

# Special educational needs (SEN) information report

MK Christian Foundation



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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 special educational needs support works in our organisation.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website or you can ask a member of staff to make a copy/send you the policy.

**Note:** If there are any terms 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 SEN does the organisation provide for?

As part of our admissions process, we will determine whether or not we feel our learning environment is suitable to meet the needs of each young person. As an FE provider, we have the right (and the responsibility) to ensure that we only put young people on our roll if they are able to access our training safely and effectively. Thorough risk assessments are carried out as part of this process alongside professional referrals and ECHP consultations.

As long as we can meet need, our organisation provides for trainees with the following:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments (as long as the provision can be accessed safely)
	Visual impairment (as long as the provision can be accessed safely)
	Multi-sensory impairment
	Physical impairment (as long as the provision can be accessed safely)

## 2. Which staff will support my child?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Duncan Barnes

Duncan is a qualified teacher with many years experience supporting children in specialist provision and has worked at MK Christian Foundation for two years.

They are allocated 15 hours a week to manage SEN provision supported by our Head of Learning.

You can contact Duncan by email at [duncan.barnes@mkchristianfoundation.co.uk](mailto:duncan.barnes@mkchristianfoundation.co.uk)

## Our Head of Learning

Our Head of Learning is Laura Geering.

Laura is a qualified teacher with fifteen years experience in education, six of which have been spent here at MK Christian Foundation supporting the development of our trainees and staff.

You can contact Laura by email at [laura.geering@mkchristianfoundation.co.uk](mailto:laura.geering@mkchristianfoundation.co.uk)

## Our DSL and Trainee Welfare Coordinator

Our DSL and Trainee Welfare Coordinator is Debbie Brooks.

Debbie has worked at MKCF for fifteen years and has many years of experience taking care of the safeguarding and welfare of our trainees. Debbie is our qualified mental health first aider.

You can contact Debbie by email at [deborah.brooks@mkchristianfoundation.co.uk](mailto:deborah.brooks@mkchristianfoundation.co.uk)

## External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is our SENCO or our Head of Learning.

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.

If we decide that your child needs SEN support, we will formally notify you and discuss next steps and the provision we can put in place.

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. You will also be given a copy of this.

## 4. How will the organisation know if my child needs SEN support?

All of our staff are aware of SEN and are on the lookout for any trainees who aren't making the expected level of progress in their attainment or socially.

If a staff member notices that a trainee is falling behind, they try to find out if the trainee has any gaps in their learning. If they can find a gap, they will give the trainee extra tuition to try to fill it. Trainees who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the trainee is still struggling to make the expected progress, staff will talk to the SENCO, who will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the trainee see what their strengths and difficulties are. They will have discussions with your staff, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a doctor. Parental support may be required to support this.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support the SENCO will work with you to create a SEN support plan for them.

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

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

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

### 1. **Assess**

The SENCO will carry out a clear analysis of your child's needs. The views of you and your child will be taken into account. The organisation may also seek advice from external support services.

### 2. **Plan**

In consultation with you and your child, the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with your child will be made aware of their needs, the outcomes sought, the support provided and any strategies or approaches that are needed.

### 3. **Do**

The SENCO will work closely with all staff involved, to plan and assess the impact of support and interventions and how they can be linked to our training.

The SENCO will support the staff in further assessing your child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 4. **Review**

The effectiveness of the support and interventions and their impact on your child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of you and your child
- The level of progress your child has made towards their outcomes
- The views of staff who work with your child

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a trainee has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the targets, strategies and provisions will be revisited and refined.

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

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 SEN support we are providing is impacting your child outside of the learning environment.

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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

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

The most important voice in this process is that of your child and we will not make any decisions relating to SEN support without their input and consent.

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

## **8. How will the organisation adapt its teaching for my child?**

High-quality training is our first step in responding to your child's needs. We will make sure that your child has access to a curriculum which focuses on employability skills and the development of personal and social learning as well as academic attainment.

We will differentiate (or adapt) how we train to suit the way the trainee works best. There is no '1 size fits all' approach to adapting and we strive to work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all trainees are able to access it, for example, by grouping, 1-to-1 work, adapting the training style or content of the lesson, etc.

- Differentiating our training, 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.

