



SEND Information Report 2023-24

(NS-12)

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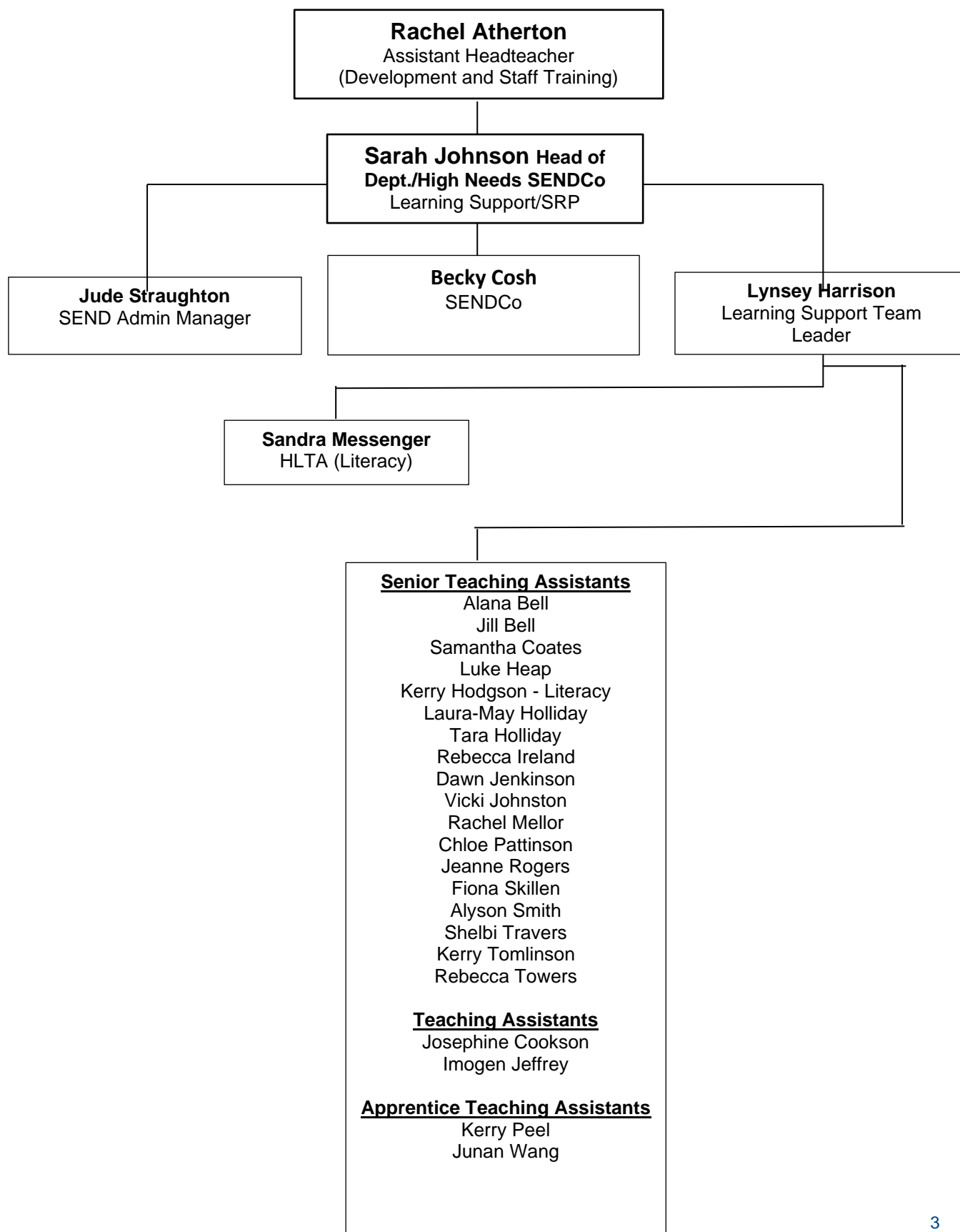
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1. Introduction

At Cockermouth School we believe firmly that to be truly inclusive, all SEND students should be fully integrated into school life and fully involved in mainstream lessons, activities, social times and extra-curricular activities. We have a Specialist Resourced Provision (SRP) which helps to support autistic students; it is designed to help enhance the experience our students have. It helps to ensure that whilst they are fully included in mainstream lessons and school life, they are able to receive specialist input around life/social skills and a variety of other bespoke interventions as well as having access to a quiet space on the occasions they need it.

