

Lift Schools documents

SEND Information Report

Name of school	Lift Columbus
Last reviewed	September 2025

1. Overview	3
2. Which SEND needs do we provide for at this school?	4
3. What is the SEND information report?	4
4. Which legislation and guidance informs this report?	4
5. What do we mean by SEND?	4
6. How will this school monitor and track my child's SEND support?	5
7. What is our whole school approach to teaching pupils with SEND?	6
8. Our Provision	6
9. How will we support pupils moving between phases and preparing for adulthood?	7
10. How are the adults at the school supported to work with children with SEND and what training do they have?	8
11. What are the contact details of support services for parents of pupils with SEND?	8
12. How do I make complaints related to SEND?	8
13. Excellent teaching Checklist	9

This document details how Lift Columbus will implement the trust wide [SEND Policy](#) and support children and young people with special educational needs and disabilities (SEND).

The Special Educational Needs and Disability Coordinator (SENDCo) at Lift Columbus is: Andrea White

1. Overview

- 1.1. This school values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. All children with SEND are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully included in the school and have full access to the National Curriculum and after school/extra-curricular activities. As such, provision for pupils with SEND is a matter for the school as a whole.

“All teachers are teachers of pupils with SEND”

School Overview	School Cohort
Lift Columbus is a leading specialist through-school dedicated to pupils with Complex and Severe Learning Difficulties (CSLD) and Profound and Multiple Learning Difficulties (PMLD). With a current cohort of 287 students with EHCPs, including 27 classes spanning Reception through Sixth Form, we offer comprehensive, individualized provision. Our pupils’ placements are managed via Essex Local Authority placement Panels . Our school ethos is built on Therapeutic Thinking and Trauma-Informed Practice, ensuring all support focuses on regulation, connection, and a deep understanding of the needs behind the behaviour. We provide a holistic, on-site therapeutic environment, featuring: ● Integrated Therapy: Sensory, Physical, Movement & Positioning, Rebound, and Play Therapy. ● Communication: Dedicated Speech & Language Therapy. ● Wellbeing & Support: Medical	Lift Columbus is a specialist day school serving children and young people aged 3 to 19 years. Our pupils present with complex, significant, and profound learning profiles, primarily defined by needs in Cognition and Learning (including Severe Learning Difficulties - SLD and Profound and Multiple Learning Difficulties - PMLD) and Communication and Interaction (such as Autistic Spectrum Disorder - ASD, and Speech and Language difficulties). Many of our students have highly multifaceted needs, also encompassing sensory processing differences, physical disabilities, and complex medical conditions. We are specifically equipped to support a growing number of students with Complex Learning Difficulties and Disabilities (CLDD). Recognising that our pupils typically experience a significantly different rate of progress than their mainstream peers, our provision is designed to remove barriers to learning and deliver a bespoke, high-level curriculum that fosters meaningful lifelong achievement.

Interventions, School Nurse, Family Liaison, and Wellbeing Counselling.	
---	--

2. Which SEND needs do we provide for at this school?

2.1. We will meet the needs of children with the following SEND:

- 2.1.1. Communication and interaction (C&I)
- 2.1.2. Cognition and learning (C&L)
- 2.1.3. Social, emotional and mental health difficulties (SEMH)
- 2.1.4. Sensory and/or physical needs (P&S)

3. What is the SEND information report?

- 3.1. The SEND Information Report aims to outline how the SEND Policy will be implemented within the school.
- 3.2. The SEND Information Report details the local offer for SEND within the school and ways in which parents, children and young people may access the support required.

4. Which legislation and guidance informs this report?

- 4.1. This SEND information report is based on the:
 - 4.1.1. statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
 - 4.1.2. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
 - 4.1.3. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

5. What do we mean by SEND?

- 5.1. SEND refers to a learning difficulty or disability which calls for special educational provision to be made, for example, where a child has:
 - 5.1.1. a significantly greater difficulty in learning than the majority of others of the same age, or
 - 5.1.2. a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

