

SENARP Vibe Independent School

195-211 Becontree Avenue, Dagenham RM8 2UT

Inspection date

3 December 2025

Overall outcome

The school is likely to meet all the independent school standards. It is currently operating without registration

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(2)(b), 2(2)(d) to (2)(2)(3)(iii), 2(2)(g) to 4

- The school has a suitable curriculum. All pupils have education, health and care (EHC) plans for autism and other complex needs. The curriculum is broad and detailed, with much thought, planning and schemes of work that are suitably adapted to meet pupils' individual needs. The school has a phonics programme in place, for those pupils for whom it is suitable. Staff have had training in delivering the phonics scheme.
- The provision for personal, social, health and economic education is well integrated into the curriculum. It is taught and appropriately adapted in consideration of each pupil's developmental stage. The programme plays an important role in supporting pupils' social and emotional development. Leaders plan to introduce a credited course for some older pupils in January, which includes learning about how to keep safe, build healthy relationships and respect for others with differences in the community. In addition, the school intends to introduce other qualifications to help pupils prepare for adulthood and independent living, plus opportunities to learn about different types of work and careers.
- Leaders assess every pupil's needs thoroughly before entry to school and then regularly on three-weekly intervals. The information is used to inform next teaching steps and progress against targets set in pupils' EHC plans.
- The proprietor and headteacher have extensive expertise and experience in teaching pupils with special educational needs and/or disabilities (SEND). They have appointed suitably knowledgeable teachers and staff. Inspectors visited a lesson and observed other learning and support activities. Leaders provide staff with effective professional learning opportunities, so staff are skilled in adapting learning that helps pupils to learn well. Teachers have access to good-quality teaching resources to support learning.

- The relationships and sex education (RSE) policy meets statutory requirements. The school intends to teach the well-planned curriculum on a one-to-one basis, after consulting with parents and carers in January 2026.
- The proprietor has ensured that the independent school standards (the standards) in this part are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5 to 5(d)(iii)

- The school promotes pupils' spiritual, moral, social and cultural development in ways that are accessible and meaningful. Values are promoted and displayed around the school. For example, staff model respectful relationships with colleagues, thus encouraging pupils to emulate them and behave in a similar fashion. Pupils learn about the importance of rules and the law and staff raise pupils' awareness of what it means to be fair. Eid, Diwali and Christmas festivals are celebrated. The creative and aesthetic curriculum, which includes specialist music teaching, plus art and drama, helps pupils to develop spiritually, socially and culturally.
- Leaders are considering carefully how they can better integrate, into the curriculum, stage-appropriate teaching activities to help pupils to learn about and to respect people with protected characteristics.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b), 9 to 16(b)

- The school's safeguarding policy is compliant with the latest statutory guidance. Four members of staff are trained to designated safeguarding lead level. Staff have regular safeguarding training, including school-specific scenarios to consider. Staff are vigilant and readily report any concerns they have to the safeguarding team, which takes appropriate action, including working with external agencies and social workers.
- Suitable behaviour and anti-bullying policies are in place. Staff have training on effective behaviour management, such as how to help pupils calm if they become overly emotional. The school has systems in place for logging behaviour issues and for other incidents and accidents.
- The school's premises are in a building owned by the local authority. The landlords carry out a wide range of health and safety checks regularly. This includes using external experts to carry out annual fire-safety risk assessments and various other safety checks and servicing of equipment. In addition, the school has its own health and safety policy, and staff receive appropriate training. Termly fire evacuation drills are carried out, and every pupil is supported individually by a designated adult to help them leave the building safely. Pupils are prepared for these eventualities by staff sharing pictorial social stories with them so that they do not become overanxious.

- The school has a suitable first-aid policy. All members of staff have been trained in first aid. An incident book is in place. There are suitable measures in place for managing pupils' medication.
- The proprietor is currently in the process of purchasing an online system that is designed to meet statutory requirements for admissions and attendance registers. It is intended that staff will be trained on its use.
- There are high staff-to-pupil ratios, so pupils are under appropriate levels of adult supervision throughout the day.
- There is a suitable risk assessment policy in place. Risk assessments include for the premises, and one is carried out and regularly reviewed for each pupil.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2) to 18(2)(e), 18(3) to 19(2)(d)(ii), 19(3) to 21(3)(b), 21(5) to 21(5)(a)(ii), 21(5)(c), 21(6)

