

Cowes Enterprise College

Special Educational Needs (SEN) Information Report

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| Last reviewed on: | July 2025 |
| Next review due: | July 2026 |



Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website: [SEND Policy](#).

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

Educating for life is what Cowes Enterprise College is about: developing a love of learning and preparing students for life itself and all it presents to us.

Our aim is for students to fulfil their limitless potential – through perseverance and effort. We don't select our students, but we do select our staff. Each highly trained teacher is here to

support, guide and inspire our students so that whatever their starting point when they arrive, they will leave with the world at their feet – equipped and ready to continue their learning through apprenticeships, at university and throughout their careers.

We aim to provide the best opportunities – academic, cultural and sporting – and a sense of moral and social responsibility so that each child realises that humanity is their business and the common good their aim.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.



Name and contact details of key staff

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The kinds of SEND we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:

Cognition and learning needs

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulty (PMLD)

Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder/Condition (ASD/ASC)

Social, emotional and mental health needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating disorders
- Attachment disorder

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)



Here is our SEND data, correct at time of publishing

| | Number | % of cohort |
|-----------------|--------|-------------|
| No SEND | 960 | 80.3 |
| SEN Support (K) | 197 | 16.5% |
| EHCP (E) | 38 | 3.2% |

| | EHCP (number / %) | SEN Support (K) (number / %) | Total (number / %) |
|-------------------------------------|----------------------|---------------------------------|-----------------------|
| Cognition and learning | 5/0.42% | 49/4.10% | 54/4.52% |
| Communication and interaction | 20/1.67% | 65/5.44% | 85/7.11% |
| Social, emotional and mental health | 12/1.00% | 78/6.53% | 90/7.53% |
| Sensory and/or physical | 1/0.08% | 5/0.42% | 6/0.50% |



How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

Students with a SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. Students may also be referred to the SEN team for observation or screening after they have joined us. Referrals are completed by a class teacher or by the Head of Year. Parents will be advised by the referrer if they are going to do this.

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.
- Speech and Language Progression Tool
- 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 referral
- Strengths and Difficulties questionnaire
- Referral from teacher based on observation in class
- Termly Data Drop- if a student is not making the expected progress of them based on their Key stage 2 Fine scores.

Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support, this is delivered at both tier one and tier two level at Cowes Enterprise College. If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.



How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy.

We ask children about the help they get in the following ways:

- Through our tutor and charter sessions
- Via check-ins with the Head of Year
- Through self-assessment and review in classes
- Through pupil passport reviews

It is important that parents are able to share concerns and to discuss next steps. This is done in the following ways:

- Direct liaison with tutors and class teacher
- Direct liaison with Heads of Year
- Direct contact with the safeguarding team
- Contact with the SEN team for pupil passport reviews
- Meetings with key members of staff, as indicated
- Signposting to additional support services, such as SENDIASS



How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:

- Transition collaboration events, one in March and one in July. This is a specific event where all Isle of Wight schools come together to share information about the transitioning cohort.
- Regular liaison with feeder schools and destination providers
- Site visits to meet with young people in their current setting
- Transition Partnership Agreement – a collaboration between feeder and destination schools to carefully plan additional transition support as needed.

To help children be prepared for a new school year we:

- Hold two SEN tea parties in the summer term, prior to transition day. These are a further opportunity for young people to visit us at CEC, meet key members of staff and find out more about day-to-day life in the academy.
- Primary taster visits, a chance for groups from feeder schools to visit CEC and take part in lessons and workshops, another opportunity to sample a day in the life of young people here at CEC.
- Meet young people in their primary settings to introduce key staff, answer any questions and talk about key things like how to use a timetable, classes and school uniform.
- Send out communications from March, when we find out who will be joining us in September, to establish connections with young people and their families at the earliest opportunity.

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

We support children with SEND to prepare for adulthood by:

- Supporting access to bespoke careers interviews
- Additional transition support in preparation for all phase transfers
- A focus on achieving individualised excellence through development of independence within all areas of academy life, in preparation for post-16 and beyond
- Executive functioning bespoke and group intervention
- Enhanced access to revision support in KS4
- Visiting speakers from businesses, colleges and universities
- Extra-curricular opportunities to gain cultural and employment experiences



How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found here: [Cowes Enterprise College, Curriculum](#)

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support might include:

Individualised support passport

Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding

Pre-teaching new topics and vocabulary

Small group interventions, informed by observation or formal screening, for example using the Speech and Language Progression Tool, Dyslexia Gold, or Talamo.

Direct support via the SEN team

Access to digital devices such as laptops or reading pens as indicated by assessment

Specialist equipment, such as writing slopes, pencil grips and wobble cushions

Programmes set by external specialists



Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.

