

Cowes Enterprise College  
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Principal: John Peckham  
Head of School: David Doherty  
DFE: 921 4004

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

### **Special Educational Needs and Disability (SEND) Offer**

At Cowes Enterprise College (CEC) we welcome everyone into our community. CEC endeavours to make available inclusive provision to ensure that all pupils, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

Our Special Educational Needs Co-ordinator (SENCo) is Ms Lisa Pitman.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements.

### **Does my child have a SEND?**

A young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

If your child is identified as having a SEND we will inform you and place them onto the SEND register. The SEND register is kept in school and enables our staff to access support strategies for individual students.

Students with a SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. 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 new faces and the change of environment before starting with us in September. An electronic transfer of student data occurs on the 1<sup>st</sup> September this includes a student's SEND status.

Soon after the students start CEC we complete a range of diagnostic and baseline testing which allows us to identify students who require further intervention for literacy and numeracy or may have some learning needs in these areas.

## **Admissions**

Children and young people, with SEND are allocated places in two separate & distinct ways:

- those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team;
- those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

If you are still concerned about your child's educational needs in the first instance please raise your concerns with your child's progress mentor. If you still require further guidance contact the schools Special Educational Needs Coordinator (SENCo).

## People who support children with Special Educational Needs/ Difficulties with learning.

Academy Based Information	Staff	Academy Responsibilities
<p>1) Who are the best people to talk to in the academy about my child's/young person's difficulties with learning/ Additional Educational Needs/Disabilities (SEND)?</p>	<p>SENCo – Ms Lisa Pitman</p>	<p>Co-ordinating the day to day provision for students with additional educational needs.</p> <p>Liaising with the subject departments and staff to ensure Pupil Passports (formerly IEPs) are regularly updated and reviewed and that student needs are met.</p> <p>Ensuring the development of the schools SEND Policy and making sure all children receive a high quality response to meeting their needs in school.</p> <p>Making sure every attempt is made to integrate students with SEND into the Academy and wider community.</p> <p>Liaising with parents to ensure they are involved in supporting their child's learning; are informed about their child's progress and invited to regular reviews to discuss planning for the future.</p> <p>Working collaboratively with outside agencies to meet the needs of SEND Students.</p> <p>Keeping up to date records of a child's needs and progress.</p> <p>Supporting all staff in understanding the needs of SEND students to ensure that the most effective teaching approaches are deployed to enable students to maximise their potential.</p> <p>Allocating LSA support to maximise the provision</p>

	<p>Head of 6<sup>th</sup> Form –Mr Dave Reynolds  Head of Years 10 and 11 – Mr Adam Brown  Head of Years 8 and 9 – Mrs Lindsay Hughes  Head of Year 7 – Mr Sam Read</p> <p>Directors of Learning:  Communications – Mrs Justine Doughty  Expression – Mr David Sanchez-Brown  Humanities – Mr Nicholas Wiltshire  Maths and PE – Mrs Hazell Sutton  Science and Technology – Miss Jay-anne Tisdale</p> <p>Assistant principal ( Inclusion) - Mr Christopher Rice</p>	<p>and ensure the needs of the student are met.</p> <p>Co-ordinating the monitoring of students by checking on progress and identifying areas of weakness and informing the SENCo as necessary.</p> <p>Ensuring that staff are using data and information provided through school systems to inform planning is differentiated to meet the needs of the student so they can make the best possible progress.</p> <p>Monitoring the implementation of the SEND Policy within their departments.</p> <p>Leading the team of staff responsible for facilitating and enhancing the educational achievement of students with additional educational needs.</p> <p>Ensuring appropriate intervention programmes are in place, monitored and evaluated.</p> <p>Working closely with the Governor responsible for SEND, keeping them up to date regarding relevant issues within the Academy.</p>
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	<p>Vice Principal –Jemma Harding</p> <p>Principal – Mr John Peckham</p> <p>Head of School – Mr David Doherty</p> <p>SEND Governors – Mr Sean Harrison and Mrs Victoria Spencer</p>	<p>Being the Child Protection Officer and Safeguarding Officer across the school.</p> <p>Ensuring the appropriate support for children with SEND is in place and effective.</p> <p>Delegating responsibility to the SENCo and ensuring that students with SEND are appropriately facilitated within the school.</p> <p>Meeting regularly with the SENCo/ AP for inclusion and monitoring the support that is given for any student with SEND that attends the Academy.</p>
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## How could my child receive support at Cowes Enterprise College?

Students will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the academy
- Staff who will visit the academy from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

Academy Based Intervention	Types of support provided also showing the stage of the SEND Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND in the academy?	Literacy/ Speech and language intervention  Behaviour support	Student is given small group intervention once a week to improve phonic knowledge which impacts on reading and writing ability.  Students develop social skills and self-esteem within the school which improves motivation to learn in challenging situations.	Students identified through literacy screening.  Identified through pupil progress.  Students are identified across all key stages by Key stage 3 and 4 Directors of Learning and the SENCo.
	LSA support in class	Students are identified and supported on a 1:1 or as a group by a Learning Support Assistant to differentiate further the teaching delivered by a qualified teacher.	For the student to make expected progress whilst becoming independent learners.

	Exam Access Arrangements	The student may be provided with a scribe/reader/extra time/prompt/ICT.	This decision is made through rigorous testing that is verified externally.
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### **How can I let the academy know I am concerned about the progress of my child/young person in school?**

- Initial contact should be made with the class teacher regarding any concerns you have for your child's progress.
- If you still have concerns regarding your child's progress, contact should be made with their Progress Mentor and then Progress leader
- A referral to the SENCo will then be made if your child is still not making expected progress.
- If you continue to feel that your child is not making progress then contact with the Assistant Principal for Inclusion. Following this, contact with the Vice Principal, followed by the Head teacher and School Governor would be expected. This is to be carried out in line with the Academy's complaints procedure.

### **How will the academy let me know if they have any concerns about my child/young person?**

- The academy will contact you via a member of staff regarding your child if they have concerns. This will be by phone, email or letter and the staff are always willing to meet in person to discuss concerns regarding a student.

### **How is extra support allocated to children and young people and how do they move between the different levels?**

- Cowes Enterprise College receives a budget from the Local Authority which includes money for supporting students with SEND.
- The Head Teacher decides on the budget for SEND in consultation with governors, on the basis of needs in the school.
- The Head Teacher and the Assistant Principal for Inclusion (with advice from the SENCo) discuss all relevant information they have about SEND within the school to decide what resources/training or support is needed.
- All resources and support are reviewed regularly and changes made as required.

**What specialist services are available at or accessed by the academy?**

**Directly funded by the academy**

- Learning Support Assistants (LSAs)
- Higher Level Teaching Assistants (HLTAs)
- School counselling Service
- Outside agency co-ordinator
- Intervention Co-ordinator

**Paid for centrally by the Local Authority but delivered in the academy**

- Educational Psychology service
- Autism Outreach Team
- St George's School outreach team
- Teacher for the Hearing Impaired
- Youth Offending Team (YOT)
- Targeted Youth Service (TYS)
- Common Assessment Framework Team (CAF)

**Provided and paid for by the Health Service but delivered in school**

- Access to school nurse
- Get Sorted Counsellor
- Speech and Language Therapy Services
- Child Adult Mental Health Service (CAMHS)

### **How are staff in the academy supported to work with children & young people with an SEND?**

- The school has a rigorous Continual Professional Development (CPD) for all staff to improve the teaching and learning of children including those with SEND.
- Depending on the individual needs of teachers and staff, training courses are run internally and externally as and when they are required in meeting student's needs.
- The SENCo will hold half termly meetings with a representative from each department to discuss individual students and delivers CPD to staff.
- Every 6 weeks an individual needs meeting is held, to discuss high profile students, with relevant professionals from the SEND team.
- Student Passports are monitored, reviewed and updated three times a year.
- The Student Passports give clear information regarding the needs of students, explaining the need and how best to support that student when teaching them within a classroom setting.
- The SEND department have a student provision map that all staff can access to monitor the intervention of SEND students and the progress they are making.
- In the whole school weekly meeting, the SENCo is given time to verbally update all staff on relevant information on students as necessary. This information is then distributed by PowerPoint to all staff.
- The school database, used by all staff within the academy, is regularly updated with relevant information regarding individual student needs.

