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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.

Admissions

Children and young people with SEND are allocated places in two separate & distinct ways: Those children and young people with 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 a 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 link:

<http://www.iwight.com/localoffer>

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).

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. We approach SEN with a graduated response with increasing levels of provision from universal, targeted and specialist provision. For more details, please see our School Offer on the school website.

We provide for the following kinds of special educational needs (SEN):

Students at Cowes Enterprise College have a range of needs including:

Communication and Interaction:

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have:

- difficulty saying what they want to,
- understanding what is being said to them or
- they do not understand or use social rules of communication.

Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This may include a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, Emotional and Mental Health difficulties:

Some children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory or Physical difficulties:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

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

When your child first joins Cowes Enterprise College, we use information from a range of sources to help identify SEND and other needs. These include information from parents / carer's; primary school teachers; end of key stage 2 levels, base line testing; literacy and numeracy standardized tests; application form information; subject teachers; specialist colleagues and external agencies.

All students at the Academy are closely monitored for their progress and attainment, including those who have or may have SEND after each data capture.

The continuous monitoring of students during their time at Cowes Enterprise College will further identify students with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, carers, or the students themselves.

If your child needs to be assessed, we will use a range of assessments depending on the area of need. These may include book scrutiny; lesson drop-ins; NGRT test and CATs results from Year 7; 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; Termly Data Drop- if a student is not making the expected progress of them based on their Key stage 2 Fine scores. etc. There is a staged and graduated approach to identifying and assessing needs.

Once the SENDCo has completed an analysis of all information and evidence of the child's progress, next steps are determined.

- No concerns: feedback is shared with staff raising concern to work with student on in class scaffolding.
- Concerns: discuss concerns with parent and request external assessments to identify areas of concern and develop strategies and recommendations
- Student is placed on the SEND register and a student passport issued identifying strategies for Wave 1 in class teaching. Parents are informed their child is receiving extra interventions or reasonable adjustments.

We evaluate the effectiveness of our SEN provision in the following ways:

All students including those with SEND are assessed on a regular basis.

There is a regular monitoring and evaluation of all interventions through book scrutiny, observations, and student voice.

Progress is tracked and reviewed through Year Group Progress meetings, Director of Learning Meetings and report to the Strategic Progress Board following each data capture.

SEND students are expected to make the same progress as all students at the Academy. The SEND Cohort within each year group is aiming for a P8 score of 0.

The SENDCO conducts regular monitoring and evaluation of SEND interventions with rigorous review of evidence and data to ensure interventions in place are supporting individual pupil progress.

In class provisions are regularly monitored and evaluated by the SENDCO, SLT and teaching and learning team in line with teaching and learning policy.

Each year a meeting is held with SLT to feedback progress of the SEND group and identify areas of strength and those requiring development.

Interventions are individually reviewed due to the success criteria of student progress, attitude to learning and value for money.

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

Your child's progress is monitored every half term by the teacher, Directors of learning, Key Stage Leads and the SENDCO. Interventions for those under-achieving is identified and agreed at these meetings. Those who are working below the expected standard are identified and individual needs considered at that time as to whether additional support is required and the nature of that support.

The support identified is tracked by the staff and monitored regularly by Directors and Deputy Directors of Learning, Heads of Year, Key Stage Leads and SENDCO. Evaluation of support is then discussed during department time holding staff accountable at all levels for the intervention they are delivering. In addition to this, student progress is reviewed and discussed termly, and the impact of the interventions evaluated, adapted, or changed accordingly. Feedback is determined by data captures following formal Teacher Assessments throughout the academic year.

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.

The SENDCO and Academy staff work together to ensure holistic needs are met and progress is the responsibility of every member of staff, with overall accountability for SEND being with the SENDCO.

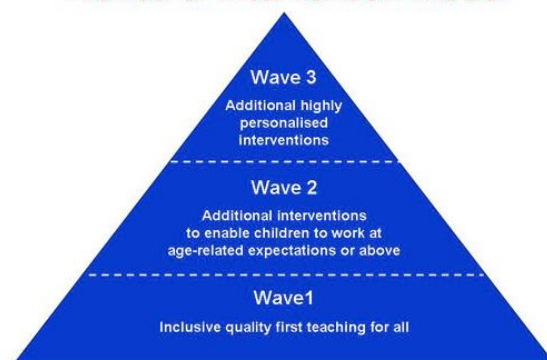
Our approach to teaching students with SEN includes:

Wherever possible integration is at the heart of our provision. We believe in a fully inclusive approach to teaching students and whenever possible students remain in the classroom receiving specialist subject support. In addition to this we believe promoting independence is key to preparing the SEND students for adulthood and so try to avoid reliance on any one-to-one support in the classroom.

