



SEND Information Report 2026 - 2027





Our School

At Foundry College we are committed to improving the aspirations and life chances of our pupils.

Our aim is to enable our pupils to re-engage with learning pathways such that they are able to progress through their education journey, achieving successful outcomes.

We are a Pupil Referral Unit with a difference. We provide timely, bespoke, learning and support packages for pupils aged 5-16. We are able to deliver or facilitate a wide range of different academic and vocational opportunities, enabling pupils to achieve a wide range of qualifications.

We think positively, we believe in each other and we work in very close partnership with all our stakeholders to provide a smooth learning journey for all. Our staff are a dedicated and highly skilled team, passionate about enhancing opportunities for each and every pupil. Together, we are the Foundry family and we are proud of our many successes.

Our commitment is to changing lives.

September 2026 Information

Foundry College is commissioned to support 47 pupils.

Foundry College supports pupils aged 5-16 who experience difficulties accessing schooling. The young people may have:

- Been permanently excluded from school
- Been unable to attend school for medical reasons
- Been unable to attend school for mental health reasons

As we are designed to offer short-term provision, our numbers can fluctuate. Currently, between 45% - 60% of our students have an EHCP and the remaining percentage are on the SEN Register at SEN Support.

Social, Emotional and Mental Health (SEMH) is the primary need of 63% of our current pupils. Autism is the primary need for 27% of our current pupils.



The SEN Lead is Siobhan Davis



The SENCO is
Clare Demblon

If you would like to contact Siobhan, please call school on **0118 3341510** or email admin@foundry.wokingham.sch.uk

SEND is categorised into the following areas in the SEN Code of Practice, published in January 2015:

[SEND Code of Practice January 2015.pdf](#)

There are 4 main areas of need identified for SEND pupils:



Communication
and Interaction



Cognition and
Learning



Social, Emotional
and Mental
Health (SEMH)



Sensory needs
and Physical
Disabilities

At Foundry College we support pupils with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

Identifying and Assessing Need

At Foundry College, we work closely as a team to ensure all staff are aware of the needs of all of our pupils. Targets, that have been agreed with the students, are set on a Support Plan, which will be reviewed at an Education Review meeting with the pupils and their parent/carer every half term.

Some pupils may require more support than is ordinarily available and we may use our Inclusion team or ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Wokingham Ordinarily Available Guidance (July 2025) to help support a pupil's learning within the classroom. [Ordinarily Available Provision](#)



Our approach to teaching children with SEND

We are an inclusive school. All pupils have access to high quality teaching. Staff understand and respond to the needs of their learners and adapt learning approaches accordingly.

When appropriate, support staff are deployed to give pupils additional interventions outside the classroom, or to provide one-to-one support.

Our Curriculum

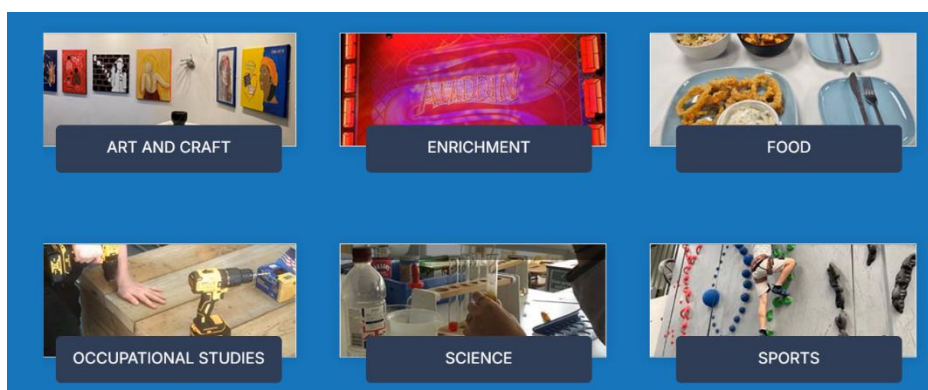
We are aspirational for every pupil on roll at Foundry College.

Each pupil has a bespoke timetable that is in place to meet their needs, be they academic, behavioural or mental health. Alongside a range of formal qualifications, we aim to teach the pupils at Foundry College positive, responsible attitudes developing knowledge and skills, including social and basic life skills, so that they may become contributory members of the extended community.

We also engage alternative providers if they are best placed to meet the needs and aspirations of our pupils.

Subjects offered at Foundry College include: -

- English Language
- Mathematics
- Science
- English Literature
- History
- Geography
- Food
- PE
- Occupational Studies
- Art & Craft



In addition, all pupils are given an opportunity to take part in our Character Education programme, which is based on four 'virtues'. These are character traits that enable us to respond appropriately to situations where we find ourselves. The four virtues are Intellectual Virtues, Moral Virtues, Civic Virtues and Performance Virtues.

The Character Education curriculum is made up of offsite and onsite activities, both indoors and outdoors and are an integral part of our provision of a rounded education for all of our pupils.



How we support Preparation for Adulthood within our curriculum

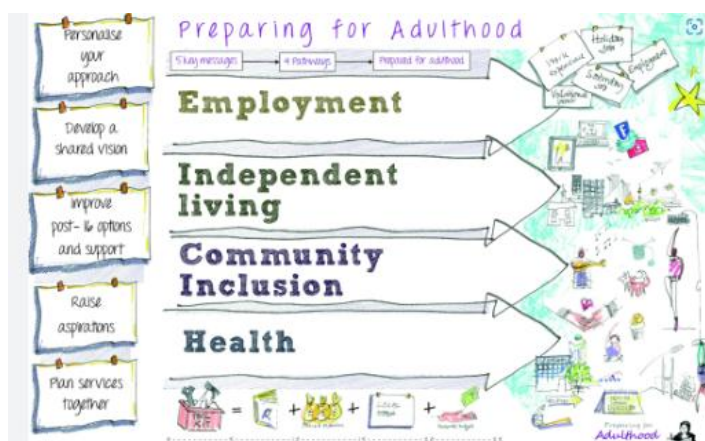
Foundry College employs a Moving on Coordinator, whose role is to explore the pathways to the next steps for our pupils. All pupils have individual, impartial meetings, where their aspirations are explored and pathways to these laid out. As our SEND pupils can find transitions difficult, small group visits to local colleges are organised, which enables the pupils to view the college on a normal day. Opportunities for work experience, either in-person or online, are also provided for all pupils.

Within our Character Education curriculum, we provide opportunities for pupils to explore community participation, e.g. supporting the local food bank, and independence skills. Supporting our pupils to use public transport, when suitable, to access certain activities, helps them develop the confidence and skills to become independent travellers. In addition, a Character Education activity may be the hosting of a guest speaker who can provide pupils with guidance on particular industries or career pathways. For example, speakers about apprenticeships, careers experts conducting mock interviews.

For a number of our pupils, they are interested in a career in the 'trades'. For these pupils, Occupational studies will feature on their timetable. They have the opportunity to try bricklaying, carpentry, plumbing, plastering and electrician units amongst others. The pupils can also be supported towards a CSCS card, if that is their aspiration.

All pupils participate in LIFE lessons, which provide all pupils with the knowledge, skills, and values they need to thrive in modern society. Guided by government statutory requirements LIFE lessons provides a safe and supportive environment where pupils can explore personal, social, health, and citizenship education in a meaningful and engaging way. Our vision places pupils' personal development and wellbeing at the heart of everything we do. Through LIFE lessons, we aim to inspire learners to think critically, build resilience, and develop the skills they need to thrive in life beyond the classroom and school. We encourage creativity and self-expression while exploring topics that matter such as relationships, mental health, diversity, and responsible decision-making.

Further careers information from our website - [» Careers](#)





How we communicate with parents

At Foundry College we work closely with parents and carers and recognise that they have much to contribute to our support for pupils with SEND.

We hold Education Review meetings every half term and have a Family Support Worker, Nina, available to discuss any concerns. Nina will gather parent feedback, direct them to training courses and support groups, and offer opportunities to meet up with outside agencies. A Parent Hub has also been set up with meetings held every half term.

For children who have an Education, Health and Care Plan (EHCP), an annual review will be convened in order to discuss any changes that may need to be made to the EHCP. All efforts are made to ensure the meeting is held in a way and location that the parents are comfortable with.

During the year a parental questionnaire, Foundry Voice, is sent out to gain views on the school and the SEND provision.

Parental feedback

Foundry Team

I just want to thank you all for making A's time at The Foundry such a success. It is no secret that I was heartbroken when I learnt that my daughter was going to a PRU, Google was not my friend that day. I applaud you all for the hard work and pastoral support you have given to AC, you have really transformed her. We will be forever grateful.

In her words "its been my safe space for 2 years, they helped me turn my life around.....the best thing that ever happened to me".

And I couldn't put it more eloquently myself.

Thank you,

Parent of AC.

How we involve our pupils

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

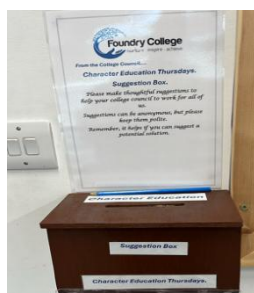
Pupils are given regular opportunities to:

		
Self-assess how they are doing Feedback to tutors during mentoring	Attend meetings and help decide the support needed: - Annual reviews Education reviews	Feedback and Review progress/interventions at the education review and through the Foundry Voice.

You said, we did....

Pupils requested a bigger say in the provision and facilities at Foundry College....

A Student Council was been established with meetings held on a fortnightly basis to give the pupils a say in any changes they feel would be positive for Foundry. Suggestion boxes are in place for feedback or suggestions, as some pupils are not confident to voice these.



Pupil feedback from Foundry Voice questionnaires

"It's been nice to have a little chat with my tutors about daily life"

"I like the environment, it's quite calm and it's not pressuring, but it's not like you don't care, it's the right level of pressure"

"I'm a lot calmer, I used to lose my temper quite quickly. I'm less anxious and understand that the teachers want to help you and have your best interests"

How we evaluate provision

- Teacher assessment data and test scores are monitored by senior leaders. Any areas of concern are discussed with teaching staff and systems put in place to provide additional support or interventions for these pupils. For example, an additional adult in the lesson, a retracking programme or some 1:1 support in a specific subject area outside of the classroom.
- External professionals review objectives set in meetings and the progress made towards these. This may be in collaboration with CAMHS, Educational Psychologist or social services.
- Discussion with pupils and parents at half-termly education reviews, or in the intervening period if required.
- Holding annual reviews for pupils with EHCPs to ensure the needs of the pupil are current and the outcomes and provision are still meeting their needs.
- Half-termly provision review meetings with senior staff to ensure each pupil has a bespoke timetable that will meet their needs and provide them with opportunities for success.
- SEND is monitored and discussed at Management Committee meetings on a termly basis. The SEND governor and other members of the Management Committee verify the quality of provision thorough termly learning walks during our Nurture, Inspire Achieve weeks.
- Introduction of a Student Council to ensure the pupils are able to have a means of voicing their views on their provision.
- Feedback from pupils and parents through the Foundry Voice questionnaire, which is analysed and any concerns looked into by tutors, SEN Lead or the senior leadership team.
- SEN Lead monitoring the provision against the pupil's EHCP to ensure all needs are being met.

No pupil is ever excluded from taking part in provision or activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and the arrangements we have made to help pupils with SEND access our school.



Staff Training

At Foundry College, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the pupils they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

To ensure a consistent, universal offer, all staff receive core training in autism and Social, Emotional and Mental Health (SEMH) needs, which are our primary areas of need. Some of our staff have completed courses in the following areas, Emotionally Based School Avoidance, Level 3 Teaching Assistant in Schools Apprenticeship, Team Teach, Therapeutic Thinking, Supporting Autistic Individuals to understand and self-manage emotions & feelings (including anger) and Nurture Assistant training. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff training sessions.

Importance of **School Staff Training**



How we support transitions

New starters

When we are aware that pupils joining us from other settings, we arrange a meeting with the family to enable us to gain a greater understanding of their journey and the support we need to put in place. All pupils spend their first 1-2 weeks with a member of the Inclusion Team following an induction programme designed to develop relationships, assess their baselines and an understanding of the support Foundry College can provide for them. We also liaise with the previous school to ensure we hold all information and reports that are available.

The bespoke nature of the induction programme, providing 1:1 support for SEND pupils and scheduling the activities at their pace, has resulted in an average attendance increase of 52% for pupils previously identified as school refusers.

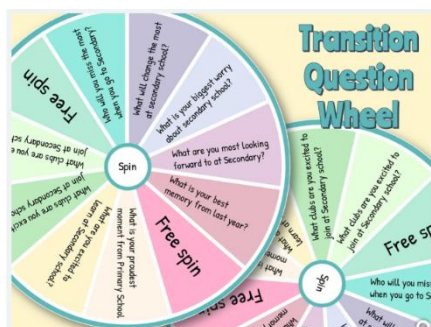
Leavers

We liaise very closely with our partner schools to ensure that the transition from Foundry College to the new setting (school or college) is as smooth as possible. This may include visits from new setting staff to Foundry College, trusted Foundry staff accompanying the pupil on a visit to the new setting and information sharing.

If a pupil is offered a placement through the Fair Access Protocol, Foundry staff will provide support in the new setting for the first 4 weeks and be available for the next 4 if required.

When a pupil with an EHCP has a placement at a new setting, the SEN Lead will invite the new setting to any meetings that are due to be held.

Foundry College has very strong links with all local colleges and will facilitate additional visits and information sharing with the SEN teams. These visits support the pupils to become familiar with the new setting and introduce them to key members of staff to ensure a smooth transition. Pupils also have the opportunity to visit different areas of the college to support them to make decisions about the right course for them and their aspirations. College staff are also invited to Foundry College to have an understanding of the setting the pupils are transitioning from.



External Agencies we work with

We work with the following agencies to provide support for children with SEND:

- Wokingham SEN Team
- ASSIST
- Children's Services
- School Nurse
- Educational Psychology
- Alternative Providers
- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Education Welfare Service
- Mental Health Support Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will meet with you to share the advice.





What should I do if I have a complaint?

Your first point of contact is your child's tutor or class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

Procedures for complaints are outlined within the school's Complaints Policy which is available via the school office or on the school website.

[FC039 Complaints Policy](#)

Where can the local authority's Local Offer be found?

The school's Local Offer can be found on the school website under SEND and Local Offer.

[FC037 Local Offer](#)

Wokingham's Local Offer can be found through this link [SEND Local Offer](#)

The 'Supporting Pupils with Medical Needs', 'Equality, Diversity and Inclusion' and 'Accessibility Plan' policies can all be found on our website and should be read alongside this report.

Supporting Pupils with Medical Needs - [FC033 Support for Pupils with Medical Conditions Policy](#)

Equality, Diversity and Inclusion - [FC-041-Equality-Diversity-and-Inclusion-Policy-V10.pdf](#)

Accessibility Plan - [FC-038-Accessibility-Plan-V5.pdf](#)

In a world you can be anything - be kind.



Clare Pooley