- 5.2. Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

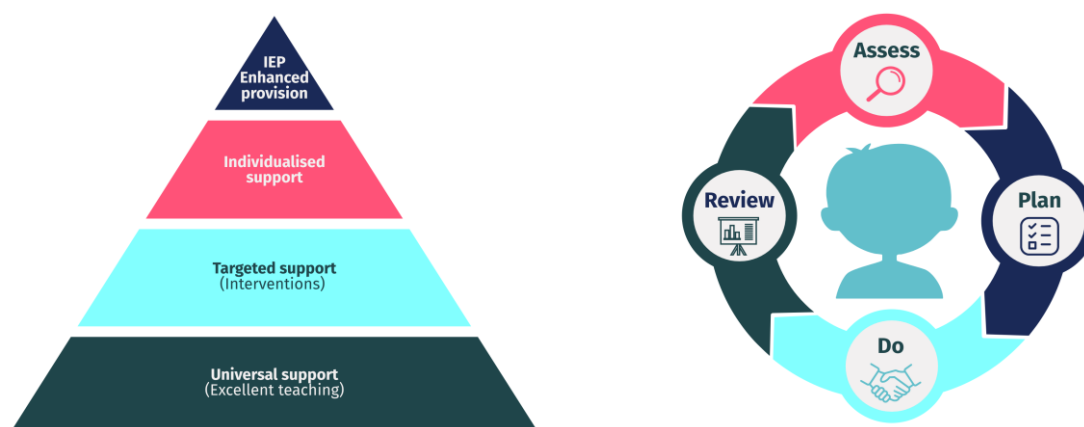
Area of SEND	Definition
Communication and Interaction	Children with Speech, language and communication needs have difficulty in communicating with others such as those with an ASD diagnosis. This could include difficulties with producing or responding to expressive or receptive language. They may have difficulty in uttering speech sounds, difficulties in understanding spoken language and communications from others.
Cognition and Learning	This refers to when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), specific learning difficulties (SpLD) such as dyslexia and dyspraxia, severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and traumas. It also includes ADHD and attachment disorder.
Sensory and/or physical needs	Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These include visual impairment, hearing impairment, multi-sensory impairment and physical impairment, which may require additional equipment to assist with learning.

6. How will this school monitor and track my child's SEND support?

- 6.1. At this school, we consider the needs of the whole child and will continue to assess and monitor your child using the graduated approach (see below) and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. The children's prior progress and attainment or behaviour is considered alongside the teacher's assessment and experience of the pupil. The pupils' views and the views and the experiences of the parents all form part of the cycle. Advice

from external support services if relevant is sourced and the plans and subsequent assessments are reviewed regularly.

Figure 1. The graduated Approach and 4 part cycle:



7. What is our whole school approach to teaching pupils with SEND?

Lift Columbus operates a robust graduated response model, which ensures that all individualised therapeutic, pastoral, and academic provision is effective and precisely tailored to each pupil's complex needs. This is achieved through the systematic and continuous application of the Assess, Plan, Do, Review cycle, where ongoing, specialist assessment continuously informs and refines the provision (Plan/Do), allowing us to regularly evaluate impact (Review) and ensure every student is making meaningful progress toward their Education, Health and Care Plan (EHCP) outcomes.

8. Our Provision

The core of our practice is the planning and delivery of **highly adapted, differentiated and individualised provision** across the therapeutic, pastoral, and academic domains, ensuring precise support tailored to every pupil's Education, Health and Care Plan (EHCP).

8.1. Who are the other people providing services to children with SEN in this school?

8.1.1. At times specialist professionals may work with your child to understand their needs and make recommendations, these may include:

- 8.1.1.1. Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- 8.1.1.2. Support to set targets which will include their specific professional expertise.
- 8.1.1.3. Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.
- 8.1.1.4. A group or individual work in school run by an outside professional.

- 8.1.2. You will always be involved in decisions about how the support will be used and what strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child. Throughout the year the school will also facilitate 'drop in sessions' which allow parents to meet with the professionals who support the school and to ask questions about the type of support that is provided in school.

Funded by:	Type of service
Directly funded by school	Learning Support Assistants 1:1 direct support Pastoral support Health and wellbeing support Music Therapy SEND Yoga Teacher Emotional Wellbeing Teacher Trauma Perceptive Practice Therapeutic Thinking
Services available by the local authority	Speech and Language Therapy Occupational Therapy Physiotherapy School Nurse Social Care
Provided and paid for by health service	Speech and Language Therapy Occupational Therapy Physiotherapy School Nurse
Voluntary agencies	Laughter Specialists

9. How will we support pupils moving between phases and preparing for adulthood?

- 9.1. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

SEND transition arrangements:
All transitions throughout the school are meticulously planned, ensuring that children and young people move seamlessly from class to class and phase to phase. Prior to a transition, pupils engage in a session with their new class teacher and other members of the class team, fostering familiarity and easing any apprehension. Additionally, handover meetings are conducted between teachers to guarantee that the receiving class is well-prepared to continue meeting the young person's needs and addressing their agreed objectives. In instances of transferring into or out of the school, the institution organises several supported visits alongside the exchange of vital data and staff expertise to facilitate a smooth

transition. For younger children commencing their educational journey, the school implements a staged programme, agreed upon by parents, the local authority, and, when necessary, health and social care services. This often takes the form of part-time attendance, recognising that the move to school can be a source of anxiety for both parents and children alike.

Furthermore, the school collaborates with the Transition Service to support young individuals' progression to college, independent supported living, or independent living, as determined by the young person and backed by their family. Key workers employed by the school provide tailored support to young people and their families throughout this transition phase.

