

Special educational needs (SEN) information report

Exeter House School



AREA:	EXETER HOUSE SCHOOL
AUDIENCE:	ALL STAKEHOLDERS
REVIEW FREQUENCY:	ANNUALLY
DATE 1st ISSUED:	SEPT 2026
LAST REVIEW DATE:	SEPT 2026
NEXT REVIEW DATE:	SEPT 2027
OWNED & REVIEWED BY:	YASMINE JOHNSTON & TINA MASKELL & BRUNEL EDUCATION TEAM
APPROVED BY:	CHAIR OF BAT BOARD OF TRUSTEES
LAST APPROVAL DATE:	SEPT 2026

Brunel Academies Trust (BAT) is a company limited by guarantee with registration number 10074054 and registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN; BAT is the parent company and Sole Corporate Member of the subsidiary company, Brunel Education (BE) is a charitable company limited by guarantee with registration number 11991915, registered with the Charities Commission of England Wales (Charity Number 1214820) and with registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN

Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	Section	Amendment

Contents

1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
4. How will the school know if my child needs additional SEN support?	4
5. How will the school measure my child's progress?	4
6. How will I be involved in decisions made about my child's education?	4
7. How will my child be involved in decisions made about their education?	5
8. How will the school adapt its teaching for my child?	5
9. How will the school evaluate whether the support in place is helping my child?	6
10. How will the school resources be secured for my child?	6
11. How does the school make sure the admissions process is fair for students with SEN or a disability?	7
12. How does the school support students with disabilities?	7
13. How will the school support my child's mental health, and emotional and social development? ..	7
14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	8
15. What support is in place for looked-after and previously looked-after children with SEN?	8
16. What should I do if I have a complaint about my child's SEN support?	8
17. What support is available for me and my family?	9
18. Glossary	9
19. Monitoring arrangements	10
20. Links with other policies and documents	10

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

We are a Special School catering for students aged 4 to 19. Each student must meet all these criteria to be referred:

- Have an Education, Health and Care Plan (EHCP).
- Have a Primary Need of Severe Learning Disability (SLD); Autism in addition to a SLD; Profound and Multiple Learning Disability (PMLD).

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Severe learning difficulties
	Profound and multiple learning difficulties.
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is **Tom Humphreys**.

Tom has over 6 years experience in the SENCo role both within mainstream and specialist settings. Prior to this, Tom worked as a class teacher in a special school. Tom is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in November 2021 through the University of Winchester.

You can contact Tom by email at tomhumphreys@exeterhouse.uk.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of students who have SEN.

Teaching assistants (TAs)

We have a large team of approximately 100 TAs, including 25 senior teaching assistants who are trained to deliver SEN provision.

Training is available through a programme of INSET Days, staff meetings and external training. Training is delivered both on a whole school level and for individual staff members for individual needs. All new staff are given a full period of induction training.

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

We also have on site therapy provision. This consists of:

- Occupational Therapy
- Music Therapy
- Rebound Therapy
- ELSA
- Hydrotherapy

We are pleased to have three Occupational Therapists based at Exeter House. They are **Shaun Lyness, Helen Twentyman** and **Marion Hughes**. Shaun, Helen & Marion work to support students with sensory integration needs.

At Exeter House School we also have an onsite school nurse, **Aimee Clayson**. Aimee supports the staff teams working with students at school with medical needs.

4. How will the school know if my child needs additional SEN support?

All students at Exeter House School already hold an Education, Health and Care Plan (EHCP). These are reviewed annually and amended as necessary when students are preparing to change key stage. Class teachers and outside professionals, including a Speech & Language Therapist, Occupational Therapists, Physiotherapists, are involved in the assessing, reviewing and amending process. Parents/carers and students are an important and integral part of this process too, submitting their views and where appropriate contributing to their annual review presentations.

If students present with new needs, or experience changes in their lives which impact their ability to learn, the SENCO will meet with parents and teachers to identify possible causes, look at strategies to support and where necessary refer to external agencies for advice and input.

5. How will the school measure my child's progress?

As part of our assessment process we use a variety of methods to assess student's progress. We have developed our own bespoke curriculum to meet the needs of our students and as a result we use Evidence for Learning to capture pupil progress throughout their learning programmes. This provides regular updates on how a student is progressing and provides formal assessments from teaching staff.

In addition we will also set regular targets (Personalised Learning Goals) which link back to student's EHCP targets. These are reviewed formally at the annual review process where recommendations may be made to update targets if a student has achieved them or amend them if a student requires additional support to make progress with their targets.

Teachers review PLG targets on a regular basis and will provide parents and carers with feedback around student progress at regular intervals throughout the school year. If you wish to find out further information about your child's progress class teachers are able to provide this at any point throughout the year.

6. How will I be involved in decisions made about my child's education?

At Exeter House School, every child has an Education, Health and Care Plan. This will be reviewed annually through the formal Annual Review Process.

In addition to this, your child's class/form teacher will meet you through structured conversations to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. The school office are able to provide contact details for your child's class teacher.

