PGDip Careers Guidance/QCG
Fire Safety training, IOSH – Managing Safely
Senior Mental Lead (Intermediate)
Anaphylaxis Training
Registered Assessor for Emergency First Aid in the Workplace, Mental Health First Aid, Defibrillator and Basic Life Support.

How do we consult and work with Parents and Carers and pupils with SEN and involve them in the student's education?

As a small provision we can have regular and meaningful contact with parents and carers. We encourage active contact and an intention to work together as we believe this will ensure the best outcomes for our young people. We involve parents and carers in regular and transparent communications about all provisions for their young person.

Formally we offer Bi-annually Parent Consultation afternoons and an Annual Report for each student. Parents are also invited to Annual Review of EHCPs and are invited to share their Parent Views on how their young person is progressing towards their outcomes. Informally, we are in regular contact with parents and carers through phone calls, letters home, emails and a policy that parents can make contact at any time and will be invited to share their concerns and views and discuss any aspect of their young persons' education that they wish to as regularly as they feel they need to.

How do we consult our young people about their education?

We place Pupil Voice at the centre of all we do. Students contribute through the 'All about me' form at the start of each academic which supports the writing of the Student Passport for teachers. This includes questions such as 'How I communicate', 'How to support me' and devising their own self-help toolbox for lessons. Students are encouraged to discuss what is working well or what change they would like to see during weekly Circle time/within student council, talking with their key adult or using the integrative counsellor onsite through an open and honest communication every day.

Students are invited to EHCP review meetings, and their Student Views section is key to the review process.

Staff make every effort to get to know and build strong relationships with our young people, which we see as key to good outcomes for our students.

How do we secure specialist expertise and other organisations for our students and make use of services beyond our setting for students and their families?

Where required, we ensure we seek further support for students. The following are examples of additional specialist expertise we source, but this is not a comprehensive list;

Educational Psychology
SPLD assessment such as Dyslexia
Dyslexia Norfolk
Further specific staff training for new identified need
Speech and Language Therapy
ADHD Norfolk
Justonenorfolk (NHS)
Supporting Smiles
Victim Support
YMCA Counselling
Other Alternative Provisions
Early Help
CYPMHS (Children and young people's mental health services)
Medical Needs team
Eco Therapy Farm
Open Arms

Post 16 team for transition
Joint protocol to contact named GPs

We work closely with other professionals and organisations, especially various departments in Norfolk County Council such as Children's Services, the SEND and Inclusion Team and the LAC (looked after children) Team.

Our SEND manager works closely with a network of SENDCOs across our county to share best practice and to seek support, advice and further specialist knowledge when needed.

Other professionals involved in our student's lives on a regular basis are invited to contribute to EHCP reviews to ensure we work together as a Team to support our young people.

How do we support our students moving on to a new Phase in life?

As a small provision we know our students very well. We are able to support them with discussions and steps towards transition beyond Nurture Education Trust throughout their time with us.

Those students who need support to grow their independence with walking or using public transport are offered Titan Training. All students for whom it is appropriate complete work experience. Students are offered one to one careers support both formally, currently through a qualified level 7 careers guidance practitioner and also informally through the conversations and guidance we provide to our young people throughout their placement at school.

Students have access to the **Unifrog**. [Unifrog - The universal destinations platform](#). The platform allows Students explore the world of work and education and find the best next step to realise their aspirations. They partner with universities and employers to further support students. There are also features engage parents relating to progress.

The school ensures all students have a next placement and we provide them with all the support needed with interviews and applications for next steps. We also follow up our young people after they move on to Post 16 education to monitor their progress and engagement.

We work closely with the named EHCP coordinators of our students to ensure planning for their new Phase and also work closely with the next setting in whatever way is appropriate - often the SEN team and wellbeing team - to ensure

smooth transition and best possible chances of a successful next placement. We will share information with the school, college, or other setting the student is moving to. We agree with parents and students which information should be shared.

How do we handle complaints of parents/carers of students with SEN?

Our complaints policy can be obtained from contacting the main office:

admissions@rbnorwich.org.uk

Red Balloon Norwich seeks to be fair, open and honest when dealing with any complaint. Careful consideration is given to all complaints and we aim to deal with them as swiftly as possible.

We aim to resolve any complaint through dialogue and mutual understanding, and in all cases, we put the interests of the young person above all other issues. Further we aim to provide sufficient opportunity for any complaint to be fully discussed and subsequently resolved.

How do we evaluate the effectiveness of our provision?

Nurture Education Trust evaluates its provision in several ways, including the following:

- Regular Staff meetings which are student focused on discussing issues and actions required.
- Learning walks and observations
- Self Evaluation and review of the School Improvement Plan
- Self-assessment against Independent School Standards and an audit to ensure sustainability.
- Baseline assessments which are academic, social and emotional
- Inspections by the Local Authority and Independent Schools Inspectorate
- Link trustee monitoring visits
- Parent evaluation and feedback

- Student evaluations
- Student outcomes

What support is available to parents beyond Nurture Education Trust? (Signposting)

Norfolk has free and impartial information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. The organisation is called Norfolk Sendiass Information, Advice & Support Service and their website can be found at: www.norfolksendiass.org.uk

In Norfolk, disagreement resolution is delivered by KIDS SEND Mediation Service which is an independent organisation. It is a free service and you can find out more at: <https://www.kids.org.uk/send-mediation>

There are also several local support groups for parents/carers including:

- ASD Helping Hands - support for families who have a child with an Autistic spectrum condition
- Norfolk Family Carers
- SENSational families, for families with a child with SEND

SEND further information can be found at:

www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support/send-support-groups-organisations-events

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here [First-tier Tribunal \(Special Educational Needs and Disability\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Link to the Norfolk Local offer: <https://www.norfolk.gov.uk/children-and->

[families/send-local-offer](#)

Link to the Suffolk Local offer: [Home - Suffolk SEND Local Offer](#)

These websites are for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) across Norfolk and Suffolk.

The Norfolk Local offer website can help you:

Find information on support in education.

Learn about special needs services that can help children, young people and their families.

Find a support network - parents, groups and organisations.

Get guidance and advice about how to help a young person plan their adult life.