The transition to college is also supported by the teaching team and phase leaders. The 'Futures' initiative is integrated into the school's main timetable to ensure that essential skills for transition points are embedded within the curriculum. For students arriving at the end of Year 11, the transition to Key Stage 5 receives additional support from the Further Education (FE) team, with initial interviews taking place in the Autumn term to discuss post-16 aspirations. This support encompasses careers advice and guidance from the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS), as well as pastoral staff assistance with completing forms and attending college placements.

10. How are the adults at the school supported to work with children with SEND and what training do they have?

Staff Roles	Support and training
SENDCo	National SENDCo Award
Teachers	- Therapeutic Thinking - Trauma Perceptive Practice - Medical training - Moving and Positioning and Hoisting - Specialist teaching strategies such as Attention Autism
Support staff	- Therapeutic Thinking - Trauma Perceptive Practice - Medical training - Moving and Positioning and Hoisting - Specialist teaching strategies such as Attention Autism

11. What are the contact details of support services for parents of pupils with SEND?

LA SEND local offer Local authority SEND offer www.essexlocaloffer.org.uk
[SENDIASS](#)

12. How do I make complaints related to SEND?

12.1 We urge parents with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents feel their child's needs are still not being met they should make an appointment to see the Principal.

12.2 If concerns are still deemed to be unresolved, parents may wish to use the local authority's SEND local offer information and/or access the Local SEND Information Advice and Support Service (SENDIASS) (see details in section 14) or engage with the procedures explained in our Complaints Policy.

12.3 Complaints about statutory assessments of special educational needs, and admissions of pupils with EHCPs, should be raised directly with the local authority where the child resides.

13. Excellent teaching Checklist

Whole class	Independent / group work
Access to teacher and any resources used has been planned for, e.g. a number line or grid or text visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher not behind	Tasks clearly explained or modelled – checks for understanding, tasks cards or boards as reminders, time available and expected outcomes made clear(see the <i>SEND Local Arrangements</i> on the Statutory Information page of each school website) or engage with the procedures explained in our Complaints policy.
Purposeful seating arrangements to support learning or language difficulties	Children's different needs for explanation are recognised: children can choose to start if they feel they understand or wait for further explanation if they do not
Rules and routines for the lesson taught and displayed and referred to regularly; specific praise for the children keeping the rules	Work mats available on tables (alphabet arc/number line/HFWs)
All children clear about objectives of lesson	A distraction-free area has been set up for children who need it to work in / privacy boards available
All children clear about structure of lesson and day, e.g. visual timetables are on display	Children have been taught strategies which mean they can continue to work without

	direct teacher help if they get stuck; prompts to remind them are on display
New or difficult vocabulary clarified, written up, displayed, revisited	Tasks link back to earlier (or later) objectives where these are appropriate for child and group.
Using different coloured texts on boards for alternate lines/key words	Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
Thinking time – up to 10 seconds may need to be allowed. Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words	Tasks made more open or more closed according to children's needs
Support in place for children who cannot 'hold things in their heads' – sticky notes, jottings, individual whiteboards	Arrangements (buddying, adult support, taping) made where necessary to ensure that children can access written text and instructions
Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining)	Alternatives to paper and pencil tasks used where appropriate; Effective use of ICT as an access strategy, e.g. speech or sign supported software, on-screen word banks, predictive word processing
Individuals targeted for particular questions, e.g. one child to add 24 to 52, a less able child to then add 25 to 52	Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where needed
Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience	Variety of pupil groupings used so that children are able to draw on each other's strengths and skills; Children taught to work together in groups
Questions used to ensure the rest of the class are listening, e.g. 'Does anyone have a question for Gupta?' 'Who thinks the same as Jo?' 'Who thinks differently?'	Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged. Emphasis on progression (DISS best practice)

Children clear about the timescale for the question, e.g. 'This is one for a quick response.' 'This is one which needs several minutes to think about.' 'This is one I want you to work at for ten minutes.'	Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on
Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Contribution of all children valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake	Left handed equipment e.g. scissors, appropriate seating arrangements including sit and move cushions
Children help and support each other with ideas; they give one another space in which to think and respond to questions	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Contributions reflected back by teacher in expanded form or expanded on by other children	Left handed equipment e.g. scissors, appropriate seating arrangements
Multi-sensory teaching approaches (visual, verbal, kinaesthetic)	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Time out (talking in pairs or other groups) used to maintain attention, link to children's own language and experience	Left handed equipment e.g. scissors, appropriate seating arrangements including sit and move cushions
Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult, more able with less able	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.

Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role	Left handed equipment e.g. scissors, appropriate seating arrangements
Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, pegs on a coat hanger, variety of number lines, counting sticks, computer animations	An expectation that pupils will accept responsibility for their own learning and work independently.
Strategies which children need to use (e.g. for problem solving or text composition) made very explicit	Regular use of encouragement and authentic praise
Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources	As a result of all of the above we expect our all pupils to;
Children who need it being pre-prepared or pre-tutored where this would help them to access the lesson	
Additional adults, if present, are actively involved throughout in supporting or assessing learning	
Unobtrusive system to signal when help is needed	