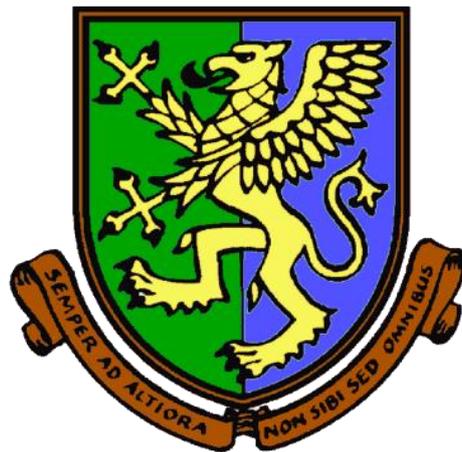


# **COWLEY INTERNATIONAL COLLEGE**



## **SEND INFORMATION REPORT (SCHOOL OFFER)**

**March 2016**

# SEND Information Report

## Our Commitment:

All members of staff, in conjunction with stakeholders (Governing Body, Parents/Carers and LA) have a responsibility to ensure that all students have an equal opportunity to achieve their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum and relative progress will be recorded, valued and reviewed.

## What is the School Offer?

Our School Offer is information for parents/carers of children who have a Special Educational Needs (SEN or Disability), and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this college. The SEND Policy, Medicines Policy, Single Equality Policy, Audit and Action Plan and Accessibility Plan (available on the college website or hard copies on request) also outline our aims, objectives and policy in terms of SEND.

### 1. How are Special Educational Needs defined?

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporarily or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

### 2. How will the school know if my child needs extra help?

A student may be identified as having a Special Educational Need (SEN or Disability) at any stage during his/her education. Information about your daughter's/son's needs comes from a variety of sources:

- Close liaison with Primary Schools
- Cognitive Ability Tests
- Assessment data
- Statutory Assessment
- Screen tests for reading and spelling
- Observations
- Teacher/support staff feedback
- Parental concern
- Student self-referral

### 3. Who is the best person to talk to about my child's difficulties with learning / SEND?

Any concerns regarding SEND should be made in the first instance with the Head of Care, Guidance and Support (including Special Educational Needs), Mr Livesey by telephoning

01744 678030. Mr Livesey will guide you and your daughter/son through the procedures, co-ordinate assessments, allocate provision and regularly monitor and review progress.

Mr Livesey is supported by the SEND and Inclusion Teams which can be contacted to discuss any concern you may have once a student has been identified as having a SEND. These teams will liaise with the appropriate staff to ensure your concerns are addressed and where required, provide feedback as to action taken.

#### 4. How will I know how the school will support my child?

Individual maps are created for each student identified with SEND. These individual maps are based on the individual's educational, medical or emotional needs; plans are discussed and agreed with parents/carers prior to being communicated to staff.

#### 5. How will the curriculum be matched to my child's needs?

The curriculum is matched to student need at all levels:

Setting and Pathways – students are assigned to sets and pathways based upon prior attainment and individual assessment. At KS4 your daughter/son and parents/carers will be fully involved in choosing a curriculum which will most suit their needs and choices.

Schemes of Work – subject departments create Scheme of Work which takes into consideration the needs of students with SEND which are regularly reviewed as part of a review cycle and in conjunction with feedback from students.

Lessons – every lesson is differentiated to ensure SEND students make sufficient progress to meet their end of year target. Where students are identified as at risk of not meeting targets, an individual intervention programme is developed to provide tailored support to the student to maximise their chances of reaching their potential.

#### 6. How will I know how my child is doing?

In addition to the normal reporting arrangements outlined in the Assessment Policy and at scheduled Parents' Evenings and Special Evenings, a formal review is held annually with parents/carers of students with SEND who have a statement or Education Health Care Plan, at which the plans in place will be reviewed for their effectiveness in supporting the student to meet targets set.

SEND student progress is closely monitored and reviewed at the end of each assessment cycle. Intervention programmes are put in place for students identified as at risk of underachievement. Parents/carers are informed of any intervention taking place.

The student planner includes a home-school liaison page and this is used to communicate on a day to day basis.

#### 7. How will the school help me to support my child's learning?

Parents/carers are encouraged to fully participate and contribute to the Annual Review and target setting process. Strategies which parents/carers can use to support the student at home will be recommended and help sheets provided. A Parents' Forum meets regularly and Parenting Courses are scheduled throughout the year where topics covered can be requested by parents/carers. Where support for parents/carers or students is not available in school, appropriate services are signposted to parents/carers and where

required, parents/carers will receive appropriate support to access these services which form part of the Local Authority's Local Offer.

8. What support will be available for my child's overall wellbeing?

Full provision for pastoral, medical, emotional and social needs is available through an integrated support package. The student's year team will be made fully aware of any individual need and will work with parents/carers and individual students to ensure their needs are met. Designated areas are made available at breaks and lunchtime for students with SEND which are supervised by the SEND team.

The Supporting Pupils with Medical Conditions Policy (available on the website and hard copy by request) outlines the provision available in college to support students with medical needs. Where a student has a high level of support in this area, an Individual Health Care Plan is developed alongside relevant medical professionals, parents/carers, the student and staff.

