



SEND Information Report for Education Other Than at School (EOTAS) Swindon Reviewed

The aim of this SEND Information Report is to give clear, easy to access information about how pupils with SEND are supported within EOTAS Swindon. Information is included about how SEND are identified and supported and how progress towards outcomes is monitored. EOTAS SEND Support is in-line with the Children and Families Act (2014) and the SEND Code of Practice (2015.) EOTAS follows the Assess – Plan – Do – Review approach as outlined in the Code of Practice.

Please see the EOTAS SEND Policy for further information on support for SEND within EOTAS. For more information on policy relating to SEND and services available to support children and young people with SEND in Swindon, please see the Swindon SEND Local Offer:

<https://localoffer.swindon.gov.uk/home/>

The EOTAS SEND Team

The SENDCo works across all EOTAS sites and can be contacted on senco@eotas.swindon.sch.uk or by calling Fernbrook College on 01793 828941 and leaving a message.

There is a SEND team across EOTAS, consisting of the SENDCo, Site SEND leads, Specialist SEND Support Assistants, SEND admin, Teaching Assistants and SEND specialists such as Behaviour Support Assistants, Therapeutic Art practitioner, Emotional Literacy Support Assistants and a Thrive practitioner who all work alongside the Pastoral and Welfare team, Educational Welfare and the Youth Engagement Service. In addition to accessing services from the Borough such as Educational Psychologists, Assistant Educational Psychologists and the Communication and Language Team.

The SEND governor(s)

The SEND governor is: Richard Scorer

Help to raise awareness of SEND issues at governing body meetings as well as monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this

The SEND governor will also work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

Contact:

The Headteacher

The headteacher will:

Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school and has overall responsibility for the provision and progress of learners with SEN and/or a disability

Contact: Juliette.Baldwin@eotas.swindon.sch.uk

The structure of EOTAS Swindon

EOTAS Swindon has four main colleges: Fernbrook College, Riverside College including medical provision and Oakfield College. EOTAS Swindon also manages bespoke packages of provision for pupils who are unable to manage within one of the colleges. The table below outlines the different provisions within EOTAS and which pupils they provide for.

Statutory provision for pupils who have been permanently excluded from school	Provision commissioned by schools for vulnerable and anxious pupils	Provision commissioned by the Local Authority through the High Needs Block for pupils who are inpatients and sometimes day patients at Marlborough House (tier 4 CAMHS)	Provision commissioned by the Local Authority through the High Needs Block for pupils who are unable to attend school for medical reasons
Fernbrook College (pre-16)	Riverside College	Adolescent Unit School	Hospital and home tuition service
Oakfield College (KS4)	Oakfield College (KS4)		
Bespoke packages including tuition and alternative activities for pupils who are unable to attend a college			

What kinds of SEND are provided for?

EOTAS Swindon provides support for all areas of SEND as outlined in the SEN Code of Practice: ‘Cognition and Learning’, ‘Communication and Interaction’, ‘Social, Emotional and Mental Health’ and ‘Sensory and/or Physical.’

EOTAS usually supports pupils at SEN Support level. EOTAS is an alternative provision not a specialist provision. However, EOTAS supports a number of pupils with an Education, Health and Care Plan (EHCP.) This can be where a pupil has been excluded from school, where a mainstream school commissions support from an EOTAS college such as Riverside College or Oakfield College or where a pupil with an EHCP is accessing support through the Adolescent Unit School or the Hospital and Home Tuition Service.

As of September 2025, there are 20 pupils with an EHCP attending an EOTAS setting across all schools. The majority are dual registered with a mainstream school. There are also currently 11 pupils at EOTAS who are undergoing an EHC Needs Assessment and may be issued with an EHCP.



Pupils with an EHCP within EOTAS					
Key Stage	Dual-rolled with mainstream school not pem excluded	Permanently excluded – waiting on new placement	EOTAS named in EHCP through consultation – staying here	Total	EHC Needs Assessment in process
KS3	1			1	11
KS4	11	3	6	20	3
KS5					

Pupils with an EHCP (Single and DR) or under assessment within EOTAS							
College/Provision	Fernbrook	Riverside	Oakfield	AUS	Hospital and Home tuition service	Bespoke	Total
EHCP	1	11	6	3	1		22
Under assessment	7	2	1	3	1		14

How is SEND identified?

