



SEND Information Report 2025-2026

(NS-12)

Contents

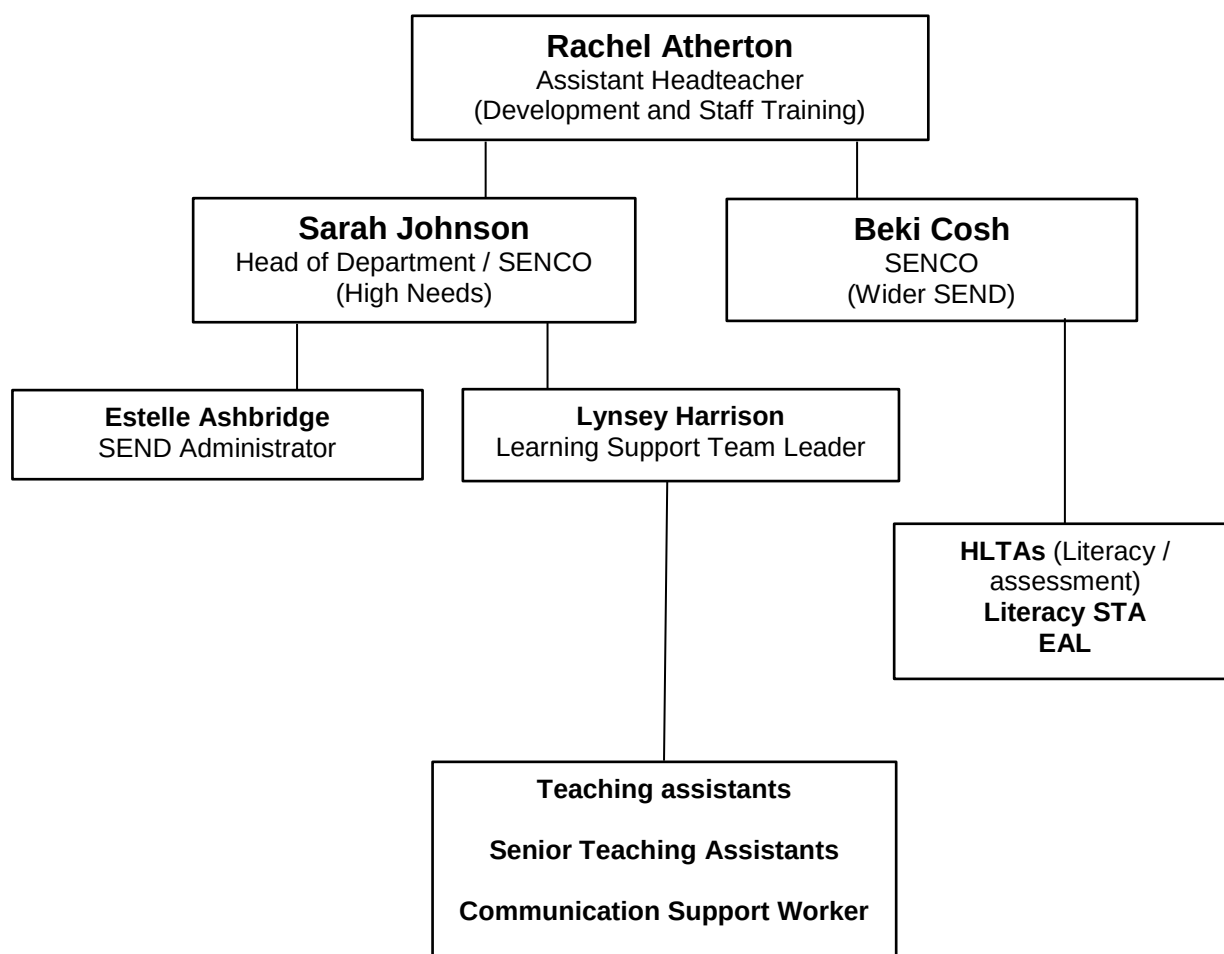
1. Introduction	2
2. Department Structure	3
3. What kinds of Special Educational Needs do you provide for at Cockermouth School?	4
4. How do you identify students with SEND? How do you assess their Needs?	4
5. How many students do you have in school with SEND.....	8
6. Who should I contact if I am concerned that my child has a Special Educational Need?.....	9
7. Who is the SENCO at Cockermouth School?	9
8. What arrangements do you have for parental involvement with regards to student's Special Educational Needs?.....	9
9. How do you consult with students about their Special Educational Needs and /or Disabilities?	9
10. What support do students with SEND get when they move from primary school to secondary school?	10
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?	10
12. What is your approach to teaching students with SEND?.....	10
13. Expertise and training of staff	11
14. What additional support for learning is available to students with Special Educational Needs?	11
15. What specialist provision is available for students with Autism?.....	12
16. What other agencies do Cockermouth School use to ensure that students and their families' needs are met?.....	12
17. What should I do if I have a complaint about the SEND provision for my child?	12
18. What arrangements do you make for admission of disabled students to the school?	12
19. The contact details of support services for the parents of students with special educational needs in Cumberland.	13

