

The Pears Family School
(Keeping a child's mind in mind)
Special Education Needs Report

Date Approved by Governors	July 2026
Review Date	July 2027
Headteacher	Matthew Hillman
Headteacher Signature	<i>M.Hillman</i>
Named Governor	Julie Greer

At the heart of all policies at the Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at the Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.
- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

Our Inclusion Statement

- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.
- **Quality first teaching:** Teachers provide exciting, differentiated learning opportunities for all the children within the school and provide materials and contexts for learning appropriate to

children's interests and abilities. This ensures that all children have full access to the school curriculum.

- **Recover, Rebuild Reintegrate** – This framework guides the journey of a pupil at Pears Family School and is personalised according to children's SEND needs.
- The Pears Family School focuses on **individual progress** as the main indicator of success.
- Pears Family School will strive to **make a clear distinction** between lower attainment – often caused by a poor early experience of learning and missed opportunities to learn - and special educational needs.
- Some pupils in our school may be attaining below the level they are capable of because of missed opportunities to learn. It is The Pears Family School's responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will have special educational needs (these can be undiagnosed at point of referral) that **may** lead to lower attainment. It is The Pears Family School's responsibility to ensure that these needs are identified and pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.
- English as an Additional Language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL.
- Accurate assessment of need and carefully planned programmes which address the root causes of any difficulties learning are essential ingredients of success for our pupils.

Introduction

The SEN information report is required by the Children and Families Act 2014. This will be updated annually to reflect changes and plans within the school. The report states the current provision within the Pears Family School. It outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND). The information required to be included in this SEND Information Report is stated in The Special Educational needs and Disability Regulations 2014 SCHEDULE 1: information to be included in the SEN information report.

This report should be read alongside the school's SEND Policy, which reflects the wider reform context set out in the Children's Wellbeing and Schools Act 2026 (Royal Assent 29 April 2026) and the government's Schools White Paper, Every Child Achieving and Thriving (February 2026). Both introduce proposals for a reformed SEND system, including digital Individual Support Plans and Specialist Provision Packages, which are not expected to take effect before September 2029. Existing SEND law, and the provision described in this report, remain unchanged until legislation and statutory guidance are published.

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014)

The Pears Family School is an Alternative Provision Free School. Pupils are referred via a commissioning process, either via a Local Authority or direct from other schools. Pupils in our school are aged between 5 and 14 years old.

What types of SEND do we provide for at	Definition of SEND (SEND Code of Practice, 2015 pg. 15)
---	---

The Pears Family School?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational 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:

Has a significantly greater difficulty in learning than the majority of others of the same age; or

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-16 institutions.

At Pears Family School, we make provision for children with Special Educational Needs (SEND) within the four categories identified in the Code of Practice (2015):

Social and Emotional Mental Health: Supporting Social and Emotional Mental Health needs for children and their families is the primary area of need we provide for. We understand that crucial to children's wellbeing and self esteem is their capacity to recognise and respond helpfully to their own emotions and those of others. Our approach to this is systemic and involves parents and the system around the child, which we become part of. Supporting families so that children can strengthen and repair their confidence in themselves is a core part of our curriculum. We do this in multiple ways, including our attachment focused, school wide nurture approach which ensures all adults supporting children share language that recognises children's strengths and successes. Teachers and systemic psychotherapists work in collaboration here and we have Parent Learning and Family Learning as part of our offer, meaning working with parents/carers is integral to everyday practice. All our classes use methods such as The Zones of Regulation to give a structure to the language which we use to talk about self and co-regulation. We use a range of emotion and energy monitoring scales personalised to individual children. Where necessary, we seek consultation from our psychiatrist colleagues at the Anna Freud Centre to help inform our teaching practice.