- Three leaders are trained in safer recruitment. The school has a single central record to record pre-employment checks for members of staff. At the start of the inspection there were a few minor clerical errors, but these were put right quickly.
- The single central record also records the required checks for those holding management positions.
- Although the school does not intend to use supply staff, leaders are aware of the checks they need to make should they decide to use agency staff in the future.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 22 to 24(1)(b), 24(2) to 29(1)(b), 30

- The school is located in a designated part of a single-storey building owned by the local authority. The premises are well maintained and are clean and safe. Acoustics and lighting, both indoors and outdoors, as well as access to drinking water, are suitable.
- The premises include a suitable classroom, a hall that doubles up as another classroom, a dedicated information and communication technology room and a sensory room.
- There are suitable toileting and washing facilities as well as a shower. The hot-water temperature does not present a scalding risk. There is a medical room. It is near to a toilet and has access to running water.
- The outdoor space is adequate for outdoor play and for teaching physical exercise.
- The premises provide sufficient space to accommodate 10 pupils.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

Paragraphs 32(1) to 32(2)(b), 32(2)(b)(ii) to 32(4)(c)

- The school is aware of all of the documentation, information and policies that it must make available to parents and carers, inspectors and local authorities on request. Leaders are developing and updating their website and intend for it to go live shortly. Currently, hard copies are available on request.
- Leaders provide parents with regular feedback about their children's attainment and progress, both academically and socially. The annual written reports are comprehensive.
- The proprietor provides funding authorities with annual statements of income and expenditure for pupils with EHC plans. They also attend every pupil's annual review, providing required information for all attendees.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The school's complaints policy is suitable. The policy takes a graded approach, from initial informal resolution to convening a formal panel hearing if necessary. The planned written record includes the stage of resolution and any action taken as a result.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor and headteacher have worked hard to familiarise themselves with the requirements of the standards. They actively seek and act on advice and guidance. To broaden the school's leadership capacity, the proprietor has recruited a highly experienced special educational needs coordinator as a chair of a governing body that is being formed. The intention is for the governors to quality assure the school's work, and provide support and challenge to the proprietor and headteacher.
- The proprietor has engaged a safeguarding consultant to periodically audit the school's work on safeguarding. The proprietor is also in the process of contracting consultancy services of a current headteacher of an independent special school to help leaders ensure that all standards in the proposed registered school will be met consistently.
- The proprietor has ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has done extensive work in terms of documenting and ensuring physical accessibility to the school premises. As a matter of course, the school staff focus their work on making the curriculum accessible to every pupil as well as

ensuring that all pupils have accessibility to information. The proprietor intends to formalise all three aspects into a policy and three-year development plan. It is likely to meet this requirement.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	152232
DfE registration number	301/6011
Inspection number	10431748

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent special school
School status	Independent special school
Proprietor	Senarp Vibe Limited
Chair	Rehana Talaimojeh
Headteacher	Alison Livemore
Annual fees (day pupils)	£72,500
Telephone number	07305359139
Website	In development
Email address	rehana@senarp.com

Provider already operating

Number of pupils of compulsory school age	7
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	7
Total hours operating as a school per week	20
Total hours of teaching provided per week	20

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	7 to 18	7 to 18	7 to 18
Number of pupils on the school roll	7	10	10

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	7	10
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	7	10
Of which, number of pupils with an education, health and care plan	7	10
Of which, number of pupils paid for by a local authority with an education, health and care plan	7	10

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	7	9
Number of part-time teaching staff	2	2

Information about this proposed school

- The proposed school seeks to provide full-time education for up to 10 mixed-gender pupils aged between 7 and 18 years. Pupils who will attend the proposed school will likely have an EHC plan for autism and other complex needs. A variety of local authorities will fund places.
- The proposed school will operate from a single site. It is located at the following address: 195-211 Becontree Avenue, Dagenham RM8 2UT.
- The proprietor is Senarp Vibe Limited.
- The proposed school has recently appointed a chair of governors, and the proprietor is seeking to appoint more governors.
- The proprietor does not intend to use alternative provision.

Information about this inspection

- This was the first pre-registration inspection for the proposed school. The DfE commissioned the inspection to determine whether the school would be likely to meet the independent school standards if it were registered to open.
- The school is already operating. Seven pupils are on the admissions register. The first pupil was admitted on 24 January 2023. All pupils have an EHC plan and all are looked after by the local authority.
- The inspection was conducted with two working days' notice.
- Inspectors met with the chair of the proprietor body, the headteacher, the chair of governors and all other members of staff.
- Inspectors reviewed a range of documentary evidence to consider the likelihood of the proposed school meeting all the independent school standards. Inspectors toured the school site to check the likelihood of the proposed school meeting the standards.

Inspection team

David Radomsky, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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