1. Introduction

At Cockermouth School we believe firmly that to be truly inclusive, all SEND students should be integrated into school life and 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 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 GCSE qualifications. 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 Resourced 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:

1. **Communication and interaction**: including speech language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. **Cognition and Learning**: including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SPLD) including but not limited to dyslexia, dyspraxia and dyscalculia.
3. **Social, emotional and mental health (SEMH)**: Including but not limited to self-harm, depression, ADHD and attachment disorder.
4. **Sensory and/or physical**: including visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical difficulties (PD).

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?

The purpose of identification is not to fit a student into a particular category. When identifying the needs of a student we consider the needs of the whole child and not just their SEND.

The SEND of the majority of students will have been identified and assessed by the school from which they are transferring. Their records of support will be used to help in the process of identification and to determine the provision and support put in place.

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 SENCOs before a student joins us in Year 7 ensures continuity of care.

For students with an **Education and Health Care Plan (EHCP)**, the school will be aware of, and ensure that, the outcomes of a student's EHCP are met. Subject staff and Learning Support staff will contribute relevant information in support of a student's statutory review. The school works closely with the INSPIRA service and other post-16 providers when drawing up Transition Plans. Supported visits can be arranged to the local Further Education College for vulnerable students who are likely to progress onto vocational courses.

Diagnostic assessments are carried out upon transfer to Year 7, as well as any students transferring to Cockermouth School mid-year in order to identify who might need extra support.

We recognise that students learn at different rates. There are many factors that affect achievement including: ability, emotional maturity, age and SEND.

