SEND Information Report

At TAO Independent School, we are proud to provide a highly inclusive, trauma-informed independent school environment providing specialist education for pupils with SEND. We believe that all children and young people deserve access to a safe, engaging and nurturing education tailored to their individual journey.

Our curriculum and culture are shaped by outdoor learning, trauma-informed practice, and compassion. This policy reflects those principles and sets out how we meet statutory requirements while maintaining the high levels of care and personal understanding that define TAO

1. Our SEND Vision

TAO Independent School we are proud to provide a highly inclusive, trauma-informed independent school environment, providing specialist education for pupils with SEND. We believe that all children and young people deserve access to a safe, engaging and nurturing education tailored to their individual journey., providing specialist education for pupils with SEND. We believe that all children and young people, regardless of their needs, deserve access to a safe, engaging, and nurturing education tailored to their individual journey.

2. Identification of SEND

Pupils are identified as having SEND if they have a learning difficulty or disability calls for special educational provision. We identify needs through:

- EHCPs (Education, Health and Care Plans)
- Professional reports and diagnoses
- Observations and baseline assessments
- Conversations with families, schools, and professionals
- Pupil voice and lived experience
- Identification and planning draw on EHCP information, professional advice, pupil and family voice, observation and the School's baseline assessment arrangements. Academic baselines may include PIRA/PUMA, phonics and other appropriate diagnostic or standardised assessment tools, alongside TAO's wider baselining toolkit. Findings inform the pupil's Learning Journey and individual targets.

Common needs supported include:

- Social, Emotional, and Mental Health (SEMH)
- Autism Spectrum Conditions (ASC)

- ADHD and neurodiversity
- Speech, language and communication needs
- Sensory processing differences
- Developmental trauma and attachment difficulties

3. Support Offered

We provide:

- Small group or 1:1 teaching in a therapeutic environment
- Highly personalised Learning Journeys which incorporate relevant EHCP outcomes, baseline information, pupil voice and individual targets.
- Outdoor and practical learning to support regulation and engagement
- Daily mentoring and regular emotional check-ins which support regulation, pupil voice, relationships and progress towards individual outcomes.
- Regulation tools, sensory breaks, and flexible routines
- Integrated mindfulness and self-awareness work

Where required and appropriate, TAO works with or seeks input from external professionals and services, which may include

- Speech and language therapists
- Educational psychologists
- CAMHS professionals
- Occupational therapists

4. Working with Families and Professionals

We work closely with families, Local Authorities and relevant education, health and care professionals to ensure:

- Transparency and shared planning
- Regular progress updates
- EHCP reviews and contributions
- The pupil's views, wishes and interests inform planning and review;
- parents/carers are involved meaningfully in decisions about provision and progress.

5. Staff Expertise

Staff knowledge and professional development reflect the needs of pupils admitted to the School and may include:

- Trauma-informed and attachment-aware practice

- SEMH strategies and emotional coaching
- Autism and ADHD support
- De-escalation and restorative practice
- Zones of Regulation and other tools

Staff receive SEND, safeguarding and therapeutic-practice training appropriate to their role, responsibilities, pupil needs and identified professional-development requirements..

6. Accessibility

The School seeks to provide safe and inclusive access within the physical constraints of its premises. Accessibility and reasonable adjustments are considered individually in accordance with the Equality Act 2010 and the School's Accessibility Plan.:

- Calm spaces and sensory areas
- Accessible outdoor learning environments
- Adapted resources and communication tools
- Flexible delivery to meet individual need
- • reasonable adjustments to teaching, resources, communication and learning environments according to individual need;
- • access arrangements and evacuation needs considered during admission and ongoing review.

7. Reviewing Progress

Progress is tracked holistically across:

- EHCP outcomes
- Learning Journeys and individual targets, reviewed according to progress and need.
- Therapeutic, social, and emotional growth
- Academic skills
- Progress is shared with pupils and families and used to adapt teaching, intervention and individual targets. EHCP outcomes, baseline information, daily evidence and professional input feed into the pupil's Learning Journey and review process

TAO's assessment and review arrangements are designed to evidence academic progress alongside changes in engagement, regulation, resilience, attendance and progress towards individual EHCP outcomes where applicable

8. Concerns and Complaints

We take all concerns seriously and aim to resolve issues informally where possible Formal complaints are managed in accordance with the School's Complaints Policy. Concerns relating to safeguarding are managed in accordance with the Safeguarding & Child

Protection Policy. Both available from the School and, where applicable, through the School website.

SEND Leadership

The SENDCo provides operational leadership of SEND provision and supports staff in translating EHCP outcomes, assessment information and professional advice into effective classroom and individual support. The Headteacher retains overall responsibility for the quality of education and implementation of provision, with strategic assurance provided by the Proprietor.

Transitions

TAO plans admission, induction, reintegration and onward transition according to individual need. Relevant information is shared appropriately with pupils, families, Local Authorities and receiving education settings or professionals to support continuity and reduce barriers to transition.

Families may also seek independent SEND information, advice and support through their home Local Authority's SEND Information, Advice and Support Service and Local Offer

Legal & Statutory Framework
This report has been written in line with:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), where relevant Children and Families Act (2014)
- Equality Act (2010)
- Education (Independent School Standards) Regulations 2014 (as amended)
- Keeping Children Safe in Education (KCSIE) 2026
- Children and Families Act 2014, including provisions relating to Education, Health and Care Plans where applicable
- Special Educational Needs and Disability Regulations 2014, where applicable
- TAO Equality, Diversity & Equal Opportunities Policy and Accessibility Plan

Version Updates

Version	Date	Author	Review / Changes	Approved By
2.0	09/09/2026	Daniel Giblin	09/09/2027	Headteacher / Proprietor