

Cowes Enterprise College
Crossfield Avenue, Cowes, Isle of Wight, PO31 8HB
T: 01983 203103
info@cowesec.org
Principal: Rachel Kitley
DFE: 921 4004

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEND. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the academy for more information.

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

Special Educational Needs and Disability (SEND) Offer

At Cowes Enterprise College (CEC) we welcome everyone into our community. CEC endeavours to make available inclusive provision to ensure that all pupils, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the national curriculum at a suitable level, so that they may achieve their full potential.

Our Special Educational Needs Co-ordinator (SENCo) is Ms Lisa Pitman.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are enormously proud of all our students and their achievements.

We provide for the following kinds of special educational needs and disabilities

(SEND):

- Autistic social communication
- Dyslexia
- Developmental Co-ordination Disorder (Dyspraxia)
- Social, emotional, mental health
- ADHD (Attention Deficit Hyperactivity Disorder)
- Hearing and Vision loss

Does my child have a SEND?

A young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

If your child is identified as having a SEND, we will inform you and place them onto the SEND register. The SEND register is kept in school and enables our staff to access support strategies for individual students.

Students with a SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If an Educational, Health and Care Plan (EHCP) is in place the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help students become accustomed to the unfamiliar faces and the change of environment before starting with us in September. An electronic transfer of student data occurs on the 1st of September this includes a student's SEND status.

Soon after the students start CEC, we complete a range of diagnostic and baseline testing which allows us to identify students who require further intervention for literacy and numeracy or may have some learning needs in these areas.

Admissions

Children and young people, with SEND are allocated places in two separate and distinct ways:

- those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
- those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

If you are still concerned about your child's educational needs in the first instance, please raise your concerns with your child's progress mentor. If you still need further guidance, contact the schools Special Educational Needs Coordinator (SENCo).

We identify and assess students with SEND using the following methods:

- NGRT test and CATs in Year 7 for all students.
- WRAT 5 reading, spelling, comprehension, and maths standardised tests at the end of Year 9 following teacher referral as evidence to support access arrangements.
- CTOPP test for phonological skills and processing speeds which is another way of identifying students who require additional time.
- TOWRE test of word reading efficiency for identifying students who require extra time.
- Testing required or requested by outside agencies is carried out, e.g., Connor's test for ADHD
- Referral from teacher based on observation in class
- Referral from parent based on observations at home- e.g., year 7 parents are invited for their views on their additional needs in the transition booklet

Academy Based Information	Staff	Academy Responsibilities
	<p>Assistant Principal responsible for KS3: Mr T Harding</p> <p>Head of Year 7: Mrs V Lewis</p> <p>Head of Year 8: Mrs V Monaghan</p> <p>Head of Year 9: Mrs C Thomas</p> <p>Assistant Principal responsible for KS4: Mr A Brown</p> <p>Head of Years 10 and 11: Miss N Lawrence</p> <p>Directors of Learning: English – Mrs J Doughty</p> <p>Humanities – Mr N Wiltshire Wiltshire</p> <p>Maths and PE – Mr D Foster</p> <p>Modern Foreign Languages – Mrs V Leonard</p> <p>Science and Technology – Mr C Mussell</p> <p>Vice Principal – Mrs J Harding</p>	<p>Ensuring that staff are using data and information provided through school systems to inform planning is differentiated to meet the needs of the student so they can make the best possible progress.</p> <p>Monitoring the implementation of the SEND Policy within their departments.</p> <p>Leading the team of staff responsible for facilitating and enhancing the educational achievement of students with additional educational needs.</p> <p>Ensuring appropriate intervention programmes are in place, monitored and evaluated.</p> <p>Working closely with the Governor responsible for SEND, keeping them up to date regarding relevant issues within the Academy.</p> <p>Being the Child Protection Officer and Safeguarding Officer across the school.</p>

Academy Based Information	Staff	Academy Responsibilities
	Principal – Mrs R Kitley SEND Governor – Mr J Irvine	Ensuring the right support for children with SEND is in place and effective. Delegating responsibility to the SENCo and ensuring that students with SEND are appropriately helped within the school. Meeting regularly with the SENCo/ AP for inclusion and monitoring the support that is given for any student with SEND that attends the Academy.

How could my child receive support at Cowes Enterprise College?