At Cockermouth School all of our students are expected to attend mainstream lessons, with appropriate tailored support packages to help ensure success in their day-to-day school life. After careful assessment and discussion students are given personalised learning pathways and access mainstream classes where appropriate. Students follow a broad and balanced curriculum in all year groups. At Key Stage 4 students have access to a range of courses that are matched to their ability and lead to appropriate qualifications including GCSEs. We encourage close working relationships with parents and communicate regularly in order to monitor progress and areas of concern. The decision to direct a student to the provision is made according to the entrance criteria, on the recommendation of the local area assessment officers and the school.

2. Department Structure



3. What kinds of Special Educational Needs do you provide for at Cockermouth School?

Cockermouth School is a secondary school which caters for students with a wide range of special educational needs and disabilities (SEND). These needs fall into 4 broad categories:

- Communication and Interaction, for example Autism and Speech and Language difficulties.
- Cognition and Learning, for example Dyslexia, Dyspraxia and Moderate Learning Difficulties.
- Social Emotional and Mental Health, for example Attention Deficit Hyperactivity Disorder (ADHD), Anxiety and mental health difficulties.
- Sensory and/or Physical needs, for example visual impairments, hearing impairments and physical disabilities.

We believe in fulfilling the potential of all our students and we strive to ensure that every student, whatever their need, is successful in achieving their own personal goals.

4. How do you identify students with SEND? How do you assess their Needs?

During the Summer term, prior to the start of Year 7, we work with the information provided by primary schools, parents and other professionals at the point of entry. Some students may already have been identified as having a Special Education Need and/or Disability and close liaison with parents and primary SENDCos before a student joins us in year 7 ensures continuity of care.

The Learning Support Department will communicate with all the main feeder primary schools to gather information about students with SEND. This will help identify those students who may require extra support in Year 7.

During the first two weeks of the Autumn Term, all the Year 7 students will undergo a baseline screening process using various on-line assessments. This enables school to identify which children may have additional needs and areas of difficulty which enables appropriate support to be put in place for the students.

Concerns about any student at Cockermouth School having SEND can be raised by any member of staff, any parent or the student themselves. Concerns should be referred to either: the SENDCo or Pastoral Lead in the first instance. Preliminary assessments and discussions will take place which may lead to further specialist testing, before a decision regarding additional support is made. Student progress is closely monitored through data collections and regular assessments, as well as ongoing observations in the classroom, and through the marking and assessment of work

If we have evidence that a student is making insufficient progress despite the support provided at school, the SENDCo, or Pastoral Lead may seek further advice from external specialists through the Early Help process (Assess, Plan, Do Review)

Arrangements for GCSE exam Access Arrangements are put in place at the start of Year 10 with testing being carried out based on information received through subject teachers/History of Need. This will continue into Year 11 and may continue to Years 12 and 13.

The SEND register is compiled for each year group and is regularly reviewed and amended depending on student need at that time.