Many pupils come to us with a pre-existing diagnosis of a learning need or disability or have had a learning need identified at their primary or other secondary schools.

We will assess each pupil's current skills and levels of attainment using the GL Assessment suite (details below), and other screening tools which involve conversations with the students. Which will build on previous settings and Key Stages when we are made aware of the data. In addition, class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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. 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.

GL and intake assessments include:

Pupil Attitudes to Self and School (PASS)

CAT4 – assessment of academic potential



Progress Test Maths

LUCID – word reading, reading comprehension, processing speed, spelling Dyslexia

Screeners (if LUCID indicates that this is appropriate)

Progression Tool (Communication Screen)

Full Speech and Language Assessment (if the Progression Tool indicates that this is appropriate)

Multi-element plan – used to gain pupil voice

Information is gathered from:

Pupil Parents/Carers

The school that the pupil is on the roll of or has been excluded from (when shared)

Professionals involved with the pupil/professional reports

Early Help Record and Plan if completed

Assessment data and information gathered is analysed to identify strengths and needs and this is used to inform support including strategies used to support the pupil, targeted intervention and referrals to outside agencies.

Information gathered is summarised on a 'Pupil Passport', which is used to share key information about the pupil with all members of staff. The Pupil Passport also includes important information about the pupil's triggers, presenting behaviours and strategies that can be used to support the pupil to de-escalate and manage their behaviour. A risk assessment is also completed.

Enabling students with SEND to engage in activities available to those in school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our students, including any before- and after-school clubs. All students are encouraged to go on our trips. No student is ever excluded from taking part in these activities because of their SEND, including any disability. It is common practice for adults to support with trips to facilitate greater accessibility for students with significant needs .

All pupils within EOTAS are taught in small groups, with a maximum ratio of 1 adult: 8 pupils. All EOTAS staff participate in a range of SEN related training and are supported by the SEND Team and other professionals to develop their skills in relation to SEND through continuous professional development.



Some of the CPD undertaken by EOTAS staff during the academic year 2024-2025	
TOPIC	
Trauma informed training	Ongoing
Prevent training	Ongoing
Pupil Passports and Risk Assessments – how to write and implement	Ongoing
Mental Health	Ongoing
Differentiation Directory Class Context Sheets Matrix – Horsforth Quadrant	Ongoing
Multi-element Plans	Ongoing
Intake assessment including Speech and Language Progression Tool	Ongoing
Speech and Language - Language for Behavior and Emotions	
Quality first Teaching - using advice and training from the Cognition and Learning team Training and Guidance from the Education and Endowment Fund	
Team Teach	

Universal Provision for all pupils includes the use of evidence-based good practice strategies and approaches. Staff refer to the Swindon Core Standards for SEND.

The EOTAS Teaching and Learning Framework includes the expectation that planning will take account of different learners and that teaching will be adapted to pupils’ needs. A Directory of Differentiation is used by all teachers when planning, to support them to ensure that they are planning to meet the needs of all learners. The Directory of Differentiation includes a variety of different ways in which learning tasks can be adapted or scaffolded to make them accessible for learners with different needs.

Teachers complete a Class Context Sheet for each class that they teach. This includes a seating plan, information about pupils’ attainment and reading ages, any SEND needs and barriers to learning and readiness to learn using a Matrix (The Horsforth Quadrant.) The Class Context Sheet is shared with any Supply or Replacement Teachers in order that they can understand the needs of any pupils in the class. All teachers read pupil passports and sign to confirm they understand them.

