



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Special Educational Needs and Disabilities (SEND) Policy

Adopted: January 2018

Reviewed: Autumn 2024

Next review: Summer 2025

SEND Academy Trustee	Mrs Ella Capaldi
SENDCo (include contact details and qualifications)	Mrs Helen Davies (SENDCo) BA(Hons) PGCE h.davies@cowplainschool.co.uk

Who was involved in creating the policy and how	Mrs Helen Davies (SENDCo) Dr Ian Clarke (Assistant Head) Co-wrote
Reference to statutory legislation	This revised policy takes account of the Education Act 1996, the new SEND Code of Practice 2015, the Equality Act 2010, statutory guidance published by DfE 'Supporting pupils at school with medical conditions', the policy of Hampshire Local Education Authority and the aims of The Cowplain School.
Links to other in-house policies	Our below policies can be found on The Cowplain School website under: Useful information- Policies... <ul style="list-style-type: none"> - Accessibility Policy - Access arrangements Policy - Exams Policy - SEND information Report - Word Processor Policy
Our values and vision for SEND in our setting	<ul style="list-style-type: none"> • raise the profile of Special Educational Needs and Disabilities (SEND) across the school for all teaching staff and students • identify Special Needs students early and accurately • assess students' individual needs • deploy appropriate resources to meet students' needs • inform staff of identified SEND students through the SEND Support List and Pictures of Need • ensure that staff are trained appropriately to equip students with the necessary skills to access the curriculum • ensure that parents of SEND students are kept fully informed of their child's progress and attainment • encourage students to become independent learners <p>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</p>

<p>Definition of SEND, including what it is not, and other factors that may affect progress and attainment</p>	<p>Definition of special educational needs In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.</p> <p>The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> • have significantly greater difficulty in learning than the majority of children of the same age, or • have a disability which prevents or hinders them from making use of
	<p>facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions, and</p> <ul style="list-style-type: none"> • are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them. <p>Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.</p> <p>Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.</p>
<p>Definition of SEND provision/SEND support</p>	<p>Definition of special educational provision For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.</p>
<p>Our objectives</p>	<p>The Cowplains School has a whole school approach to SEND policy and practice.</p> <p>The SEND Code of Practice makes it clear that individual subject teachers are responsible and accountable for the progress and development of SEND students in their classes, even where students access support from LSAs and/or specialist staff. High-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.</p> <p>In Year 7 students identified as requiring additional literacy and numeracy support may be offered intervention group support or 1:1 help in order to progress in these areas. Interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum are provided to all students on the SEND register who are failing to make progress. This may be in the form of in-class support from a Learning Support Assistant or individual/group work. This support will be regularly monitored and reviewed. Re-assessments of need are carried out as required and provision amended accordingly. Additional advice and support is sought from external agencies as appropriate, such as:</p> <ul style="list-style-type: none"> • Hampshire Specialist Teacher Advisors (HIAS) • Communication and language team (CAL) • Relevant health professionals • Hampshire Special Needs Officers <p>The Learning Support Department run a number of extra-curricular activities, including a Home Learning Club and Breakfast Club.</p> <p>The SEND Support List will be regularly updated as a result of Learning Support Department's assessments and the internal referral system. Students may be added to or removed from the register. Parents will be consulted and notified during the academic year.</p> <p>Staff can access the SEND Support List on the school network and via SIMS. Staff are informed regularly of additions and updates.</p>

