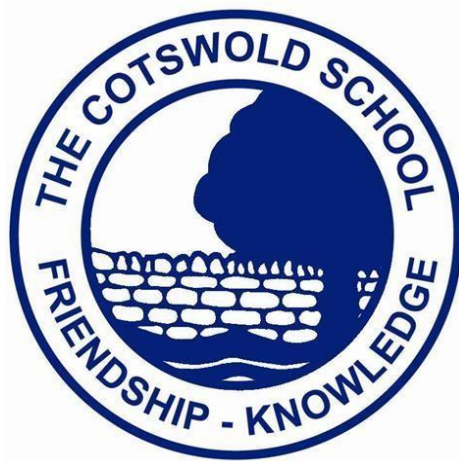


Special educational needs and Disabilities(SEND) Information Report

The Cotswold School



Approved by:	Will Morgan (Headteacher)	Date: 29/2/2024
Last reviewed on:	February 2024	
Next review due by:	February 2025	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our [SEND policy](#).

The Cotswold School is a thriving, caring and inclusive school. Young people with special educational needs and disabilities make good progress at the school. This report provides the most recent information regarding the support and provision we offer for young people with special educational needs and disabilities (SEND) and their families.

1. What types of SEND does the school provide for?

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

SENDCO Mrs Nikki Thomas - National Award in Special Educational Needs Coordination - allocated 5 days/35 hours a week to manage SEND provision

Deputy SENDCO Mrs Claire Thomas - IQ Level 7 Organisation Postgraduate Award of Proficiency in Assessment for Access Arrangements

Assistant SENDCO Mr Nick Stewart Hodges – BA Primary Education with QTS

Exams Access Assessor Miss Jo Machnica - IQ Level 7 Organisation Postgraduate Award of Proficiency in Assessment for Access Arrangements

SEMH lead Mrs Caroline Clark

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of students who have SEND. Teachers have also received training this academic year from the Gloucestershire advisory teacher service, Gloucestershire Educational Psychologist service and from SHIPS (supporting head injured students in school). This academic year, all staff have completed training on how to understand and support students with ADHD and how to support students with anxiety.

Teaching assistants (TAs)

We have a team of 25 TAs, including one higher-level teaching assistant (HLTA) who are trained to deliver specialised Maths SEND provision.

We have several teaching assistants who are trained to deliver interventions such as numeracy, literacy, handwriting and social emotional and mental health interventions, The interventions are run in communication with heads of departments and use of assessment data.

In the last academic year, the TAs have all done a range of training to update their skills and offer the best possible support for students, in particular, ADHD and anxiety training and managing social, emotional and mental health needs.

External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Young Glos (mentoring and well-being)
- Head Space (mental health and well being courses and counselling)

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher.

You can get in touch on the email admin@thecotswoldschool.co.uk

They will pass the message on to our SENDCO, Mrs Nikki Thomas who will be in touch to discuss your concerns.

You can also contact the SENDCO directly. nthomas@thecotswoldschool.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing and number work

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has special educational needs.

The SENDCO will observe the student in the classroom and at social times to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

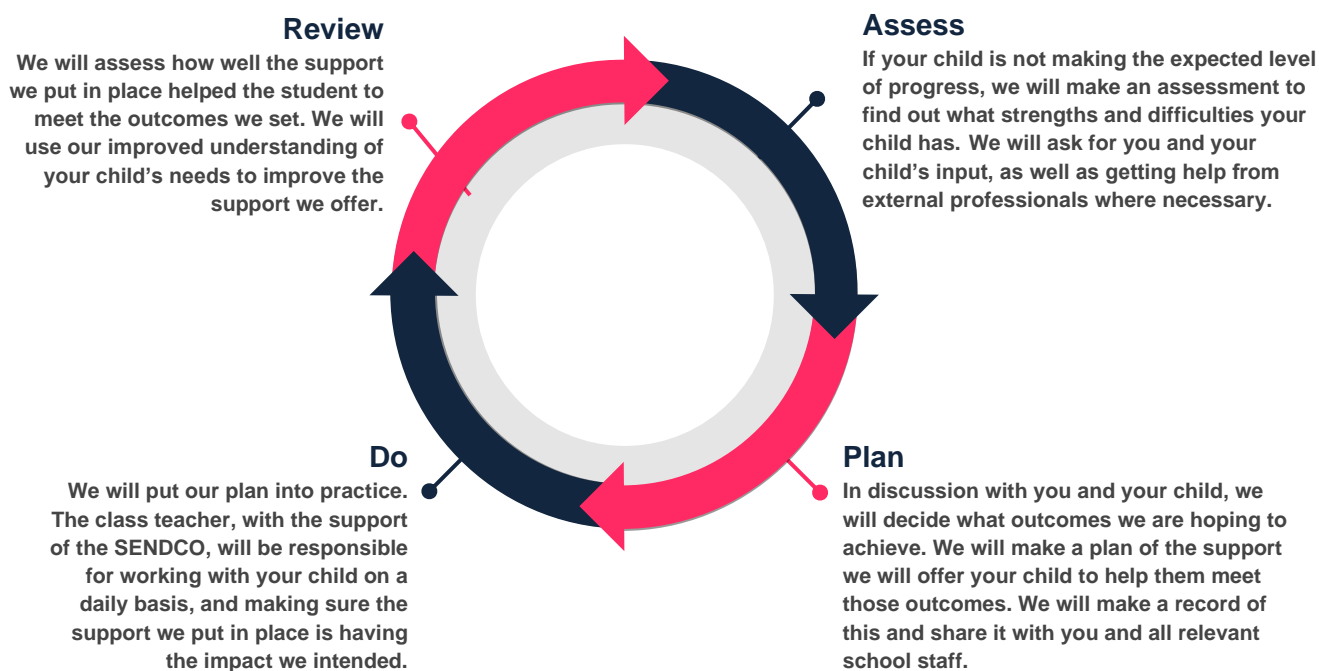
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's SEND Lead (a member of the SEND or Pastoral team) will call or meet you, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's SEND lead. You can contact by emailing admin@thecotsoldschool.co.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapt our curriculum to make sure all students are able to access it, for example, by grouping, teaching style or content of the lesson.

