



SEND INFORMATION REPORT

Adopted by Utopia - for review by the Board of Directors and Governors
Updated September 2026
For review - Annually - Review targets annually

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 at Utopia.

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

You can find it on our website <https://utopiaschools.co.uk/policies/>

or

You can ask a member of staff to 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. Utopia Independent Special School

Utopia ISS supports students in possession of an Education Health and Care Plan (EHCP) who may have autism, anxiety or emotional barriers to school attendance. Students who attend Utopia have often had negative experiences of education, have significant SEND and a wide range of skills gaps that are barriers to them accessing learning. Students attend with a range of needs, it is therefore necessary for curriculum planning to be flexible and diverse in order to meet these needs whilst providing appropriate challenge and progression. Core subjects in English, Maths and Science are taught from Entry level 1 up to level 2. SMSC and personal development is also embedded across the school in core 'Preparation for Adulthood' which incorporates PSHE, DofE, careers, independent living skills, a whole school SMSC calendar and a particular focus on curriculum and offsite enrichment activities.

KS3 Students have a broad and balanced curriculum offer of humanities, ICT, vocational, sport and art helping to provide opportunities for them to explore different areas of learning.

KS4 students also have access to a range of Level 1/2 BTEC options in media, sport, art, business, animal care, construction, and childcare. Students also choose a subject of interest in addition to their BTEC options these, subject of interests include; cooking, hair & beauty, music, humanities and Spanish.

KS5 students can continue their academic progress to obtain GCSE English, Maths & Science if they have not previously achieved a grade 4 or equivalent. Level 2 BTEC options in Art, Animal Care & Sport are chosen by students to follow their areas of interest. Alongside this they have a strong focus on a progressive preparation for adulthood curriculum with tailored independent living skills taught to ensure that students are ready to take the next step into further education, training or employment.

Our mission is to provide education that is Accessible, Approachable and Aspirational so that students can nurture their strengths, overcome the previous barriers they have faced and thrive both academically and personally.

Our school generally admits students with the following needs, however we would assess need on an individual basis to ensure that we are an appropriate provision:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Emotionally Based School Avoidance (EBSA)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Senior Leadership Team (SLT)

The SLT have over 30 years experience in supporting students with SEND across both mainstream and specialist settings. Focusing on relationships, resilience and respect to ensure that all students have the opportunity to engage with an exciting curriculum. SLT are committed to improving outcomes for SEND students academically but also emphasise the importance of personal development through the preparation for adulthood curriculum and a suite of tailored interventions.

Our Special Education Needs & Disability Coordinator (SENDCo)

Our SENDCo is Erica Brady.

Erica is a qualified SENDCo and experienced teacher who has vast expertise in supporting students across a range of settings. Erica also has a background in

mental health that enables her to successfully support young people to engage in our school environment. Erica's nurturing and professional character allows her to quickly build relationships with students whilst ensuring that the wider staff team are supported to understand the individual SEND needs of students at Utopia.