<p>Our approach to identification</p>	<p>All staff members have responsibility for identifying students with SEND. On entry in Year 7, all students sit base line assessments and are screened to identify their basic reading comprehension and spelling ages. Together with teacher assessment this forms an audit that enables the identification of the needs and level of provision for each student. Students starting at Cowplain other than in Year 7 are assessed where appropriate, on the basis of information shared by the previous school.</p> <p>Testing for reading and spelling will be repeated annually, or more frequently for those students following individual intervention programmes.</p> <p>Students with SEND may also be identified and assessed in one or more of the following ways:</p> <ul style="list-style-type: none"> • Recommendation from the Primary School • Recommendation from outside specialist agency • Request by families • Referrals by staff registering concern • Other test results • Collection of evidence from student's work • Concerns expressed by the student themselves <p>Students who have an EHCP or designated 'SEND Support' will have a Pupil Passport which outlines strategies and targets. Students who have an Education, Health and Care Plan (EHCP) have Annual Review meetings. Parents of students with ECHPs are invited to the Annual Review Meeting. Parents of students with ECHPs and those designated 'SEND Support' will also be able to meet with the school termly upon request.</p> <p>Learning Support Assistants (LSAs) are deployed under the direction of the SENDCo across all curriculum areas. The SENDCo has a responsibility to ensure that the provision detailed on each student EHCP is being met. They are also deployed to provide additional support in classrooms for students in the Dyslexia Resource Provision and on the SEND Support List.</p> <p>The approach adopted by LSAs, under the direction of the SENDCo, is to enable the SEND students to complete tasks independently with scaffolded support. Within the classroom LSAs are also directed by subject teachers to support any student that may enable learning to take place. LSAs may work with non-SEND students in order that the subject teacher may spend time working directly with SEND students. The SENDCo follows the recommendations outlined in the DISS Report following extensive research into the effective deployment of support staff.</p> <p>The following areas of need are at the heart of assessment within the Learning Support Department.</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory or physical needs <p>A student is placed on the SEND Support List if they have an EHCP or if they meet the criteria for SEND Support according to Hampshire County Council Guidelines.</p> <p>Emotional Literacy support is available for students with Social, Emotional and Mental Health Difficulties. We work closely with organisations such as CAMHS to seek effective strategies for students who need additional help.</p> <p>The following areas of need are at the heart of assessment within the Learning Support Department.</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory or physical needs
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Our partnering approach to involving parents/carers	<p>In line with the School's aims, parents are encouraged to work with staff and consequently parents are always welcome to visit the school by appointment.</p> <p>We encourage families to help organise and support programmes of work, implement outside agency recommendations and fulfil student targets.</p> <p>Parents are encouraged to attend Annual Reviews yearly to discuss progress and to adapt EHCP's as necessary. Parents of non EHCP pupils are also encouraged to contact staff should they require to discuss progress or any changes to their child's needs.</p> <p>Parents of students with SEND are given opportunity to book a parents evening appointment with the SENDCO.</p>
Record keeping, monitoring and data management	<p>The Learning Support Department maintains a SEND Support List, adds SEND information to SIMS and keeps a Provision Map to advise and inform staff.</p> <p>Where students are being taught in intervention groups, or one to one, their progress is carefully tracked and monitored.</p>
Resource Allocation	<p>Support to meet the needs of SEND students includes in-class support, targeted interventions, subject teacher differentiation and emotional literacy support. Twice a week there is an SEND Home Learning Club supported by members of the Learning Support Team. There are also homework sessions during the day for students identified as needing this due to transport issues. Breakfast and games club to provide a range of breakfast items and to support relationship building through games and discussion. This is again run by the Learning Support Team.</p>
Working with external partners	<p>The SENDCO works closely with Specialist Teacher Advisors and other outside agencies to ensure we have a range of effective strategies in place for students with SEND.</p>
Supporting transition	<p>Our school runs a comprehensive transition programme for all students and additional transition opportunities for SEND students. The SENDCO will meet with all feeder school SENDCOs early in the Spring term to discuss the individual needs of all SEND students. Additional meetings will be arranged with SENDCOs from other schools where SEND students are to attend our setting. Additional visit by the SEND team from Cowplain.</p>
Safeguarding	<p>Child Protection and Safeguarding Policy can be found at http://www.cowplainschool.co.uk/about-us/statutory-information/</p>

Staff training	<p>The Learning Support Team has training regularly. Sessions cover the wide range of Special Educational Needs that students may have. Training is delivered either in-house by the SENDCo, subject teachers or other members of staff or by bringing experts into the department, e.g. training on particular medical conditions.</p> <p>The SENDCo attends all Hampshire County Council SEND update meetings and the SEND Secondary SENDCo Annual Conference. Also attending SENDCo network meetings and Federation meetings.</p> <p>Subject teachers are trained regularly to enable them to meet the needs of individual students.</p>
Requesting EHC needs assessment	<p>The SENDCo can request that Hampshire County Council SEND carry out a full assessment to see if an EHCP is necessary to meet the needs of students with the most complex needs.</p> <p>Families are encouraged to seek an appointment with the SENDCo if they are concerned about their child's needs not being met.</p>
Complaints process	<p>In the first instance any complaints should be made to the SENDCo or follow the procedure set out in the Complaints Procedure. The Complaints Procedure can be found at http://www.cowplainschool.co.uk/aboutus/statutory-information/</p>
Appendices	

This SEND Policy and the outcomes will be evaluated every year.

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Date Reviewed and approved:	Autumn 2024	Reviewed by:	HDS	Next Review:	Autumn 2025
Summary of changes made:	<p>SEN to be changed to SEND throughout document</p> <p>SEN Trustee changed from Steve Head to Ella Capaldi</p> <p>Our values and vision for SEND in our setting - amend 5th point to:</p> <p>Inform staff of identified SEND students through the SEND Support List and Provision Map</p> <p>Our approach to identification – amend 3rd paragraph 5th point:</p> <ul style="list-style-type: none"> Other test results including psychometric assessments to identify specific learning needs <p>Amend 7th paragraph 4th point to:</p> <ul style="list-style-type: none"> Sensory and / or physical needs <p>After "Emotional Literacy support is available....." paragraph remove all other paragraphs in this section as they are duplications.</p> <p>Working with external partners – add an additional sentence We also access enhanced external support from an Educational Psychologist, Psychometric Assessment and Speech & Language consultants.</p>				