EOTAS Swindon
SEND Information Report

2026–2027

Approved by	
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Next review due	
Version	

1. About this report

This SEND Information Report explains how EOTAS Swindon identifies and supports pupils with special educational needs and disabilities (SEND). It describes the provision available, how progress towards agreed outcomes is assessed and reviewed, and how pupils and their parents or carers are involved in decisions.

EOTAS Swindon has regard to the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years. We use the graduated approach of Assess, Plan, Do and Review when identifying needs, planning support and evaluating its impact.

Swindon SEND Local Offer: https://localoffer.swindon.gov.uk/home/

EOTAS SEND Policy:

Using this report

Families can contact the SENDCo if they would like any part of this report explained, translated or provided in a different format.

2. Who is responsible for SEND?

SENDCo

The SENDCo works across all EOTAS sites and leads the co-ordination and development of SEND provision.

Name Ursula Coyle

Email: senco@eotas.swindon.sch.uk

Telephone 01793 828941

Contact route Please leave a message with Fernbrook College if the SENDCo is unavailable.

The EOTAS SEND team

The EOTAS SEND team includes the SENDCo, site SEND leads, specialist SEND support assistants, SEND administration staff, teaching assistants and practitioners with expertise in behaviour support, emotional literacy, emotion coaching and whom are trauma informed.

The team works closely with EOTAS pastoral and welfare staff, educational welfare staff and the Youth Engagement Service. Where appropriate, EOTAS also seeks advice and support from local authority and health professionals, including educational psychologists, assistant educational psychologists, speech and language professionals and other specialist services.

SEND governor

The SEND governor is Richard Scorer. The SEND governor:

- raises awareness of SEND matters at governing body meetings;
- monitors the quality and effectiveness of SEND and disability provision;
- reports to the governing body on SEND provision and outcomes; and
- works with the headteacher and SENDCo on the strategic development of SEND policy and provision.

Headteacher

The headteacher works with the SENDCo and SEND governor to determine the strategic development of SEND policy and provision. The headteacher has overall responsibility for the provision made for pupils with SEN and/or disabilities and for monitoring their progress.

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

3. What is EOTAS Swindon?

EOTAS Swindon operates three college-based provisions: Fernbrook College, Riverside College and Oakfield College. It also delivers education through the Adolescent Unit School, the Hospital and Home Tuition Service, and bespoke packages for pupils whose needs cannot currently be met within a college-based provision.

Provision	Key stage / age	Purpose	How places are arranged
Fernbrook College	Pre-16	Statutory provision for pupils who have been permanently excluded.	Referral or placement through the relevant statutory process.
Oakfield College	KS4	Provision for permanently excluded pupils and provision commissioned by schools.	Statutory placement or school commission, as applicable.
Riverside College	Secondary	Provision commissioned by schools for vulnerable or anxious pupils.	Commissioned by the pupil's home school.
Adolescent Unit School	Secondary	Education for some inpatients and day patients at Marlborough House, a Tier 4 CAMHS service.	Commissioned by the local authority.
Hospital and Home Tuition Service	School age	Education for pupils unable to attend school for medical reasons.	Commissioned by the local authority or the pupil's home school

Provision	Key stage / age	Purpose	How places are arranged
Bespoke packages	As required	Tuition and alternative activities for pupils unable to attend a college-based provision.	Planned according to assessed need and commissioning arrangements.

4. What kinds of SEND do we support?

EOTAS Swindon supports pupils across the four broad areas of need described in the SEND Code of Practice:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health; and
- sensory and/or physical needs.

EOTAS is an alternative provision rather than a specialist SEND setting. Most pupils with identified SEN receive SEN Support. EOTAS also supports pupils with an Education, Health and Care (EHC) plan, including pupils who are dual-registered with a mainstream school, pupils awaiting a new placement, and pupils accessing medical or hospital provision.

College/Provision	Fernbrook	Riverside	Oakfield	AUS	Hospital and Home tuition service	**Total**
EHCP	7	11	6	2	0	26
Under assessment	2	1	1	0	0	4

Reporting date	Pupils with an EHC plan	EHC needs assessment in progress	Counting note

5. How do we identify SEND?

Some pupils arrive with previously identified special educational needs, an EHC plan, a disability or a relevant diagnosis. Others may have emerging or unidentified needs. A diagnosis does not automatically mean that a pupil has SEN, and SEN can be identified without a diagnosis.

All pupils entering EOTAS take part in a detailed assessment and information-gathering process. Where the evidence shows that a pupil requires special educational provision that is additional to or different from that ordinarily available, the pupil is recorded at SEN Support or as having an EHC plan, as appropriate.

What staff consider

Teachers assess pupils' attainment, engagement and wider development. Staff consider whether progress:

- is significantly slower than that of peers starting from the same baseline;
- fails to match or improve on the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and peers;
- widens the attainment gap; or
- shows concerns in areas other than attainment, including communication, independence or social and emotional development.

