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29. SEND Policy

Date adopted: July 2020

Next review: September 2027

See EOTAS policy control document (held by the Business Manager) for status, notes and actionsabout 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 |
| 2.0 | Reviewed | September 2025 | Headteacher | Review of SEND Policy |
| 2.0 | Reviewed | September 2026 | Head of Inclusion | Review of SEND policy |

Contents

EOTAS Swindon is committed to providing a high-quality, inclusive education that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to achieve their potential, participate fully in school life and prepare successfully for adulthood. EOTAS recognises the individuality of every pupil and seeks to remove barriers to learning through a graduated, person-centred approach to support.....9

This policy should be read alongside the EOTAS SEND Information Report, Accessibility Plan, Safeguarding Policy, Medical Needs Policy and relevant local authority guidance. ...9

This policy has been written with regard to:.....9

- Children and Families Act 2014.....9
- SEND Code of Practice: 0-25 Years (2025) .....9
- Equality Act 2010 .....9
- Supporting Pupils at School with Medical Conditions (DfE) .....9
- Keeping Children Safe in Education (2026).....9
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- EOTAS Safeguarding Policy .....9
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A child or young person has Special Educational Needs if they have a learning difficulty or disability that requires special educational provision to be made for them. .....9

A child or young person has a learning difficulty or disability if they:.....9

- have significantly greater difficulty in learning than the majority of others of the same age; or.....9
- have a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream settings.....9

Under the SEND Code of Practice, pupils may receive support through:.....9

- SEN Support .....9
- An Education, Health and Care Plan (EHCP) where needs are complex and require additional provision.....9

EOTAS Swindon provides education through:.....9

- Fernbrook College.....9
- Riverside College .....9
- Oakfield College.....9
- Adolescent Unit School .....9
- Hospital and Home Tuition Service .....9
- Bespoke educational packages where required. .....9

As an Alternative Provision, EOTAS supports pupils with a wide range of educational, social, emotional, mental health and medical needs. Many pupils arrive with identified SEND, while others have emerging needs that become evident following assessment. .....9

The aims of this policy are to:.....10

- Ensure all pupils have access to a broad, balanced and appropriate curriculum. .....10
- Promote high aspirations and positive outcomes for all pupils.....10

- Identify and respond to special educational needs at the earliest opportunity. ..... 10
- Remove barriers to learning through adaptive teaching and reasonable adjustments. 10
- Ensure that pupils and families are fully involved in decision-making. ..... 10
- Promote emotional wellbeing, resilience and positive relationships. ..... 10
- Work collaboratively with external agencies and professionals. ..... 10
- Ensure effective preparation for transition and adulthood. ..... 10
- Monitor and evaluate the effectiveness of SEND provision. ..... 10

EOTAS supports pupils across the four broad areas of need identified in the SEND Code of Practice: ..... 10

Communication and Interaction ..... 10

Including speech, language and communication needs and autism spectrum conditions. 10

Cognition and Learning ..... 10

Including specific learning difficulties, dyslexia and difficulties in acquiring academic skills. ..... 10

Social, Emotional and Mental Health ..... 10

Including anxiety, trauma-related needs, attachment needs and behaviour arising from underlying difficulties. ..... 10

Sensory and/or Physical Needs ..... 10

Including sensory processing, visual impairments, hearing impairments and physical disabilities. ..... 10

EOTAS uses a graduated approach of: ..... 10

Assess ..... 10

Plan ..... 10

Do ..... 10

Review ..... 10

to identify needs, plan provision and evaluate its effectiveness. ..... 10

Assessment information may include: ..... 10

- PASS assessments ..... 10
- CAT4 assessments ..... 10
- Progress Tests in English and Mathematics ..... 10
- Reading and spelling assessments ..... 10
- Dyslexia screening ..... 10
- Speech and Language assessment tools ..... 10
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- Small class sizes ..... 11
- High staff-to-pupil ratios ..... 11
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- Scaffolded learning ..... 11
- Clear routines and expectations ..... 11
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- Support guided by relevant professionals....12

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The SENDCo leads and coordinates SEND provision across EOTAS....12

