

ETON ACADEMY

SEN Information Report

Updated: 28th July 2025

**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, inclusive, and supportive learning environment, we strive to effectively integrate your child into a system that meets their individual needs, nurtures their strengths, and empowers them to thrive, both academically and personally.

Our aim is to shape confident, resilient learners who are equipped to serve their community and succeed in further education, employment, and beyond.

We are pleased to share this Special Educational Needs (SEN) Information Report, which outlines how we implement our SEND Policy, and how we identify, support, and celebrate students with Special Educational Needs and Disabilities (SEND) within our online school environment.

You can read and download our full SEND policy from our website, which offers more detailed guidance on our procedures, support structures, and collaboration with families.

**1. Types of SEND Supported at Eton Academy**

At Eton Academy, we are committed to recognising and celebrating the diverse ways in which our students learn. We strive to support every learner through differentiated instruction, fostering a culture of inclusion, neurodiversity awareness, and acceptance.

Our SEND provision includes support for a wide range of needs across the four broad areas of the SEND Code of Practice: communication and interaction, cognition and learning, social, emotional and mental health (SEMH), and sensory and/or physical needs.

As part of our inclusive approach, we welcome neurodivergent learners and pupils who may need additional support with regulation, relationships, or mental health.

In the academic years 2025 and 2026, we support students with the following conditions:

- Autism Spectrum Disorder (ASD)
- Specific learning difficulties (e.g., dyslexia, dyspraxia, dyscalculia)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, emotional, and mental health (SEMH) needs
- Behavioural regulation difficulties

## 2. Identifying SEND Students

At Eton Academy, we adopt two primary methods for identifying students with special educational needs and disabilities (SEND):

**1. Parent Recognition:** Parents may recognise their child's needs and provide reports from relevant specialists (e.g., educational psychologists, speech and language therapists) during the enrolment process.

**2. School Recommendation:** Class teachers, Heads of Department, or the SENCO may observe signs that indicate a student requires additional support. In such cases, the school may recommend further screening, adjustments, or referrals to specialist services.

Once a need is identified, the school implements the Graduated Approach, a four-part cycle of:

**Assess – Plan – Do – Review.**

- **Assess:** The student's needs are identified through observations, data, and feedback.
- **Plan:** Support strategies and goals are agreed collaboratively with staff, parents, and the SENCO.

- **Do:** The planned support is implemented consistently in lessons and interventions.
- **Review:** Progress is monitored and reviewed to decide on next steps.

This structured process allows us to personalise support and ensure timely, responsive provision that meets each pupil's evolving needs.

When a student has an official diagnosis or report from a specialist, we ask that parents and carers keep the school informed of any changes. In turn, we will share updates on any significant observations, progress, or concerns.

### 3. The School's Observation and Intervention

At Eton Academy, all teachers are trained in SEND awareness and inclusive teaching strategies through regular professional development and guidance from the SENCO. Our goal is to ensure every teacher is confident in identifying and supporting pupils who may present with additional learning, emotional, or behavioural needs.

The observation and intervention process begins when a teacher notices that a pupil is falling behind academically, showing significant difficulties with regulation or social interaction, or not meeting age-appropriate developmental milestones.

As a first response, and under the supervision of the Head of Department (HoD), the teacher will begin classroom-based interventions. These may include:

- Targeted differentiation of learning materials
- One-to-one or small group tuition
- Visual aids, scaffolds, or simplified tasks
- Opportunities for supported peer interaction

If these strategies lead to improvement, the pupil may not require SEND identification. However, if concerns persist, the teacher or HoD will complete an internal observation report and submit it to the SENCO for review.

The SENCO will then observe the pupil across different subjects and settings to gain a full picture of their profile, strengths, and barriers to learning. This includes informal feedback from multiple staff and the use of pupil voice where appropriate.

If concerns are confirmed, a meeting will be arranged between the SENCO, HoD, and the pupil's parents or carers. This discussion will explore the possibility that the pupil has special educational needs and consider next steps, including whether external assessment or formal identification is needed.

