**SEND Information Report**
2026-2027

## Our commitment to SEND and Inclusion

At Education My Life Matters (EMLM), we believe that every learner has the right to Belong, Learn, Achieve and Thrive. We see each learner as an individual. We listen, build on strengths and adapt learning so young people can make academic, social and personal progress.

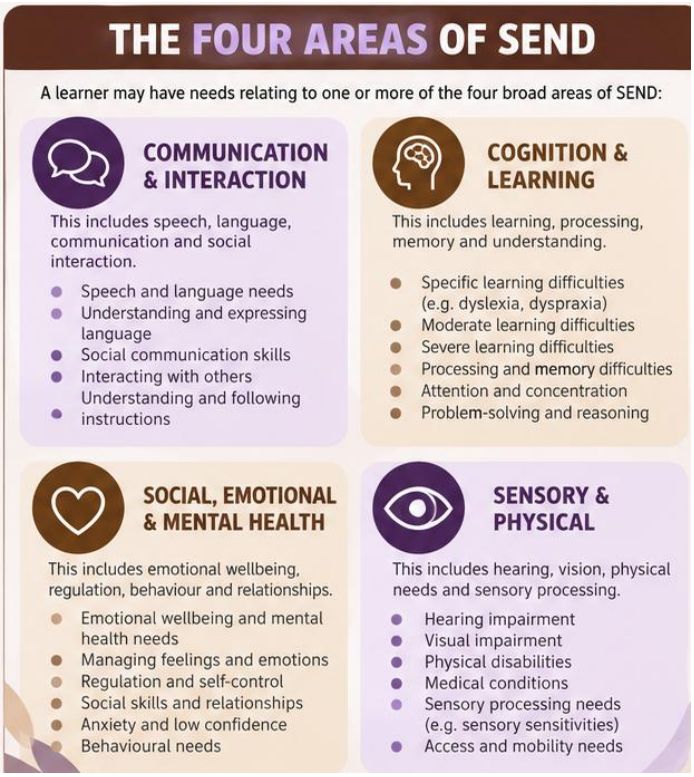
## Start here: who can help?

| Your first contact | What happens next |
|---|---|
| **Teacher or Learning Mentor** | Share your concerns and what works well for your child. |
| **SENDCo: Winsome Fletcher** | Discuss needs, support and any further assessment.<br>Ask for a conversation or meeting. |

## Understanding SEND

Some learners need support that is additional to, or different from, what is usually available. Attending alternative provision does not automatically mean a learner has SEND.

This report should be read alongside EMLM SEND Policy and the Accessibility Policy and Plan.



A learner may have needs in more than one area. We consider strengths, barriers and the support needed rather than relying on labels alone.

### How might we notice a need?

- Information from the referring school, family, learner and other professionals.
- Observations, assessments and patterns in progress, engagement or wellbeing.
- Discussion with the SENDCo and specialist advice where appropriate.

Where additional SEND support is identified, parents/carers are informed and an individual support plan is developed, setting out agreed targets, strategies and arrangements for monitoring progress.

### How support works

All support is guided by the Graduated Approach, at the heart of which is the Assess, Plan, Do, Review cycle.