Assessment tools

- Pupil Attitudes to Self and School (PASS);
- CAT4 assessment of academic potential;
- Progress Test in Maths and English
- New Group Reading and Spelling Tests
- When appropriate, dyslexia screening
- Speech and Language Progression Tool
- Communication Passport and
- a multi-element plan to gather pupil views.

Information used

- the pupil;
- parents and carers;
- the pupil's current, home or previous school, where information is shared;
- professionals involved with the pupil and professional reports;
- an Early Help Record and Plan, where one exists; and
- assessment, attendance, safeguarding and medical information relevant to educational support.

Information is analysed to identify strengths, needs and barriers to learning. It informs teaching strategies, targeted interventions and referrals to external professionals. Key information is summarised in a Pupil Passport and, where required, an individual risk assessment. These documents are reviewed and shared with relevant staff.

6. What support is available?

Universal provision

All pupils are taught in small groups, normally with a maximum ratio of one adult to eight pupils. Teaching is adapted to pupils' needs and informed by the Swindon Core Standards for SEND, the EOTAS Teaching and Learning Framework, Pupil Passports and class context information.

- clear routines and carefully scaffolded learning;
- adapted resources and ways of recording work;
- use of attainment information, reading ages and identified barriers to learning;
- planned seating and environmental adjustments;
- access to pastoral support; and

- regular review of readiness to learn and progress.

Targeted and specialist support

Area of need	Examples of support, selected according to assessed need
Social, emotional and mental health	ELSA sessions; Thrive; Zones of Regulation; BEST mentoring; Think About (Alex Kelly); Beating the Anxiety Gremlin; and targeted work from assistant educational psychologists.
Communication and interaction	Social Thinking; social skills groups; speech and language advice or intervention; Language for Behaviour and Emotions; and targeted work from assistant educational psychologists.
Cognition and learning	Adapted materials; coloured overlays or exercise books where appropriate; literacy, numeracy and reading interventions; and inference intervention.
Sensory and/or physical	Quieter spaces where available; movement breaks; sensory resources; mentoring; and adjustments recommended by relevant professionals.

Support is needs-led and is reviewed for impact. The list above gives examples and does not guarantee that every intervention will be available or appropriate for every pupil.

Specialist equipment and facilities

Where a pupil requires specialist equipment or environmental adaptations, the SENDCo works with the pupil, parents or carers, relevant professionals and the commissioning body or local authority to assess need and secure appropriate provision. This may include assistive technology, specialist seating, sensory resources, adapted learning materials or changes to the physical environment. Provision is reviewed through the Assess, Plan, Do, Review cycle and, where applicable, the pupil's EHC plan review.

7. How do pupils with SEND access wider activities?

Extra-curricular activities, school visits and before- or after-school clubs are available to pupils with SEND alongside their peers. Reasonable adjustments are considered so that disability or SEND does not prevent participation. This may include additional adult support, adapted transport or activities, accessible venues, risk assessment and liaison with parents, carers or professionals.

Emotional, mental and social development

Every EOTAS college provides pastoral support. Staff may draw on the expertise of emotional literacy, Thrive, behaviour support and mentoring practitioners. Where appropriate, EOTAS liaises with Early Help, speech and language therapy, educational psychology, social care, health services and other agencies.

8. What expertise and training do staff have?

Staff undertake SEND-related training and receive support from the SEND team and external professionals. Training priorities are informed by pupil needs, staff development requirements and evaluation of provision.

Training or development activity	Frequency/status	Purpose or intended impact
Trauma-informed practice	Ongoing	Support safe, relational and consistent practice.
Prevent training	Ongoing	Maintain statutory safeguarding knowledge.
Pupil Passports and risk assessments	Ongoing	Improve the quality and consistent use of pupil information.
Adaptive teaching, class context	Ongoing	Improve planning and remove barriers to learning.
Multi-element plans	Ongoing	Strengthen pupil voice and person-centred planning.
Emotion Coaching	Summer 2026	Improve the ability of pupils to name emotions and manage them more effectively
Teaching and Learning – strategies and solutions to improve engagement and communication in classrooms	Summer 2026	Improve inclusive classroom practice.
Team Teach	Ongoing	Support safe, lawful and proportionate behaviour support.

9. How are progress and effectiveness assessed?

Progress towards agreed outcomes is reviewed at planned points during the year. The frequency and type of assessment depend on the pupil's needs, provision and plan. Evidence may include attainment, engagement, attendance, wellbeing, communication, independence and preparation for the next stage of education.