Throughout this process, we follow the Graduated Approach (Assess – Plan – Do – Review), ensuring that decisions are evidence-informed, collaborative, and child-centred.

#### **4. The Meeting Structure between SENCo and Parents/Carers**

The purpose of this meeting is to establish a shared understanding between parents/carers and the school, working together to support the pupil's academic progress, well-being, and personal development. This collaboration draws on the unique insights of parents/carers, who bring valuable knowledge of their child's history, strengths, needs, and preferences. Together, we aim to co-construct an effective and personalised support plan.

During the meeting, the SENCO may recommend further screening or involvement from external professionals, such as a speech and language therapist, educational psychologist, or paediatrician. For British pupils, this may also include coordination with local authorities, who are responsible for issuing and maintaining Education, Health and Care (EHC) plans.

In cases where pupils are placed at Eton Academy through a local authority referral, the SENCO collaborates directly with council representatives to ensure EHCP requirements are met. This includes contributing to statutory reviews, sharing progress updates, and aligning support strategies with local authority expectations. The school is committed to maintaining open communication with both families and local councils to ensure coordinated, high-quality provision.

Where appropriate, pupils will be invited to take part in a follow-up meeting. This allows them to express their views, contribute to the planning process, and help shape the support strategies that work best for them. We believe pupil voice is an essential part of inclusive practice and personalised learning.

## **5. Steps After the Meeting between SENCO and Parents/Carers**

Following the initial meeting involving the SENCO, parents/carers, and, where appropriate, the pupil, the SENCO will draft a detailed SEN Support Report, also known as an Individual Education Plan (IEP). This report outlines both short-term and long-term goals, identifies the pupil's strengths and areas of need, and sets out personalised strategies to support progress.

The IEP is designed to be realistic, meaningful, and informed by factors that may influence the pupil's learning, including emotional well-being, behaviour, engagement, and curriculum access. Teachers and parents/carers will be kept informed of how support strategies align with the pupil's ongoing curriculum so they can provide targeted encouragement both at home and in class.

The IEP is reviewed at the beginning of each term to evaluate its impact and determine whether strategies or targets should be continued, adapted, or changed.

As part of Eton Academy's 2025/26 strategy, the SENCO and Wellbeing Officer will jointly monitor the academic and emotional progress of all students receiving SEND support. This includes drawing on data from teacher observations, check-ins, and pupil/parent feedback.

To ensure the process remains collaborative and reflective, a short feedback questionnaire will be shared with parents/carers and students (where appropriate) after each review. Their insights will be used to guide future planning and ensure the support remains effective and responsive.

## **6. Teaching Adaptation to Empower Students with SEND**

At Eton Academy, we ensure the delivery of high-quality education by applying differentiation principles that support all students in retaining and applying knowledge effectively. Students with SEND are particularly vulnerable to disruptions in their education. Therefore, class teachers, under the supervision of the Head of Department and with guidance from the SENCO, are responsible for designing individualised support plans that address each pupil's specific needs within the framework of the standard curriculum, recognising that there is no one-size-fits-all approach.

These personalised strategies are developed on a case-by-case basis and may include:

- Extra tuition (one-to-one classes)
- Additional learning materials that break down and simplify content
- Visual aids to support understanding
- Accessible technology to enhance learning access

To strengthen staff expertise, the SEND and Wellbeing teams will deliver joint workshops each term focused on inclusive classroom practices, trauma-informed teaching, and effective adaptations.

## 7. Supporting Students with SEND

At Eton Academy, we take proactive measures to safeguard the rights of students with SEND and to prevent any form of mistreatment, including bullying, racism, violence, or verbal abuse, whether by peers or staff. We also prioritise raising awareness about inclusivity within our classrooms, fostering a culture of acceptance, and actively discouraging behaviours that could compromise the well-being of others.

All students with active IEPs or ongoing SEND support will receive structured well-being check-ins twice per month with the school's Wellbeing Officer to promote emotional resilience and monitor mental health.