### Resources and specialist help

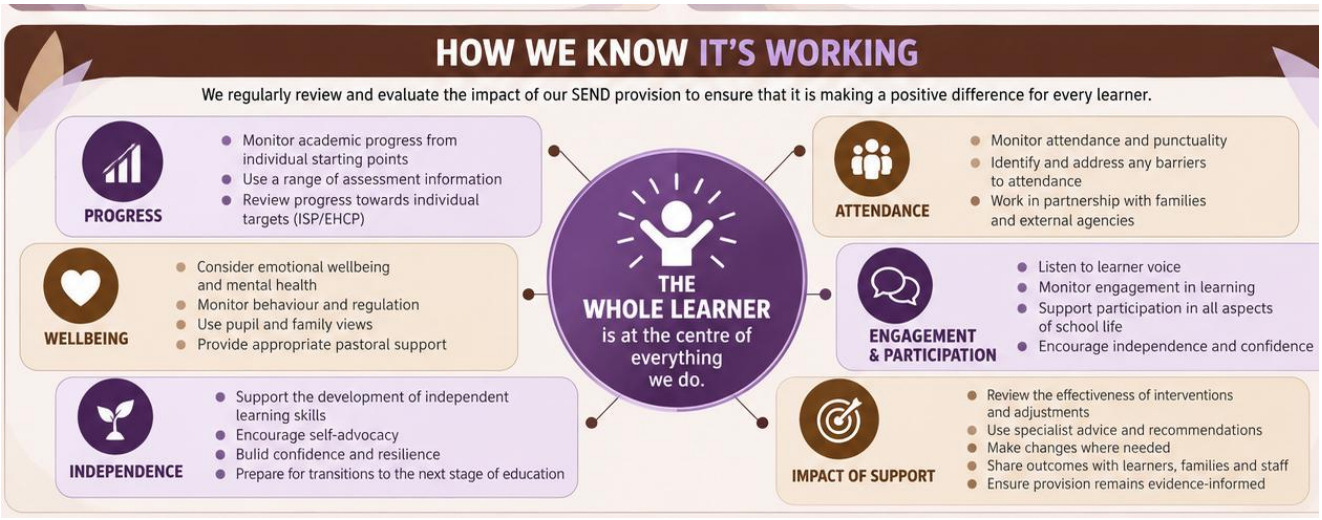
Where a learner needs equipment, staff training or specialist expertise, EMLM discusses suitable arrangements with the family, referring setting and relevant professionals. Funding and commissioning arrangements depend on the individual placement and should be confirmed.

### Support is personal

Not every learner will need every adjustment. We review what works and change support when needs change.

### How do we know support is working?

The graduated response enables EMLM to make informed decisions about the effectiveness of provision and ensures support remains responsive, evidence-informed and focused on securing positive outcomes.




## Families and learner voice

### We work with you

Families know their children best. We want to understand their interests, ambitions, needs and experiences outside the setting.

- Tell us what your child enjoys, finds difficult and responds to well.
- Help agree priorities and practical next steps.
- Join progress discussions and receive written updates.
- Contact staff whenever something changes or a concern arises.

### Young people have a say

Learners can share views through conversations, drawings, written statements, surveys or review meetings. We adapt how we listen to their communication preferences.

### A simple partnership journey

| SHARE | AGREE | REVIEW |
|---|---|---|
| Family and learner explain what matters. | Staff and family decide priorities and support. | Everyone considers progress and next steps. |

### If you are concerned

Where a learner is identified as requiring SEND support, parents/carers will be informed and involved in discussions about their child's needs, the support to be provided and how progress will be reviewed.

If you have concerns about your child's learning, development or additional needs, please speak to their Teacher, Learning Mentor or the SENDCo. We will listen to your concerns, discuss appropriate next steps and involve you in decisions about any additional support required.

## Belonging, wellbeing and inclusion

### Feeling safe and included matters

EMLM aims to make learning, activities, visits and physical opportunities accessible to learners with SEND through individual planning and reasonable adjustments.

| BELONG | FEEL SUPPORTED | TAKE PART |
|---|---|---|
| Positive relationships and friendship opportunities | One-to-one pastoral support and emotional wellbeing sessions | Access to activities, visits and learning opportunities |

### Mental health and emotional development

Staff use mentoring, supportive relationships and planned activities to help learners develop confidence, communication, regulation and social skills.

### Disability and accessibility

Adjustments may include accessible resources, changes to the learning environment, equipment and specialist advice.

### Looked-after and previously looked-after learners

EMLM's designated teacher and SENDCo coordinate relevant support. For looked-after learners, Personal Education Plans (PEPs) should complement SEND plans and EHCPs where applicable.

