Slough and Eton Church of England Business and Enterprise College

A Member of Slough and East Berkshire C of E

Multi Academy Trust

SEND Information Report

Owner:	Mr Steve Thatcher
Ratified by Governing Body:	
Date Ratified:	October 2026
Date Policy to be reviewed:	Autumn 2027

1. SEN information report

Our information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At Slough and Eton Church of England Business and Enterprise College, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

1.1. The kinds of Special Educational Needs and Disabilities (SEND) that are provided for at Slough and Eton C of E Business and Enterprise College

- The school has a specialist Learning Resource Base with staff who have received specialist training in supporting students with Speech, Language & Communication Needs.
- All members of staff are responsible for helping to meet students' Special Educational Needs and for helping the school to identify students who may need extra support.
- The school gives such support as can be reasonably provided by a mainstream school for a wide range of SEND, including Dyslexia, Autism, Attention Deficit Hyperactivity Disorder, hearing impairments, visual impairments, Dyspraxia, social & emotional difficulties, epilepsy, Speech and Language Disorder as well as more specific learning difficulties and physical impairments.

1.2. Procedures for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.

- As students' learning needs may change over time, the SENCO and Head of the Resource Base track progress on a termly basis.
- IEP review meetings occur at least twice a year for all students on the SEND Register.
- Teachers, students and parents / carers can refer to the school Special Education Needs Co-ordinator (SENCO) for an assessment of whether a learning need or disability is present.
- Our SENCO is Mrs Sandhu; she has completed the National SENCO Award (NASENCo).
- The school identifies SEND students in a number of ways. These may include:
  - liaison with feeder primary schools, teachers and SEND Coordinators (SENCOs)
  - analysis of assessments
  - concerns raised by parents/ carers
  - concerns raised by members of staff
  - concerns raised by students
  - concerns raised by professionals from other agencies
  - regular monitoring of all student's progress relative to age expected levels

1.3. Arrangements for consulting parents and students with Special Educational Needs and involving them in education

- Each student who is identified as having SEND will have an Individual Education Plan (IEP) which contains targets and information for teachers about strategies for supporting students.
- The SENCO and Head of the Resource Base (Miss H Mehar) hold IEP reviews at least twice per year with the parents/ carers of students with SEND.
- In addition to this, Annual Reviews are completed for students with Education, Health and Care Plans.

1.4. Arrangements for assessing and reviewing children and young people's progress towards outcomes

- SEND provisions are put in place, revisited, refined and revised, using an 'assess, plan, do, review' methodology as stated in the SEND Code of Practice 2015.
- SEND and pastoral interventions are reviewed in PSP or IEP meetings with targeted parents and students at least twice per year.

1.5. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- Students receive careers advice in Key Stage 4 and opportunities to think about their future are part of the programme which is delivered in weekly tutor time.
- Students with high needs SEND (i.e. those with EHCPs) will have a clear transition plan and these are made in consultation with students and parents.
- The school supports all students during phase transfer and there is a dedicated Transition Co-ordinator who manages the transition between primary and secondary school.
- The school has a highly successful Sixth Form with a growing number of courses, both academic and vocational.
- Students with Education, Health and Care Plans (EHCPs) work with the Educational Psychologist on planning their futures. This is done where short, medium and long term targets are set with the student, parents/carers and teachers in order to meet long term goals. From Year 9, students with EHCPs also receive support for their Post 16 and Post 18 transition so long term and short term goals can be set and worked towards.

1.6. The approach to teaching children and young people with SEND

- High quality teaching, differentiated for individual students, is embedded to ensure all students make progress.
- Staff attend regular INSET meetings led by specialised SEND staff to suggest teaching strategies for SEND students.

1.7. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- Information provided to students and parents/ carers takes account of disabilities and parental preferred formats, for example, information can be provided in braille and in different languages.
- The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education (see Medical Policy for more information). Some students have Individual Health Care Plans (IHCPs) or Personal Emergency Evacuation Plans (PEEPs).
- The majority of the school site is wheelchair accessible and there is disabled toilet access. The school site is fitted with several lifts in order to cater for students with physical disabilities and medical needs.
- Where the need arises, physical and/or sensory adaptations to the learning environment are made; for example students may have enlarged exam scripts/resources, those with a hearing impairment are seated appropriately within the classroom.