Teaching and Support Staff

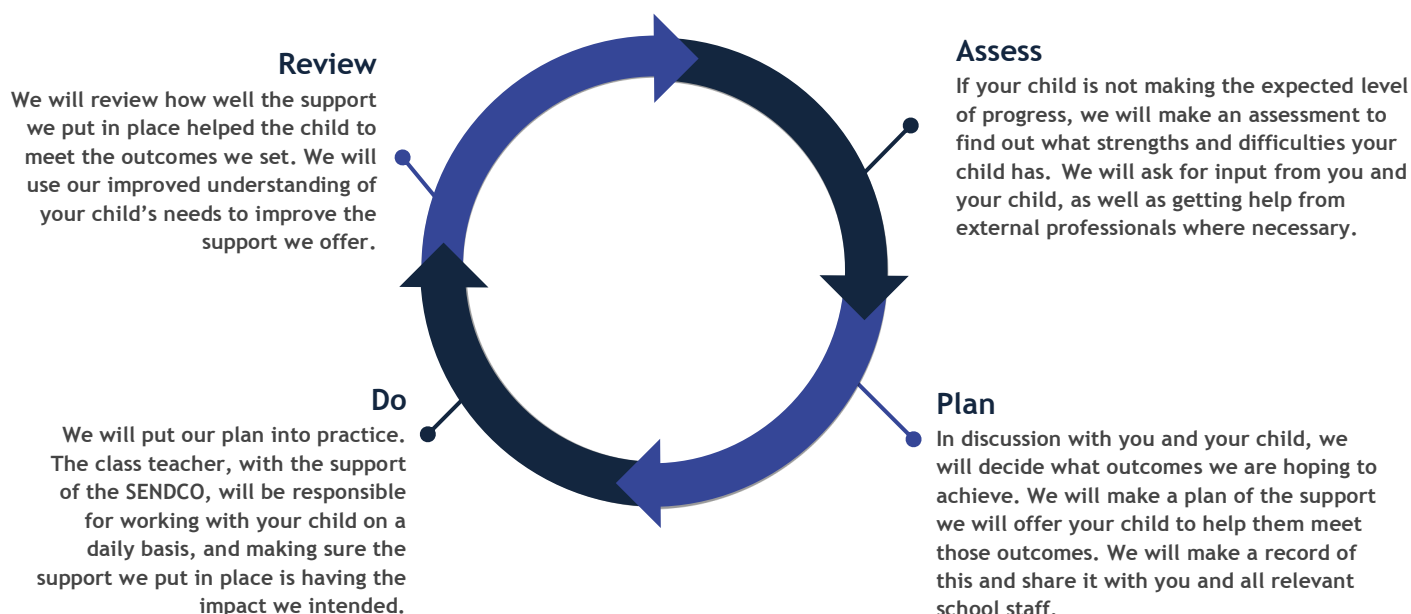
Utopia have an experienced and enthusiastic team of teachers and support staff who have completed a range of training specific to supporting those with autism, trauma, attachment, emotionally based school avoidance and ADHD. Teachers ensure high-quality learning takes place daily with an exciting and differentiated curriculum designed to meet the needs of our students, incorporating quality first teaching and SEND specific strategies maximise engagement. Learning support assistants help our students from an academic, social, wellbeing and pastoral perspective and support the delivery of bespoke, timetabled support. Our staff's genuine care for each student's wellbeing at Utopia and ability to build meaningful relationships creates a special atmosphere and improves both outcomes and aspirations of students.

External Professionals

Utopia also utilise professionals such as speech and language therapists, occupational therapists, physio therapists, counsellors, educational psychologists, GPs, paediatricians, social care, CAMHs and community services to ensure that students receive the highest quality support available. These professionals work directly with students and also help our staff to provide appropriate programmes of support.

3. What support is available at Utopia

Utopia is a specialist setting to support student with SEND, the curriculum and wider opportunities available are designed to specifically support SEND students to engage, develop and thrive. Our specialist team ensure that appropriate structures are in place that outline individual need and provide support in the areas that each student requires. We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assessment of need:

- External professional assessments
- Baseline assessments
- Subject specific assessment and feedback
- Effective staff, student and parental communication

Plan:

- EHCP and annual reviews
- Support plans
- Academic pathways & intervention requirements

Support available:

- Engaging and active curriculum based on individual student interest
- Quality first teaching to ensure that learning is adapted to suit the needs of each student
- Preparation for adulthood through PSHE, careers advice, independent living skills and Duke of Edinburgh
- British values, SMSC and personal development embedded throughout curriculum
- Small group and 1-1 interventions for social communication, emotional health, academic and personal development needs.
- Technology and sensory equipment to support learning and emotional regulation
- Extremely high levels of pastoral support in a nurturing and supportive environment

Progress:

- Engagement and behaviour tracking
- Academic & intervention outcomes
- Formative and summative assessment outcomes
- Half termly subject specific target tracking
- Effective provision mapping and reviews
- Student view questionnaires

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

We will provide termly reports on your child's progress.

We will arrange for you to come into school at least 3 times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

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 school.

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.

If you have concerns that arise between these meetings, please contact the Pastoral Lead or SENDCo.

5. How will my child be involved in decisions made about their education?

We believe that students should have a say on the education that they receive, we understand that some may find this difficult or requests may be unattainable. With this in mind we will set out clear guidance on options and what we are asking for within a meeting to manage expectations.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a work sheet, written statement or drawing/diagram
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

6. How will the school support my child's mental health, and emotional and social development?

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

- Students are encouraged to be part of the school council
- Students are encouraged to take part in an active curriculum including Duke of Edinburgh which promotes teamwork and building friendships
- We provide extra pastoral support for listening to the views of students
- We deliver small group and 1-1 interventions to improve mental health, emotional and social development specific to individual need
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school on a whole school and targeted level by adapting to suit the needs of the incident and students involved.

7. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years or classes

To help students be prepared for a new school year we:

- Consult each student on individual options available within the curriculum
- Provide all students and parents with details relating to any changes proposed
- Support students to understand all of the aspect of school that is 'staying the same'
- Provide an annual updated school brochure

Moving to adulthood

We have a rigorous approach to supporting your child when they are moving on to their next steps in education or training, whether that means transitioning internally to Utopia's own dedicated post-16 site or moving on to external colleges, apprenticeships, or employment.

A highly structured transition to post-16 is carried out over a 3-year period from Year 9 to Year 11, with increased opportunities available as students progress towards the end of their time at Utopia. This programme incorporates:

- Careers advice and guidance
- College, industry, and Utopia post-16 site visits
- Independent living skills and volunteering opportunities
- Comprehensive application support for external colleges, apprenticeships, employment, and Utopia's post-16 provision

- Phased and highly supported transitions (both internal and external) to ease anxiety
- Sharing of essential information and strategies with the chosen post-16 provider

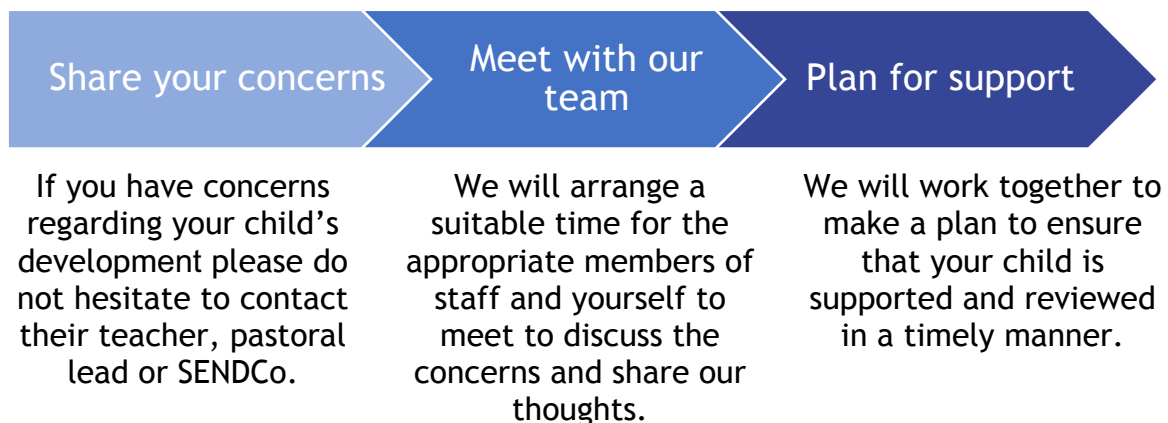
8. What support is in place for looked-after and previously looked-after children with SEN?

Our CLA designated teacher will work with our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students 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.

9. What should I do if I think my child has additional needs not previously identified

All of the student on roll at Utopia have Education Health Care Plans, however you may feel that something is missing from the plan or your child's needs change as they develop. If you have any concerns or queries please share these at the earliest chance available to our SENDCo or Pastoral Lead.



10. How will the school resources be secured for my child?

It may be that to meet the needs of your child we need to secure:

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

If that's the case, we will consult with the local authority to ensure that your child's needs are met.

11. What support is available for me and my family?

If you have questions about SEND, 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 Wirral's local offer. Wirral Borough Council publishes information about the local offer in relation the SEND on their website:

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

Local support services that offer information and support to families of children are:

<https://familytoolbox.co.uk>

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

<https://www.branch.co.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](#)

12. What should I do if I have a complaint about my child's SEND support?

Utopia's Complaints Policy and Procedures can be found at:

<https://utopiaschools.co.uk/policies/>

Complaints about SEND provision in our school should be made to the most appropriate staff member in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

13. Glossary

Access arrangements - special arrangements to allow pupils with SEN to access assessments or exams

Annual review - an annual meeting to review the provision in a pupil's EHC plan

Area of need - the 4 areas of need describe different types of needs a pupil 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 teachers adapt how they teach in response to a pupil'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 child 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 school or local authority due to SEN

Graduated approach - an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention - a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer - information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome - target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments - changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO - the special educational needs & disability co-ordinator

SEN - special educational needs

SEND - special educational needs and disabilities

SEND Code of Practice - the statutory guidance that schools must follow to support children with SEND

SEN information report - a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support - special educational provision that meets the needs of pupils with SEN

Transition - when a pupil moves between years, phases, schools or institutions or life stages