5. How many students do you have in school with SEND?

SEN Register Totals 2022- 2023

Full School	Year 7-11	%	6 th Form	%	Totals	%
SEN Support	102 / 1120	9.1%	2 / 214	0.93%	104/ 1334	7.79%
EHCP	64 / 1120	5.71%	3 / 214	1.4%	67 / 1334	5.02%
Totals	166/ 1120	14.82%	6/ 214	2.8%	172 / 1334	12.89%

Totals in Individual Year Groups:

Year 7	Numbers in the year group	% of year group
Total on COP	44 / 222	19.81%
SEN Support (K)	29 / 222	13.06%
EHCP	15 / 222	6.75%

Year 8	Numbers in the year group	% of year group
Total on COP	35 / 233	15.02%
SEN Support (K)	22 / 233	9.45%
EHCP	13/ 233	5.57%

Year 9	Numbers in the year group	% of year group
Total on COP	37 / 232	15.94%
SEN Support (K)	22 / 232	9.48%
EHCP	15/ 232	6.46%

Year 10	Numbers in the year group	% of year group
Total on COP	38/ 215	17.67%
SEN Support (K)	27/ 215	12.55%
EHCP	11/ 215	5.12%

Year 11	Numbers in the year group	% of year group
Total on COP	12 / 218	5.5%
SEN Support (K)	2 / 218	0.9 %
EHCP	10 / 218	4.56%

Year 12	Numbers in the year group	% of year group
Total on COP	4/110	3.63%
SEN Support (K)	3/110	2.72%
EHCP	1/110	0.91%

Year 13	Numbers in the year group	% of year group
Total on COP	2/104	1.92 %
SEN Support (K)	0/104	0
EHCP	2/104	1.92%

6. Who should I contact if I am concerned that my child has a Special Educational Need?

At Cockermouth School the first point of contact is usually the Pastoral Lead, however, parents are also able to contact the Head of Dept. (Sarah Johnson) or the SENDCo (Graeme Morley) directly on 01900 898883.

7. Who is the SENDCo at Cockermouth School?

1. Mrs Sarah Johnson (Head of Learning Support Department/SENDCo)
2. Mr Graeme Morley (SENDCo)

8. What arrangements do you have for parental involvement with regards to student's Special Educational Needs?

For students who have an Education Health and Care Plan (EHCP) at Primary School and who are considering transferring to Cockermouth School, then one of our SENDCo's will attend the Year 5 review meeting. At the meeting discussions will focus on the students' needs and transition to Secondary School.

Parents are invited to make an appointment to visit Cockermouth School and to talk to a SENDCo, if needed, following the Year 5 review meeting. A second visit is welcomed in Year 6 by both parents and the student, if appropriate, to discuss provision and transition arrangements.

Year 6 Opening evenings are in the last week in September for year 6 students and there is an opportunity to meet the SENDCo and Head of Learning Support.

There will be a Year 7 settling in meetings before the October half term where SENDCo's from the department will be available to talk to parents about their child. Parents will also have the opportunity to talk to the form tutor.

At the EHCP annual review meeting parents will be asked to attend and contribute to writing using the appropriate forms as part of the statutory process in line with the Code of Practice.

For students who do not have an EHCP, parents can contact the Pastoral Lead /SENDCo to discuss their child's needs so that staff can be made aware and strategies to support them. Students and their parents will be invited to a meeting with the Head of Learning Support or the SENDCo to discuss putting Special Education Provision in place.

9. How do you consult with students about their Special Educational Needs and /or Disabilities?

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take account of the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are.

The students with an EHCP will also be fully involved in the educational Annual Review process which includes reviewing their provision and expected outcomes and setting new outcomes for the future. Student profiles and targets for the students with an Education Health Care Plan will be written and reviewed as appropriate to be agreed with the student and parents.

10. What support do students with SEND get when they move from primary school to secondary school?

There are carefully planned transition arrangements put in place by the Head of Learning Support and the SENCO who liaise with the primary schools from Year 5 for EHCP students. From Year 6, the SENDCo will gather information on all SEND students who will be transferring to Cockermouth School.

The SENDCOs will use the information given so that staff are fully aware of each student's needs and the provision required. The information is shared with the Pastoral Lead - Year 7 / Y7 Form tutor / Teaching Assistants and all teaching staff for Transition Days, Intake Days, and start of Year 7.

For students who are directed to the Strategic Resourced Provision for Autism (SRP) they will have bespoke Transition Days prior to the whole Year 6 Intake Days in June. The Transition will include meeting their new Key Worker, with the support from their primary school Teaching Assistant, a tour of the school and experiencing lessons in the Department and lunchtime to ensure that the students are well prepared for the start of Y7 at Cockermouth School.

SRP students will be met in the department prior to registration to ensure they are prepared and organised for the school day and to reassure them of any changes to their normal day.

For some students it is necessary to have additional meetings with other professionals, parents and primary school to ensure that we are well prepared to meet the needs of the student.

If your child has an EHCP it is important that one of our SENDCO's attends the reviews in Year 5 and Year 6 so that we can begin working with parents/guardians and professional in preparation for them transferring to Cockermouth School.

11. What arrangements are put in place to support students who are moving from Cockermouth School to different phases of education and in preparing for adulthood?

At Cockermouth School students are involved in planning their Post 16 options to ensure that they take the correct pathway into adulthood which is reflective of their ambitions. This could take them to higher education, employment, independent living or participation in society.

For students who have an EHCP preparations for Post 16 begin as early as Year 9 with the involvement of relevant agencies, as required, to ensure that the students and families receive good advice so they can make informed choices for Post 16.

In Year 11 for some students with SEND or an EHCP, transition visits are arranged with the local College to experience their chosen options. Additional visits can be made by if needed so that students are well prepared for their next venture

External agencies are invited to the Y11 EHCP transition review meetings to ensure that information is passed on to the next setting to help aid secure transition.

12. What were the destinations of some of your students who had an Education Health and Care Plan last year?

Last year, 5 of our students went on to undertake the transitional pathways or vocational courses (including Food and Catering) at the Lakes College, West Cumbria.
2 students went on to do mechanics and bricklaying at Carlisle College.

13. What is your approach to teaching students with SEND?

This is done through quality first teaching where subject teachers are responsible for adapting and scaffolding lessons to meet the needs of all the students in their class. Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENDCo or the Head of Learning Support.

It may be appropriate to consider making additional short-term or longer term special educational provision to remove or reduce any barriers to your child's learning. This takes the form of a graduated four-part approach of:

- 1) assessing your child's needs
- 2) planning the most effective and appropriate intervention
- 3) doing this intervention and
- 4) reviewing the impact on your child's progress towards individual learning outcomes. Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of students. You will be kept informed of your child's progress towards learning outcomes.

14. How are adaptations made to the curriculum and the learning environment for students?

At Cockermouth School we have an ongoing commitment to ensure support staff are up to date with their training requirements to meet the needs of the students. Staff have been trained in many of the following areas: At Cockermouth School we believe firmly that to be truly inclusive, all SEND students should be fully integrated into school life and fully involved in mainstream lessons, activities, social times and extra-curricular activities.

Adaptive teaching methods are used alongside the adaptation of resources and learning materials by the subject teacher with support from the SENDCo and/or the Teaching Assistants (TA) in the class. A team of Senior Teaching Assistants (STAs) and Teaching Assistants (TAs) work in year groups to provide in class support for students with an EHCPs.

We have a Specialist Resourced Provision (SRP) which helps to support autistic students; it is designed to help enhance the experience our students have. It helps to ensure that whilst they are fully included in mainstream lessons and school life, they are able to receive specialist input around life/social skills and a variety of other bespoke interventions as well as having access to a quiet space on the occasions they need it.

At Cockermouth School all of our students are expected to attend mainstream lessons, with appropriate tailored support packages to help ensure success in their day-to-day school life. After careful assessment and discussion students are given personalised learning pathways and access mainstream classes where appropriate. Students follow a broad and balanced curriculum in all year groups. At Key Stage 4 students have access to a range of courses that are matched to their ability and lead to appropriate qualifications including GCSEs and the ASDAN Personal Development Course.

15. Expertise and training of staff

The Head of Learning Support at Cockermouth School, Mrs Sarah Johnson (BA Hons with PGCE in Education) and Mr Graeme Morley (BA Hons with PGCE), the SENCO both hold the following qualifications: The National SENCO Award (NASENCo) and a Post Graduate Certificate in Autism and Asperger's Syndrome.

