

SEN Information Report

Updated: 2nd September, 2024

Dear Parents and Carers,

Thank you for trusting Eton Academy to enrol your child in our educational setting.

As part of our commitment to creating a healthy learning environment, we strive to effectively integrate your child into a system that meets their individual needs, shapes their personality to serve their community, and ensures a successful transition into further and higher education as well as employment opportunities.

We are pleased to share this Special Educational Needs (SEN) report, which details the implementation of our Special Education Needs and Disabilities (SEND) policy and its application within our school.

You can read and download our full SEND policy, available on our website for more detailed information.

1. Types of SEND Supported at Eton Academy

At Eton Academy, we strive to support the differentiation of our students to enrich learning, spread diversity, and foster acceptance of others. We take the responsibility of enrolling SEND students, ensuring our dedicated team can effectively support and manage their needs across various domains, including communication and interaction, cognition and learning, and social, emotional, and mental health.

Consequently, in the academic years 2023 and 2024, we support students with the following conditions:

- Autism Spectrum Disorder (ASD)
- Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia
- Attention Deficit Hyperactivity Disorder (ADHD)
- Behavioural problems

2. Identifying SEND Students

At Eton Academy, we adopt two methods for identifying SEND students:

1. **Parent Recognition:** Parents may recognize their child's needs and provide necessary reports issued by specialists when enrolling their child in the school.
2. **School Recommendation:** Through the observations of class teachers, HODs, and the school SENCO, the school may recommend further screening or intervention when critical behaviour or needs that require specialist attention are observed.

When a student is identified as SEND by an official report from a specialist, parents, and carers are required to keep the school updated with any changes in the child's condition. In return, the school will keep parents and carers informed of any significant changes, whether positive or negative, observed in the pupil.

3. The School's Observation and Intervention

All our teachers are aware of SEND as they receive regular training and guidance from the school SENCO about the types of SEND and their needs to become empowered in a learning environment.

The school's observation and intervention process begins when class teachers notice that any pupils are falling behind or that their behaviour is extremely detrimental or not meeting their age range, affecting their social interactions.

As an initial step, the teachers, under the HOD's supervision, determine if the pupil has any gaps in their learning. They then provide extra support, such as additional tuition and extra learning materials that chunk the information to help the pupil understand better. They also integrate the pupil into more activities to boost their skills.

If the pupil isn't SEND, they will usually improve after receiving the necessary support. If no development is shown, the class teacher or the Head of the department will write an observation report and send it to the SENCO for discussion.

The SENCO will then observe the pupils in different classes to take their notes as a specialist. Following this, both the head of the department and SENCO will arrange a meeting with parents and carers to discuss the possibility that the pupil could be SEND.

4. The Meeting Structure between SENCo and Parents/Carers

This meeting aims to find common ground between parents/carers and the school to support the pupil on both academic and personal levels. This collaboration integrates the insights of parents/carers, who are aware of their child's history, needs, strengths, and preferences, to build an effective strategy together. Additionally, the SENCO will provide recommendations if the pupil requires further screening or integration from external agencies and specialists, such as a speech and language therapist, an educational psychologist, or a paediatrician.

For British students, external agencies also include local authorities, who are responsible for writing an Education, Health, and Care (EHC) plan.

In cases where the pupils are aware of their situation and can express their needs, they should be involved in a subsequent meeting with both parents/carers and the SENCO. This ensures that the pupil can define their needs and have their voice heard in choosing their preferences.

5. Steps After the Meeting between SENCo and Parents/Carers

After the meeting involving the stakeholders (SENCo, parents, and students), the SENCo will write a detailed SEN Support Report, also known as an Individual Educational Program (IEP). This report will include short-term and long-term plans for improvement, addressing various aspects of the student's strengths and areas for improvement.

We ensure that the SEN report includes reasonable expectations that are applicable based on factors impacting the pupil's learning, both positively and negatively. We also explain to parents/carers what the pupil is learning in their curriculum so they can provide the necessary support at home.

The SEN Support Report will be reviewed regularly, usually at the beginning of each term, to ensure that the suggested plans are effective and result in improvement or to determine if any amendments are needed. Moreover, a questionnaire will be sent to parents/carers and students (if they were involved in the decision-making) to evaluate and gather their opinions regarding the implemented plans and their suggestions.

6. Teaching Adaptation to Empower Students with SEND

At Eton Academy, we ensure the high-quality education provided by applying differentiation principles that support all students in retaining and applying information effectively in their lives. Students with SEND are particularly vulnerable to disruptions in their education. Therefore, class teachers, under the supervision of the Head of Department and guidance from the SENCo, take responsibility for designing individualised plans that meet the specific needs of SEND students within the framework of the standard curriculum, as there is no one-size-fits-all approach.

These plans are tailored case by case and may include:

- Extra tuition (one-to-one classes)
- Additional learning materials that facilitate and break down information
- Visual aids that provide clearer examples
- Accessible technology to aid learning

7. Supporting Students with SEND

At Eton Academy, we take proactive measures to safeguard the rights of students with SEND and prevent them from experiencing any form of mistreatment such as bullying, racism, violence, or verbal abuse, whether by classmates or teachers.

Additionally, we prioritise spreading awareness in our classrooms about inclusivity, fostering a culture of acceptance, and discouraging behaviours that could compromise the well-being of others.

Moreover, all student information is protected under data protection and GDPR rules. Information will never be shared with third parties unless explicit consent is provided by parents, ensuring the confidentiality and security of student data.

8. SEND Pupils' Transition

There are various approaches to transitions for pupils with SEND at Eton Academy, encompassing moves between academic years, to other schools, and into adulthood.

Between Years: At the end of each academic year, the current head teacher of SEND students meets with the upcoming year's headteacher and the SENCo to discuss the student's progress, interventions implemented, and requirements for the next stage of their education.

To Another School: If a SEND student is transitioning to another school, Eton Academy prepares a comprehensive report. This report is shared with the new school after discussion with parents/carers and the student (if aware of their case), ensuring consent is obtained for the information to be shared with the new educational setting.

Into Adulthood: Eton Academy takes responsibility for preparing SEND pupils for adulthood, focusing on their transition to further and higher education as well as employment. We conduct awareness sessions during secondary stages to enhance their interpersonal communication and presentation skills. Additionally, we arrange beneficial training sessions to equip them for this new phase and support them in achieving their goals.

9. Complaints from Parents of Children with SEN

At Eton Academy, we ensure that every student receives the care and support necessary to achieve their academic goals and maintain their mental health and well-being.

If parents or caregivers believe that their child is not receiving appropriate support from a staff member or their classmates, they can address their concerns in the following manner:

- Initially, contact the Head of the department or the school SENCO at soha.tarek@eton-academy.net.
- The complaint will be handled by the school's complaints policy.

If you are dissatisfied with the school's response, you have the right to escalate the complaint. In certain circumstances, this right may also apply to the pupils themselves.

For a detailed explanation of suitable avenues for complaint, please refer to pages 246 and 247 of the SEN Code of Practice. <https://shorturl.at/Xrpf5>

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

10. Glossary

SENCO – the special educational needs coordinator

SEND – special educational needs and disabilities

SEN – special educational needs

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC plan – an education, health, and care plan is a legally binding document that sets out a child's needs and the provisions that will be put in place to meet their needs.

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND