

# SEND Information Report 2025-2026

---

## 1. Introduction

The Cowplain School is a mainstream secondary school with a dual-role resourced provision for students with Specific Learning Difficulties (SpLD) and those with Communication and Interaction Needs.

In accordance with the SEND Code of Practice (2015), our school is committed to:

- Ensuring all children and young people with SEND receive the support they need to achieve the best possible educational and wider outcomes.
- Identifying SEND early and accurately.
- Adopting a person-centred, collaborative approach to planning provision.
- Following the statutory graduated approach – Assess, Plan, Do, Review.
- Ensuring pupils and parents/carers are partners in decision-making.
- Promoting inclusive practice and removing barriers to learning.

The SENDCo is Mrs Helen Davies .

---

## 2. Definition of Special Educational Needs (SEND)

A child or young person has SEND if they:

- Have a learning difficulty or disability that calls for special educational provision that is additional to, or different from, that made generally for others of the same age.
- Have significantly greater difficulty in learning than the majority of others of the same age, or a disability that prevents or hinders them from accessing educational facilities normally available.

Our provision supports pupils across the four areas of need outlined in the SEND Code of Practice: 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and/or Physical Needs

---

### 3. Cowplain Resourced Provisions

#### SpLD (Dyslexia) Resourced Provision

Our school has a Hampshire-designated **SpLD Resourced Provision** for children with specific learning difficulties (Dyslexia). Placement is determined by Hampshire County Council. Students receive specialist tuition and in-class support.

#### Communication and Interaction / ASD Resourced Provision

We also have a Hampshire-designated **Autistic Spectrum Condition (ASC) Resourced Provision** offering enhanced support and integrated therapeutic programs. Students access: - Individual or small-group intervention programs, specialist strategies delivered in collaboration with external agencies, a dedicated sensory regulation room.

---

### 4. Identification and Assessment of SEND

We follow the graduated approach (Assess–Plan–Do–Review). Identification may arise from:

- Academic progress data
- Teacher or LSA observations
- Subject reviews
- Screening assessments
- Reading/spelling assessments
- Department and whole-school tracking
- Parent/carer or student raised concerns

Students identified as potentially at risk of SEND will undergo a range of psychometric assessments to determine whether a SEND is present.

We also work closely with the School Matron, Pastoral Team, and Attendance Team, with referrals to external agencies where appropriate.

---

## 5. Provision for Students with SEND

The SENDCo maintains oversight of all provision and ensures staff training and quality assurance. Learning Support Assistants (LSAs) provide in-class support as well as targeted interventions.

In addition to internal staff, the school secures support from: Specialist Teacher Advisors (e.g., Speech and Language, Hearing Impairment) , Educational Psychologists, Psychometric Assessment Consultants, Speech & Language Therapy Consultants and Occupational Therapists.

Provision is continually reviewed to ensure impact and effectiveness.

---

## 6. Approaches to Teaching Students with SEND

All teachers are teachers of SEND and are expected to:

- Set high expectations for all pupils
- Deliver high-quality, inclusive teaching
- Use differentiation, scaffolding, and personalised strategies
- Regularly consult pupil passports and SEND guidance

Common strategies include: Literacy support and reading comprehension interventions, Technology to support writing (laptops), chunked instructions, learning placemats 9TO frames and structure scaffold) , regular check-ins for understanding, where appropriate, in-class LSA support promoting independence , homework support clubs and intervention sessions

### Access Arrangements

Students are assessed from Year 9 onwards for JCQ Access Arrangements for GCSEs and other accredited qualifications.

---

## 7. Ordinarily Available Provision and High Quality Teaching

In line with the SEND Code of Practice (2015), Cowplain School is committed to ensuring that high-quality teaching (HQT) is the first and most important response to the needs of all learners, including those with SEND. This is part of our ordinarily available provision, meaning support that is routinely provided for all pupils without the need for additional or specialist intervention.

## High-Quality Teaching includes

- Well-planned, carefully structured lessons with clear objectives and scaffolding.
- Adaptive teaching to ensure all pupils can access learning at an appropriate level.
- Use of modelling, chunked instructions, and regular checks for understanding.
- Differentiated tasks and resources matched to pupils' needs.
- Use of visual supports, key vocabulary, learning placemats, and retrieval practice strategies.
- Positive behaviour support based on our school values, relationships, consistency, and regulation.
- Classroom environments that are predictable, language-rich, and supportive of independence.
- Ongoing formative assessment to identify barriers early.