Staff are fully aware of SEND students' needs through student passports and as such, they are well equipped with Wave 1 strategies to support quality first teaching.

Where a student fails to make progress with the Wave 1 strategies implemented, the SENDCO in conversation with other relevant academy staff will plan to implement Wave 2 strategies. If a student is withdrawn for any

Waves of Intervention Model



period for Wave 2 intervention the key is always to return them to the classroom as quickly as possible and a supported integration is key.

If the student is unable to manage in mainstream lessons even with a higher level of support, guidance from external agencies including Specialist Teacher, Educational Psychologist, Outreach services, Speech and Language and sensory inclusion services for Wave 3 strategies to support the assess, plan, do, review process will be sought.

When your child starts their GCSE courses in Year 10, if their subject teachers feel it is necessary, the Academy will assess and apply for exam access arrangements according to the joint council qualifications exam regulations.

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.

Whole School Based CPD:

- Annual SEND training through EDUCARE. This is completed by all teaching staff.
- Regular SEND input in staff briefings provided by our SENDCO
- Timetabled SEND input in departmental meetings
- SEMH
- ADHD
- Autism
- Sensory Needs
- Dyslexia
- SEND start of the year refresher
- Safeguarding Young People Level 2
- Online Safety
- Disengaged students - briefing
- Child Exploitation
- Cyber Security Awareness
- Fire Awareness in Education
- Health & Safety essentials
- GDPR UK: Education
- Child Neglect
- FGM Awareness
- Honour-based abuse and forced marriage.
- Bereavement

Specific SEND Training for Individuals:

- Lisa Pitman/SENDCO – National SENDCO Award – completed in 2016
- Roger Lyon/Assistant Principal – National SENDCO Award – completed in 2016
- All Heads of Year, KS4 lead, Intervention lead, SENCo and TA for SEMH – ELSA trained.
- All Heads of Year, Intervention lead, SENCo and TA for SEMH – Sexual Wellbeing and Mental Health First Aid
- All Heads of Year, Intervention lead, SENCo and TA for SEMH – Landscape of Fear

SENCO

- Autism (OAT)
- Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
- Dyspraxia (OAT)
- EHC Hub (LA)
- Emotional Literacy (HIEPS)
- Becoming a better presenter
- Exam Access Refresher (JCQ)
- Writing EHCPs (OAT)
- Comic Strip Conversations (LA)
- Sexual Behaviour (LA)
- Epilepsy
- PDA (OAT)
- Disability and discrimination training (OAT)
- Reporting to the strategic progress board (OAT)
- Safeguarding Level 3 (LA)

LSAs

- Autism
- Zones of regulation
- Incredible 5-point scale
- Epilepsy
- ADHD
- Emotional regulation strategies
- Communication
- Comic Strip Conversations
- Social Stories

MFL, English and Maths

- Supporting SEND students (SBO)

We adapt the curriculum for students with SEN in the following ways:

All lessons are differentiated/scaffolded 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.

We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

We are a fully inclusive Academy, and all SEND students have the same opportunities as our mainstream students, whilst we are sensitive to the individual needs of students always consider this as part of our holistic approach, involving students and parents in making choices. Some of these are detailed below:

- Adaptations with uniforms to support sensory issues
- Software on computers to support Hearing Impaired and Visually Impaired students
- Physical needs through lift passes, early in and out passes, front of dinner queue passes
- Student Support Area for those requiring time out for SEMH issues with specialist staff on hand to support.
- Full time First Aider to support high level needs throughout the day.
- All SEND students have access to trips and educational visits – we send additional specifically trained staff to support individual needs.
- All SEND students have access to extracurricular activities.
- ELSA trained staff to support SEMH issues.
- Quality first teaching to support and enhance learning and adaptations to curriculum materials where required.
- Homework support accessible to all students.