Cognition and Learning : At The Pears Family School, we support children with Cognition and Learning Needs through Quality First Teaching and adaptation within the classroom. This includes children who have Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties who might be working up to 5 years below age expected levels. Children are supported in and out of class by a variety of teachers, teaching assistants and the SLT. Children benefit from smaller sized teaching groups for each lesson and 1:1 precision teaching where necessary. Each child works on English and Maths targets that are personalised to close gaps in learning. In class, children are assisted by adults breaking down activities into smaller, more manageable and achievable pieces of work, providing additional resources including the use of technology or multisensory activities and through pair work. We have established a large number of interventions to further

	support learners including (but not limited to): phonics, comprehension and reading, and mental maths and calculation, Numicon, Lexia, touch typing, working memory/Executive functioning and metacognition. <u>Communication and Interaction:</u> Children who have difficulties with communication and interaction can find it difficult to understand what others are saying or have difficulties with fluency, forming sounds, words or sentences. We have a range of resources and strategies which are used within school to support children's Speech and Language development and we have teaching assistants who've been trained to support children with Speech and Language Difficulties. Where necessary, we refer on to Speech and Language Therapy (SALT) services in student's Local Authority and ensure student's access SALT provision through the school where pupils are dual registered. We make provision for children with social communication difficulties. These children may have difficulties with social interaction, communication or imagination and can find it hard to make sense of the world. <u>Sensory and Physical:</u> At Pears Family School, seek to provide resources and interventions that support children's Sensory and Physical needs. Where necessary, we adapt the curriculum or the environment in order to make learning opportunities more accessible and seek support from outside agencies (Occupational Therapy, Hearing and Visual Impairment Teams) in order to understand how to do this. We have a Smart Gym on site and provide resources and opportunities for children to regulate emotions through using their bodies.
How do we consult with children with SEND and their parents/carers and involve them in their education and care?	Consultation with pupils, parents/or care-givers is a particular strength of the school. The Pears Family School requires parents/care-givers to participate in the life of the school by being alongside their child. How this happens is personalised to fit with the needs of each family and may look different at different stages of a placement with us. Teachers as well as the therapeutic team and SENCO are able to discuss all aspects of the pupil's targets and progress on a daily / weekly basis. From the point of referral, the Pears Family School will work closely with pupils and their parents/care-givers, and their referring school and commissioning Local Authority in order to understand and meet their individual needs. This is carried out through a carefully planned programme of network meetings with everyone involved in the student's care and detailed baseline testing. At initial network meetings targets for the child and family are set by the network in order to measure the impact of a placement at Pears Family School and at what point a child may be ready to transition into their next appropriate setting. All pupils at the Pears Family School have a detailed learning portfolio called a Personalised Care and Learning Plan (PCLP)

	drawn up in consultation with them and their parents/care-givers as part of the admission and induction process. This identifies targets for change and academic progress which support children towards the targets identified with their EHCP Plan or Support Plan. PCLPs are reviewed at three points across the academic year.
How do we assess and review children's progress towards their outcomes? <i>How do we know if a child needs extra help?</i>	Termly reviews of each pupil's PCLP take place between pupils, parents/care-givers and staff members. Specific measures, for example questionnaires, for pupils, parents/care-givers and teachers, are used to monitor change and progress. At these Review Days, Parents and students are invited in for an hour with the Class Teacher and Teaching Team, plus the SENCO and Therapeutic Lead as needed. These days have a warm and celebratory focus that aims to honour the hard work families are doing to re-engage in education and repair trust and confidence after the challenges they have been experiencing. The agenda of the Review Days is as follows: - A celebratory, child focused welcome with a personalised way of recognising and celebrating family achievements : examples this year include a karaoke version of a pupils favourite song with lyrics adapted to celebrate the student, a video message from important people, a card with messages about what staff around school think is special about the student and a 'This is Your Life' style showcase of messages from previous teachers and peers recognising progress of the student - A review of the PCLP Targets where families give a 'confidence score' for how the now feel about their student's progress towards each target. - A review of the One Page Profile section of the PCLP - Time for families and teaching teams to explore systemic formulations/complete genograms with families to better understand the challenges families are experiencing. All pupils are in classes of no greater than 8 pupils; teachers and support staff use continual assessment both formally and informally in order to monitor each pupil's progress and identify areas of further need as necessary. The high pupil: staff ratio ensures that extra, targeted help can be provided as necessary. Progress against targets are checked and 'stuck' students quickly identified. In addition, on a regular basis our Learning Attendance Mental health Behaviour (LAMBS) meetings identified on track / not on track students and happen weekly between the therapeutic team and class team. LAMBS meetings identify necessary interventions and where families need additional support. For children with EHC Plans we hold Annual Reviews (online if not possible in person) with appropriate professionals. We may identify