The Head of Care, Guidance and Support monitors attendance and behaviour of students with SEND and where required, provides early intervention to improve attendance and behaviour.

The Inclusion Team use a variety of methods to support students with behavioural, social and emotional needs, e.g. 1:1 support, group work, Communication and Language Assessments.

We value student feedback and your daughter/son will be encouraged to contribute his or her views through both formal questionnaires and informally, e.g. drop-in sessions are held daily by the Inclusion Team.

9. What happens if my child has a high level of need?

Where a student is identified as having a high level of need, an early programme of intervention is vital in ensuring smooth transition. Meetings will be held prior to admission with the college, parents/carers and relevant professionals to ensure that all parties contribute to the individual plan which will ensure the student's needs have been fully considered and provision in place prior to admission. A designated member of staff will be available to support the student and alleviate any concerns they or their parents/carers may have regarding the transition and any time thereafter.

10. What specialist services and expertise are available at this school?

The vast majority of members of the SEND and Inclusion Team have specialist qualifications in a variety of fields to support students with SEND.

In addition to the specialist staff we have in college, we work in partnership with and have access to a wide range of services, e.g. Educational Psychology, Local Authority Inclusion Officers, Career Connect Service, Health Service, Education Welfare Service, Educational Support for Sensory Impairment, Occupational Therapy, Physiotherapy, Information, Advice and Support Service (IASS), Behaviour Improvement and Inclusion Service (BIIS).

11. Are the staff who support children with SEND in this school, provided with appropriate training?

An annual training programme is devised from priorities within the College Improvement Plan and needs identified by teams/individuals. A variety of methods are used and professionals are involved in the delivery of the programme which include whole staff and team training on SEND matters being scheduled on Staff Training Days and individuals attending external training. A key priority in our Equality Action Plan and Accessibility Plan is to raise staff and student awareness of disabilities and medical conditions.

12. How will my child be included in activities outside of the classroom, including school trips?

All students are encouraged to take an active part in all aspects of college life. Any identified barriers will be removed wherever possible to promote inclusion and parents/carers will be involved in agreeing adjustments to be made in order for the student to take part.

13. How accessible is the school environment?

The 11-16 building is fully accessible with particular attention given to ensuring facilities are designed to accommodate those with physical disabilities and sensory impairments. Furniture and equipment installed is suitable and available for a wide range of SEND. Designated areas for SEND and Inclusion also form part of the accommodation.

Despite the Post 16 campus being an older building, the building was refurbished to be accessible to all.

Disabled changing and toilet facilities can be found in all areas of the college.

Parents/carers whose first language is not English may request college documentation in their home language and the college will access translation services to ensure all parents/carers are fully informed.

14. How will this school prepare and support my child when they are starting, leaving this school or moving to another year?

The college recognises that students with SEND may need additional support at key transition points, i.e. at 11, 16 and 18 and as a result detailed preparations and planning involving all key stakeholders takes place at these times.

We work closely with our primary colleagues to ensure smooth transition into Y7. We will be fully involved in early meetings and the Annual Review process to ensure we have a full picture of a student's needs and that appropriate adjustments are made prior to admission. Following admission, additional monitoring takes place for SEND students.

In partnership with Career Connect, staff ensure SEND students are prepared to make informed decisions about their choices at 16, e.g. taster sessions at other 16-18 providers.

Where SEND students choose to remain at Cowley for their education from 16-18, the Sixth Form team and Connexions will support students in making decisions about their next step at 18 and ensure they are informed of all the options available.

In addition to the above key points of transition, SEND students receive additional support as they move academic year which will be discussed during the Annual Review.

15. What if my child needs transport to and from school?

Parents/carers of students requiring assisted travel should discuss this with Local Authority representatives. Of course, where required or requested, we will support parents/carers in this matter.

16. How are the school's resources allocated and matched to the children's special educational needs?

The college has a designated budget for SEND staffing and resources; this is based on the needs of SEND students which has been determined through College Improvement Plan priorities, SEND departmental priorities and Annual Reviews.

17. How is the decision made about how much support my child will receive?

The Annual Review involves all stakeholders and during the review all parties will be given the opportunity to contribute their views which leads to the decision about how much support your daughter/son will receive. If concerns are raised between reviews by any party, consideration will be given to increasing/reducing the support or reviewing strategies as required.

18. How will I be involved in discussions about and planning for my child's education?

Parents/carers are encouraged to be fully involved in all discussions and decisions regarding their daughter's/son's education. Parents/carers will be formally invited to attend meetings/events which are in the calendar and will make relevant contact where required beyond this when required.

19. Who can I contact for further information?

The Local Authority's Local Offer can be found on [www.sthelens.gov.uk](http://www.sthelens.gov.uk) or by contacting the St Helens Special Educational Needs and Disability Information, Advice and Support Services (St Helens IASS) – details below:

**Key contacts:**

Contact	Role	Contact details
Mr Livesey	Head of Care, Guidance Support (including Special Educational Needs)	01744 678030
St.Helens Council Special Educational Needs and Disability	Department responsible for students with SEND	01744 671104 01744 671106
Career Connect Service	Y11/13 transition support and Careers advice	Via the college switchboard 01744 678030
Information, Advice and Support Service (IASS)	Statutory service for parents and carers of students with SEND	01744 673428