- Adapt our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or leaving instructions on the board. Ensure explicit instruction takes place in all lessons
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Teaching assistants will support students on a 1-to-1 basis when necessary
- Teaching assistants will support students in small groups when necessary

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Written Checklists Scaffolding for written activities Regular check ins with individual students Support with revision Learning aids around the classroom Visual/practical resources Assistive technology Flexible grouping
	Moderate learning difficulties	All of the above TA support Adapted learning environment
	Severe learning difficulties	All of the above TA support

Social, emotional and mental health	ADHD, ADD	<p>Quiet learning environment</p> <p>Movement breaks</p> <p>Rest breaks</p> <p>Scaffolded learning tasks</p> <p>Flexible grouping</p> <p>Time out if needed</p> <p>Time in the LINK (SEMH room)</p>
	Adverse childhood experiences and/or mental health issues	<p>The LINK (SEMH Room)</p> <p>Counselling</p> <p>Support from trusted adults within the school</p> <p>Advice from external agencies</p>
Sensory and/or physical	Hearing impairment	<p>Advice from external agencies</p> <p>Appropriate seating position</p> <p>Written checklists</p> <p>Regular check-ins to check understanding</p>
	Visual impairment	<p>Limiting classroom displays</p> <p>Advice from external agencies</p> <p>Enlarged resources</p> <p>Appropriate seating position</p>
	Multi-sensory impairment	<p>Adapted learning environment and resources</p> <p>Advice from external agencies</p> <p>TA support</p>
	Physical impairment	<p>Adapted learning environment and resources</p> <p>Advice from external agencies</p> <p>TA support</p>

These interventions are part of our contribution to Gloucestershire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- › Reviewing their progress towards their goals each term
- › Reviewing the impact of interventions after 6 – 8 weeks
- › Using student questionnaires
- › Monitoring by the SEND team
- › Using provision maps to measure progress
- › Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside students who don't have SEND?

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips.

No student is ever excluded from taking part in any school activity because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for students with SEND or a disability?

Please use the following link to The Cotswold School admissions policy

<https://www.cotswold.gloucs.sch.uk/wp-content/uploads/2024/01/CSP-02-School-Admissions-Policy-2025-2026-Sept-2023-revise-Sept-2024-2.pdf>

13. How does the school support students with disabilities?

Please use the following link to The Cotswold School accessibility plan

<https://cotswold.gloucs.sch.uk/wp-content/uploads/2022/05/CSP-48-Accessibility-Plan-Apr-2022-revise-May-2025.pdf>

14. How will the school support my child's mental health and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- › Students with SEND are encouraged to be part of the school council
- › Students with SEND are also encouraged to be part of any school club to promote teamwork/building friendships
- › We provide extra pastoral support for listening to the views of students with SEND
- › We run a lunchtime clubs in the SEND area for students who need extra support with social or emotional development
- › We have a LINK room for students who cannot access the classroom due to overwhelm or SEMH difficulties
- › We have a 'zero tolerance' approach to bullying

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We provide support for students in each transition phase

- › The Cotswold School works effectively with our feeder primary schools to ensure a supportive and smooth transition for young people. Primary SENDCOs are proactive in informing us of the needs of students that select The Cotswold School as their secondary school of preference and will meet with SENDCO prior to starting. Parents and carers are actively encouraged to contact the SENDCO (nthomas@thecotswoldschool.co.uk).
- › The Cotswold School students joining mid-year by being met by a member of the SEND team and any relevant information will be forwarded to relevant teachers and members of the wider school.
- › The Cotswold school works closely with post 16 providers to ensure effective transition for students. We will take students to see at meet key members of the college who we feel would benefit from this. All our plans include a section relating to a young persons future aspiration.
- › In order to support students in between years we liaise with each student's current and future teachers to ensure that the students are well-supported through the transition process.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Jodi Carter will work with Mrs Nikki Thomas, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to our SENDCO Mrs Nikki Thomas in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Gloucestershire's local offer. Gloucestershire publishes information about the local offer on their website:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

Our local offer information can be found via

https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_2

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://sendiassglos.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan

- › **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- › **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEND in the local area
- › **Outcome** – target for improvement for students with SEND. These targets don’t necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports students with SEND
- › **SEND support** – special educational provision which meets the needs of students with SEND
- › **Transition** – when a student moves between years, phases, schools or institutions or life stages