Our approach to teaching students with SEND includes:

- Conducting transition work prior to students attending Cowes Enterprise College
- Quality first teaching within the classroom, e.g., differentiated learning
- Provision Mapping software (Can be accessed by all staff)
- Student Passports (Can be access by all staff)
- Twilight training for staff and morning briefings are carried out by the SENCo, Inclusion Coordinator and Assistant Principal with responsibility for Inclusion
- External agency training
- Intervention outside the classroom (according to needs)
- LSA intervention within the classroom (according to needs)
- We seek outside agency support and advice and put interventions in place accordingly
- 1:1, paired and small group help is supplied for students with complex needs and with EHCPs (Education and Health Care Plans)

Wherever possible integration is at the heart of our provision.

Students will get support that is specific to their individual needs. This may be all provided by one or several people/agencies we use the services of the following specialists:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Barnardo's • CAMHS (Child and Adolescent Mental Health Service) • Educational Psychologists • Education and Inclusion • MASH (multi agency safeguarding hub) • Mental Health Practitioners • Paediatricians • SENAT (Special Educational Needs Assessment Team) | <ul style="list-style-type: none"> • SSAT (Sensory Support Advisory Teachers) • School Nurse • SALT (Speech and Language Therapists) • SENDIASS • The Island Learning Centre • The Virtual School • Youth Trust • YMCA |
|--|--|

Academy Based Intervention	Types of support supplied	What would this mean for your child?	Who can get this kind of support?
What are the distinct types of support available for children and young people with SEND in the academy?	Literacy/ Speech and language intervention Behaviour support	Student is given small group intervention once a week to improve phonic knowledge which effects on reading and writing ability. Students develop social skills and self-esteem within the school which improves motivation to learn in challenging situations.	Students identified through literacy screening. Identified through pupil progress. Students are identified across all key stages by Key stage 3 and 4 Directors of Learning and the SENCo.
	LSA support in class	Students are identified and supported on a 1:1 or as a group by a Learning Support Assistant to differentiate further the teaching delivered by a qualified teacher.	For the student to make expected progress whilst becoming independent learners.
	Exam Access Arrangements	The student may be provided with a scribe/ reader/extra time/prompt/ ICT.	This decision is made through rigorous testing that is verified externally.

How can I let the academy know I am concerned about the progress of my child/ young person in school?

- Initial contact should be made with the class teacher regarding any concerns you have for your child's progress
- If you still have concerns regarding your child's progress, contact should be made with their Progress Mentor and then Progress leader
- A referral to the SENCo will then be made if your child is still not making expected progress
- If you continue to feel that your child is not making progress, then contact with the Assistant Principal for Inclusion. Following this, contact with the Vice Principal, followed by the Head teacher and School Governor would be expected. This is to be carried out in line with the Academy's complaints procedure

How will the academy let me know if they have any concerns about my child/young person?

- The academy will contact you via a member of staff regarding your child if they have concerns. This will be by phone, email or letter and the staff are always willing to meet in person to discuss concerns regarding a student

How is extra support distributed to children and young people and how do they move between the various levels?

- Cowes Enterprise College receives a budget from the Local Authority which includes money for supporting students with SEND
- The Principal decides on the budget for SEND in consultation with governors, based on needs in the school
- The Principal and the Vice/Assistant Principal for Inclusion (with advice from the SENCo) discuss all relevant information they have about SEND within the school to decide what resources/training or support is needed
- All resources and support are reviewed regularly, and changes made as required

What specialist services are available at or accessed by the academy?

Directly funded by the academy

- Learning Support Assistants (LSAs)
- Higher Level Teaching Assistants (HLTAs)
- Outside agency co-ordinator
- Intervention Co-ordinator
- Year 11 Raising Standards Mentor
- Graduate Teaching Assistants
- Educational Psychology service

Paid for centrally by the Local Authority but delivered in the academy

- Teacher for the Hearing Impaired
- Teacher for the Visually Impaired
- Youth Offending Team (YOT)
- Targeted Youth Service (TYS)
- Common Assessment Framework Team (CAF)

Supplied and paid for by the Health Service but delivered in school

- Access to school nurse
- Get Sorted Counsellor
- Speech and Language Therapy Services
- Child Adult Mental Health Service (CAMHS)

How are staff in the academy supported to work with children & young people with a SEND?

- The school has a rigorous Continual Professional Development (CPD) for all staff to improve the teaching and learning of children including those with SEND
- Depending on the individual needs of teachers and staff, training courses are run internally and externally as and when they are required in meeting student's needs
- The SENCo will hold half termly meetings with a representative from each department to discuss individual students and delivers CPD to staff
- Every 6 weeks an individual needs meeting is held, to discuss high profile students, with relevant professionals from the SEND team
- Student Passports are monitored, reviewed, and updated three times a year
- The Student Passports give clear information regarding the needs of students, explaining the need and how best to support that student when teaching them within a classroom setting
- The SEND department have a student provision map that all staff can access to monitor the intervention of SEND students and the progress they are making
- In the whole school weekly meeting, the SENCo is given time to verbally update all staff on relevant information on students, as necessary. This information is then distributed by PowerPoint to all staff
- The school database, used by all staff within the academy, is regularly updated with relevant information regarding individual student needs

How will activities/teaching be adapted for my child/young person with learning needs?