Targeted support is delivered in different areas of SEND based on need. This includes:

Area of SEN Need	SEMH (Social, Emotional and Mental Health)	Communication and Interaction	Cognition and Learning	Sensory and/or Physical
Some of the interventions and support offered	<p>ELSA (Emotional Literacy Support Assistant) Sessions</p> <p>Therapeutic Art</p> <p>Thrive Sessions</p> <p>Zones of Regulation</p> <p>Best Mentoring</p> <p>Think About – Alex Kelly</p> <p>Beating the Anxiety Gremlin</p> <p>Targeted intervention work from AEP's</p>	<p>Social Thinking</p> <p>Social Skills Groups</p> <p>Advice and intervention from Speech and Language Therapist</p> <p>Language for Behaviour and Emotions</p> <p>Targeted intervention work from AEP's</p>	<p>Coloured overlays and coloured exercise books</p> <p>Literacy/Numeracy/Reading interventions</p> <p>Inference Intervention</p>	<p>Access to quieter spaces where possible</p> <p>Movement breaks</p> <p>Fiddle toys</p> <p>Mentoring - BEST</p>

Pupils receive support from a pastoral team within every EOTAS college. A range of professionals are based within EOTAS colleges or have close links with EOTAS; this includes Early Help Services, Speech and Language Therapy and Educational Psychology. Support from these professionals is allocated on a needs-led basis.

Referrals to other outside agencies such as: the Swindon Dyslexia Service, Paediatric Occupational Therapy, the Orthoptics Department at GWH are made as required.

How is progress towards outcomes assessed and monitored?

Progress towards outcomes is tracked through assessments at review points three times a year. Some assessments such as LUCID, Progress Test Maths and the SEMH Profile are also repeated three times a year, to track progress.



Progress is also discussed and recorded at termly pupil review meetings and school case management meetings.

For those pupils with an Early Help Record and Plan, progress is monitored through TAC Reviews. For Pupils who are open to Social Care, progress is monitored through Child in Need (CHiN) or Child Protection meetings. For



Looked After pupils, progress is monitored through Personal Education Plan (PEP) meetings. The progress of each pupil is also tracked through 2-3 weekly Case Management meetings. Where pupils are causing concern, pupil focus meetings such as 'Big Picture Meetings' are held, to identify concerns and plan next steps.

Pupil Passports and Risk Assessments are updated on an ongoing basis and support is adjusted as required.

For pupils with an EHCP, progress towards outcomes is monitored through Annual Review and where necessary, Interim Reviews of the pupil's EHCP. Annual and Interim Reviews are conducted in compliance with the SEN Code of Practice and guidance from the Swindon SEN Team.

How are parents/carers involved?

Parents/carers are fully involved in the induction process. Parents/carers' views are sought on their child's strengths and needs and how best to support them and their aspirations for their child. Information about medical needs and safeguarding information is also gathered.

Parents/carers are involved in termly review meetings, where the pupil's progress in all areas is discussed and support is adjusted.

Parents/carers are involved in TAC/CHiN/CP/PEP meetings as appropriate. Parental consent is sought for all referrals to outside agencies. Parental views will be sought as part of any assessment process and parents will sometimes be invited to meetings with the professionals.

For pupils with an EHCP, parents/carers will be invited to an Annual Review meeting where the EHCP will be fully reviewed and recommendations for the coming year made. Sometimes, parents/carers will be invited to an Interim Review meeting, where it is felt that the placement or provision for the pupil is not effective or there are significant concerns about a pupil's needs.

How are pupils involved? How are pupils' views sought?

As part of the induction process, pupils' views are sought on their interests, their strengths and needs and how best to support them. Tools such as the 'Multi-element plan' are used to support pupils to share their views. Pupils also complete a PASS assessment, which is completed online and asks pupils



about their attitudes to themselves and school. Pupils' views feed into the Pupil Passport and Individual Risk Assessment, which are shared with all staff.

Pupils attend termly pupil review meetings, where their views are sought about their progress, what has helped them and what would support them moving forwards.

Where there are concerns that things are not working well for a pupil, their views are sought, using tools such as the Multi-element plan, in order that support can be adjusted.

Where there is a TAC/CHIN/CP/PEP held for a pupil, the pupil is invited to attend where appropriate and their views are sought as part of the review.

Pupils with an EHCP are invited to be fully involved with their Annual Review meeting and with any Interim Review meetings. Their views are sought in relation to their progress, what has gone well/not gone so well and what supports them. They are invited to attend for part of the meeting or the whole meeting, as appropriate.

How are transitions supported?