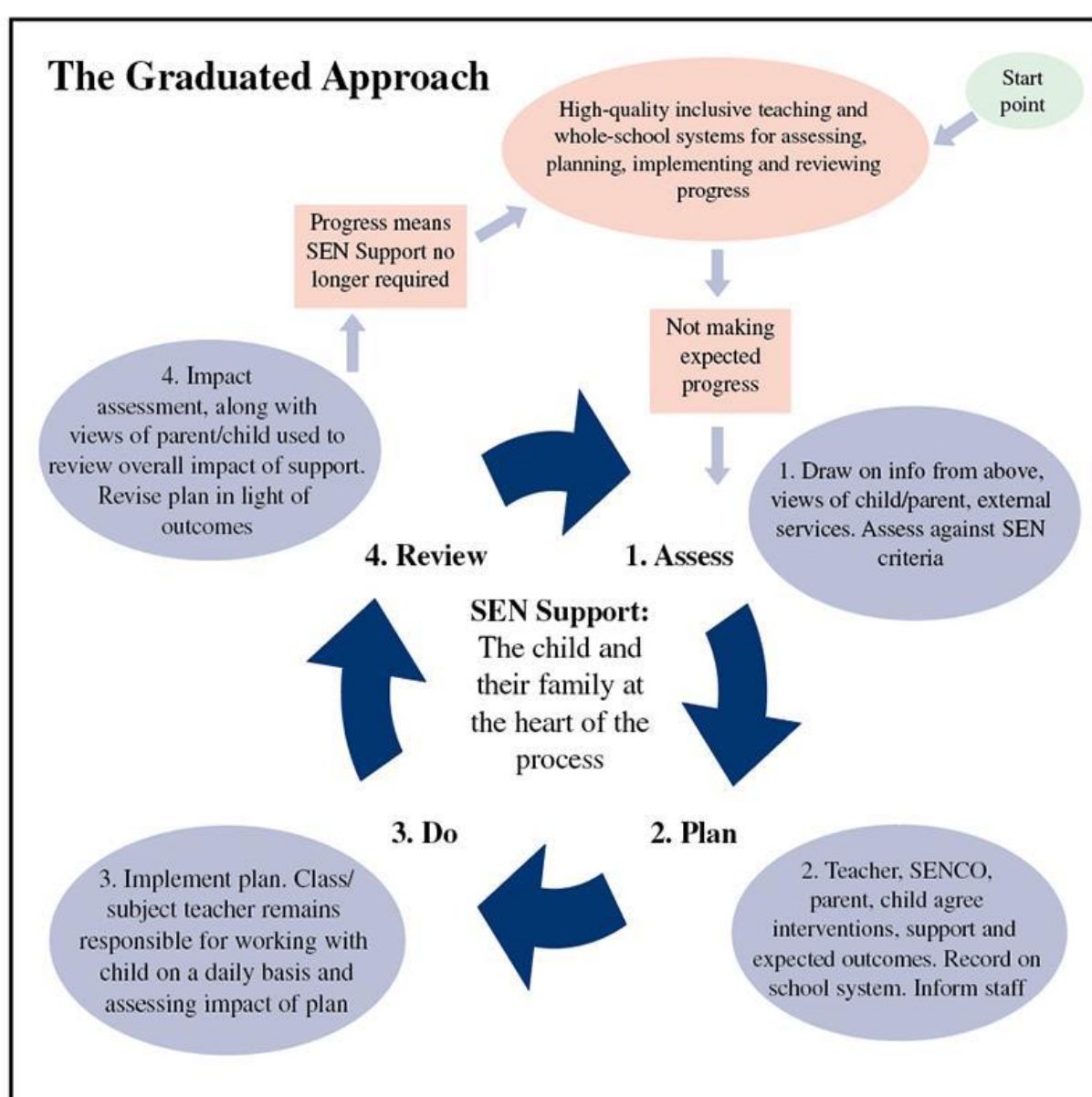
We aim to identify these needs as they arise and provide teaching and learning contexts that enable every student to achieve their potential.

Our SENCOs will work with staff and parents to ensure students who may have SEND are identified as early as possible. Parents are encouraged to contact our SENCOs with any concern over the needs of their child or the provision put in place for them.

All students have an entitlement to a broad and balanced curriculum, which enables students to:

- Understand the relevance and purpose of learning activities
- Make progress in line with national expectations and their peer group in school; after having considered the nature of their SEND/relative starting point.

Cockermouth School employs a four-part graduated approach in the identification of SEND. This will ensure early action can be taken and continually revised leading to a better understanding of a student's needs and better outcomes. The assess, plan, do, review process is a cycle – the idea being that this process is continual. This is known as the graduated approach which is illustrated in the table below (Natalie Packer 2017)



The Graduated approach starts with quality first teaching in the classroom. It is a whole school approach where all students have access to a wide range of learning experiences and an adapted curriculum, without involving additional adults or interventions. It is a style of teaching that emphasises high quality inclusive teaching for all students in a class including those with SEND.

The diagram above shows the process a student moves through when entering the SEND register, the cycle they work through whilst on the SEND register and when they would exit the SEND register.

If a student is making little progress, teachers will work through assessing, planning, implementing adaptations and trying different strategies in their own classroom before referring a student to the SENCO. All teachers are responsible for this.

If a student continues to make little or no progress the student will be referred, by the teacher, to the SENCO.