	that a pupil should have an EHC Plan applied for during their time with us; this will be done via the pupil's home Local Authority. Parents and pupils will be consulted at all times throughout this process. All Pupils currently (summer 2026) have an EHCP or will be issued one by September 2026. For all pupils we endeavour to hold termly network meetings with all professionals including mainstream schools to review progress made towards the targets for a placement at Family School outlined in the PCLP. Our assessments/students EHCPs will identify if additional intervention, for example, Speech & Language support, is needed. This can be planned via the SALT service that are assigned to mainstream schools where a student is dual registered. We commission a school Educational Psychologist to assist with assessment, planning and review of pupil's progress and offer consultation. This helps us address children's barriers to learning and identify additional supports that can be put in place. At Annual Reviews, children's EHC plans can then be updated to include these additional support strategies.
What is our approach to teaching pupils with SEND?	• Working collaboratively with school, parents, care-givers, child and professionals to ensure all relevant information is captured during the induction phase, • Teachers and teaching assistants knowing each pupil individually; their strengths and areas for development, • Professional understanding of the challenges each pupil faces and a creative and empathetic approach to helping them meet those challenges, • Differentiated and multi-sensory curriculum, • Outstanding Teaching and Learning, • Focus on the skills needed to be effective learners via executive functions • Individual support for specific learning difficulties such as dyslexia. • Information technology used where appropriate to alleviate barriers to learning. • Willingness to constantly explore and experiment with identified best practice. • Psychological and therapeutic involvement for all pupils and their parents/care-givers as and when appropriate. • Collaborative working with other professional and willingness to adopt their recommendations. • A personalised programme of learning for each pupil. At Pears Family School, the attainment and progress of all children is monitored and tracked regularly throughout the academic year by teachers and the Leadership Team through informal discussions and

	formal Pupils Progress meetings. If teachers have any concerns regarding a child in their class, they discuss their concerns with the school Leadership Team, who will be able to provide advice. This team includes Maya Bell Kohli, Assistant Headteacher and SENCO, Rebecca Breedon, Assistant Headteacher and Curriculum Lead, James Bennett, Deputy Head Teacher and Behaviour Lead and Laura Lower, Head of Therapy. We have a school Educational Psychologist, who provides further advice and support to the teaching teams and works with families individually. We have commissioned a SLCN Specialist teacher who has delivered bespoke training for us this year and is working with our SENCO to audit our learning environment, develop school wide policy and interventions and provide individual case consultation. Where necessary, we refer to and work with the following outside agencies: · Speech and Language Therapists · Occupational Therapists · Hearing/Visual Impairment Teams · Local Authority Autism Advisory Services · CAMHS · Adoption Support · Social Care
How do we adapt the curriculum and learning environment?	Our SENCO and Lead for Curriculum, Teaching, Learning and Assessment work with the teaching team to ensure all long, medium and short term plans demonstrate a differentiated and creative curriculum within which all students can show what they know and can do. Robust assessment of each student ensures that all teachers know individual student starting points. A pupil starting points form the basis of all day to day lesson plans and each pupil will be set lesson by lesson individual task based target appropriate for their ability. Adults supporting learning are trained in tailoring tasks to fit individual children's learning needs and will know the next steps to move children on so that they make progress. For some pupils the learning environment is adapted. For pupils who are easily distracted by others or are liable to have challenges regulating their own emotional responses, the opportunity to utilise space outside the classroom and 1:1 support is available. This ensures that interaction within the classroom is managed to facilitate

	learning – whilst still ensuring that behaviour is considered within the therapeutic and educational model of the school. For pupil who experience an extremely high level of anxiety at school, we are prepared to adapt the location of where learning can take place so that the student can slowly get used to a classroom situation. Appropriate resources will be identified and implemented in order to meet the needs of the pupil. IT is used appropriately where it can help pupils access the curriculum. Google Apps are used to permit students to write and save. Individual laptops are allocated to students. For visually impaired students this facilitates essential resources to be placed on the student's screen rather than reading off the board. Other typical technology that helps individuals access the curriculum: Left-handed scissors, writing slopes, writing grips, different coloured paper, are used where appropriate. Sensory regulation resources including weighted blankets, wobble cushions, fidget toys, sensory circuits are utilised in order to enable access to the curriculum for children with sensory processing needs. Where an additional need has been identified through our assessment process, we refer to our Provision Map and timetable 1:1 or small group interventions (See Provision Map 2026).
How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	As mentioned in the introduction to this document, all our pupils have been referred to us because they are finding it challenging to make progress in their current school and accordingly we establish individual programs for all our pupils. We have an ethos which recognises that every pupil is working on their own targets and running their own race. In this way both SEND and non-SEND pupils are encouraged to work collaboratively whilst making progress against their own targets. In addition, 1:1 support is available to all our pupils at different times and there is not therefore a divide between SEND with statement / EHC plans and those without. Similarly, additional support, for example S&L support, may be given on a one to one basis out of the classroom at the same time as a non-SEND pupil is withdrawn to work within a family group on aspects of behaviour. Other relevant factors which enable SEND pupils to engage with none-SEND pupils: • Good differentiation and appropriate scaffolding • Teaching Assistance support • Peer support • Mixed age and mixed ability classes

	• All our outside the classroom activities are planned to be accessible to all pupils. • Cross phase mentoring when appropriate
How do we support pupils moving between different phases of education or in preparing for adulthood?	We aim to enable all pupils to make the transition to either a mainstream school or to another long-term specialist educational provision. This is carried out on a highly individualised basis with careful planning and consultation with pupil/family and receiving school at all stages. This usually involves a gradual integration to the new school and includes visits to and from the new school, with selected lessons and times being considered. We work alongside the destination school to ensure they understand the child and family's journey with us as well as how to ensure continuity in where possible. This means sharing PCLPs, targets and strategies to support progress that have been effective for the child. We aim for transitions at the point where the family feel ready for a new context in which to apply the skills and resilience developed through the model. We ensure there is no 'cliff edge' where families are without the safety net of a placement here should a reintegration be unsuccessful. We do this through ensuring appropriate funding arrangements are in place by providing sufficient evidence to complex needs panels on the importance of dual funding placements for a transition period.
How do we support pupils with SEND to improve their emotional and social development?	Supporting pupils to improve their emotional and social development is central to all our work at the Pears Family School. Our school is small and each child is known individually to all staff. We know that the research evidence indicates that the web of these strong relationships has the potential to be highly impactful on families wellbeing, especially when they have experienced the social exclusion and "thinning" that accompanies a student struggling in mainstream school. Highly specialised and individualised Programmes of support are therefore developed; these are identified in each child's PCLP. The Parent and Carer Learning Programme offers knowledge, skills and mental health innovation that enables the support of pupil wellbeing and resilience. Combined with this programme is the Multi-family therapy intervention programme which works with pupils and their parents/care-givers together. Each family accesses at least one cycle of this program per year. These programmes are drawn from the most up-to-date psychological and therapeutic practice. Pupils are actively encouraged to become involved in understanding their own needs and working with all staff to have these needs met. Working in tandem with this therapeutic model is the consistent implementation of our behaviour policy which identifies high

	expectations. The emphasis of our school is reintegration and our view is that pupils need to aspire to meet the high expectations developed for each individual child in their initial network meetings. This is challenging as our pupils come to us with significant social, emotional mental health needs and having had extremely difficult life experiences. A twin track approach of outstanding therapeutic and family/care-giver based intervention aligned with outstanding teaching and learning is the driving force behind the school. Specific interventions include: • Multi-family groups • Executive functioning curriculum • Individual Family/care-giver therapy • One to one mentoring • Family assessment and rapid referral and signposting to CAMHS • ELSA • Zones of regulation in use daily in each classroom. • A nurtured heart approach in place across the whole school. • Daily reflection time in place for children to identify their strengths and virtues and hear positive feedback from others.
What expertise and training do our staff have to support pupils with SEND?	All staff have clear job descriptions which detail the required qualifications for each post in the school. All staff have received training in systemic practice and teachers have close on-going mentoring our Head of Therapy Laura Lower, who offers supervision. Several teachers have, in addition, undertaken further specialised training in SEND in a variety of fields including CBT, Autism, Dyslexia and Family Therapy. LAMBS team meetings, case conferences and consultations, both as a team and individually, ensure that staff are highly trained and supported to understand and work with a range of pupils' needs. The schools SIP was until recently a supervisor on the Educational Mental Health Care Practitioners (EMHCPs) for the Mental Health Support Teams (MHSTs) course at King's College London. The Headteacher specialises in the delivery of CBT as well as having significant experience as a Deputy Head at an SEMH school. Laura Lower, Head of Therapy has extensive experience as a social worker and leads staff training as well as running bi-monthly reflective practice to support staff in meeting the needs of pupils. Maya Bell Kohli, SENCO/AHT will qualify as a Systemic & Family Therapist in September 2027.