Transition into EOTAS

When a pupil is joining a college within EOTAS, they are invited to attend at least one induction session, where they visit the college and are shown around. As part of this visit, they will usually complete their induction assessments.

During this induction session, information is gathered about the pupil from the pupil and parents/carers. Parents/carers are familiarised with EOTAS Swindon policies and procedures and key information.

Pupils often attend more than one induction visit, particularly where it is felt that they need more time to feel comfortable within the college. Pupils will meet their tutor before their first day of attendance at the college. Where necessary, additional information such as a timetable or photographs of staff can be shared before the pupil starts.

All information gathered through the induction process, along with information from a child's last/home school and information from professionals working with a child/professional reports is used to inform the Pupil Passport and Individual Risk Assessment, which are shared with all staff before the first day that the pupil attends the college. All staff are expected



to read the Pupil Passport and Individual Risk Assessment for a new pupil to inform their approach to supporting the pupil.

Transition out of EOTAS

For many pupils, placement at EOTAS is short term. Where pupils have been permanently excluded, EOTAS will aim to get a thorough understanding of a pupil's needs and any underlying special educational needs or disabilities (SEND), to put in place appropriate support and make any appropriate referrals to outside agencies. With this support, it is hoped that many pupils will be able to reintegrate to mainstream schools.

Reintegration to mainstream schools is managed through the Swindon Fair Access Panel (FAP.) When preparing a pupil to transition back to a mainstream school through FAP, EOTAS will prepare information about a pupil's interests, strengths, needs and how best to support them, to be shared with the receiving school. Tools such as the 'Multi-element plan' and 'Big picture meetings' may be used to inform this process.

When a pupil is accepted by a mainstream school, a thorough transition process will be planned in discussion with the pupil and parents/carers, to enable the pupil to make a successful transition. This will include a supported visit to the receiving school and may involve an extended transition period, with the pupil's timetable at the receiving school gradually being built up and ongoing support from EOTAS.

In some cases when a pupil joins EOTAS following a permanent exclusion, it may become apparent that they have significant SEND and be felt that they are likely to need a high level of support in order to be able to reintegrate to mainstream. It may be felt that the child will need a specialist placement in order to be properly supported. In these cases, EOTAS will gather the information required to apply for an Education, Health and Care Needs Assessment in order to secure an Education, Health and Care Plan (EHCP) for the pupil. An EHCP will outline what support the child needs in order to succeed in education. Transition into mainstream or specialist provision would then be managed by the Special Educational Needs Assessment Team (SENAT.)

Where support from EOTAS is commissioned by a mainstream school (at Riverside College or Oakfield College), transition back into full time attendance at the pupil's home school will be co-ordinated by EOTAS staff and staff from the pupil's home school. This is managed in discussion with the pupil and parents/carers and could involve a shared timetable between

EOTAS and the home school for a time. Information gathered during the pupil's time at EOTAS will be shared with the home school. This will include a Pupil Passport and Individual Risk Assessment and any professionals' reports.

Where a pupil is with EOTAS in Year 11, transition to Post-16 is supported by an experienced Transitions Lead. Transition work is carried out throughout Key Stage 4, including the opportunity to participate in weekly college carousels, visits to colleges, visits from college staff and careers talks, work visits and regular meetings with career mentor. Pupils are supported to submit applications and to attend college interviews.

Information gathered while a pupil has been at EOTAS is shared with the receiving college. Where necessary, a meeting will be arranged with the receiving college to discuss a pupil's interests, strengths, needs and how best to support them.

How is the effectiveness of SEND Support reviewed?

The SEND Team monitors the progress that pupils make with support and intervention in place and adjusts support offered based on effectiveness. The effectiveness of SEND Support is formally reviewed three times a year in line with pupil progress reviews and recommendations around how the offer should be adjusted are made to the Senior Leadership Team.

How can I complain if I am unhappy with the SEND Support that my child receives?

If you are unhappy, in the first instance, you should talk to your child's tutor, who can talk to the SEND Team.

If you are still unhappy, you can contact the SENCo using the contact details at the top of this report.

If you feel your concerns are unresolved, you should follow the EOTAS complaints procedure, which are outlined on the EOTAS Swindon website:

[EOTAS Complaints Procedure](#)

