



# SEND Report

**Approved by: Lisa Robertson**

**Last reviewed on: 03/2026**

**Next review due: 03/2027**

## Introduction

At New You Hair Academy, we are committed to ensuring every learner, including those with special educational needs and disabilities (SEND), can achieve their full potential.

This report sets out our arrangements for supporting learners with SEND, in line with the Children and Families Act 2014 and the SEND Code of Practice.

## How We Identify SEND

- Baseline assessments on entry
- Information from previous schools and commissioning bodies
- Parent and pupil discussions
- Ongoing teacher observation
- Use of graduated approach (Assess, Plan, Do, Review)

Support plans are reviewed at least termly, or sooner if required based on pupil progress or changing needs.

## How We Support Different Needs

- Differentiated teaching in small groups
- 1:1 tuition
- SEMH support
- Trauma-informed approaches
- Modified practical salon tasks
- Visual supports and scaffolded literacy tasks
- External agency referrals where appropriate

## SEND Profile (Data Snapshot)

- Total learners on roll: **14**
- Learners with SEND: **100%**
- Learners with an EHCP: **1**

### Consulting Parents and Carers

- Parents are invited to termly review meetings.
- Feedback from parents:

*"My son has made remarkable progress at NYHA, he did not engage with any other tutors at provisions and we really struggled to get him to want to do anything. NYHA has been a blessing for him, he enjoyed going and the communication with them has been superb, I would regularly receive updates and photographs of what he had been doing. I felt like I got my son back very soon after he started at NYHA."*

### Consulting Pupils

- Pupils contribute to target setting
- Pupils attend review meetings where appropriate
- Pupil voice informs provision adjustments

### Expertise and Training

- SEND Lead: Lisa Robertson
- Staff trained in trauma-informed practice
- Autism awareness training
- Safeguarding and SEMH training
- Access to external professionals (CAMHS, EP, SALT where required)

### Facilities and Accessibility

- Small group learning environment
- Adapted practical equipment
- Flexible seating arrangements
- Adjusted timetables where appropriate

## Complaints

- Parents should follow the Complaints Policy available on the website
- SEND concerns should initially be raised with the SEND Lead

## Interventions and Support

- 10 learners received 1:1 tuition.
- 14 learners accessed small group SEMH support.
- External agency involvement: Sexual Health Outreach, Futures

## Transition Outcomes

- Transition planning begins early in Year 11.
- The provision works with Futures and other external agencies to support post-16 pathways.
- Where reintegration is appropriate, a phased transition plan is developed in collaboration with commissioning schools.