

1. The kinds of special educational needs for which provision is made at the school.

Special Education Needs fall into four categories:

- Cognition and learning
- Communication and interaction
- Physical and/or sensory needs
- Social, emotional and mental health difficulties

At Cottingham High School we aim to meet the needs of students with these SEND needs.

2. Information about the school's policies for the identification and assessment of students with special educational needs.

Step One – Admissions.

- Year Six open evening
- SENCO liaises with primary schools
- SENCO attends Y6 reviews

Step Two – Transition

- Learning support staff discuss needs of students with primary colleagues
- Where student is to have a key worker, staff will visit primary

Step Three – Assessing on Entry

- Needs identified using assessment and screening tools including ARTs tests, reading comprehension and spelling.
- Some students may be screened for dyslexia

Step Four – Ongoing Assessment

- All students monitored and assessed by classroom teachers and other education professionals
- Teaching staff report concerns to the SEND department
- Appropriate action is taken

Parent views: Parental views form an integral part of identifying the needs of students. The SENCO is available to discuss any concerns over the phone or during parents' or open evenings.

Student views: Students are encouraged to actively participate in discussions regarding their needs through reviews, discussions with classroom teachers or pastoral leads and informal conversations with the SEND team.

3. The school's policies for making provision for students with special educational needs

(a) Evaluating the effectiveness of its provision for such students:

We regularly evaluate our provision for students using the outcomes of our assessment data.

Evaluation is also informed by:

- **Parental feedback** e.g. formal meetings (parents' evenings, Annual Reviews, Termly Support Plans), informal phone calls and e-mails
- **Student feedback** e.g. student voice, questionnaires and informal conversations
- **Pastoral and Head of Year feedback** through formal staff updates and informal discussions.

(b) Arrangements for assessing and reviewing the progress of students with SEND;

- The SENDCO monitors the progress of all students identified as having SEND in all subjects at least termly using the whole school progress data. Any concerns are discussed with Curriculum Area Leaders, a student's subject teachers and Heads of Year.
- SEND students' progress is monitored alongside other groups in routine progress reviews by teachers and subject leaders.
- Intervention programmes for literacy are assessed at least annually with additional assessments triggered by either a cause for concerns or exceptional progress.
- Attendance of all SEND students is tracked and discussed with pastoral and attendance team.

(c) The school's approach to teaching students with special educational needs;

Classroom teachers are responsible for SEND students in their groups and will use a range of strategies to facilitate learning for all through the curriculum and make progress.

The SENCO provides regular updates to staff. This includes new information about key students and updates regarding needs or diagnoses. All staff have access to the SEND register which is updated regularly. Students give their voice through a Pupil Passport where they articulate their needs in the classroom and strategies to best support their learning and well-being. All education staff have access to electronic copies of these to inform their planning and practice.

d) Adapting the curriculum and learning environment for students with SEND

Differentiation in the classroom may include:

- Priority when planning seating plans
- Differentiated learning resources
- Access to a laptop, reader or scribe
- Use of coloured resources or screen backgrounds
- Some students have the support of an LSA

As part of the transition process, the SENCO and Year 7 Head of Year liaise with primary schools to discuss the creation of form groups. Student voice is also considered. Students in KS3 are taught in mixed ability groups across most of the curriculum, where subjects are delivered in sets, students are placed in groups based on ability.

Students in KS4 students follow their option choices made in Year 9 with the support of Careers Lead, SENCO, tutors and Head of Year. Some students will access a functional skills group in Year 11 to aid transition to KS5.

(e) Additional support for learning that is available to students with special educational needs;

Identified through assessment, or discussions with education staff, Heads of Year or parents, some students will follow intervention programmes to meet their needs.

These might include:

- Literacy interventions in small groups or 1:1
- Speech and Language
- Physiotherapy
- Numeracy
- Social and communication programmes
- Learning support assistant (LSA)

LSA support within the classroom might include:

- Supporting SEMH of student to develop resilience and confidence in the learning environment
- Clarifying or simplifying key concepts and terms
- Supporting students with physical or sensory needs
- Supporting students who may experience difficulties in the classroom setting due to ADHD/ASD needs.
- Working in small groups to support learning

HLTAs (Higher Level Teaching Assistants) and trained LSAs may also lead small intervention groups to support both curriculum and to develop resilience and independence within the school setting.

(f) Activities available for students with special educational needs in addition to those available in accordance with the curriculum;

All students may join extra-curricular activities and trips. Reasonable adjustments may be made where necessary to enable students to participate. During school time this may be facilitated through the support of an LSA. Where adjustments are necessary, trip leaders or the SEND team will discuss needs with parents or guardians.

Some students are able to move around the site during less busy times – this might be supported by an LSA or the allocation of a 'buddy' peer. Some students need to be escorted to transport, this too may be facilitated by an LSA.

(g) Support that is available for improving the emotional and social development of students with special educational needs. How is support provided for a child's overall wellbeing?

How is support provided for a student's overall well-being?

The SENCO and Heads of Years liaise regularly to discuss provisions, both internal and external to support students. The LSA team are updated daily regarding any changes or developments in a student's needs to ensure they are supported academically and pastorally.

How is support provided for behaviour, avoiding exclusions and increasing attendance?

The pastoral team, Attendance Officer and the SENCO Work closely to monitor attendance. Where attendance is of a concern support plans are agreed which identify and address the needs of the student and are implemented by the Attendance Officer with support from the SENCO and SEND team.

How does the school support children/young people including those with SEND to contribute to all parts of school life, including school councils or roles of responsibility?

All students are encouraged to take an active part in school life. This might be through contributions to the school council, participating in whole school student voice, acting as Peer Mentors and supporting younger students, as ambassadors during open evenings or during transition.

