



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Cox Green School

Name of Headteacher:	Ms Heidi Swidenbank
Name of SEN Co-ordinator (SENCO):	Miss Tiffany Cloughton
Name of SEN Governor:	Mrs Diane Armstrong
School address:	Highfield Lane Cox Green Maidenhead SL63AX
Contact telephone number:	01628 629415
School email address:	enquiries@coxgreen.com
School website:	www.coxgreen.com
Type of school:	Academy Mainstream comprehensive secondary school, mixed, 11-18

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

- As a mainstream comprehensive school we cater for a range of special educational needs. This includes the following areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical.
- The school has an inclusive ethos so all SEND students experience and take part in all aspects of school life.
- Cox Green has full wheelchair access.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- Cox Green School has various systems that support the identification of Special Educational Needs and Disabilities (SEND). These procedures are primarily designed to identify areas of need but also to ensure the child and their parents / carers feel supported as the child progresses through their secondary education.
- Cox Green School uses data collection to track student's academic development against time and employs a rigorous monitoring procedure to analyse and interpret rates of progression. If a student is not making expected progress then they are highlighted and examined. This procedure helps staff support students with SEND but also highlights the possibility of additional learning needs for others.
- Cox Green School works in collaboration with its feeder primary schools to ensure knowledge is shared and students are identified at the earliest opportunity so that the required level of support is available to ensure a successful transition to Cox Green School. This transitional period can be something students with additional learning needs require significant support with.

- Opportunities for parent consultation are welcomed and parents are invited to contact the school with queries relating to SEND when appropriate. Parents with concerns should make first contact with their child's Form Tutor / Learning Leader, who can ensure the issue is shared with the appropriate staff member(s). The school's SENCo has responsibility for the strategic overview of SEND provision and will be informed of and involved with some parental consultation.
- Cox Green School offers a comprehensive student support network that enables students to voice their concerns regarding their learning needs.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

- If you have any concerns contact your child's form tutor or Learning Leader at the school to arrange a meeting to discuss any concerns.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- The Inclusion Policy, which is available on the school's website outlines staffing and procedures for supporting students with SEND. The responsibility for the strategic overview of SEND provision, including the SEND policy, is the Inclusion Leader's and is closely monitored by the school's governing body.
- Cox Green School uses a wave model to help map provision and available support within school. Wave 1 refers to provision offered to all students. Wave 2 provides additional short term interventions for students who have been identified as not making expected levels of progress. Wave 3 refers to specialist support offered to students with high levels of need, often relating to those students who have a Statement of Special Educational Need or Educational Health Care Plan.
- All teachers are considered teachers of SEND, and are expected to deliver differentiated and highly personalised lessons that meet the needs of their students. The majority of students' learning needs, including those with an additional learning need, will be appropriately met within this Wave 1 provision.
- Wave 2 provision caters for students, including those with SEND, who are identified as requiring supplementary provision; these students may be offered additional interventions designed to promote learning and improve outcomes. All Interventions that fall within Wave 2 are designed to be short term, evidence based and all are monitored to measure expected rates of progress against time.
- If a student needs long term specialist support to access the school curriculum, they may fall within the bracket of Wave 3. Students in this bracket will often have a Statement of Special Educational Needs or Educational Health Care Plan and require a high level of additional support. All additional support programmes are overseen by the Inclusion Leader.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- The school has a team of Progress Assistants that work with the teaching staff to support the SEND students in class. Many of the Progress Assistants have specialist training to enable them to support students with specific learning needs, either in the classroom, within small group work or within 1:1 sessions.
- The school uses a number of resources to support learning such Read Write Inc. Fresh Start, My maths and alternative curricular pathways. Some targeted students attend Speech and Language therapy sessions to help develop communication skills or attention and listening skills.
- Social skills groups and emotional literacy support is also available to help support our more vulnerable learners.
- The school has access to the Royal Borough Educational psychologist who assesses students and provides help and guidance to the staff on how best to support the students with SEND.
- Every SEND student at Cox Green is supported in a fully inclusive and individual way that meets their individual needs; this will include input from the student, their parents and teaching staff. All information is then communicated through individual student support plans.