### **How will activities/teaching be adapted for my child/young person with learning needs?**

- All lessons are differentiated by the teacher to support and enhance the learning of students SEND
- LSAs are timetabled to work within lessons to support individual students as well as groups, depending on the need of the class.
- Teachers are expected to deliver lessons that are engaging and have a variety of teaching approaches including practical activities, use of ICT, group discussion and independent learning.
- Resources will be used, as appropriate, to support students individually or in groups.

### **How will the academy measure the progress of my child/young person?**

- Your child's progress is monitored every half term by the teacher, Directors of learning, Progress leads and the SENCo if they are receiving intervention beyond classroom practice or support from outside agencies.
- The student's progress is reviewed every half term and a national curriculum level or GCSE/BTEC level grade is given.
- Formal assessments are undertaken at the end of each term and the data collated is shared with parents at each of these stages.

- Along with the above, student's behaviour and engagement in lessons is scored and shared with relevant staff and parents through the academy report system.
- Annual reviews take place yearly under the guidelines of the SEND Code of Practice.

### **What is the pastoral, medical and social support available in the academy?**

- The academy has 5 Pupil Progress Mentors, who work alongside the heads of year, who are available to students all day, as well as having a first aid room which is staffed throughout the day.
- An Agency Co-ordinator and Looked After Child (LAC) Co-ordinator is also employed by the academy that is also qualified to carry out counselling services to students.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a full time Behaviour Support Worker
- The academy offers a meet and greet system for students with in the SEND department.
- The SEND department has LSAs on duty at break and lunch as adults that students will recognise as supportive during this unstructured time. .
- Social skills groups
- Mentoring (1:1/small group)

**The following support packages are on offer on an individual basis, depending on the student's needs. Below outlines what is offered after consultation with a team of professionals including staff in school and outside agencies:**

- The Academy employs a person who delivers 1:1 behaviour support.
- CEC offer support for students on short term basis to avoid exclusion by delivering behaviour support packages in a nurturing.
- Mentoring is offered to students by teaching and non-teaching staff.
- The use of outside agencies to minimise the number of exclusions and support implementation of behaviour management.
- Progress leads and Progress mentors monitor behaviour logs to ensure correct support is in place as required.
- Students are referred to offsite provision as felt necessary by the Academy and outside professionals.
- Timetables are modified to accommodate student's individual pastoral needs.
- The Academy is pro-active in writing and supporting Common Assessment Frameworks (CAFs)

### **What support does the Academy have for me as a parent of child/young person with a SEND?**

- The Academy prides itself with communicating any changes and advice that can help students and parents with ensuring that students are achieving their full potential. Throughout the year there will be several opportunities for parents to meet with relevant staff.
- Each student is allocated a tutor group and this member of staff is your first port of call regarding your child.
- Students then follow a timetable which is designed to meet their individual SEN needs.

### **How are young people with SEND currently involved in their education setting?**

- Students are required to set targets for their learning when completing the student passport.
- Students are asked to review their targets and identify their next steps in learning every half-term.

### **How does the academy manage the administration of medicines?**

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### **How accessible is the Academy environment? (including after school clubs and school trips)**

- The Academy is accessible to all students with SEND and will adapt timetables according to a student's need if required.
- All students are welcome to all morning, break, lunch time and afterschool clubs, regardless of ability.
- LSAs are on duty at break and lunchtimes to meet and greet students at these unstructured times.
- All students are invited on school trips and adjustments are made regarding a child's individual needs as required.

### **How will the academy support my child/young person when they are leaving? OR moving to another Year?**

- Student passports are updated in July ready for new staff teaching in September.
- When moving to a new school, the SENCo will contact and make arrangements and share support needed for the transition to be as smooth as possible.
- All records and details are discussed with and sent as soon as possible to the new educational establishment.
- Students moving from Primary to Secondary school with SEND have visits from the SENCo
- Extra visits are arranged for SEND students to have a look around the Academy and familiarise themselves with the staff and surroundings.
- Students moving to 6th form or Academy have extra visits to ensure they have a smooth transition to their new environment.

**Where can I get further information about services for my child/young person?**

**SEND IASS (formally known as Parent Partnership)**

Tel: 01983 825548

[sendiass@iow.gov.uk](mailto:sendiass@iow.gov.uk)

<http://www.iwpp.co.uk>