16. How effective is the provision made for students with SEND?

We believe the support students receive at Cockermouth School is effective and tailored specifically for the individual to reach their full potential.

We work hard to ensure that the curriculum offered is suitable for all abilities to ensure that students leave Cockermouth School with appropriate qualifications and certificates which can take them on to the next phase of their life.

All provision is monitored and evaluated at regular intervals to ensure that it is assisting the student's progress. The method of evaluating effectiveness is determined by the type of intervention. In the majority of cases, progress will be reported back to parents at the same time as all other aspects of the curriculum are reported. For some students there may be additional feedback relating to their specific needs.

17. What specialist provision is available for students with Autism?

At Cockermouth School we have a Specialist Resourced Provision (SRP) which helps support our Autistic students. It is designed to help and enhance the experience our students have. It helps to ensure that whilst they are fully included in mainstream lessons and school life, they are able to receive the specialist input around life/social skills and a variety of other bespoke interventions as well as having access to a quiet space on the occasions they need it. Follow the link for our Strategically Resourced Provision Curriculum : [srp-curriculum.pdf \(cockermouthschool.org\)](http://srp-curriculum.pdf(cockermouthschool.org))

18. What other agencies do Cockermouth School use to ensure that students and their families' needs are met?

Here at Cockermouth School we are fully committed to working with other agencies to support the family and the student and will actively seek to work with other professionals / agencies with permission from families to do so.

Some of the bodies we work with include:

- Educational Psychologist
- Specialist Advisory Teachers
- Speech & Language Therapists
- CAMHS
- Home and Hospital Tuition
- NISAI
- Occupational Therapists
- Health
- Inspira
- West Cumbria School nursing services
- MENCAP
- West Cumbria Learning Centre
- Barnados

19. What should I do if I have a complaint about the SEND provision for my child?

Firstly, we would really hope that you wouldn't have a complaint, but if a complaint arises due to a special educational need, then the first contact should be with the Head of Learning Support to see if your complaint can be resolved. If not, then you can download a copy of the Schools Complaints procedures from our website: <http://www.cockermouthschool.org/about-us/policies/>

20. What arrangements do you make for admission of disabled students to the school?

Primary schools should contact us in Year 5 (sometimes as early as Year 4) to ensure we have time to plan for any reasonable adjustments that may be needed to ensure we can meet the needs of any disabled students on our school site. We would invite disabled students to visit the site along with their parents/carers and teaching assistants for a tour and to identify any areas that may need such adjustments.

We ensure open access to an appropriate curriculum, and aim to be as inclusive as possible; we include students with disabilities in the same way as for any other student with disabilities in the same way as for any other student; we nurture a culture of acceptance and diversity. We ensure vigilance of pastoral welfare by working closely support staff and have high expectations of all students to make a positive contribution to school.

For more info please download the School's Accessibility Plan here:

<http://www.cockermouthschool.org/about-us/policies/>

21. What facilities do you have to assist access to the school by disabled students; and do you have an accessibility plan?

As we are host to a specialist provision, we have access to a suite of rooms that include a specialist changing facility, sensory room, life skills flat, and a disabled toilet. In addition to this we have a lift in two of our buildings and we also have ramps around the site.

We work closely with parents, students and agencies to ensure that students with disabilities have their needs met.

We have an Accessibility Plan which is available on our website:

<http://www.cockermouthschool.org/about-us/policies.>

22. The contact details of support services for the parents of students with special educational needs in Cumberland.

Details of the Local Authority's "Local Offer" can be found on a dedicated website at [Families Information | SEND Information Hub \(Local offer\) \(cumberland.gov.uk\)](#). First point of contact in school to discuss prospective students with SEND is the Head of Learning Support Mrs Sarah Johnson (01900 898883).

Headteacher:
Mr R J King BSc

Chair of Trustees:
Mr A Rankin

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