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# 29. SEND Policy

Date adopted: July 2020

Next review: September 2025

See EOTAS policy control document (held by the Business Manager) for status, notes and actions about this policy



# SEND Policy

Version	Status	Date	Title of Reviewer	Purpose/Outcome
1.0	adopted	July 2020	Headteacher	Adoption of SEND Policy
2.0	Reviewed	September 2024	Headteacher	Review of SEND Policy



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Please read this policy in conjunction with the SEND Information Report, which gives details about how SEND is identified and supported within EOTAS, how progress is measured, and how parents/carers and students are involved, in line with statutory expectations outlined in the SEND Code of Practice (2015).

## Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provisions to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from using facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice, Jan 2015)

Under the SEND Code of Practice (2015), there are two levels of SEND. A child/young person can be identified as having SEND at SEN Support and will be placed on the SEN Register. A child/young person with significant needs may be issued an Education, Health and Care Plan (EHCP) following a coordinated assessment of their Education, Health and Care needs.

## What kinds of Special Educational Needs and Disabilities does Swindon EOTAS provide for?

Swindon EOTAS comprises four Centres. Each has a focused provision for targeting groups of pupils who have temporarily or permanently left their mainstream schools due to health, emotional, or behavioural problems. Our aim at EOTAS is to provide individual pupils with a quality education that helps them progress in a safe and healthy environment.

All pupils entering EOTAS Swindon are placed on the SEN Register at SEN Support for Social, Emotional and Mental Health Needs, other than those on the roll of the Hospital and Home Tuition Service, where a decision is made on a case-by-case basis. These needs are also recorded for those students already on the SEN Register for different areas of need. A detailed assessment and information-gathering process is carried out as part of the admission process to identify whether pupils have SEN in other areas.

Students on the Special Education Needs register at EOTAS will have needs that cut across the four broad areas outlined in the SEND Code of Practice (2015) and documented below. Their area of SEND may also change over time.

As stated in the Code of Practice for SEND 2015, the four broad areas of SEND are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical



## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written concerning the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy (23)
- Accessibility Plan (1)
- Teachers Standards 2012

## Aims and Objectives

The aims of our SEND policy and practice in EOTAS are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure high staff expertise to meet pupil needs through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

## Roles and responsibilities

The Head of Service and Heads of Centre are responsible for managing all aspects of the school’s work, including provision for students with SEND. On a day-to-day basis, the responsibility is managed by the Special Educational Needs Co-ordinator (SENCo), who should be contacted in the first instance.

To contact the SENCo, please email [liz.fewings@eotas.swindon.sch.uk](mailto:liz.fewings@eotas.swindon.sch.uk) or call Fernbrook College on 01793 618406 ext. 243

## There is a SEND Team within EOTAS, consisting of:

- SENCo (across all Centres) – this is **Liz Fewings**, who has Qualified Teacher status and holds the National Award for SEN Co-ordination, along



- with a postgraduate certificate in vulnerable learners and inclusion
- SEN lead within each Centre
- Pastoral Support Workers and Therapeutic Support Workers
- HLTAs and TAs

A member of the Management Committee is designated to oversee SEND and ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. This is ***Doug Morris***.

The SENCo is responsible for:

- The day-to-day operation of the EOTAS SEND Policy
- Co-ordinating and planning provision for students with SEND, including additional adults
- Advising on and assisting with the identification of students with SEND
- Maintaining the SEND register
- Offering advice and support to teachers regarding SEND
- Co-ordinating special examination arrangements known as Access arrangements for internal and external examinations.
- Keeping parents informed of their child's SEND
- Deciding when to involve outside agencies
- Updating the SEND Policy
- Producing the SEND Information Report
- Co-ordinating transition for SEND students with an Education, Health and Care Plan (EHCP)
- Where appropriate, requesting an EHC Needs assessment
- Co-ordinating Annual Reviews for students with Education, Health and Care Plans (EHCPs)

## Admissions

The admission of pupils with SEND to Swindon EOTAS is as stated in the school's admissions policy (2.) The school is aware of the statutory requirements of the SEN and Disability Act and will meet them. The school will use its induction meetings and assessments carried out during these and will work closely with parents to ascertain whether a child/young person has been identified as having SEN.

If the school is alerted to the fact that a child or young person may have difficulty learning, it will make its best efforts to collect all relevant information and plan a relevant, differentiated curriculum.

Where a student has an EHCP, admission to Swindon EOTAS will be through consultation by the Swindon or other Local Authority SEND Team, in line with procedures set out in the SEND Code of Practice (2015.)

## Access for Disabled

To ensure access for pupils or parents with disabilities, the school aims to address the three areas of improving access:

- The physical environment



- Access to the curriculum
- Access to information usually provided in written form
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Please see 1. Accessibility Plan for more information about how this is done to ensure an inclusive learning environment for all.

## Resources

Funding is allocated according to the school's statutory duty to meet the objectives of EHC Plans and its responsibility to make provisions for students with SEND but without these.

The funding for SEND comes from several different streams, including the EOTAS top-up for all pupils with SEND and SEN High Needs funding for students with EHCPs.

The deployment of resources and staffing are arranged by the Head of Service and Heads of Service in consultation with the SENCo, with due regard for the student's needs.

## Managing medical conditions

The school recognises that pupils with medical conditions should be properly supported to have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement or Education, Health and Care Plan (EHCP.)

Pupils with medical conditions are supported in line with the Supporting Pupils with Medical Needs policy (41.)

## Monitoring and evaluating the quality of education provided for students with SEND

- The SENCo is accountable to the Head of Services and Heads of Centre for implementing, monitoring, reviewing and evaluating the policy.
- The service is committed to regular and systematic evaluation of the effectiveness of its work.
- The school employs a variety of methods to gather data for analysis, including:
  - Observation of teaching
  - Analysis of the attainment and achievement of different groups of students with SEND
  - Reviews of EHCPs
  - Results in GCSE and other public examinations
  - Post 16 destinations of students with SEND
  - The views of parents and the students at review meetings
  - Maintenance of assessment records, e.g. reading and spelling ages that reflect progress over time



Following the data collection, the school reports annually upon its successes and identifies aspects for future development in the SEND Information Report and SEND Report to Governors.

The SENCo reviews this policy annually.

