



COCKSHUT HILL SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT September 2025

The information in this document describes our provision for learners with a Special Educational Need or Disability (SEND) and reflects Birmingham's Local Offer which can be found on;

<https://www.localofferbirmingham.co.uk/>

At Cockshut Hill School, a Summit Learning Trust Academy we strive to ensure that all learners achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This report is intended to give you information regarding the ways in which we ensure that we support all our learners, including those with special educational needs and disabilities. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our learners.

WHO IS THE BEST PERSON TO TALK TO IN SCHOOL ABOUT MY CHILD'S ADDITIONAL NEEDS?

At Cockshut Hill the teacher who coordinates Special Educational Needs and Disabilities support and provision is: **Arlene Croydon**. She works in collaboration with the Summit Learning Trust Director for Inclusion **Christa Vines**.

Arlene Croydon is a member of the Curriculum Leadership Team who work together to ensure that all learners needs are identified and appropriately catered for.

If you wish to talk to or meet with Arlene Croydon then please ask at the main office or call 0121 589 6900.

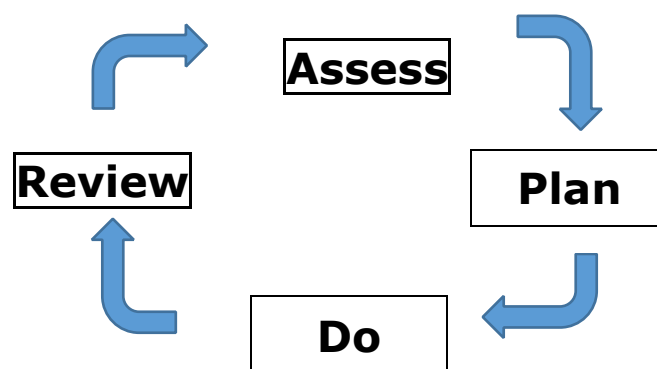
Alternatively, you can email enquiry@cockshuthill.org.uk and your message will be forwarded on.

HOW DOES THE SCHOOL IDENTIFY AND ASSESS SPECIAL EDUCATIONAL NEEDS?

Primary school information is a key source for us in identifying learners with SEND. The SENDCO and school transition lead liaises with primary feeder schools, parents and carers and external agencies to gather information regarding learners and their additional needs. This is shared with all staff prior to year 7 transitioning to Cockshut Hill. At the start of year 7 all learners have their reading assessed together with subject baseline testing so that we can establish who might require targeted wave 2 or specialist wave 3 interventions (see descriptors below). Learners not making progress are initially tracked by class teachers and then by Achievement Leaders. In addition, staff are asked to use the referral form for whom they have a particular concern about a learner. This is reviewed by the SENDCO and where necessary at this point a conversation will take place with parents/carers and the young person to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

Once a learner is identified as having a special educational need, a person-centred approach is taken, and the graduated cycle is followed.

The child's needs will first be assessed, then support will be planned for, carried out and then regularly reviewed. At the review any necessary changes will be made.



Wave 1 (universal support)

This includes high quality teaching, which takes into account the learning needs of all learners in the classroom. It requires teachers to create an inclusive learning environment with tasks and activities which are scaffolded and additionally resourced.

Wave 2 (universal plus / targeted intervention – school support)

This includes specific, additional and time-limited interventions that target gaps or a delay in a learner's development. The support is designed to accelerate a learner's progress from their starting point. Often the intervention is delivered to support a small group of learners with similar learning, language or personal development needs. Learners in receipt of a wave 2 intervention are identified as having "SEN support".

Wave 3 (additional needs / specialist intervention – Support Plan/ Education Health Care Plan)

This includes specialist provision for a minority of learners where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Learners receiving a wave 3 intervention and / or access to specialist external support (on a 1:1 / small group basis) are identified as having high focused "SEN support". The school may work with outside agencies, parent/carers and the learner to create a Support Plan. The plan outlines targets to clearly evidence desired outcomes and provision. The plan is usually reviewed on at least a termly basis with progress and next steps clearly noted. In some cases, and only with outside agency approval, additional high needs top up funding can also be applied for at this stage. This is to source support which exceeds our universal and targeted provision.

Learners may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan (EHCP) being applied for, agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within a child's Support Plan. Short and long term outcomes are then discussed at a Team Around the Child meeting with all views gathered and recorded. This process usually takes at least two academic terms to fully evidence unless there are extenuating / special circumstances.

For further information regarding this process, follow the link;

https://localoffer.birmingham.gov.uk/media/filer_public/70/a1/70a19fc5-d641-45a4-8431-43c439d5b93c/final_send_support_leaflet_for_families.pdf

If the LA's Special Needs Assessment Team agree to progress with the request a pathway for new assessments is followed:

https://www.birmingham.gov.uk/downloads/file/8190/ehc_pathway_revised_130815

The plan is reviewed at least once a year and at this point views are gained from the child, their parents/carers, teachers and external professionals involved in their care and education. The impact of provision is also reviewed along with; academic

progress, attendance, behaviour, health and social care requirements and any short term targets partially / fully met. For the majority of learners with an EHCP progress will have been made and their needs will continue to be appropriately met. For some learners, their needs may require a more specialist approach requiring additional adult support, personalised resources, higher needs funding or for an alternative placement to be explored (in agreement with the wishes of the child, their parents/carers and other professionals involved).

