

COWLEY INTERNATIONAL COLLEGE



SEND INFORMATION REPORT

Status	STATUTORY
Responsible Person	SENDCO
Review Date	Autumn 2025
Date of next review	Autumn 2026

SEND Information Report

Our intent:

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. Cowley International College is committed to providing an inclusive education that provides a fair and appropriate education for all students with special educational needs or disability.

We aim to:

- Wherever possible, educate students in a mainstream setting
- Value all students equally
- Offer a broad, balanced and relevant curriculum based on needs
- Consider the views of the student
- Work in partnership with parents and carers to promote a culture of co-operation
- Support and work alongside the Local Authority and external providers to ensure our students can reach their full potential.

What is a special educational need or disability?

A child or young person has a SEND if they have learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they: (a) Have a significantly greater need in learning than the majority of others of the same age: or (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special Educational Needs and Disability, Code of Practice: 0 – 25 years, June 2014).

SEND - September 2025

Headline figures from June 2025 from GOV.UK state:

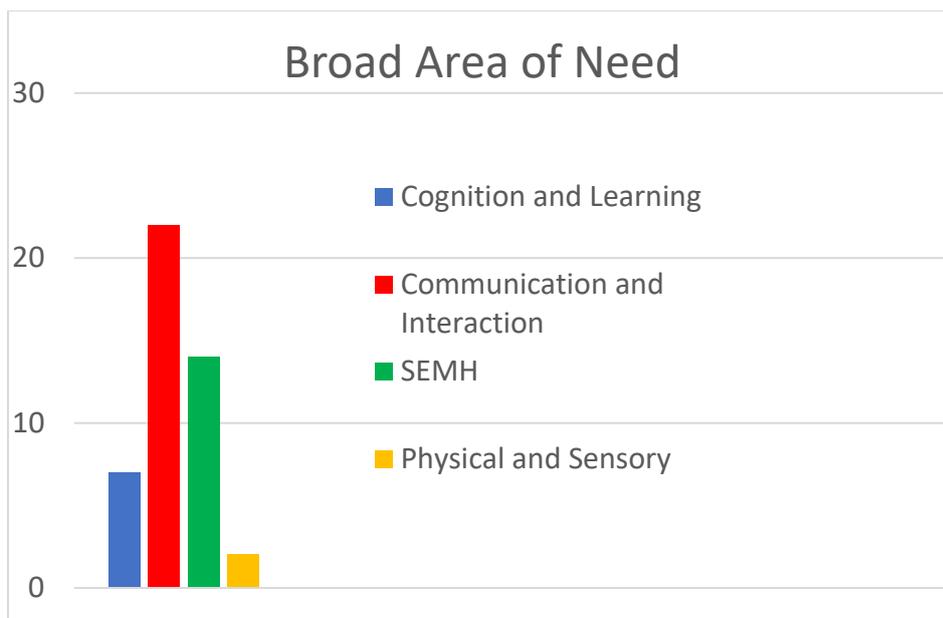
- 3.1% of students in a state-funded secondary school have an EHCP. At Cowley, 3.6% students have an EHCP.
- 13.4% of students in England have a SEND Support (K) but no EHCP. At Cowley, 16.8% of students have SEND Support (K) but no EHCP.

Year Group	EHCP	SEND K
7	8	44
8	10	27
9	8	60
10	10	39
11	9	39
Sixth Form	11	53

Headline figures from June 25, from GOV.UK state that SEND is more prevalent in boys with 71.4% of all pupils with an EHCP. At Cowley, 66.7% of all pupils with an EHCP are boys.

Year Group	EHCP	Boys	Girls
7	8	6	2
8	10	6	4
9	8	6	2
10	10	6	4
11	9	6	3
Sixth Form	11	8	3

Headline figures from June 2025, from GOV.UK state that the most common type of need for those with an EHCP is Autistic Spectrum Disorder. The most common type of need for those with an EHCP at Cowley is Autistic Spectrum Disorder.



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:

[Policies - Cowley International College - St Helens](#)

1. How are Special Educational Needs defined and identified?

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 and sixth form college; we make provision for every kind of frequently occurring special educational need without an

/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, Tics / Tourettes, FASD and Social and Emotional and Mental Health difficulties.

The college currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs: Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Sensory Processing Disorder, Social and Emotional and Mental Health Difficulties and physical difficulties as a result of severe acute haemorrhagic stroke. 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.

Due to a changing landscape of SEND both locally and nationally, new systems in Cowley International College have allowed for an overhaul of how we identify and support those with SEND.

Students are added to the SEND register when a SEND has been identified, this is to allow our whole staff body to be fully aware of our students and how to meet their needs despite increased numbers nationally. Due to this changing landscape of SEND both locally and nationally, new systems in Cowley International College have allowed for an overhaul of how we identify and support those with SEND. All those identified on the SEND register will be allocated an appropriate broad area of need One Page Profile which will equip staff with evidence based knowledge for enhancing their teaching practise for those with SEND, "Teaching remains the single most powerful driver of change" (The Children's Plan The Children's Commissioner's School Census A Summary SEPTEMBER 2025).