4. Name and contact details of the SENCO

Miss Jane Haiselden
Haiselden.j@cottinghamhigh.net
01482 847498 Ext.2238

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SEND team is made up of the SENCO, SEND admin and a team of LSAs who are suitably qualified and trained. There are two HLTAs within the team who have been trained in a ranges of interventions and strategies who oversee provisions for dyslexia, physical needs and behaviour.

A number of LSAs are trained in First Aid, moving and handling, and evac chairs. Training is tracked and updated as needed. Recent training has included use of the five-point scale, supporting ASD students and Legotheraplay intervention.

The SEND department liaises closely with external agencies and actively seeks advice and training in supporting the needs of students. Training is provided to members of the team, who then communicate this to education staff or to whole staff groups where appropriate.

All new staff and ITTs attend a training session in SEND needs and strategies.

6. Information about how equipment and facilities to support young people with special educational needs will be secured.

Cottingham High School has been developed to be Disability Discrimination Act compliant.

To provide independence for students with physical or sensory needs the school has:

- A lift allows disability access to all classrooms
- Ramps to allow access into the school buildings
- Dropped kerbs to facilitate wheelchair movement around the site
- Stairs are marked in contrasting strips to aid students with VI.
- Adapted furniture includes – rise and fall desks, foot stools Ergonomic chairs where necessary
- Handrails along steps and stairs where necessary

The school also has:

- A Hygiene room/physiotherapy room which includes disabled washing and showering facilities in the First Aid area.
- Disabled/gender neutral toilets
- Disabled parking bays at the front of the school

Where specialist equipment is required, discussions take place with the relevant external service. The equipment is provided either by the organisation once commission bids have been agreed or direct purchasing from within the school's budget.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.

Open evenings: Opportunities to meet with the SENCO and members of the team to discuss provisions and answer any questions about the transition of SEND students to Cottingham High. Parents and students may also be invited to have a tour of the school to familiarise themselves with the setting and to allow for any questions or concerns to be discussed.

Parents Evenings: Each year, parents are invited to attend a parents evening for their child to meet with subject teachers. The SENCO or a member of the SEND team will be available to answer any questions.

Contact with the SEND team: Contact can be made by email or telephone where parents or guardians wish to discuss concerns, support or provisions. Face to face or Teams meetings may also be requested.

Annual Reviews: Students with an EHCP will have an annual review to review need, support and provision.

External Agencies: Where a child is being assessed by external agencies, additional meetings might be arranged to facilitate assessment and to share outcomes. The SENCO or a member of the team will attend where appropriate.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Students with SEND are invited to discuss their needs and best strategies to support them. This is recorded on their Student Passport and reviewed during the academic

year. Teaching staff can then access this document to advise their teaching and planning.

Students with EHCPs attend and contribute to their annual reviews. Students may also attend meetings with external providers if parents request this.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

Cottingham High School and Sixth Form College seeks to promote positive relationships between all members of the school community and the wider community including parents /carers. In the event that you wish to speak to us about a compliment, concern or complaint, please contact the school (01482 – 847498) or via office@cottinghamhigh.net . In the first instance any concerns should be raised with the member of staff to allow them the opportunity to resolve this. Thereafter you may wish to contact the SENCO and then Head Teacher Mr Loz Wilson. To receive a copy of the full complaints procedure can be accessed from the website or by contacting the school directly.

10. How the governing body involves other bodies, in meeting the needs of students with special educational needs and in supporting the families of such students.

Where required, the school works with outside professionals and organisations to support students.

External agencies accessed might include:

- Educational Psychologists
- School nurse
- School counsellor
- SaPTS (Sensory and Physical Teaching Support)
- SaLT (Speech and Language Therapy)
- YFS (Youth and Family Support)
- SMASH practitioners
- Tigers Trust
- Mind
- CAMHS (Child and Family Mental Health Service)
- Further individual agencies as necessary to meet student needs.

11. The contact details of support services for the parents of students with special educational needs.

Our SEN department liaises with both East Riding and Hull SEN teams and a contact details can be provided on request or via the council's web sites.

12. Arrangements for students transitioning through Key Stages or preparing for adulthood and independent living.

Year 6 to 7 transition: students identified by primary setting or conversations with our transition team as being vulnerable or anxious may visit Cottingham High in

small groups. These students might also be invited to attend extra transition days before the whole school transition week.

Mid-year transition: Students transition mid-way through the academic year will be invited to Cottingham by their Head of Year. Where there is an SEND need, further contact can be made through the SEND team.

Careers Advice: Additional careers advice and support to that provided to the whole school is given to students with an EHCP in Year 9 and 11. Students are prioritised by the school IAG lead and will have early meetings to discuss options and transition to KS4 or 5. Initial meetings will be held before annual reviews with a further meeting to ensure students are on the right track, have a clear understanding of pathways available to them and how these might be accessed.

Post 16: Where students access other providers at KS5, the SENCO will liaise with the SEND team at the new setting sharing information regarding support and provisions made for individual students.

Where students join or transfer to the Sixth Form College, the SENCO will discuss needs with the Sixth Form Pastoral Assistant. Information may be shared should the student access the wider Sixth Form provision through The Consortium. Information will be stored in the SEND register and shared with relevant education professionals.

13. Information on where the local authority's local offer is published.

The school's Local Offers (East Riding and Hull City Council) can be found on the school's website under the 'Information' tab in the SEND section. The East Riding Local Offer is managed by FISH (Family Information Support Hub) – The organisation and linked support services can be accessed via the website or by phoning to discuss concerns and seek advice.