## Moving on and finding help

### A supported transition journey

| ARRIVING | SETTLING IN | MOVING ON |
|---|---|---|
| Share information from the referring setting.<br>Meet staff and visit where helpful. | Agree routines, mentoring and individual support.<br>Review progress. | Plan reintegration, another placement or post-16 options.<br>Share helpful strategies appropriately. |

### EHCPs, Progress Reviews, Admissions and Placements

EMLM is a registered independent school providing personalised education and alternative provision support for learners with a range of special educational needs and disabilities (SEND). Most learners at EMLM either have an Education, Health and Care Plan (EHCP) or are undergoing assessment for one.

We work closely with local authorities, particularly the London Borough of Lewisham, who refer learners requiring a tailored educational approach and additional support to meet their individual needs.

At EMLM, we recognise that every learner is unique. We take a person-centred approach to planning and delivering education, ensuring that individual needs, strengths and aspirations are at the heart of our provision.

One Page Profiles are developed with input from learners, families and relevant professionals, where appropriate. They are used alongside individual targets to inform teaching, support planning and progress reviews. Targets are reviewed and adapted in response to each learner's progress and changing needs.

### Monitoring Progress, Termly Reviews and EHCP Annual Reviews

At EMLM, we recognise the importance of regularly monitoring and reviewing each learner's progress to ensure that the support provided continues to meet their individual needs.

Learners' progress is monitored through ongoing assessments, individual learning targets and regular reviews. Each learner has a One Page Profile that identifies their strengths, needs, interests, preferred learning approaches and effective support strategies. Individual targets are informed by each learner's assessed needs and, where applicable, the outcomes identified in their Education, Health and Care Plan (EHCP).

### Termly Progress Meetings

EMLM holds termly progress meetings involving the school, parents/carers and the learner. These meetings provide an opportunity to review academic achievement, personal development, emotional wellbeing and progress towards individual learning targets.

Learners are encouraged to participate in discussions about their achievements, experiences, aspirations and areas where they may need additional support. Parents/carers are actively involved in reviewing progress and agreeing priorities and next steps.

Following these meetings, individual targets and support strategies are reviewed and updated where necessary to ensure that provision remains appropriate and responsive to each learner's needs.

### EHCP Annual Reviews

For learners with an EHCP, statutory Annual Reviews are undertaken in partnership with the responsible local authority, parents/carers and relevant professionals, with the learner's views and aspirations central to the process.

EMLM contributes to these reviews by providing information about the learner's educational progress, achievements, identified needs and progress towards the outcomes specified in their EHCP.

Annual Reviews provide an opportunity to consider whether the learner's needs, outcomes and educational provision remain appropriate and whether any amendments to the EHCP may be required. The local authority retains responsibility for decisions regarding changes to the EHCP.

For learners undergoing an Education, Health and Care needs assessment, EMLM works collaboratively with families, local authorities and relevant professionals, providing appropriate information and evidence to support the assessment process.

### Admissions and Placements

Admissions and placements at EMLM are considered on an individual basis, taking into account each learner's educational needs, the suitability of the provision and our ability to provide appropriate support.

We work in partnership with referring local authorities, parents/carers and other professionals to support appropriate placement decisions and promote positive educational outcomes.

Where an EHCP is in place, any formal consultation or naming of EMLM as a placement is considered in accordance with the school's registration and approval status and the relevant statutory requirements.

### Questions, concerns or complaints

Raise concerns with the SENDCo first. If unresolved, follow EMLM's published complaints procedure. Families may also seek independent SEND advice and information about mediation or tribunal routes where relevant.

### Useful contacts

- EMLM: 0208 698 9663.
- Lewisham SEND Local Offer: www.lewishamlocaloffer.org.uk
- Lewisham SENDIASS: independent information, advice and support.
- Government SEND guidance: www.gov.uk/children-with-special-educational-needs