c. How is the decision made about what type and how much support my child/young person will receive?
<ul style="list-style-type: none"> The SENCo will assess each SEND student from the evidence available; this includes progress data, information from subject teachers and from conversations with the parents and student. If a student has an EHCP or statement, this will be used to decide how much support the student needs. The level of support will be closely monitored. The school assesses the students every six weeks and this information is sent home so that parents are kept up to date with progress.
d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?
<ul style="list-style-type: none"> Parents are part of the process of discussing any concerns there might be about a student's needs. This can be because parents initiate concerns, or because the school initiates a meeting with the parents as a result of emerging difficulties the student is experiencing. The school has an open door policy. This means parents can ring to make an appointment to discuss issues with the school. Parents are invited into school at regular intervals to discuss their child's progress, and are encouraged to support their child's needs at home, wherever possible. Students who have an EHCP or statement will attend a formal review meeting every year. Parents' evenings and other information evenings are also held throughout the year.
e. How will my child be involved in his/her own learning and decisions made about his/her learning?
<ul style="list-style-type: none"> Academic progress feedback is shared with parents / carers each term including attitude to learning and attitude to home learning. Parents have the opportunity to meet with staff at Parents' Evenings where it is possible for SEND issues to be discussed and actioned. During parental consultations we share best practice and clearly identify what can be done by families at home to support the child's learning. Cox Green School hosts curriculum evenings and other learning events to help families support their child's learning needs, including those with SEND. The school operates an open door policy and parents are welcome voice their concerns through appointments with all staff. All SEND students contribute their opinion and view as to what support they feel helps their learning and this is communicated to all staff through the use of SIMS and individual student support plans.

3. Children and young people's progress
a. How do you check and review my child/young person's progress?
<ul style="list-style-type: none"> Cox Green School provides an extensive and diverse curriculum, allowing students to explore a range of subjects and offering options at GCSE. Where appropriate, the curriculum can be adapted to support the needs of students with SEND. Alternative pathways support learning and social development needs where needed. Learning Leaders complete progress meetings that monitor student development across all subjects including English, Maths and Science and students making less than expected progress are highlighted as a concern. As a result, staff are made aware and interventions may be put in place to support student development. All students, including SEND students have a report home every six weeks so that parents can monitor their progress. Staff have regular meeting to monitor the progress of each child. Students with an EHCP or statement have a formal review meeting once a year, but other meetings can be arranged on a 1:1 need via the form tutor and/or the Learning Leader.
b. How do you involve my child/young person and parents in those reviews?

All students, including SEND students have a report home every six weeks so that parents can monitor their progress. Staff have regular meeting to monitor the progress of each child.
 Students with an EHCP or statement have a formal review meeting once a year, but other meetings can be arranged on a 1:1 need via the form tutor and/or the Learning Leader. At the annual review parents and other professionals involved are invited to attend and contribute to the review and the setting of targets for future outcomes.

c. How do you know if the provision for children and young people with SEND at your school is working?

- All intervention programmes that we offer at Cox Green have been proven to enhance the learning and improve the progress of pupils with SEND. The school measures the impact of its interventions through the use of data. SEND students at Cox Green achieve above the average for other SEND pupils in the country.

4. Support for overall well-being

a. What support is available to promote my child/young person’s emotional and social development?

- There is a strong pastoral support network within the school, grounded in the fundamental belief that every child matters and it’s widely considered that every lesson, every day counts towards their well-being and academic achievement. All staff in their teaching and pastoral roles have the highest regard for spiritual, moral, social and cultural development of every individual student.
- The school has a strong sense of community, and students are able to discuss issues with their SAFE Managers, Tutors, Learning Leaders and the Senior Leadership Team. Tutors regularly conduct learning talks and target setting with their students and this enables them to collectively discuss their views of learning and areas of concern or celebration.
- The school’s behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions. Students can achieve Positive Points for outstanding work and contribution to lessons. Attendance is monitored regularly and concerns are shared with parents as applicable.
- All staff are adequately and regularly trained in Child Protection, Prevent and Safeguarding. Specialist staff are also trained as Designated Safeguarding Officers.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Cox Green School recognises that transitional periods can sometimes be particularly challenging for students who have SEND and consider it essential to offer the appropriate level of support.
- Cox Green School works closely with local feeder primary schools and pupils with SEND needs are highlighted. To support the transition from primary to secondary, some students with SEND needs are invited to attend extra transitional days at Cox Green School as appropriate.
- Preparation for the transition to post 16 education will include regular liaison with various educational institutes, careers interviews and planning as well as the sharing of information where appropriate to facilitate an effective move.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- SEND students meet with our careers advisor who supports them with any applications for the future. This includes University visits in some cases. There are careers input sessions throughout years 7 to 11 for all students delivered through a robust PSHE programme. The new college/school/employer will be sent all the information about the student and references will be done by the Learning Leader and form tutor as requested.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