Furthermore, all student data is handled in accordance with data protection and GDPR regulations. Information will never be shared with third parties without explicit parental consent, ensuring confidentiality and the secure handling of sensitive information.

## 8. SEND Pupils' Transition

At Eton Academy, we support pupils with SEND through a range of tailored transition processes, whether they are moving between academic years, to another school, or into adulthood.

**Between Academic Years:** At the end of each school year, the current Head of Year for SEND students meets with the incoming Head of Year and the SENCO to review the pupil's progress, assess the effectiveness of interventions, and plan for their continued support.

**To Another School:** If a SEND pupil is transferring to a different school, Eton Academy prepares a comprehensive transition report. This report is shared with the receiving school after a discussion with the pupil (if appropriate) and their parents/carers, with consent obtained for any information transfer.

**Into Adulthood:** Eton Academy is committed to preparing SEND pupils for further education, higher education, and employment. During the secondary phase, we run awareness sessions to strengthen interpersonal communication and presentation skills. We also provide targeted training to equip students for the next stage of life and to support their personal and professional aspirations.

## **9. EAL Support and Parental Involvement**

In accordance with the EAL policy, the SENCO (Special Educational Needs Coordinator) is responsible for overseeing the support provided to students identified as English as an Additional Language (EAL) learners during the 2025–2026 academic year. This includes the development of personalised EAL Progress Plans to help students improve their language proficiency and fully access the curriculum.

A key component of this process is the active involvement of parents and guardians in decision-making, ensuring they are well-informed and able to participate meaningfully in their child's educational journey. This initiative aims to provide a structured and collaborative approach to identifying and supporting EAL learners, ensuring they receive the guidance and intervention needed to succeed both linguistically and academically.

## **10. Parent and Guardian Workshops for SEN Awareness (2025-2026)**

During the 2025–2026 academic year, the SEND Department at Eton Academy will offer free monthly workshops for parents and guardians. These sessions aim to familiarise families with our SEND provision, raise awareness of a range of special educational needs topics, and provide practical guidance on identifying concerns they may observe in their children.

The workshops will also highlight the importance of accepting and supporting learners with diverse needs, promoting an inclusive school culture, and encouraging families to nurture the same values at home.

In addition to these workshops, a monthly SEND & Wellbeing newsletter will be shared with families, offering guidance, updates, and resources to support children's academic and emotional well-being.

Parents and carers may also book regular virtual drop-in appointments with the SENCO or Wellbeing Officer to raise concerns, ask questions, or seek individual support regarding their child's needs.

### 11. 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 Department or the school SENCo at [soha.tarek@eton-academy.net](mailto: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.

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](#).

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>

### 12. Glossary

- **SENCO:** The Special Educational Needs Coordinator, a teacher responsible for overseeing SEND provision in the school.
- **SEND:** Special Educational Needs and Disabilities.
- **SEN:** Special Educational Needs.

- **SEN Information Report:** A report that schools must publish on their website explaining how they support pupils with SEN.
  - **IEP:** Individual Education Plan; a personalised support plan outlining a pupil's needs, goals, and strategies.
  - **EHC Plan:** Education, Health and Care Plan; a legal document for children with complex needs requiring coordinated support.
  - **Graduated Approach:** A four-step cycle (Assess, Plan, Do, Review) used to identify and respond to SEND needs.
  - **Intervention:** A short-term, targeted approach to teaching a pupil with a specific goal in mind.
  - **Annual Review:** A yearly meeting to review the support in a pupil's EHC plan.
  - **Differentiation:** When teachers adapt how they teach to respond to pupils' individual needs.
  - **Neurodivergent:** Describes individuals whose thinking or learning differs from typical patterns, such as those with autism, ADHD, or dyslexia.
  - **SEMH:** Social, Emotional, and Mental Health; a category of need that includes difficulties with behaviour, emotional regulation, or mental wellbeing.
  - **Wellbeing Check-In:** A regular conversation between the student and Wellbeing Officer focused on emotional health and support.
-