

SEND INFORMATION REPORT 2024- 2025

Introduction

The Cowplain School is a mainstream secondary school with a dual role resourced provision both for students who have a specific learning difficulty (SpLD) and those with communication and interaction difficulties.

At Cowplain we are committed to the successful inclusion of all students with special educational needs and/or disabilities (SEND) by:

- Raising the profile of Special Educational Needs and Disabilities (SEND) across the School for all teaching staff and students.
- To identify students with Special Educational Needs and Disabilities early and accurately.
- Deploying appropriate resources to meet students' needs.
- Informing staff of identified SEND students through SEND support list, pupil passports and flags on registers highlighting them.
- To work collaboratively with teaching staff, Middle Leaders and Senior Leaders to make sure that any barriers to learning are removed and appropriate support is given
- Ensuring that staff are trained appropriately to equip students with the necessary skills to access the curriculum.
- To liaise with parents/carers, outside agencies and associated professionals to plan and agree appropriate support
- To make sure that the school is inclusive and that SEND students are fully integrated into both curricular and extra-curricular activities
- Ensuring that parents of SEND students are kept fully informed of their child's progress and attainment.
- Encouraging students to become independent learners.

The SENDCo is Mrs Helen Davies who can be contacted on 023 9261 2020 or by email at h.davies@cowplainschool.co.uk.

Provision for SEND

Our Learning Support Department has the expertise, experience and resources to provide effective support for students with one or more of the following broad areas of need:

Communication and interaction

This may include students with speech, language and communication needs and those with Autistic Spectrum Condition such as Asperger's Syndrome.

Cognition and learning

This could include students with moderate learning difficulties and those with specific learning difficulties such as dyslexia and/or dyspraxia.

Social, emotional and mental health difficulties

This might include students with difficulties related to attention deficit/hyperactivity disorder or emotional difficulties due to anxiety and/or depression.

Sensory and/or physical needs

This would include students with a visual or hearing impairment as well as those who have a physical disability. Students may well require specialist equipment to help them to access the curriculum. Students also have access to our school sensory room.

Cowplain SpLD (Dyslexia) Resourced Provision

Cowplain is one of six schools in Hampshire resourced to provide specialist support for children with specific learning difficulties (dyslexia). Children are identified and placed by Hampshire County Council. Most children are identified by their Primary schools in Year 5 although some students join after Year 7.

Students who are part of the resourced provision benefit from specialist tuition throughout their time at Cowplain and also receive in-class support.

Our staff are more than happy to provide support and additional information about the SpLD resource and the application procedure.

Cowplain Resourced Provision for students with communication and interaction difficulties

In September 2020 The Cowplain School took its first students into this new resourced provision. Students are likely to have a diagnosis of Autistic Spectrum Condition (ASC), but certainly needs in the area of communication and interaction.

We work with the support of the Hampshire County Council Communication and Language Team (CAL) and students benefit from their own programmes of targeted intervention delivered in a dedicated room.

Students may benefit from:

- Individualised tuition (where the student is withdrawn from one or more lessons per week to follow their own bespoke programme).
- Paired/small group tuition (students are withdrawn as above for a shared programme).
- Access to a sensory regulation area to support emotional regulation and to support with academic fatigue etc.

The principles of Assess, Plan, Do, Review underpin the support and information given to staff and staff are updated regularly of any changes to needs and support strategies.

Identification and Assessment of students with Special Educational Needs and Disabilities

We have a strong system of monitoring progress for all our students during their time at Cowplain. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Students' progress and potential challenges are reviewed through one or more of the following:

- Data drops
- Teacher reports for reviews
- Observations (teacher and/or LSA)
- Department reviews • Department-level assessment
- Screening tests
- Assessment results and tracking
- Other school reporting
- Reading and spelling ages are assessed upon entry in Year 7 and again at the end of Year 7, across the entire school

- Regular review of academic progress by teaching staff and Senior Leadership Team
- Discussion between parents and subject staff during Parents' Evenings or by appointment with the Tutor.

As a result, identification of students with possible SEND is undertaken throughout the year by staff and parents. If there is agreement, that there may be an underlying SEND, a further more in-depth investigation can be made.

The SEND team also works closely with the School Matron, Attendance Team and Pastoral Leadership Team. Close communication enables us to support families by signposting to external agencies, for support or assessment.

When an intervention is recommended we will consult with parents and the student. This may be a formal invitation to a planning meeting to discuss long term provision needs. Alternatively for some shorter interventions the consultation may take place less formally, e.g. during a Parents' Evening appointment. In either case parents will receive details of the proposed interventions, an indication of the timescale and suggestions of how they can support at home.

Provision for Students with SEND

The SENDCo maintains an overview of the provision, responds to any concern raised and arranges training for staff.

The LSAs support learning in class and also undertake intervention work with individuals and small groups.

In addition to those staff employed directly by the school, SEND students also receive regular support from the Specialist Teacher Advisors, e.g. for Speech and Language development, for Hearing Impairment or for Occupational Therapy.

The SENDCo will regularly review the progress of SEND pupils and the effectiveness of provision. If necessary interventions will be altered to meet the needs of the individual child.

Approaches to Teaching Students with SEND

- We expect all teaching and support staff to have high expectations of every student including those with SEND
- Our teaching staff are asked to regularly familiarise themselves with the additional needs of all students they teach.
- Cowplain teachers are then expected to use a range of strategies and resources in order to help each student with SEND to make the best progress possible in their lessons.
- Approaches for each student at Cowplain vary according to their needs with some of the most common of these listed below:

- Support with reading and reading comprehension.
- Using technology to support writing by using, for example, laptops to produce work.
- Regularly checking that the student understands what they have to do.
- Making sure instructions and information is given to students in smaller, more manageable 'chunks'.
- Providing writing frames and sentence starters to support extended pieces of writing. Use of learning placemats to scaffold learning and ensure good synthetic phonics, links to wider curriculum and
- Our teachers and Learning Support Assistants work together closely in lessons to ensure each SEND student is effectively supported and encouraged to be as independent as possible.
- Specific homework clubs twice weekly for students to attend supported by learning support assistants.
- Booster sessions and interventions during reflection times to support students.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Adaptations to the Curriculum and Learning Environment

We will always make reasonable adjustments to ensure that students are able to access the curriculum.

The adaptations will depend upon the unique educational needs and/or disability of the student. Examples of adaptations we have made include:

- Use of a laptop to support written tasks in lessons and examinations.
- Use of learning placemats, task plans or other prompts to support understanding in lessons.
- Dis-applying a student from a subject in order to provide an additional intervention to meet their needs.
- Ensuring a student with a sensory need is sitting in the best position possible in the classroom.

- Scheduling time out or learning breaks as required to enable students to focus.
- Scheduling time for students to access the learning support area for sensory regulation.
- Access arrangements are used for students to build up evidence and for their normal way of working. Students are officially tested in Year 10 for JCQ Access arrangement approval for GCSE's.

Expertise and Training of Staff

We continually make sure that all staff at Cowplain have a good knowledge of the skills and understanding needed to support students with a range of SEND. We have regular training sessions and, if staff have areas they would like to develop, this can form a part of their professional development.

- Teachers are expected to plan and teach lessons that are inclusive and enable each student to make the best progress possible. At Cowplain, we take the SEND Code of Practice very seriously.
- Staff are provided with access to pupil passports to assist them in delivering high quality teaching tailored to students needs and ways of learning. SEND students are identified on the class register to highlight to staff in classes which students are classified as SEND.
- LSAs are also given opportunities to develop their skills and knowledge to enable them to effectively support students with SEND.

Inclusion in the Life of the School

We want all students at Cowplain to succeed and get the best possible set of outcomes. For students with SEND this means ensuring that they are able to access the curriculum and extra curricular activities as much as possible. The school provides a diverse range of activities before and after school to students and SEND students are always encouraged to attend these if they are interested in participating.

Supporting Transitions

We place huge importance on ensuring transitions are as smooth and effective as possible.

Year 6 to 7

- SEND masterclasses offered to SEND students to start to build the relationships with our potential cohort, from the September of Year 6.
- Our Learning Support staff will visit and liaise with partner primary schools to ensure that we have as much knowledge about all Year 6 pupils with SEND.
- Ideally a representative from Cowplain will also be invited to annual review meetings and Transition Partnership Agreement (TPA) meetings when contact with the parent(s) can be made.
- If a transition meeting cannot take place in Year 6, we will endeavour to make sure a meeting is held during the first half-term in Year 7.

We welcome as many transition visits for Year 6 pupils as they need, including support for those with social, emotional and/or communication difficulties who may be particularly anxious about the move to Cowplain. We also welcome visits from parents/carers to help support with the transition process, enabling them to have a clear understanding of the learning and environment when discussing this at home.

Year 11 College/Apprenticeships etc.

As well as extensive transition work through Years 10 and 11, the School's Careers Adviser provides further support for students with SEND. During careers interviews are students, if needed, are supported by staff to access these sessions. Some students may also have a personalised trip to possible college choices as well as supported trips with their peer group.

Once we get confirmation from a college/training provider, we will ensure that all relevant information is passed on, even when it is not immediately following Year 11. For many students, this will also include a copy of their Access Arrangements for KS4 assessments.

Accessibility

Students with mobility difficulties are/have been supported successfully including by use of specialist equipment, peer buddies and time allowances. However, our school is currently not fully wheelchair accessible. There are a number of changes of level which involve moving around outside the building and also a number of stairwells that ensure certain teaching spaces are not accessible to all.

There are disabled parking bays and toilet facilities available. Disabled visitors to the school can be accommodated on the ground floor for meetings.

Contact with school

The first point of contact between home and school remains the Tutor throughout a student's time at Cowplain. You will be advised of their contact details upon joining

the school. Alternatively, they can be reached via the Staff Contacts links on the school website www.cowplainschool.co.uk.

Contact details for senior staff and trustees can also be found on the website.

SENDIASS

This is a free and confidential service offering impartial information, advice and support on issues relating to a child or young person's special educational needs or disability.

Enquiries:

Tel: 08081645504

Email: hampshiresendiass@coreassets.com

Website: www.hampshiresendiass.co.uk

Hampshire County Council SEND

SEND forms and Information are available from www.hants.gov.uk

Reviewed Autumn 2024

Next Review Autumn 2025

This SEND Policy and the outcomes will be evaluated every year.

This document will be reviewed every year.

<p>Date Reviewed and approved:</p> <p>approved:</p>	<p>Autumn 2024</p>	<p>Reviewed by:</p>	<p>HDS</p>	<p>Next Review:</p>	<p>Autumn 2025</p>
<p>Summary of changes made:</p>	<p>Title: Specialist Educational Needs & Disability (SEND) Information Report 2024-25</p> <p>SEN change to SEND throughout the policy.</p> <p>Cowplain SpLD (Dyslexia) Resourced Provision – 1st sentence to be changed Our school is a Hampshire designated resourced provision for children with specific learning difficulties (dyslexia).</p> <p>Cowplain Resourced Provision for students with communication and interaction difficulties – change whole paragraph Our school has a dedicated Autistic Spectrum Condition (ASD) provision for students requiring enhanced support. We offer an integrated therapy approach and collaboration with other specialist providers and agencies to meet the needs of our students. We provide students with access to personalised intervention programmes to support their development.</p>				

Identification and Assessment of students with Special Educational Needs and Disabilities - add following after 8th point.

- Student and parental raised concerns

Add after last point and as a new paragraph:

Students identified at transition or by any of the above-mentioned methods as potentially at risk of a specific learning needs will undertake various psychometric assessments to establish if a SEND exists.

Provision for Students with SEND

2nd paragraph – start of sentence

The Learning Support Assistants (LSAs)

3rd paragraph – add new last sentence

The school also secures enhanced provision of Educational Psychologist, Psychometric Assessment and Speech & Language through consultants to support identified students.

Approaches to Teaching Students with SEND

6th paragraph – change last sentence

Students are officially assessed from Year 9 onwards for Joint Council for Qualifications (JCQ) Access Arrangement approval for GCSEs and other relevant qualifications.

Supporting Transitions

Beneath “Year 6 to 7” add as first point:

Our SENDCo meets / liaises with SENDCos from our feeder schools. We have systematic approach to collecting SEND data for our new students. We have trained our primary school colleagues in the effective recording of SEND information to help shape students provision in our school.

Accessibility

1st sentence change to:

Students with mobility difficulties are successfully supported, examples include