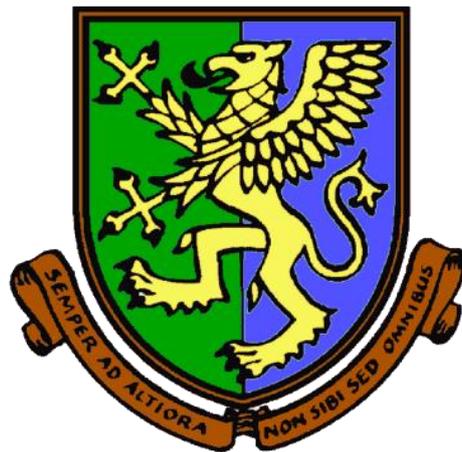


COWLEY INTERNATIONAL COLLEGE



SEND INFORMATION REPORT (SCHOOL OFFER)

Updated June 2020

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.

This information report is produced in conjunction with the college SEND Policy and the Accessibility Plan which can be found here:

<http://www.cowley.st-helens.sch.uk/index.php/policies-2/>

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.*

Cowley International College is a mainstream school; we make provision for every kind of frequently occurring special educational need without a statement of special educational needs/Education, Health and Care Plan. For instance, Autistic Spectrum Disorders, Visual Impairments, Hearing Impairments, Physical Disabilities, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Dyslexia, Dyspraxia, Learning difficulties and Social and Emotional and Mental Health difficulties.

The college currently meets the needs of pupils with a statement of special educational need/Education, Health and Care plan with the following kinds of special educational needs: Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Sensory Processing Disorder. Decisions on the admission of pupils with an Education, Health and care plan are made by the local authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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

Initial identification and assessment is made using information provided by each Primary School at the end of Key Stage 2 using teacher assessment and Key Stage 2 Standard Assessment Test results. Pupils are tested in the first term of Year 7 using a range of testing methods. Contact is made with all feeder Primary schools by phone and email to request information. Our SEND staff then meet with feeder Primary schools to receive verbal and written information in the Spring and Summer terms before admission and staff will attend any SEND reviews at Primary Schools upon invitation.

Data is gathered in a similar fashion for any child arriving at Cowley International College at a time other than the normal point of entry and testing is carried out before admission takes place.

Teacher assessments including student 'Attitude to Learning' data is collected and scrutinised on three occasions per year for Key Stage 3 and regularly in Key Stage 4. The progress of all students is carefully monitored each time and recommendations for appropriate action are made.

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 can come from a variety of other sources including Cognitive Ability Tests; Assessment data; Statutory Assessment; Screen tests for reading and spelling; Observations; Teacher/support staff feedback; Parental concern and 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 Special Educational Needs Co-ordinator, by telephoning 01744 678030. The SENCo will guide you through the procedures, and where appropriate, provision will be made according to identified need and available resources. For those children not identified with SEND and where a parent has an initial concern an approach can be made to the child's Year Team. 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?

Pupils will receive the support which is specific to their individual needs. This may all be provided by your pupil's class teachers or may involve learning support assistants, other teaching staff in school, inclusion staff or staff who visit the school from specialist agencies e.g. LASCs, children's disability team, Educational Psychologist.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Our provision includes:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need.*

- Additional adult support where appropriate to complement the work of the teacher.
- Reduced class sizes 'where appropriate' and the use of small group work.
- Personalised provision 'where appropriate' through targeted, time-limited programmes.
- Personalised provision through adapted resources and intervention

Where appropriate, Individual profiles are created for each student. These profiles are based on the individual's educational, medical or emotional needs, and are produced in collaboration with the student. Parents have the opportunity to contribute before the document is published for staff. 'Pupil Additional Information' or 'One Page Profile' sheets are produced and made available for all staff to view to enable them to plan lessons according to an individual's needs.

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

The curriculum is matched to student needs at all levels:

Setting and Pathways – students are assigned to sets and pathways based upon prior attainment and individual assessment. During Year 8 and again in Year 9, students 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 Schemes of Work which takes into consideration the needs of students with SEND. These are regularly reviewed as part of a review cycle and in conjunction with feedback from students.

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

6. How have you supported young people with SEND and adapted teaching to best support them?

All pupils have access to quality first teaching with the curriculum adapted to meet the individual needs of each pupil. Regular progress checks enable us to plan and deliver any additional help your child may need e.g. targeted work, additional support or adapted resources. Key Stage 4 pupils are supported through the option process with guidance from the Connexions careers service.

Students identified with additional needs may be taught in smaller class sizes with Learning Support Assistants providing support in class and withdrawal when appropriate. Personalised 'One Page Profiles', which are produced in collaboration with the student, provide teaching staff with strategies to support learning.

7. How will I know how my child is doing?

Assessment data is provided formally to all parents after each assessment cycle. This takes place at Parents' Evenings and through written reports. Should the school have any concerns inbetween these times, parents will be contacted.

In addition to the normal reporting arrangements, a formal review is held annually with parents/carers of students with SEND who have additional provision or an Education Health Care Plan. At this time, the plans in place will be reviewed for their effectiveness in supporting the student to meet targets set and new targets will be agreed.

8. 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 advice provided where specific or specialised support is made available. 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. You can find information here: <https://www.sthelens.gov.uk/send/>

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

At Cowley International College we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day. For those pupils with the most need for help in this area we may also consider the following: mentoring time with a member of pastoral team, external referrals to CAMHs and other outside agencies, time out opportunities for pupils to use when upset or agitated etc. Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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.

There are several first aiders in school. The school houses nine defibrillators. Staff training is planned and delivered for managing students' specific medical needs when necessary.

Through Liaison with the Assistant Headteacher with responsibility for attendance and behaviour, the SENCo 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 the formulation of 'One Page Profiles', through formal questionnaires and on a more informal basis.

10. 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 is 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.

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

The SENCo,, is studying further for the postgraduate National Award in Special Educational Needs Coordination. The majority of Learning Support Assistants are trained to Level 2 with many holding level 3 and some with degree status. Some are qualified teachers. All staff, teaching and non-teaching, have regular training and are kept updated regarding SEND issues. The vast majority of members of the SEND and Inclusion Team have specialist qualifications in a variety of fields to support students with SEND. Where a training need is identified we will find a provider who is able to deliver it.

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), Launchpad Services.

12. 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.

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

All our pupils, regardless of their additional needs, are encouraged to take a full and active role in all aspects of college life, including extra-curricular activities and school trips. Both our School Council and our Eco Club have students with additional needs making up their number. In ensuring we meet the needs of all students, 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. Where it is necessary the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

14. 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.

15. 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. Students with additional needs who seek to attend other institutions post 16 will be advised and supported in their choices, and where appropriate, provided with staff support for transition visits.

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

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

Parents/carers of students requiring assisted travel should discuss this with Local Authority representatives.

17. 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.

18. 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.

19. 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 beyond this when required.
The college welcomes contact with parents about any matter and will always respond to queries promptly.*

20. What are your arrangements for handling complaints from parents of children with SEND about your provision?

The normal arrangements for the treatment of complaints at Cowley International College are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with the appropriate person, be it the SENCO, Head of Year, Subject teacher, Head of School, or Headteacher.

If the complaint is not resolved, it can be referred to the next stage of this process according to the College complaints policy which can be found on the school's website. If there is no resolution thereafter, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

21. Who can I contact for further information?

The Local Authority's Local Offer can be found on 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
Mrs MacKay	Special Educational Needs Co-ordinator	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