Parents will be contacted in the autumn term to be invited to contribute to individual, reasonable adjustments that will be added to the SEND register in conjunction with a member of the SEND department and pupil. This will then be reviewed termly.

Those students with an EHCP will have a bespoke, EHCP Student Support Plan which will summarise the EHCP and outline provision. This will be updated termly.

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 when invited.

Data is gathered in a similar way 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 reviewed 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?

If your child is on the SEND Register, contact should be made in the first instance with the Special Educational Needs Co-ordinator, by telephoning 01744 678030 who will review provision.

If a student does not have an identified SEND and you have concerns, the Graduated Approach flowchart can be found on the SEND page of the college website and this explains how a referral to the SEND department can be made. If and when it is appropriate, provision will be reviewed, we endeavor to be needs led rather than diagnosis led and so those on various pathways are monitored.

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

Classroom Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils and managed, monitored and reviewed within each department.

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 programme example, Thinking Reading.
- Personalised provision through adapted resources and intervention.

Pupils will receive the support which is specific to their individual needs. This may all be provided by your pupil's class teachers or for some may involve learning support assistants, other teaching staff in school, inclusion staff or via a referral to the local authority via TESSA.

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

The curriculum is matched to student needs at all levels and each department has a Curriculum Intent Statement that shows how each subject has a curriculum committed to meet the needs of all students.

Students are assigned to sets and pathways based upon prior attainment and individual assessment. In Year 9, students and parents / carers will be fully involved in choosing a curriculum which will most suit their needs and options choices for Key Stage 4. Those students with EHCP's may be offered alternative pathways to ensure

provision is appropriate and relevant, a broad and balanced curriculum will always be the first offer.

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

All pupils have access to Quality First Teaching and a 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 Careers Connect.

SEND provision is reviewed regularly during teacher observation cycles and pupil progress meetings at department level.

Broad area of need One Page Profiles will provide teaching staff with strategies to support learning.

Some students identified with additional needs may be taught in smaller class sizes with Learning Support Assistants providing support in class and withdrawal when appropriate.

All students with Enhanced SEND Support or an Education Health and Care Plan are reviewed at least annually to ensure provision is appropriate and can be met.

The Graduated Approach flowchart shows how any student at Cowley International College can be referred to the SEND department at any time.

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

Assessment data is provided formally to all parents/carers after each assessment cycle. This takes place at least three times an academic year.

Cowley International College also holds annual Parents' Evenings and provides written reports that includes 'Attitude to Learning' data as well as academic data.

Should the school have any concerns in between these times, parents/carers 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 Enhanced SEND Support or an Education Health and Care Plan. At this time, the plans in place will be reviewed for their impact in supporting the student to meet their targets and new targets may be agreed with the local authority.

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 for those with Enhanced SEND Support or an Education and Health Care Plan. Strategies which parents/carers can use to support the student at home will be recommended and advice provided as appropriate.

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.

More information on external agency support can be found on our dedicated SEND page on the college website.

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.

COVID-19 highlighted the Mental Health needs of our students and at Cowley International College, we are dedicated to ensuring the safety and wellbeing of our

students as a priority. Cowley International College has its own internal Wellbeing Team and all staff have undergone Trauma Informed Approach Training in response to COVID-19. In college we refer to KOOTH, our dedicated school nurse in addition to partnerships with MHST and Barnardo's. We also may make external referrals to CAMHs and other outside agencies. 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 and can be individual to a student's needs at that time.

Full provision for pastoral, medical, emotional and social needs is available through an integrated support package. The college wellbeing 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 Principal 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.

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 including the Local Authority to ensure that all parties contribute to the individual plan which will ensure the student's needs have been fully considered and provision can be met 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, has completed the postgraduate National Award in Special Educational Needs Coordination. The majority of Learning Support Assistants are trained to Level 2 with some holding level 3 and some with degree status. All staff, teaching and non-teaching, have regular training and are kept updated regarding SEND issues. The vast majority of members of the SEND, Inclusion and Wellbeing Teams 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).

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. 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 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.

We work closely with the Local Authority and the NEET (Not in Education, Employment or Training) Officer at these crucial stages of transition.

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?

For those with Enhanced SEND Support or an EHCP, 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.

Any parent, carer or teacher can refer to the SEND department via the Graduated Approach flow chart. The SEND department meet fortnightly to review referrals.

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 where required beyond this when required.

The college welcomes contact with parents about any matter and will always respond to queries promptly. The SEND department is present at every open evening and parents evening and are invited to contact the SEND department through the APDR found on the SEND page of the website.

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 an appropriate member of staff in the first instance.

21. Who can I contact for further information?

For updated information, please visit our dedicated SEND page on the college website.

The Local Authority's Local Offer can be found here: [SEND \(sthelens.gov.uk\)](http://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
Special Educational Needs Co-ordinator	Special Educational Needs Co-ordinator	01744 678030
Assistant Special Educational Needs Co-ordinator	Assistant 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