1.8. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- The SEND Department is comprised of the SENCO, Head of Resource Base, Higher Level Teaching Assistants and Learning Support Assistants.
- Learning Mentors and a School Counsellor are available to support vulnerable students, those at risk of underachieving or those with social, emotional and mental health difficulties.
- We work closely with Local Authority services such as CAMHS, SEBDOS and the Early Help Support System.

1.9. Looked after children with SEND

- The Designated Teacher for Children Looked After is Mr Andrew Leane (Senior Deputy Headteacher – ale@slougheton.com). He monitors the education of all young people in care and will meet termly with the SENCO/Head of Resource Base to review the progress of children in care who also have SEND.
- Looked After students will have Personal Education Plans (PEPs) managed by Mr Leane in co-ordination with the foster carers, the Slough Virtual School and school staff.
- All the staff at school are informed of any relevant information regarding Children Looked After and their needs are regularly discussed at pastoral meetings.

1.10. Expertise and training of staff to support children and young people with SEND

- The SENCO and the Head of the Resource Base share expertise with other staff in regular Student Support Meetings.
- In addition to this the school works closely with other agencies such as Educational Psychologists, Speech and Language Therapists, CAMHS professionals and SEBDOS. They train staff as appropriate in order to widen the impact of their work.

1.11. Evaluating the effectiveness of the SEND provision made for children and young people with SEND

- The SENCO has direct responsibility for ensuring that the SEND provision is effective and provides outstanding support for all students.
- All interventions and their outcomes are recorded using the school's provision mapping software. IEPs are available to staff through our behaviour management system (ClassCharts). Parents are also provided with a copy and termly updates as appropriate. Staff are expected to find and use IEPs to inform their planning and teaching.
- Lesson observations, data analysis, learning walks, reviews of students' books, progress and student interviews, IEP reviews and Pastoral Support Plans are all used to ensure that SEND students receive the best possible education.

1.12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- SEND students are encouraged to join trips, visits and activities after school and appropriate support is in place to facilitate participation.

5.13. Support for improving emotional and social development

- The school runs a myriad of intervention sessions which are tailored to the needs of the students who are identified to have SEND.
- A Learning Mentor and a School Counsellor are available to support vulnerable students, those at risk of underachieving or those with social, emotional and mental health difficulties.
- Several topics regarding emotional and social development are taught and discussed in PSHE lessons to all students.

- There are several forms of pastoral support offered to students such as placement in the Grace Centre and mentoring from the Learning Support Team and ELSA. Use of these resources will be established in conjunction with the Senior Leadership Team.

1.14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

- Regular pastoral meetings are held with Heads of Year, Curriculum Leaders and the Learning Support Department. During these meetings, the student's progress and well-being is discussed and decisions are made collaboratively about whether external professionals need to become involved.
- Subsequently, referrals can be made to external professionals including the Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, Child and Adolescent Mental Health Services, Early Help, Youth Offending Team, Haybrook College, SEBDOS and Social Care.
- Representative from outside agencies are invited to attend all review meetings as appropriate.

1.15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

- The school is keen to receive feedback from students and parents.
- If parents feel that they would like to discuss any concerns, they can contact the SENCO or the Head of the Resource Base in the first instance.
- Continued dissatisfaction can be raised with Mr Thatcher, Deputy Headteacher (stt@slougheton.com).
- If the parents still feel that the complaint is not dealt with satisfactorily, then the Headteacher will be available to hear any concerns. The full complaints procedure is available from the Headteacher's PA - head.pa@slougheton.com
- Slough SEND Advice and Support Service (SENDASS) is also available to offer advice, support and advocacy services (www.slough.gov.uk/schools-and-learning/slough-send-advice-and-support-service-sendass.aspx).

1.16. Where to find the Slough and Eton C of E Business and Enterprise College Local Offer

- Slough and Eton C of E Business and Enterprise College contributes to Slough Borough Council's Local Offer. This can be found on their website:

  https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?localofferchannel=0

1.17. Useful contact details

- SENCO, Mrs Sandhu nsa@slougheton.com
- Head of the Resource Base, Ms Mehar hme@slougheton.com
- Headteacher, Mr Collins head.pa@slougheton.com
- SEND Governor, Mrs Jacqui Smith c/o head.pa@slougheton.com