WHAT TYPES OF SEND ARE PROVIDED FOR AT COCKSHUT HILL SCHOOL **AND HOW ARE THEY SUPPORTED?**

At Cockshut Hill we are fully committed to empowering our learners through an inspiring and exciting curriculum which provokes ambition and offers support.

The table below outlines just some of the difficulties a child with SEND may experience. We know that some children will have difficulties in one or more of the areas noted and we will always do our best to meet their needs;

Cognition & Learning	Children who find learning, thinking and understanding more challenging than most other learners.	Some children might:
		• Take longer to learn important skills such as; language, literacy and numeracy • Find it hard to understand how to use letter sounds to read and spell words • Need more time to think about their answers before verbalising or writing them down • Struggle to remember things they have just learnt or be able to make connections between different concepts / topics • Find it challenging to transfer information from one context to another i.e. home / school, maths / science, class / playground • Need questions or instructions given to them in very short steps and in a simple form • Need to see (visualise) what they are learning about and use additional resources to help them learn.

Communication and Interaction	Children who find it difficult when interacting and communicating with other people and managing change.	• Find it difficult to form / make particular letter sounds • Have word finding difficulties thereby; omit words, jumble words, give one/two word answers, use incomplete sentences, use the same words (have limited vocabulary) • Encounter difficulties when starting and maintaining a conversation with both familiar / unfamiliar people • Speak with little / no intonation or expression • Find it difficult to stay on topic • Need help with making and keeping friends • Struggle to follow rules made by someone else • Withdraw from social situations • Misread social cues, gestures and non-verbal language • Struggle with change of routine • Find it hard to say things they are thinking or feeling • Find it difficult to understand what other people mean when they are talking
Social, emotional or mental health difficulties	Children who find it difficult to manage / regulate their emotions and responses.	• Need support in understanding rules and routines • Find it hard to stay focused / sit still for short periods of time • Struggle to take turns, actively listen • Find it hard to understand how they / others are feeling • Require instructions to be short and simple • Need high levels of reassurance and praise • Find it hard to voice how they are feeling • Need help in making and keeping friends • Struggle to trust others • Encounter difficulties when trying to manage their feelings • Find it hard to move on from situations • Demonstrate inappropriate age related behaviours • Be highly emotionally / reactive to reasonable everyday requests and routines • Find it difficult to demonstrate age appropriate levels of resilience • Overly attach themselves to peers and / or adults • Be in the process of dealing with trauma / significant change in their personal circumstance

Sensory or Physical Needs	Children who have a hearing or visual impairment, a physical disability or medical condition and require; support and or/ adaptations/ or reasonable adjustments to be made.	• Experience difficulties in hearing what others in the classroom or school setting are saying and require specific aids • Have reduced sight and require individual adaptations • Have difficulties with their fine / gross motor skills • Have difficulties with navigating / walking around all areas of the setting • Have difficulties with using equipment and resources without adaptations / alternatives / support • Find it difficult to manage their own care / personal needs • Have special dietary requirements linked to a medical condition • Have underdeveloped social and or skills as a result of their medical / sensory needs • Lack confidence and / or independence
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WHAT ARE THE INTERVENTIONS / PROVISIONS AVAILABLE TO SUPPORT LEARNERS WITH SEND?

The list below is an *example* of the various wave 2 and 3 provisions available to our learners as part of the graduated approach:

Cognition & Learning	Communication & Interaction
• Precision Teaching • Word Wasp • Colour Overlay • Access to ICT for extended writing • Fresh start • IDL • In class support from a Teaching Assistant • Guidance / input from Learner & School Support Specialist teacher • Reading Pen • Visual aids and prompts • Lexonik Leap	• Speech and Language group • Nurture / social skills group • Visual aids / symbols • Access to Speech and Language Therapist • Guidance / input from to Communication & Autism Team

Social Emotional & Mental Health	Physical / Sensory
• Access to a quiet space • Access to sensory equipment • Guidance / input from Educational Psychologist • In school / external counselling • 1:1 sessions with ELSA trained staff.	• Individual resources / aids as guided by specialist sensory support teams • Accessible bathroom / toileting areas • Enlarged text • Seating Plan • Reasonable adjustments made to timetable • Motor skills / physio programme • Fine Motor skills programme / resources • Guidance and input from Specialist Support Services – Hearing Impairment / Visual Impairment / Physical Disability teams • Guidance and input from; Physiotherapist / Occupational Therapist • Toilet pass

HOW CAN I BE INVOLVED WITH MY CHILD'S LEARNING AND PROGRESS?

Cockshut Hill holds parent / carer events for each year group throughout the year. Parent / carer meetings are also available by prior appointment with the SENDCo.

We also invite parents / carers to drop in events throughout the year as well as an evening to showcase and discuss literacy interventions.