- formal assessment review points, normally three times a year;
- termly pupil review meetings;
- case-management meetings, normally every two to three weeks;
- Team Around the Child reviews for pupils with an Early Help plan;

- Child in Need, child protection or Personal Education Plan meetings, where applicable;
- focused meetings where concerns require a coordinated response;
- ongoing review of Pupil Passports, support plans and risk assessments; and
- annual reviews and, where necessary, interim reviews for pupils with an EHC plan.

Evaluating the effectiveness of support

The SEND team considers whether support is being delivered as planned and whether it is improving agreed outcomes. Support is maintained, adjusted or stopped in response to evidence and pupil and parent or carer views. The overall effectiveness of SEND provision is formally reviewed three times a year, aligned with pupil progress reviews, and recommendations are reported to the senior leadership team and governing body.

10. How are parents and carers involved?

- Parents and carers contribute to induction and share information about strengths, needs, aspirations, medical needs and effective support.
- They are invited to termly review meetings and relevant multi-agency meetings.
- Consent is sought for referrals to external agencies, unless there is a lawful safeguarding reason to act without consent.
- Views are included in assessment, planning and review.
- Parents and carers of pupils with an EHC plan are invited to annual reviews and any necessary interim reviews.

11. How are pupils involved?

- Pupils share their interests, strengths, needs, aspirations and preferred ways of being supported during induction.
- Tools such as multi-element plans and PASS may be used to help pupils express their views.
- Pupil views inform Pupil Passports, risk assessments and support planning.
- Pupils are invited to termly reviews and relevant multi-agency meetings where appropriate.
- Pupils with an EHC plan are supported to contribute to and attend all or part of their annual review.

Information and meeting arrangements are adapted to the pupil's age, communication needs and preferences.

12. How are transitions supported?

Joining EOTAS

- At least one induction visit is normally offered.
- Additional visits may be arranged where a pupil needs more time to become familiar with the setting.
- The pupil and parents or carers share information and complete relevant induction activities.
- The pupil normally meets their tutor before starting.
- A timetable, staff photographs or other accessible information can be shared in advance where helpful.
- Information from the pupil, family, previous or home school and involved professionals informs the Pupil Passport, support planning and any required risk assessment.

Moving to another school or provision

Many EOTAS placements are short-term. Where a pupil is preparing to return to mainstream education, EOTAS shares relevant information about strengths, needs, successful strategies and required provision. Reintegration is planned with

the pupil, parents or carers, the receiving school and relevant services. This may include supported visits, a phased timetable and time-limited EOTAS support.

Where evidence indicates that a pupil may require an EHC needs assessment or specialist placement, EOTAS works with the pupil, parents or carers, current school and local authority to provide the relevant evidence and plan next steps. Decisions about assessments and placements are made through the applicable statutory processes.

Preparation for adulthood and post-16 transition

Pupils in Key Stage 4 receive support from the Transitions Lead and careers staff. Support may include college visits and carousels, careers talks, workplace visits, mentoring, applications and interview preparation. With appropriate consent and information-sharing arrangements, relevant information is shared with the receiving provider to support continuity.

13. Which external services may be involved?

EOTAS may seek advice or support from external services according to assessed need, availability, consent and statutory responsibilities. These may include:

- educational psychology and assistant educational psychology services;
- speech and language therapy or communication services;
- Early Help and social care;
- Swindon Dyslexia Service;
- paediatric occupational therapy;
- orthoptics services at Great Western Hospital;
- health and mental health services; and
- other local authority, voluntary or specialist services.

14. Where can families obtain independent advice?

Parents, carers and young people can obtain free, confidential and impartial information, advice and support from Swindon SEND Information, Advice and Support Service (SENDIASS).

Website: https://swindonsias.org.uk

Email: SIAS@swindon.gov.uk

Telephone 01793 466515

Other support: SEND Local Offer | Swindon Borough Council

15. How can concerns or complaints be raised?

1. Speak to the pupil's tutor so that the concern can be understood and addressed promptly.
2. If the concern remains unresolved, contact the SENDCo using the details in section 2.
3. If the matter is still unresolved, use the formal EOTAS complaints procedure.

EOTAS complaints procedure:

Using the complaints procedure does not prevent a parent, carer or young person from seeking independent advice about other routes that may apply to their circumstances.

16. Glossary

Term	Meaning
AEP	Assistant educational psychologist
AUS	Adolescent Unit School
CAMHS	Child and Adolescent Mental Health Services
EHC plan / EHCP	Education, Health and Care plan
EHC needs assessment	The statutory assessment process used to decide whether an EHC plan is necessary
ELSA	Emotional Literacy Support Assistant
EOTAS	Education Other Than at School
FAP	Fair Access Panel
KS	Key Stage
PASS	Pupil Attitudes to Self and School
PEP	Personal Education Plan
SEN	Special educational needs
SEND	Special educational needs and disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SENDIASS	SEND Information, Advice and Support Service

Term	Meaning
TAC	Team Around the Child