



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Special Educational Needs and Disabilities (SEND) Policy

Adopted: January 2018

Reviewed: Autumn 2025

Next Review: Autumn 2026

School Leadership and SEND Contacts

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This policy was written by:

- Mrs Helen Davies (SENDCo)

Welcome Statement

At The Cowplain School, we are committed to providing an inclusive and supportive environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Guided by our motto **Work hard. Enjoy learning. Achieve highly.** we ensure that every learner is given the opportunities, adjustments, and high-quality support needed to succeed.

We work in partnership with families, staff, and external professionals to remove barriers to learning and to promote academic progress, personal development, and wellbeing for all pupils. Our aim is to enable every student to thrive and achieve their full potential.

Statutory Framework

This policy follows the requirements of:

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- DfE guidance on supporting pupils with medical conditions
- Hampshire Local Authority guidance

Links to related school policies (available on the school website):

- Accessibility Policy
 - Access Arrangements Policy
 - Exams Policy
 - SEND Information Report
 - Word Processor Policy
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Our Vision for SEND at The Cowplain School

We aim to:

- Raise the profile of SEND across the school for staff and students
- Identify SEND early and accurately
- Assess individual needs effectively
- Allocate appropriate support and resources
- Inform staff of identified SEND students through the SEND Support List
- Provide training so staff can enable students to fully access the curriculum
- Work closely with parents and carers
- Promote independence and confidence in learners

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.

Admissions Policy can be found at

<http://www.cowplainschool.co.uk/aboutus/statutory-information/>

Equality Act 2010 can be found at

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which requires **special educational provision** that is **different from or additional to** that normally available.

The SEND Code of Practice (2015) states that a child has a learning difficulty if they:

- Have significantly greater difficulty in learning than others their age, or
- Have a disability which prevents or hinders them from accessing educational facilities normally available.

A disability under the Equality Act 2010 is a physical or mental impairment with a substantial, long-term effect on daily life.

Please note: A child is not considered SEND solely because English is an additional language.

What is Special Educational Provision?

Special educational provision is **support that is additional to or different from** what is provided for others of the same age. This may include in-class support, interventions, or specialist advice.

Our Approach to Meeting SEND Needs

High-quality teaching as part of our Ordinarily Available Provision, is the first response to meeting the needs of students with SEND. Subject teachers are responsible for the progress of all learners, including those with SEND.

Where additional support is needed, students may receive:

- In-class support from Learning Support Assistants (LSAs)
- Targeted small-group interventions (e.g., literacy or numeracy support)
- Individualised programmes tailored to specific needs
- Access to external agencies where appropriate

Progress is regularly monitored and provision reviewed.

Identifying SEND

All staff share responsibility for identifying SEND.

Identification on entry

Year 7 students complete baseline assessments, including reading and spelling tests, which help us understand individual needs.

Other ways SEND may be identified

- Information from previous schools
- Recommendations from external agencies
- Parental requests
- Concerns raised by staff
- Other test results, including psychometric assessments to identify specific learning needs
- Work scrutiny and observation
- Student self-reporting

Students identified with SEND will be placed on the SEND Support List. Those with an EHCP or SEND Support will have a Pupil Passport outlining category of need, strategies and other key information.

Areas of Need

We assess needs according to the four categories in the SEND Code of Practice: -
Communication and Interaction

- Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs
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Working with Parents and Carers

We value strong relationships with families and encourage open communication.

Parents are invited to:

- Attend Annual Reviews for students with EHCPs
- Attend meetings or request updates at any time
- Meet with the SENDCo during Parents' Evenings
- Support home-based strategies where appropriate

Visits to school can be arranged by appointment.

Record Keeping and Monitoring

We maintain:

- SEND Support List
- Provision Map
- Records on SIMS

Progress in interventions or SEND support programmes is regularly tracked and reviewed.

Resource Allocation

Support may include:

- Differentiated teaching
 - In-class LSA support
 - Targeted intervention groups
 - Emotional Literacy Support (ELSA)
 - Home Learning Club
 - Nurture break time area
 - Breakfast and Games Club
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Working with External Partners

We work closely with:

- Specialist Teacher Advisors
- Health professionals
- Hampshire SEND Officers
- Communication and Language Team

As part of our enhanced support we work with:

- Educational Psychologist
 - Speech and Language Therapist
 - Occupational Therapists
 - Alternative Provision Providers
 - Psychometric Assessment Specialist
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Supporting Transition

We provide a comprehensive transition programme, including:

- Early meetings with primary SENDCos
 - Additional visits for SEND students
 - Staff from our SEND team visiting primary schools
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Safeguarding

Safeguarding procedures apply to all students, including those with SEND. See the school's Child Protection and Safeguarding Policy for full details.

Staff Training

The Learning Support Team receives regular training on a wide range of needs. Training is delivered by:

- SENDCo
- Subject specialists
- External experts (e.g., medical specialists)

The SENDCo also attends local authority training and regional SENDCo networks.

Requesting an Education, Health and Care (EHC) Needs Assessment

The SENDCo may request an EHC Assessment from Hampshire County Council for students with complex needs. Parents are encouraged to discuss concerns with the SENDCo.

Complaints

Complaints should be directed to the SENDCo in the first instance, following the school's Complaints Procedure (available on the website).

Appendix

This policy is reviewed annually.

Reviewed: Autumn 2025

Next Review: Autumn 2026

Summary of Changes

Date Reviewed and approved:	Autumn 2025	Reviewed by:	HDS	Next Review:	Autumn 2026
Summary of changes made:	<ul style="list-style-type: none">• Dated updated 2025 to read 2026• Dr Ian Clark removed as co-writer as his last co-writing of the policy was 2021 and the policy has been subsequently updated with no input from him• Document made easier to read and more accessible in its format for screen-readers etc.• Welcome statement added.• Headings simplified• External Partners updated				
Approved by Academy Trustees on:	9 th December 2025				