The following emotional, mental and social support is available for students with SEN:

Internal

Emotional Literacy Training for the following staff:

- SENDCo
- Intervention Lead
- TA for SEMH
- Year Heads
- KS4 Assistant Principal
- Behaviour Mentor

Heads of Year: providing daily contact for low level concerns and emotional upset due to family and personal issues.

Behaviour Mentors: one to one and small group interventions to support student emotional and social difficulties.

Safeguarding Team: one to one support for those experiencing significant difficulties due to Mental Health and vulnerabilities

External

Barnardo's
CAMHS (Child and Adolescent Mental Health Service)
Educational Psychologists
MHST (Mental Health Support Team)
Youth Trust
YMCA

The name of our SEN Co-ordinator (SENCo) is Lisa Pitman

Listed below are the names of staff members possessing expertise related to SEN:	
Name: Roger Lyon	Name: Lisa Pitman
Job role: Assistant Principal for Inclusion	Job role: SENDCo
Expertise: National Award for SENCo; Designated Safeguarding Lead;	Expertise: National Award for SENCo; Emotional Literacy; Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
Name: Carrie-Anne Cooke	Name: James Goode
Job role: Intervention Lead	Job role: TA for SEMH
Expertise: Emotional Literacy; Dyslexia; Arousal; Elkan; Therapeutic story writing; Attachment	Expertise: Emotional Literacy
In addition, we use the services of the following specialists:	
<ul style="list-style-type: none"> ▪ Education and Inclusion ▪ MASH (multi agency safeguarding hub) ▪ Paediatricians ▪ Psicon ▪ SENAT (Special Educational Needs Assessment Team) ▪ SSAT (Sensory Support Advisory Teachers) ▪ School Nurse ▪ SALT (Speech and Language Therapists) ▪ SENDIASS ▪ The Island Learning Centre ▪ The Virtual School 	
We currently possess the following equipment and facilities to assist our students with SEN:	
<p>As an Academy we can access a range of services and equipment specific for children's needs. Should your child require specific facilities, please contact the SENDCo who will make the appropriate arrangements. There is the following equipment currently available:</p> <ul style="list-style-type: none"> • Fidgets • Wobble cushions • Sensory circuits • Widget • Laptops for individual usage • Lift access • Oasis support at break and lunch • VI equipment for PE • Separate changing facilities for PE • Reading pens for exams • Adjustable tables 	

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

Regular communication is established, and parents are invited into the Academy to ensure any issues are picked up and dealt with in an informal manner.
Parents and students have access to an email on the school website to deal with any enquiries within 24 hours during term time.
Students have a Students Passport to support their learning and home / school feedback.
Meetings with parents are held to discuss difficulties and next steps for Wave 2 and above SEND students.
Annual Reviews are conducted for all EHCP students

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

Students support in setting their own targets on the student passports.
Students are invited to all meetings and annual reviews.
SEND students are part of the student voice.
Regular student voice and feedback is gathered from SEND students.

Our arrangements regarding complaints from parents of students with SEN are as follows:

Parents would follow the Academy protocol for complaints.
The Academy's complaint procedure is available on the Academy website.

We work with the following bodies to ensure the best possible provision for our students with SEN:

Child and Mental Health Services: information sharing, action planning meetings, problem solving activities, support services for guidance and advice, support services for students at Wave 3.
Isle of Wight Local Authority: Speech and Language Team, Sensory Support Team, Occupational Therapist. Working together to share information, action planning meetings, problem solving activities, support services for guidance and advice, support services for students at Wave 3, assessments and Education Health and Care Plans
Hampshire and Isle of Wight Educational Psychology (HIEP): a large team of professional Educational Psychologists (EPs) information sharing, action planning meetings, problem solving activities, support services for guidance and advice, support services for students at Wave 3.
NHS Mental Health Support Team: provides evidenced based care and early intervention support on mental health and emotional wellbeing issues, such as mild to moderate anxiety, for children and young people.

Parents of children with SEN may find the following support services helpful, in addition to the academy's offerings:

SENDIASS Tel: 01983 825548
sendiass@iow.gov.uk
<http://www.iwpp.co.uk>

Our transitional arrangements for students with SEN include:

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 6th form or Academy have extra visits to ensure they have a smooth transition to their new environment.

Isle of Wight's local offer, explaining what is available on a local authority basis, can be found using the following link: <http://www.iwight.com/localoffer>