We may also provide the following interventions:

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE SUPPORT THESE YOUNG PEOPLE</b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Personalised toolkits
	Speech and language difficulties	Instruction cards Personalised toolkits
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Modified assessment arrangements Use of laptops Reading pens Coloured overlays / paper
	Moderate learning difficulties	Longer processing times Pre-teaching Opportunities to revisit topics covered
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Access to 1:1 wellbeing checks The Big Life Journal
<b>Sensory and/or physical</b>	Hearing impairment	Written instructions
	Visual impairment	Limiting classroom displays

	Multi-sensory impairment	Opportunities to work in small groups / in quieter spaces Use of specialised earbuds for noise reduction
	Physical impairment	Dependent on need

## 9. How will the organisation 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 every 6-8 weeks through our Progress Review Meetings
- Reviewing the impact of interventions based on an agreed timescale
- Using formative and summative assessments
- Monitoring by the SENCO and Head of Learning
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. We may also need to secure funding from the local authority in order to cover the cost of any additional support required.

## 11. How will the organisation make sure my child is included in activities alongside trainees who don't have SEN?

Due to the nature of our training, the vast majority of our trainees come to us with significant barriers to learning. Not all of these trainees have been formally recognised as having a SEND although the most self-declare a special educational need. Our model of working, which includes low staff/trainee ratios and the development of individualised support and learning plans means that our programme for learners with a SEND may not be as distinctive from our 'mainstream' provision as might be the case for other education and training providers. At MKCF, we will provide all trainees with access to a broad and balanced curriculum. We are committed to making sure all our trainees have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of the young people we are working with.

## 12. How does the organisation make sure the admissions process is fair for trainees with SEN?

At MKCF, we have a thorough admissions process which enables us to assess whether our organisation has the capacity to meet the needs of our prospective trainees.



- We ask professionals who refer young people to us to complete a referral form which helps us to understand any prior support which has been put in place and how the needs of the young person present. We invite all young people in for an initial informal interview which gives us the opportunity to hear their views, carry out assessments and a risk assessment. Following this, prospective trainees will be invited to attend a taster session/s to enable us every opportunity to assess our suitability as a provision.
- When a young person comes to us with an EHCP, we will act in consultation with the local authority to ensure that we can meet their needs and are named as the education provider on the plan. The admissions process listed above forms part of our assessment as to our suitability in addition to a thorough scrutiny of the EHC plan.

### **13. How will the organisation support my child's mental health, and emotional and social development?**

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

- Where appropriate, we can work with you and your child to coordinate a phased approach to starting their education with us to enable them to feel safe and secure in our environment.
- 1:1 opportunities to have welfare support from a qualified mental health first aider on site
- All of our staff foster relationships with trainees based on mutual respect and professionalism - this helps young people to feel safe and reach out for support when needed
- Our approach to training focuses on inclusion; everyone is welcome and everyone in our community is encouraged to break boundaries and support each other.

### **14. What support will be available for my child as they start to prepare for adulthood?**

We provide all our trainees with appropriate advice on paths into work or further education.

We work with the trainee to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Our Designated Teacher (DT) is Laura Geering.

The DT will work with our SENCO to make sure that all staff understand how a looked-after or previously looked-after trainee's circumstances and their SEN might interact, and what the implications are for training.

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

### **16. What should I do if I have a complaint about my child's SEN support?**

If you have concerns about our SEND provision, you should first raise your concerns informally with the SENCO or Head of Learning. We will try to resolve the complaint informally in the first instance. If this does not resolve your concerns, you are welcome to submit your complaint formally.

Formal complaints about SEND provision in our organisation should be made to the Head of Learning in the first instance. They will be handled in line with the organisation's complaints policy.

If you are not satisfied with the organisation's response, you can escalate the complaint. This right also applies to the trainee themselves.

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

If you have questions about SEN, 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 Milton Keynes' local offer. Milton Keynes Council publishes information about the local offer on their website:

<https://www.mksendlocaloffer.co.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://mksendias.org.uk/>

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

## 18. Glossary

- **Access arrangements** – special arrangements to allow young people with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a trainee's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a young person with SEN 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 education providers adapt how they teach in response to a young person'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 young person needs an EHC plan
- **EHC plan** – an education, health and care (EHC) 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 provider or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the organisation provides support in successive cycles of assessing the trainee's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the trainee

- **Intervention** – a short-term, targeted approach to teaching a trainee with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for young people with SEN in the local area
- **Outcome** – target for improvement for trainees with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the education provider 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 education providers must follow to support young people with SEND
- **SEN information report** – a report that education providers must publish on their website, that explains how the organisation supports young people with SEN
- **SEN support** – special educational provision that meets the needs of young people with SEN
- **Transition** – when a young people moves between years, phases, schools or institutions or life stages