Students added to the SEND register at SEN Support Level will have a SEND student profile created and adaptation put in place, to support their learning and development. Adaptations could include: group or individual withdrawal sessions, teaching assistant in-class support, or specific interventions. Support will be planned and implemented on an individual basis to support the student as a whole.

All additional support will be reviewed and assessed and the cycle continues as needed. If it is deemed in school support is not sufficient, external support and advice will be sought and the cycle will continue.

In a minority of cases and only when a student's needs are exceptional, it may be deemed necessary to request an Education, Health and Care Plan (EHCP). Further support from the Local Authority is then received through high needs funding.

No matter where a student is in the process, teachers are expected to implement advice relating to specific students. Such advice is issued in a variety of ways including Student Profiles and student specific emails, as well as recording information on Class Charts. Our SENCOs are responsible for regularly updating this information.

Some students with SEND will have access arrangements made in exams, such as rest breaks, extra time, a reader or reading pen, a scribe or access to a word processor. The SENCO works closely with the Examinations Officer, to make sure students are able to access exams and other assessments by making the necessary applications, in accordance with JCQ regulations.

Removal from the SEND Register: This occurs when a student is deemed to be making progress in line with national expectations and their peer group in school; after having considered the nature of their SEND/relative starting point. Their needs will continue to be catered for during this time through ordinarily available provision and inclusive first quality teaching. These students will be closely monitored to ensure progress remains in line with age related expectations.

The SEND register is a fluid document that gets updated once a term. The SENCO will keep parents/carers and students fully informed at every stage of the process. Additional intervention and support cannot compensate for a lack of good quality teaching and focussed support at home.

Students and parents should participate in all decision-making processes including: contributing to the student profile, setting SMART targets, discussing their choices, assessment of needs and the review procedures.

Student profiles and other SEND guidance will be accessible to all teaching staff on the school shared drive. Student Profiles will be reviewed three times yearly and regularly by our SENCOs. This will enable the effectiveness of the student profile to be monitored and will help students recognise the progress they are making. Students with an EHCP plan will have one statutory annual review to consider the progress they are making in achieving the outcomes set out in these documents.

Subject staff will contribute relevant information to support a statutory EHCP review. Parents and students will contribute relevant information and will be invited to take part in the review.

The annual review in Year 9 and any subsequent annual reviews until the young person leaves school will include a focus on preparing for adulthood and transition planning.

The SEND policy will be reviewed annually in accordance with any new and updated legislation

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

SEN Register Totals 2024-2025

Full School	Year 7-11	%	6 th Form	%	Totals	%
SEN Support	61 / 1079	5.65	4 / 204	1.96	65 / 1283	5.07
EHCP	71 / 1079	6.58	0 / 204	0	71 / 1283	5.53
Totals	132 / 1079	12.23	4 / 204	1.96	136 / 1283	10.60

Totals in Individual Year Groups:

Year 7	Numbers in the year group	% of year group
Total on COP	26 / 204	12.74
SEN Support (K)	14 / 204	6.86
EHCP	12 / 204	5.88

Year 8	Numbers in the year group	% of year group
Total on COP	22 / 209	10.52
SEN Support (K)	7 / 209	3.35
EHCP	15 / 209	7.17

Year 9	Numbers in the year group	% of year group
Total on COP	37 / 227	16.30
SEN Support (K)	22 / 227	9.69
EHCP	15 / 227	6.61

Year 10	Numbers in the year group	% of year group
Total on COP	28 / 216	12.96
SEN Support (K)	13 / 216	6.02
EHCP	15 / 216	6.94

Year 11	Numbers in the year group	% of year group
Total on COP	19 / 223	8.52
SEN Support (K)	5 / 223	2.24
EHCP	14 / 223	6.28

Year 12	Numbers in the year group	% of year group
Total on COP	3 / 102	2.94
SEN Support (K)	3 / 102	2.94
EHCP	0 / 102	0

Year 13	Numbers in the year group	% of year group
Total on COP	1 / 102	0.98
SEN Support (K)	1 / 102	0.98
EHCP	0 / 102	0

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 SENCO (Rebecca Cosh) on 01900 898888.