Current SENDCo: Ursula Coyle Email: senco@eotas.swindon.sch.uk Telephone: 01793 828941....12

The SENDCo is responsible for:....12

- Strategic leadership of SEND....12
- Maintaining the SEND Register....12
- Coordinating provision and interventions....12
- Supporting staff with identification and planning....12
- Liaising with parents and external agencies....12
- Coordinating EHCP annual reviews....12
- Supporting EHCP assessment requests....12
- Monitoring impact and outcomes....12
- Producing statutory SEND documentation....12

Headteacher....12

The Headteacher has overall responsibility for SEND provision and works closely with the SENDCo to develop inclusive practice across EOTAS....12

SEND Management Committee Member....12

The designated SEND Management Committee Member is Richard Scorer. The Management Committee Member monitors SEND provision and reports to the Governing Body on the effectiveness of SEND arrangements....12

EOTAS values positive partnerships with parents and carers....12

Parents and carers will:....12

- Be involved in assessment and planning....12
- Attend review meetings....12
- Contribute to EHCP reviews....12
- Be consulted regarding referrals to external agencies....12
- Have opportunities to provide feedback on provision....12

Pupils are encouraged to contribute through:....13

- PASS assessments....13
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- Review meetings....13
- EHCP Annual Reviews....13
- Pupil Passports....13

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- Additional familiarisation visits. 13
- Tutor meetings. 13
- Visual timetables and information. 13
- Information gathering from families and professionals. 13
- Development of Pupil Passports and risk assessments. 13

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EOTAS works collaboratively with receiving schools, colleges and training providers to ensure smooth transitions through: 13
- Information sharing 13
- Transition meetings. 13
- Supported visits 13
- Reintegration planning. 13
- Phased transition arrangements where appropriate. 13

EOTAS maintains a programme of SEND professional development informed by pupil needs and service priorities. 13

Training may include: 13
- Trauma-informed practice. 13
- Adaptive teaching. 13
- Emotion Coaching. 13
- Team Teach. 13
- Prevent 13
- SEND identification and assessment. 13
- Pupil Passports. 13
- Multi-Element Planning. 13
- Risk assessment and behaviour support. 13

EOTAS works collaboratively with a range of external agencies where appropriate, including: 14
- Educational Psychologists 14
- Assistant Educational Psychologists 14
- Speech and Language Therapists 14
- Occupational Therapists 14
- Early Help Services 14
- Social Care 14
- Mental Health Services 14
- Swindon Dyslexia Service 14
- Health Professionals 14
- Other specialist support services. 14

EOTAS is committed to ensuring equality of opportunity and access. ..... 14

The Accessibility Plan sets out how EOTAS improves: ..... 14

- Access to the curriculum. ..... 14
- The physical environment..... 14
- Access to written and electronic information. ..... 14

Reasonable adjustments will be made to ensure pupils with disabilities are not disadvantaged. ..... 14

EOTAS recognises that pupils with medical conditions should be properly supported to access education. ..... 14

Provision is made in accordance with: ..... 14

- Supporting Pupils with Medical Conditions guidance. ..... 14
- Equality Act 2010 responsibilities. ..... 14
- Individual healthcare plans where required. ..... 14
- Relevant safeguarding and SEND procedures. ..... 14

The effectiveness of SEND provision will be evaluated through: ..... 14

- Pupil progress reviews. ..... 14
- Review meetings. ..... 14
- Case management meetings. ..... 14
- EHCP annual reviews. ..... 14
- Attendance data. ..... 14
- Academic achievement data. ..... 14
- Reading and spelling assessments. ..... 14
- Pupil and parent feedback. ..... 14
- Observation and quality assurance activities. ..... 15
- Destination data. ..... 15

The overall effectiveness of SEND provision is reviewed regularly and reported to Senior Leaders and Management Committee Members. ..... 15

Concerns relating to SEND provision should be raised initially with the pupil's tutor or the SENDCo. ..... 15

Where concerns remain unresolved, parents and carers may use the EOTAS Complaints Procedure. ..... 15

Independent advice and support can be obtained from: ..... 15

Swindon SENDIASS Website: https://swindonsias.org.uk Email: SIAS@swindon.gov.uk Telephone: 01793 466515 ..... 15

## 1. Policy Statement

EOTAS Swindon is committed to providing a high-quality, inclusive education that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to achieve their potential, participate fully in school life and prepare successfully for adulthood. EOTAS recognises the individuality of every pupil and seeks to remove barriers to learning through a graduated, person-centred approach to support.