## Ordinarily Available Provision for All Pupils Includes

- Access to high-quality teaching.
- A well-sequenced curriculum allowing revisiting and consolidation.
- Seating plans and strategic grouping to support learning and communication.
- Consistent routines and expectations.
- Quiet and low-arousal space available when needed.
- Reasonable adjustments such as adapted worksheets, larger print, or visual timetables.

## Ordinarily Available Provision for Pupils with Emerging SEND Needs May Include:

- Check-ins at the start/end of lessons.
- Pre-teaching key vocabulary.
- Additional processing time.
- Peer or adult support for structuring work.
- Use of laptops or assistive technology as part of normal classroom practice.

If these ordinarily available strategies are insufficient to meet a pupil's needs, the school will move into the graduated approach and consider whether the pupil requires SEND Support.

---

## **8. Adaptations to the Curriculum and Learning Environment**

We make *reasonable adjustments* to ensure equitable access. These may include:

- Use of laptops or assistive technology
  - Adapted resources, learning placemats.
  - Time-out cards, rest breaks, or sensory regulation opportunities
  - Adjusted seating plans for sensory or physical needs
  - Alternative provision or disapplication from certain subjects
- 

## **9. Expertise and Training of Staff**

Training follows national and local priorities and may include:

- Understanding the SEND Code of Practice
- Inclusive classroom practice
- Supporting literacy difficulties and dyslexia
- Autism awareness and communication strategies
- Trauma-informed practice and SEMH support

Staff are expected to maintain professional competence in supporting SEND learners.

---

## **10. Inclusion and Participation**

We want all students at The Cowplain School to succeed and get the best possible set of outcomes. For students with SEND this means ensuring that they can 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.

Where necessary, reasonable adjustments or additional support are provided.

---

## 11. Transitions

### Year 6 to Year 7

- Early liaison and data collection with feeder school SENDCos
- SEND masterclasses for Year 6 pupils
- Attendance at annual reviews and TPAs
- Multiple transition visits for vulnerable pupils
- Parent/carer tours and transition meetings

All admissions for students with an Education, Health and Care Plan (EHCP) are coordinated through Hampshire SEND. However, we would be pleased to offer you a tour of the school and discuss how we can support your child's individual needs. Please contact the school office to arrange an appointment.

### Post-16 Transitions

- 1:1 careers guidance
- Supported visits to colleges
- Sharing of relevant SEND/passport/Access Arrangement information with providers

All college/ further education admissions for students with an Education, Health and Care Plan (EHCP) are coordinated through Hampshire SEND. This process is initiated through the EHCP Annual Review meetings held within the school.

---

## 12. Accessibility

Students with mobility difficulties are successfully supported through reasonable adjustments, specialist equipment, and personalised planning. While the school is not fully wheelchair accessible, adaptations and arrangements are made wherever practicable. There are disabled parking bays and toilet facilities available. Disabled visitors to the school can be accommodated on the ground floor for meetings.

For more accessibility information please see details under our Accessibility Policy on our website.

---

## 13. Working in Partnership with Parents, Carers and Pupils

In line with the SEND Code of Practice, we ensure co-production with parents/carers and pupils, clear communication about progress, strategies, and support, annual reviews for pupils with EHCPs, reviews for pupils receiving SEND Support

---

## 14. Complaints Procedures

Complaints regarding SEND provision follow the school's complaints policy. Parents may also access Hampshire SENDIASS for independent advice.

---

## 15. External Support and Useful Contacts

- **SENDIASS:** 0808 164 5504 / [hampshiresendiass@coreassets.com](mailto:hampshiresendiass@coreassets.com) / [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)
  - **Hampshire SEND Local Offer:** [www.hants.gov.uk](http://www.hants.gov.uk)
- 

## 16. Review of this Report

Reviewed: **Autumn 2025**

Next Review: **Autumn 2026**

This report is reviewed annually in line with statutory requirements and the SEND Code of Practice (2015).

## Summary of Changes

<b>Date Reviewed:</b>	Autumn 2025	<b>Reviewed by:</b>	HDS	<b>Next Review:</b>	Autumn 2026
<b>Summary of changes made:</b>	<ul style="list-style-type: none"><li>• Date Changes 2025 to 2026</li><li>• Referencing to the SEN code of Practice</li><li>• Formatting of document to ensure better accessibility for readers including those who may use screen readers.</li><li>• Addition of section detailing information about High Quality Teaching and Ordinarily available provision</li><li>• Transition Year 6 into 7. Information on EHCP students added.</li><li>• Post 16 Transition. Information on EHCP students added.</li><li>• Added accessibility information - <i>For more accessibility information please see details under our Accessibility Policy on our website</i></li></ul>				
<b>Approved by Academy Trustees on:</b>	9 <sup>th</sup> December 2025				