7. Who are the SENCOs at Cockermouth School?

1. Mrs Sarah Johnson (Head of Learning Support Department/SENCO)
2. Mrs Rebecca Cosh (SENCO)

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

Cockermouth School encourages the input of parents and carers in supporting their child's education whilst at Cockermouth School and liaising with home ongoing as appropriate.

For students who have an Education Health and Care Plan (EHCP) at Primary School and who are considering transferring to Cockermouth School, one of our SENCOs will attend the Year 6 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 SENCO, if needed, following the Year 6 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 our SENCOs.

There will be a Year 7 settling in meetings before the October half term where SENCOs 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. Parents are welcome to contact the most appropriate SENCO at any time to discuss concerns.

At the EHCP annual review meeting, parents should attend and contribute as part of the appropriate statutory process in line with the Code of Practice.

For students who do not have an EHCP, parents can contact the Pastoral Lead /SENCO (Mrs Cosh) to discuss their child's needs or concerns.

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 students and 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 as well as preparation for adulthood outcomes for the future.

Student profiles (including the Assess, Plan, Do Review process) for all students with SEND 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 with the primary schools from Year 5 for EHCP students. From Year 6, the SENCO will gather information on all SEND students who will be transferring to Cockermouth School.

The SENCOs 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 / Year 7 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 familiarising themselves with the Department and lunchtime to ensure that the students are well prepared for the start of Year 7 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 SENCOs 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 their preparation for adulthood.

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 Year 11 EHCP transition review meetings to ensure that information is passed on to the next setting to help aid secure transition.

12. 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 our SENCOs.

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 assessing your child's needs (see section 4), planning the most effective and appropriate intervention and 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.

13. Expertise and training of staff

The Head of Learning Support at Cockermouth School, Mrs Sarah Johnson (BA Hons with PGCE in Education) holds the following qualifications: The National SENCO Award (NASENCO) and a Post Graduate Certificate in Autism and Asperger's Syndrome. We ensure that the Teaching Assistants who work in the department are up to date with relevant training and qualifications. Mrs Cosh SENCO for wider school SEND) is currently working towards achieving the qualification NPQ SENCO.

14. What additional support for learning is available to students with Special Educational Needs?

Provision is allocated according to need and follows the Assess Plan Do Review process laid down in the revised Code of Practice 2014.

Additional Literacy and Numeracy support is provided in a variety of ways:

- Literacy Thinking Reading Programme/Reciprocal Reading/Fluency/phonics and IDL (spelling and Dyslexia support)
- Numeracy Small group functional maths.
- Curriculum Support A more bespoke approach for students with longer term learning difficulties, including courses such as: ASDAN, Outdoor learning, Autism Support, Talk about and 1:1 sessions to support students with specific requirements specified in their EHCP.
- SEMH At Cockermouth School an essential part of our culture is to deliver support to students who have social and emotional difficulties. Additional support is provided to these students in a variety of ways including:
 - ELSA
 - Draw and Talk
 - School Counsellor
 - Barnados MHST
 - School student support service.

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.

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

At Cockermouth School we have a Strategic 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 Strategic Resourced Provision Curriculum: [srp-curriculum.pdf \(cockermouthschool.org\)](http://srp-curriculum.pdf(cockermouthschool.org))

16. 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. Through the Early Help Process, student and families may access external organisations such as:

- Educational Psychologist
- Specialist Advisory Teachers
- CAMHS
- Home and Hospital Tuition
- Health
- Inspira
- MENCAP
- West Cumbria Learning Centre
- Barnados My Time
- Family Help
- Together We
- Social Care
- Targeted Youth Support

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

We hope that the vast majority of concerns will be able to be addressed through good communication and via informal processes. Should any concerns raised not be resolved in this way our School Complaint Policy should be followed. <http://www.cockermouthschool.org/about-us/policies/>

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

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. We nurture a culture of acceptance and diversity. We ensure vigilance of pastoral welfare by working closely with support staff and have high expectations of all students to make a positive contribution to 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.

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

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

19. 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 Governors:
Mr A Rankin

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