This policy should be read alongside the EOTAS SEND Information Report, Accessibility Plan, Safeguarding Policy, Medical Needs Policy and relevant local authority guidance.

## 2. Compliance and Legislation

This policy has been written with regard to:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2025)
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions (DfE)
- Keeping Children Safe in Education (2026)
- Teachers' Standards
- EOTAS Safeguarding Policy
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## 3. Definition of SEND

A child or young person has Special Educational Needs if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
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Under the SEND Code of Practice, pupils may receive support through:

- SEN Support
- An Education, Health and Care Plan (EHCP) where needs are complex and require additional provision.

## 4. The EOTAS Context

EOTAS Swindon provides education through:

- Fernbrook College
- Riverside College
- Oakfield College
- Adolescent Unit School
- Hospital and Home Tuition Service
- Bespoke educational packages where required.

As an Alternative Provision, EOTAS supports pupils with a wide range of educational, social, emotional, mental health and medical needs. Many pupils arrive with identified SEND, while others have emerging needs that become evident following assessment.

## 5. Aims of the Policy

The aims of this policy are to:

- Ensure all pupils have access to a broad, balanced and appropriate curriculum.
- Promote high aspirations and positive outcomes for all pupils.
- Identify and respond to special educational needs at the earliest opportunity.
- Remove barriers to learning through adaptive teaching and reasonable adjustments.
- Ensure that pupils and families are fully involved in decision-making.
- Promote emotional wellbeing, resilience and positive relationships.
- Work collaboratively with external agencies and professionals.
- Ensure effective preparation for transition and adulthood.
- Monitor and evaluate the effectiveness of SEND provision.

## 6. Areas of SEND

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

Communication and Interaction

Including speech, language and communication needs and autism spectrum conditions.

Cognition and Learning

Including specific learning difficulties, dyslexia and difficulties in acquiring academic skills.

Social, Emotional and Mental Health

Including anxiety, trauma-related needs, attachment needs and behaviour arising from underlying difficulties.

Sensory and/or Physical Needs

Including sensory processing, visual impairments, hearing impairments and physical disabilities.

## 7. Identification and Assessment of SEND

EOTAS uses a graduated approach of:

Assess

Plan

Do

Review

to identify needs, plan provision and evaluate its effectiveness.

Assessment information may include:

- PASS assessments
- CAT4 assessments
- Progress Tests in English and Mathematics
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- Dyslexia screening
- Speech and Language assessment tools
- Communication Passports

- Multi-Element Plans
- Information from parents/carers
- Information from previous schools
- Professional reports and assessments.

Information gathered is used to identify strengths, barriers to learning and support strategies which are recorded within Pupil Passports and other relevant planning documents.

## 8. SEND Provision

Universal Provision

All pupils benefit from:

- Small class sizes
- High staff-to-pupil ratios
- Adaptive teaching
- Scaffolded learning
- Clear routines and expectations
- Pastoral support
- Appropriate curriculum pathways
- Classroom adjustments informed by identified needs
- Use of reading-age and assessment information
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Provision is determined according to assessed need and may include:

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- ELSA
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- Zones of Regulation
- BEST mentoring
- Beating the Anxiety Gremlin
- Support from Assistant Educational Psychologists.

Communication and Interaction

- Social Thinking
- Social Skills Groups
- Language for Behaviour and Emotions
- Speech and Language interventions
- Specialist communication support.

Cognition and Learning

- Literacy interventions
- Reading support
- Numeracy interventions

- Inference programmes
- Adapted resources and materials.

Sensory and Physical Needs

- Sensory resources
- Environmental adaptations
- Movement breaks
- Specialist equipment
- Support guided by relevant professionals.