7. How will my child be involved in decisions made about their education?

As part of the annual review process of the EHCP all students will have their views incorporated as part of this meeting. Students voice is collected in a way that is appropriate for each child's individual needs and may include staff observations, students completing 'what I like/dislike' information sheets and students being invited to the annual review meeting.

From Year 9 onwards, each student's annual review will consist of a discussion around 'preparing for adulthood'. At this time, we will work not only alongside the parent and carer but also the student (where possible) to establish their views as to what they would like to achieve from either further education, employment, independent living or accessing community support.

As part of a whole school system, we also hold regular 'Pupil Voice' meetings where a student representative from each class gets the opportunity to share their classes views.

8. How will the school adapt its teaching for my child?

At our school, we take a highly individualised and holistic approach to teaching, learning and curriculum delivery, ensuring that all students, can access meaningful and relevant education tailored to their unique needs. Our curriculum is fully aligned with students' Education, Health and Care Plans (EHCPs) and is structured around their personalised targets. We prioritise Quality First Teaching and implement Tier 1 universal strategies across all our classrooms and curriculum pathways, ensuring that inclusive, evidence-based teaching practices are embedded consistently throughout the school.

We have developed our own bespoke curriculum by drawing on a range of nationally recognised frameworks, including Birth to Five Matters, Development Matters, Equals, and the National Curriculum. At Exeter House, our curriculum is broken down into distinct, progressive pathways designed to meet students at their individual stages of development and need. These include:

- Exploration Pathway (EYFS),
- Enrichment Pathway (PMLD and pre-formal learners),
- Engagement Pathway (informal learners),
- Enquiry Pathway (semi-formal learners), and
- Endeavour Pathway (formal learners).

Each pathway offers a carefully tailored teaching and learning approach, with adaptations made to ensure that learning is both accessible and meaningful for every pupil. Staff personalise lesson content, communication strategies, and methods of assessment to reflect students' cognitive, physical, sensory and social-emotional needs. Adaptations include the use of assistive technologies, visual supports, sensory-friendly environments, alternative communication methods (e.g., Makaton, PECs, AAC), and structured routines to reduce anxiety and support engagement.

This support contributes not only to the wider Local Offer but also our Universal Offer at Exeter House. Further information around our Universal Offer as well as our Targeted & Specialist Offer can be found on our school website.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child through:

- Learning walks and lesson observations
- Work scrutiny
- Assessment
- The annual review process – this is completed by class teachers and overseen and monitored by the SENCO.
- Reviewing their progress towards their goals each term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

Each student's EHCP provides additional funding to enable student's needs to be met. At Exeter House School each student is able to access a variety of resources and provision through this funding, such as;

- Small class sizes
- High adult to pupil ratio
- A specialised curriculum that develops student's individual
- Access to a wide range of resources (including communication supports, visual aids and accessible equipment where appropriate)
- On site therapies (including Rebound, Music Therapy, OT) – where appropriately identified for a student's needs.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support from a teaching assistant (such as 1:1 support)
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Where appropriate, we will work alongside the local authority to request additional funding and ensure that student's EHCPs are reflective of their needs.

11. How does the school make sure the admissions process is fair for students with SEN or a disability?

As a special school, all pupils have an EHCP and admissions are managed through the Local Authority. The school works with the LA, families and professionals to ensure placements are appropriate to each student's individual needs.

12. How does the school support students with disabilities?

Exeter House School is fully accessible including with accessible toileting facilities. The school has an Accessibility Plan which is reviewed regularly. Within classrooms, students can access equipment which supports their learning and physical needs such as writing slopes, writing aids and other resources to help access to learning.

The school has three on site Occupational Therapists who work alongside class teachers, the SENCo and the wider team to ensure that student's sensory needs are met. In addition we work alongside physiotherapists to ensure that students who require specialist equipment have correct equipment to ensure they are safe and supported in school.

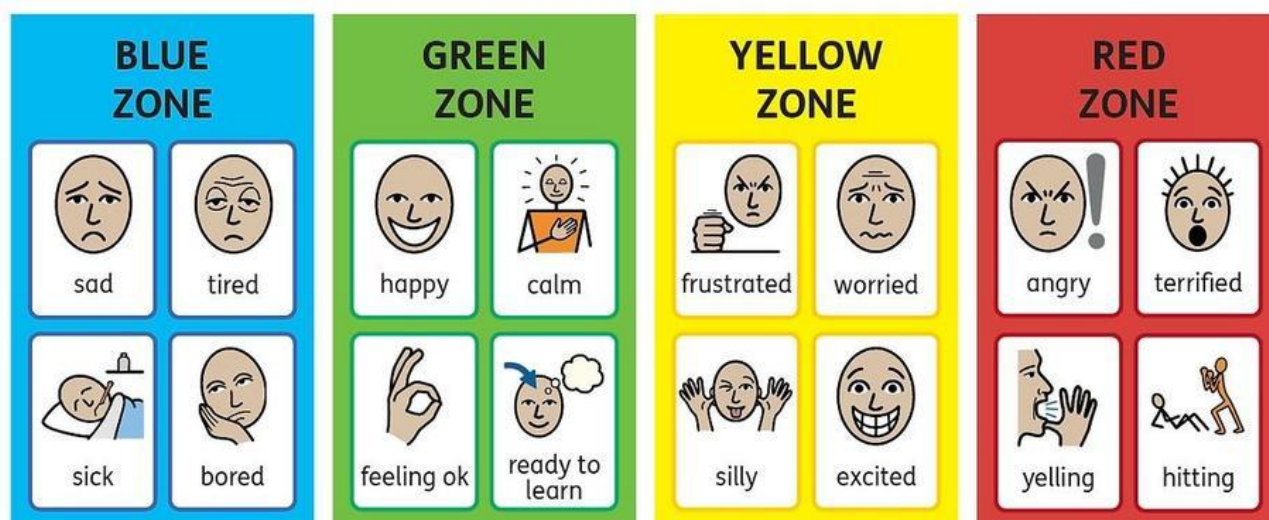
Within school we also have a full time school nurse who is able to support students with specific disabilities that relate to medical needs.

