

SEN Information Report

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

The name of our SEN Co-ordinator (SENCO) is: Mrs Claire Slade-Carter

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 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 identify and assess children with SEN using the following methods:

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 September this includes a student's SEND status.

We complete a range of diagnostic and baseline testing, alongside observations, which allow us to identify students who require further intervention for literacy and numeracy or may have learning needs requiring additional support:

- 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.
- Dyscalculia and Dyslexia screening tools, following teacher or family referral.
- 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
- Termly Data Drop- if a student is not making the expected progress of them based on their Key stage 2 Fine scores.

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

Monitoring progress is an integral part of teaching and leadership within Cowes Enterprise College. Parents and carers, students and staff are involved in reviewing the impact of interventions for students with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and students are involved. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and student (where appropriate), agree what they anticipate that they will see by the end of the intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting, where we all discuss progress and next steps. If a student has an Education Health and Care Plan (EHCP) the same interventions reviews will take place, but the EHCP will also be formally reviewed annually. Progress data is collated for all students and monitored by teachers, Senior Leaders and Governors.

Our approach to teaching children with SEN includes:

All at Cowes Enterprise College believe that every student should be provided with the opportunity and environment to succeed, without reducing avenues to extend their knowledge and build strong foundations for lifelong learning. By using adaptive teaching strategies, anticipating barriers to learning, carefully planning with these potential barriers in mind, using flexibility to adapt teaching in 'real-time' and making use of formative assessment all students are given the opportunity to excel.

Our SEND team work closely with each department to support with professional development, up-to-date monitoring and reviewing of our learners and adaptive teaching strategies.

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

At Cowes Enterprise College, we know our students well. With a strong pastoral team, detailed, bespoke Pupil Passports and regular internal information sharing, we believe that integration is the key to inclusion at CEC. We have a variety of extra-curricular opportunities, which are available to all and adapted in line with our adaptive teaching strategies. We also host break, lunch and homework clubs in our SEN space; OASIS.

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

We have an Interventions Team, with members of staff trained in ELSA support. We also host the Mental Health Support Team weekly within the academy, working with young people referred to their support. We work closely with a local educational psychology service within school. We also have a number of staff trained in Mental Health First Aid.

In addition, we use the services of the following specialists:

- Barnardos
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychology
- Education and Inclusion
- MASH (multi agency safeguarding hub)
- Mental Health Practitioners
- Paediatricians
- SSAT (Sensory Support Advisory Teachers)
- School Nurse
- SALT (Speech and Language Therapists)
- SENDIASS
- The Island Learning Centre
- The Virtual School
- Youth Trust
- YMCA

We currently possess the following equipment and facilities to assist our children with SEN:

Alternative assistive technologies, for example reading pens, accessible software, ICT.

An SEN team consisting of our SENCO, Interventions Team and LSAs.

OASIS, a dedicated space for interventions, regulation and learning support for young people with SEN.

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

- SENCO parent surgery once a month, with telephone appointments available.
- Parent meetings available with the Interventions Lead, SENCO, safeguarding and pastoral teams to discuss support provision and student needs.
- Termly support passport review evening sessions.
- Annual or interim EHCP review meetings.

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

The voice of the student is central to the support that we provide at Cowes Enterprise College. Student voice is captured at each support passport review and ahead of each EHCP meeting, students also work with the staff team to identify their own targets within interventions sessions. All students with SEND have a pupil passport, within this they set their own SMART targets to work towards, in collaboration with the SENCO.

Student panels are included in our key recruitment processes.

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

Our complaints policy is included on our website:

[Complaints-Policy-July-2023-24.pdf \(cowesec.org\)](#)

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

SENDIASS Tel: 01983 825548
sendiass@iow.gov.uk

Autism Inclusion Matters

[AIM - Autism Inclusion Matters \(aimisleofwight.co.uk\)](http://aimisleofwight.co.uk)

Independent Provider of Special education Advice

<https://www.ipsea.org.uk/>

Our transitional arrangements for children with SEN include:

Children and young people, with SEND are allocated places in two separate & 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.

Our transition begins through meetings with key staff at the young person's 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, including SENCO led visits and SEN transition tea parties.

The Isle of Wight's local offer, explaining what is available on a local authority basis, can be found using the following link:

[Local Offer \(iow.gov.uk\)](http://iow.gov.uk)