## 9. Roles and Responsibilities

SENDCo

The SENDCo leads and coordinates SEND provision across EOTAS.

Current SENDCo: Ursula Coyle
Email: senco@eotas.swindon.sch.uk
Telephone: 01793 828941

The SENDCo is responsible for:

- Strategic leadership of SEND.
- Maintaining the SEND Register.
- Coordinating provision and interventions.
- Supporting staff with identification and planning.
- Liaising with parents and external agencies.
- Coordinating EHCP annual reviews.
- Supporting EHCP assessment requests.
- Monitoring impact and outcomes.
- Producing statutory SEND documentation.

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The Headteacher has overall responsibility for SEND provision and works closely with the SENDCo to develop inclusive practice across EOTAS.

SEND Management Committee Member

The designated SEND Management Committee Member is Richard Scorer. The Management Committee Member monitors SEND provision and reports to the Governing Body on the effectiveness of SEND arrangements.

## 10. Working with Parents, Carers and Pupils

EOTAS values positive partnerships with parents and carers.

Parents and carers will:

- Be involved in assessment and planning.
- Attend review meetings.
- Contribute to EHCP reviews.
- Be consulted regarding referrals to external agencies.
- Have opportunities to provide feedback on provision.

Pupils are encouraged to contribute through:

- PASS assessments.
- Pupil voice activities.
- Multi-Element Plans.
- Review meetings.
- EHCP Annual Reviews.
- Pupil Passports.

## 11. Transition Arrangements

Entry to EOTAS

Transition arrangements may include:

- Induction visits.
- Additional familiarisation visits.
- Tutor meetings.
- Visual timetables and information.
- Information gathering from families and professionals.
- Development of Pupil Passports and risk assessments.

Moving On

EOTAS works collaboratively with receiving schools, colleges and training providers to ensure smooth transitions through:

- Information sharing.
- Transition meetings.
- Supported visits.
- Reintegration planning.
- Phased transition arrangements where appropriate.

## 12. Staff Expertise and Training

EOTAS maintains a programme of SEND professional development informed by pupil needs and service priorities.

Training may include:

- Trauma-informed practice.
- Adaptive teaching.
- Emotion Coaching.
- Team Teach.
- Prevent.
- SEND identification and assessment.
- Pupil Passports.
- Multi-Element Planning.
- Risk assessment and behaviour support.

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EOTAS works collaboratively with a range of external agencies where appropriate, including:

- Educational Psychologists
- Assistant Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Early Help Services
- Social Care
- Mental Health Services
- Swindon Dyslexia Service
- Health Professionals
- Other specialist support services.

## 14. Access for Disabled Pupils

EOTAS is committed to ensuring equality of opportunity and access.

The Accessibility Plan sets out how EOTAS improves:

- Access to the curriculum.
- The physical environment.
- Access to written and electronic information.

Reasonable adjustments will be made to ensure pupils with disabilities are not disadvantaged.

## 15. Managing Medical Conditions

EOTAS recognises that pupils with medical conditions should be properly supported to access education.

Provision is made in accordance with:

- Supporting Pupils with Medical Conditions guidance.
- Equality Act 2010 responsibilities.
- Individual healthcare plans where required.
- Relevant safeguarding and SEND procedures.

## 16. Monitoring and Evaluation

The effectiveness of SEND provision will be evaluated through:

- Pupil progress reviews.
- Review meetings.
- Case management meetings.
- EHCP annual reviews.
- Attendance data.
- Academic achievement data.
- Reading and spelling assessments.
- Pupil and parent feedback.

- Observation and quality assurance activities.
- Destination data.

The overall effectiveness of SEND provision is reviewed regularly and reported to Senior Leaders and Management Committee Members.

## 17. Complaints and Independent Advice

Concerns relating to SEND provision should be raised initially with the pupil's tutor or the SENDCo.

Where concerns remain unresolved, parents and carers may use the EOTAS Complaints Procedure.

Independent advice and support can be obtained from:

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Website: https://swindonsias.org.uk
Email: SIAS@swindon.gov.uk
Telephone: 01793 466515