As a special school, all pupils have an EHCP and admissions are managed through the Local Authority. The school works with the LA, families and professionals to ensure placements are appropriate to each student's individual needs.

13. How will the school support my child's mental health, and emotional and social development?

We work to support all students to develop their emotional and social development. All staff follow a clear behaviour policy that is formed around the principles of Trauma Informed Practice. Staff receive regular training in Positive Behavioural Management. The school employs a full time Behaviour Support Lead (**Ellie Plowman**) and a full time Behaviour Support Assistant (**Abby England**) who works alongside class teams to ensure that students with social, emotional and mental health needs are supported within the school.

As a whole school we teach emotional regulation through using the Zones of Regulation. The school follows the processes of Zones of Regulation but will adapt and amend the teaching of this programme as appropriate to student's needs and ages.



Exeter House also has two Emotional Literacy Support Assistants (ELSA) – **Emma Briggs** (based at Somerset Road) and **Emma Holcroft** (based at the Vocational Centre). Support from an ELSA forms part of our therapeutic approach and is completed on a referral basis. If a parent feels a student will benefit from ELSA they can contact their class teacher who will be able to organise a referral.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

Depending on each student's needs, our classes are often mixed ages. As a result there may be years where students do not move class and they do not have a change in class teacher. When a student has a new class we:

- Ask both the current teacher and the next year's teacher to work together to discuss the student's needs.
- Look at provision that is required currently and in the student's new class.
- Ask class teams (including teaching assistants) to ensure they have read and understood student's individualised paperwork.
- Support with building in transition times. This will be individualised for each student to ensure they have the most appropriate support for their needs.

Between schools

When your child is moving on from our school, we will work alongside the new school to ensure that all information is shared. We will work alongside parents/carers and the new school to prepare students for transitioning to their new school.

When your child is joining our school we will provide a bespoke transition package depending on each student's needs. This may involve home visits, a reduced timetable for a small number of weeks or later starts / earlier finishes. This will be discussed with parents and other professionals where appropriate.

Preparing for adulthood

We provide all our students with appropriate advice on paths into work or further education. As part of the EHCP review process we work alongside students, their parent/carers and the local authority to ensure that students are prepared for adulthood.

We work with the student to help them achieve their ambitions, which can include goals in further education, employment, independent or supported living and participation in society.

15. What support is in place for looked-after and previously looked-after children with SEN?

Luke Ford is our designated teacher. Luke can be contacted by lukeford@exeterhouse.uk. Luke will work with Tom Humphreys, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Students who are looked-after or previously looked-after will be supported much in the same way as any other student who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

The Brunel Academies Trust complaints policy can be found on our website [here](#).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Wiltshire Council currently use the Global Mediation service. To use this service, contact the Global Mediation service's SEN Case Manager on 0800 064 4488. This service is free of charge and confidential. For further information, see [Global Mediation Service](#).

17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Wiltshire Council's local offer. Wiltshire Council publishes information about the local offer on their website. This can be viewed here:

Wiltshire SEND Local Offer - <https://www.wiltshire.gov.uk/local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Family Action - www.family-action.org.uk/wiltshire-sendiass

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. Glossary

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services

- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **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 SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision that meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages

19. Monitoring arrangements

This document will be reviewed **annually** by the Education Team. At every review, it will be approved by the BAT Standards Committee.

20. Links with other policies and documents

This report links to the following policies and procedures:

- Special educational needs (SEN) and disability policy
- Safeguarding and Child protection policy and procedures
- Supporting students with medical conditions Policy
- Behaviour Policy
- Attendance Policy

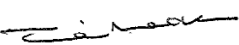
This report is adopted by the BAT Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed:  CEO

Signed:  Chairman of BAT Board of Trustees

Date: 24th September 2025

This report is adopted by Exeter House School (part of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed:   Headteacher/Manager

Signed:  SEND Inclusion Lead

Date: 4.9.26