- All lessons are differentiated by the teacher to support and enhance the learning of students SEND
- LSAs are timetabled to work within lessons to support individual students as well as groups, depending on the need of the class
- Teachers are expected to deliver lessons that are engaging and have a variety of teaching approaches including practical activities, use of ICT (Information Communication Technology), group discussion and independent learning
- Resources will be used, as appropriate, to support students individually or in groups

How will the academy measure the progress of my child/young person?

Your child's progress is monitored every half term by the teacher, Directors of learning, Progress leads and the SENCo if they are receiving intervention beyond classroom practice or support from outside agencies.

- The student's progress is reviewed every half term and a national curriculum level or GCSE/BTEC level grade is given
- Formal assessments are undertaken at the end of each term and the data collated is shared with parents at each of these stages
- Along with the above, student's behaviour and engagement in lessons is scored and shared with relevant staff and parents through the academy report system
- Annual reviews take place yearly under the guidelines of the SEND Code of Practice

What is the pastoral, medical and social support available in the academy?

- The academy has 3 Pupil Progress Mentors, who work alongside the heads of year, who are available to students all day, as well as having a first aid room which is staffed throughout the day
- An Agency Co-ordinator and Looked After Child (LAC) Co-ordinator is also employed by the academy

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a full time Behaviour Support Worker
- The academy offers a meet and greet system for students within the SEND department.
- The SEND department has LSAs on duty at break and lunch as adults that students will recognise as supportive during this unstructured time.
- Social skills groups
- ELSA (Emotional Literacy Support Assistants)
- Mentoring (1:1/small group)

The following support packages are on offer on an individual basis, depending on the student's needs. Below outlines what is offered after consultation with a team of professionals including staff in school and outside agencies:

- The Academy employs a person who delivers 1:1 behaviour support
- CEC offer support for students on short term basis to avoid exclusion by delivering behaviour support packages in a nurturing environment
- Mentoring is offered to students by teaching and non-teaching staff
- The use of outside agencies to minimise the number of exclusions and support implementation of behaviour management
- Progress leads and Progress mentors check behaviour logs to ensure correct support is in place as needed
- Students are referred to offsite provision as felt necessary by the Academy and outside professionals
- Timetables are changed to accommodate student's individual pastoral needs
- The Academy is pro-active in writing and supporting Common Assessment Frameworks (CAFs)

What support does the Academy have for me as a parent of child/young person with a SEND?

- The Academy prides itself with communicating any changes and advice that can help students and parents with ensuring that students are achieving their full potential. Throughout the year there will be several opportunities for parents to meet with relevant staff
- Each student is given a tutor group and this member of staff is your first port of call regarding your child
- Students then follow a timetable which is designed to meet their individual SEND needs.

How are young people with SEND currently involved in their education setting?

- Students must set targets for their learning when completing the student passport
- Students are asked to review their targets and identify their next steps in learning every half-term

How does the academy manage the administration of medicines?

- The qualified First Aider manages the administration of medicines

How accessible is the Academy environment? (including after school clubs and school trips)

- The Academy is accessible to all students with SEND and will adapt timetables according to a student's need if needed
- All students are welcome to all morning, break, lunch time and afterschool clubs, regardless of ability
- LSAs are on duty at break and lunchtimes to meet and greet students at these unstructured times
- All students are invited on school trips and adjustments are made for a child's individual needs as needed

How will the academy support my child/young person when they are leaving OR moving to another year?

- Student passports are updated in July ready for new staff teaching in September
- When moving to a new school, the SENCo will contact and plan and share support needed for the transition to be as smooth as possible
- All records and details are discussed with and sent as soon as possible to the new educational establishment
- Students moving from Primary to Secondary school with SEND have visits from the SENCo
- Extra visits are arranged for SEND students to have a look around the Academy and familiarise themselves with the staff and surroundings
- Students moving to sixth form or Academy have extra visits to ensure they have a smooth transition to their new environment

Where can I get further information about services for my child/young person?

SENDIASS Tel: 01983 825548

sendiass@iow.gov.uk

<http://www.iwpp.co.uk>