	All Teachers and Teaching Assistants at the Pears Family School will have had experience of working with children with SEN. All staff will be supported to develop their interest in this particular area and will be provided with opportunities to do so. Regular Staff training including : - OCN certified qualification into systemic practice and parent and carer engagement in child mental health. - Effective use of executive functions - Nurtured hearts - Reflective practice - Phonics training - CLPE training. - CPI training
How will we secure specialist expertise?	The Pears Family School works hard to foster good relationships with the SEN team of our commissioning LAs. Through these links as well as independently we secure specialist expertise as necessary. This year this has included: • Links with specialist services such as Speech and Language/Occupational Therapy Services via our commissioning bodies. • Work with Educational Psychology Service as required • Specialist Therapeutic/psychiatric input from The Anna Freud Centre. • Social Care as appropriate • Mentors and youth advocates • Virtual School Teachers • Post-adoption support services • Short Breaks holiday support for families. As noted above, we have a school Educational Psychologist and as of 2026 consultation from a SLCN specialist teacher.
How will we secure equipment and facilities to support pupils with SEND?	In addition to those examples mentioned already in this report and those documented in our Accessibility Policy: The Pears Family School have commissioned our own minibuses driven and chaperoned by our own staff, to enable students to attend our school. IT resources to meet the needs of VI students have been secured. We have secured a multi-sensory 'safe-space' to help students in need of de-escalation We have bought in specialist occupational therapy/sensory regulation resources as appropriate.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	Our pupils come from a number of different Local Authorities and we can signpost towards a number of services within each of these. For example, referrals can be made to Early Intervention Services in the pupil's local authority, in consultation with parent/care-giver. The Pears Family School has made links with a primary school to develop and expand the Physical Education curriculum for pupils with SEN. The Pears Family School often looks to enrich our curriculum for our pupils by inviting guest speakers and charities into the school. This year this has included Loudmouth who provide PSHE workshops. Where other organisations are involved in children's care we liaise through professionals meetings so that best practice can be shared.
How do we evaluate the effectiveness of our SEND provision?	The provision for our children with SEND is closely monitored and evaluated. At Review Days, teaching staff, parents/carers and the SENCO ensure PCLPs are reviewed and the progress made by children is evaluated. Where interventions have not been successful, further support or alternative approaches are put in place. This may also include seeking further advice and recommendations from professionals. Effectiveness of SEND provision is evaluated by the following; ● Qualitative Data ● Sustained rates of effective transition back into learning/education ● Are they enjoying school? ● Do they feel safe and happy? ● Do they enjoy learning? ● Numerative Data ● What's their attendance? ● NC progress tracking data ● Rewards and Sanctions, Exclusions ● Behaviour for Learning tracking grids ● SDQ Additional measures include; ● Questionnaires of families ● Discussions with family We also monitor through assessment, including ● Data drops ● Book scrutiny

	• Learning walks • Lesson observations Since November 2025, Ofsted's Education Inspection Framework has treated inclusion as a dedicated, standalone evaluation area reported through a graded report card rather than a single overall grade. The evidence gathered through the measures above, including PCLP reviews, Review Days and outcomes data, is available to demonstrate the identification, support and outcomes of pupils with SEND at inspection.
How do we handle complaints from parents of children with SEND about provision made at the school?	Pupils, Parents and/or care-givers are very much part of every aspect of the school. Prior to a complaint being raised at the Pears Family School we would hope that it would be addressed by the Headteacher and/or Chair of the Governing body for the school. Should the complaint be raised, please refer to the Complaints Policy.
What support services are available to parents?	The Parent/Carer Learning Programme and the Class-based Multi-family Intervention Programme. Open College Network Accreditation Check ins with the Teaching Team, Therapeutic Team and SENCO. The SENCO has bookable office hours where parents can book time to discuss any concerns they may have, with a particular focus on supporting successful transitions.
Where can the LA's local offer be found? How have we contributed to it?	Each of our LAs publish their own local offer on their website. For LAs with whom we have an ongoing contract to provide places each year, we form part of that local offer. We signpost families to the Local Offer of their Local Authority as needed.

Contact Details for SENCO/Assistant Headteacher Maya Bell Kohli:

Maya.bellkohli@thefamilyschoollondon.org