Is your school wheelchair accessible?

Cox Green School is fully wheelchair accessible. Students are able to access all classrooms, playground and other areas to access a full curriculum.

Have adaptations been made to the auditory and visual environment?

As part of our transition process full environmental audits are conducted to ensure accessibility for the individual needs of our students in relation to the auditory and visual environment. Some PE equipment is adapted, and computer screen magnifying software is available as well as larger screens and key pads. Personal evacuation plans are also completed with each student with physical needs.

What changing & toilet facilities does the school have for children and young people with SEND?

Cox Green has disabled toilets throughout the school in each toilet area.

Changing facilities are accessible but there is no hoist or similar available for changing purposes.

Do you have disabled car parking for parents?

Yes disabled car park spaces are available at the front of school.

b. What if my child needs specialist equipment or facilities?

- Laptop computers and tablets can be provided by the Royal Borough through an individual application for funding.
- Environmental audits will determine the use of specialist equipment to be provided.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- Cox Green School is committed to including all learners in the extended curriculum. Where appropriate, careful planning and comprehensive risk assessments are completed to ensure trips are successful and highlight any areas of concern. Any issues highlighted are then shared with parents and an action plan agreed.
- Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
- Departments run a comprehensive range of extra curriculum activities which SEND pupils have full access to and this is monitored by the Inclusion Leader throughout the year.
- Lunchtime and break time supervision is offered on a daily basis for vulnerable students in the Intervention centre "The Hub"

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- The SENCo holds QTS and is participating in the National SENCO Award and Qualified Teacher Status.
- The SENCO is a qualified Speech and Language Therapist. She has responsibility for the organisation of SEND training and staff are provided with regular opportunities to develop their knowledge and skills in regards to SEND needs. Staff also have access to online SEND training workshops and training programmes run by the school and the Royal Borough.
- All Progress Assistants attend training sessions and CPD focused around developing skills and attributes

relating to SEND matters. The training areas are linked to key areas within the Inclusion department and the school's development plan. The team of Progress Assistants have a range of specialist training enabling the school to support a range of specialised interventions.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- Cox Green School works with a range of outside agencies to help support the needs of its SEND students. This includes speech and language therapy, Berkshire Sensory Consortium Service, Educational Psychologists, SHINE (Outreach Autism service) and others depending on the child's individual needs.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

www.coxgreen.com

- Inclusion Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour for Learning Policy
- Equality & Diversity Policy
- Policy for Supporting Pupils with Medical Conditions

Other policies for example:

- Restraint Policy
- Whistleblowing Policy
- Medical Conditions Policy

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- Laptops are provided for use in exams and controlled assessment.
- Homework club provides after school support for home learning.

- Speech and Language Therapist.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- If you have any concern, the first point of contact is the child's tutor or Learning Leader. This can be by letter, phone, email or in person by making an appointment. Parents can also make an appointment to see the Inclusion Manager or Headteacher if they wish by contacting the school. It is anticipated that all concerns can be rectified, however, the school's complaints policy can be found on the school website.

11. Glossary

Terms used in this document	Description/explanation of term
Progress Assistant	Teaching/Learning support assistant
EHCP	Education Health Care Plan
Read write Inc.	Intervention to support with literacy
Individual Support Plan	Document summarising a student's strengths and difficulties, and provides strategies for teachers to use to support their learning

Date of last update of this document: January 2017

Date of next review: January 2018