After a set period, the support is reviewed. You and your child are involved in discussing what's working, what might need to change and what progress your child is making.



The first step is to understand your child's needs. This may include input from teachers, your child, you as parents and, where needed, external professionals. The goal is to build a clear picture of your child's strengths and areas where they need support.

The planned support is put into place. Teachers and support staff work with your child using the agreed strategies. The class teacher remains responsible for your child's progress, even if other adults are involved.

In discussion with you and your child, we will decide on specific outcomes or goals. Support strategies and interventions are outlined—these might include extra help in class, small group work, or specialist resources.

This process is monitored via:

- 12 SEN triage meetings annually
- Annual Reviews (if your child has an EHCP)
- Analysing data
- Pupil progress meetings
- Keyworker check-ins and data tracking



How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs.

Pastoral Heads of Year, as a first point of contact for pastoral needs have had enhanced training for supporting young people with SEMH needs, including ELSA training and are qualified Mental Health First Aiders.

Key members of the Senior Leadership and pastoral team are also qualified Mental Health First Aiders and can be identified during break and lunch by their MHFA branded purple hi-vis jacket.

We also have two members of the SEN Intervention team who deliver ELSA support via structured intervention.

Should more specialist support be required, we routinely refer to and liaise with outside agencies such as MHST, Youth Trust, CAMHS, Youth Crime Prevention and The Lionheart School.

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum, which is delivered via the Science curriculum and E1M.



How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a wide range of exciting opportunities such as multiple performances a year, our Combined Cadet Force, Duke of Edinburgh, theatre trips, trips to experience other cities and opportunities to visit businesses and all children are encouraged to participate. We also have a range of extra-curricular clubs, which can be found on our website: [Enrichment](#). No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. Such support may include pre-teaching of the route, key areas and travel methods, or a dedicated keyworker.



What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches. As well as this we have staff trained in the following:

- Mental Health First Aid
- Dyslexia support
- ELSA
- Understanding ADHD
- RAISE
- Supporting young people with SEMH
- Understanding Autism
- Speech, Language and Communication intervention
- Comic Strip Conversations



Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include:

- Social Care
- Mental Health Services
- Youth Trust
- MHST
- Specialist Teacher Advisory team
- Paediatricians
- Occupational, Speech and Language and Physiotherapy
- SENDIASS
- Local authority SEN team
- Educational Psychology
- Youth Crime Prevention
- Isle of Wight Neurodiversity Multidisciplinary Team
- Young Carers
- Wave Project



How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

Analysing data in a number of areas to monitor progress and impact of intervention programmes across the cohort

Classroom visits to quality assure universal provision

Monitoring visits from our trust that focus on SEND provision

Working with the Local Authority to ensure consistency and high-quality provision of statutory support, in line with EHCPs

Regular student panels

Our Governor for SEND supports the academy in ensuring we implement the SEND policy effectively and visits regularly within this role.



Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of

the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found here: [Accessibility Plan CEC](#)

Examples of support for young people with disabilities:

- Specific training on curriculum accessibility for all young people, with specialist training provided as required in the case of specific needs for a student, for example high care needs or a profound sensory impairment
- Accessible facilities, including lift access to all floors
- Collaboration with specialist services as indicated
- Personal Evacuation Plans, individualised risk assessments and support plans
- Accessible copies of key documentation



How we make sure the admissions process is fair for children with SEND

When an application is received for a young person with SEND, the SEN team will liaise directly with the child, their family and their feeder school in order to plan a transition appropriate to their needs. This is often completed as a transition partnership agreement if a young person has complex SEND

When a Chair of Governors' Request is received relating to prospective placement of a child with an EHCP at the academy, the documentation is fully reviewed by the SENCO, alongside any further information provided by the feeder school and the family, the SENCO then advises on the suitability of the placement and any additional measures required in order to support the young person upon transitioning to the academy and compiles a transition plan to ensure that they are supported from the moment of their transition.

Or admissions policy can be read in full here: [Admissions Policy](#)



What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

If you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy.

[Complaints Policy](#)



What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here: [IoW Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Isle of Wight SENDIASS - Special Educational Needs Support](#)

Local charities that offer information and support to families of children with SEN are:

[AIM - Autism Inclusion Matters](#)

[IOW Youth Trust](#)

[Isle of Wight Family Centres & Early Help Support Services | Barnardo's](#)

[Isle of Wight - The Wave Project in the United Kingdom](#)

National charities that offer information and support to families of children with SEND include:

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)
- [Nip in the Bud](#) - films and fact sheets about mental health and neurodiversity
- [Royal Society for Blind Children \(RSBC\)](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities



Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENCo:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.

- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.