Parents /carers are encouraged to monitor homework completion on SENECA and Sparx Maths and can access learner timetables on the Arbor app.

We encourage parents / carers to support the school with attendance by ensuring their child attends and to make the attendance team aware of the reasons for any absences.

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEND AT Cockshut Hill SCHOOL?

Agency or Service	Who they work with ...	Referral process...
Communication and Autism Team (CAT)	Children who have a diagnosis of Autism or communication difficulties. They will also provide support for families of children with autism.	With parent / carer consent the SENDCO can make a referral to CAT for their advice, support or direct input for a learner with autism. Sometimes this may extend to family or peer group support.
Educational Psychology Service (EPS)	An Educational Psychologist may be asked to assess, observe, work with or provide advice regarding a child with complex developmental needs. This may be cognitively, socially or emotionally.	With parent / carer consent the SENDCO can make a referral to the school's allocated EP. Should a statutory assessment of a child's SEND be appropriate EP involvement is usually required throughout the graduated approach and evidence gathering stages.
Pupil and School Support (PSS)	Children who are working significantly below their age related expectations (reading, writing, language, numeracy) and / or experiencing difficulties with their working memory. Children who may have a specific learning difficulty such as dyslexia, dysgraphia or dyscalculia. A Pupil and School Support teacher will also work with staff in school offering support, advice and training about specific interventions.	A Pupil and School Support teacher regularly visits Cockshut Hill. A learner can be referred for individual assessment and targeted support with parent/carers consent.
Physical Disability Service (PDSS)	Children with a physical disability, impairment or medical need which impacts on their ability to access school facilities / environment in school – requiring adaptations and reasonable adjustments.	After parent / carer consent has been gained a referral to the service can be made for advice and / or direct input. Sometimes a medical service may have already involved PDSS as part of a child's paediatric support.

Sensory Support Service (SSS)	Children with a hearing, visual or multi-sensory impairment that require adaptations and / or reasonable adjustments to be made to the physical environment and / or curriculum.	Learners are usually referred following a medical diagnosis, however with parent / carer consent a school referral can be made for advice and / or direct input. Wider out of school support, activities and groups can be signposted through this service.
Speech and Language	Children with an expressive and/or receptive language disorder.	The school has weekly access to a Speech and Language Therapist. With parent / carer consent a child can be assessed and supported through targeted / specialist interventions to develop their speech, language and communication skills. Often parents / carers are involved with this process so that approaches can be adopted at home.
School Nurse	Children with emerging or diagnosed medical, health, personal care needs particularly where medication or regular monitoring is required to ensure healthy development. Children with a Care Plan.	Cockshut Hill have access to the School Nurse Service. Learners are able to access the service by giving verbal consent to have help around a range of issues which may include eating, sleeping, vaping and puberty. Student services are also able to make referrals to the school nurse service.
Occupational Therapy	Children with fine motor, gross motor physical difficulties that require specific / tailored support. Children with visual perception difficulties. Children with sensory processing difficulties.	Learners are usually referred by a paediatrician however with parent / carer consent school can make a referral to this service for; advice, to request an assessment or direct involvement with a learner.

HOW DO WE KNOW THAT PROVISION IS EFFECTIVE?

We use a wide range of strategies to check learner progress. These include:

- Reviewing individual targets from Support Plans or an Educational Health Care Plans.
- Using the school's assessment data to see how much progress a learner has made in relation to their starting point and targets.
- The results of any tests the learner has taken in school, as part of an intervention or because of a specialist assessment (carried out by an external agency / specialist)
- Observations and book looks.
- Talking to adults in school who have worked with the learner.
- Talking to parents/carers.
- Talking to the child.
- Reports from external professional's working with / monitoring the development of the child.

HOW DO WE MEASURE PROGRESS OF YOUR CHILD IN SCHOOL?

All learner's progress, including learners with special educational needs, is tracked using the school's assessment system. Learners are assessed regularly using teacher live marking, observations and questioning as well as more formal in class assessments. Interventions are time and evidence based using the assess, plan, do, review model.

HOW WILL WE INVOLVE YOUR CHILD IN THE DECISIONS ABOUT THEIR EDUCATION?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children with Special Educational Needs we use a variety of strategies to support this including:

- Involving a learner in creating and reviewing their Learner Profile
- Learner attendance is recorded in planners weekly.
- Person centred approaches / tools used for annual EHCP reviews and Support Plan meetings.
- Regular learner voice panels.

TRANSITION: HOW WE SUPPORT LEARNERS WHEN THEY ARE MOVING FROM OR TO ANOTHER SETTING?

We aim to make times of transition as smooth as possible for the children in our school.

When transitioning into Y7:

- Invite learners with SEND to additional transition mornings in small groups.
- Speak to or meet with staff at the child's previous school or setting.
- Invite parents/ carers to additional information gathering events to share and discuss needs.

When transitioning to Post-16 :

- Prioritise SEND learners for careers interviews.
- Work 1:1 with learners who need support in choosing and applying for Post-16 courses.
- Share information regarding Exam Access Arrangements with the new setting.

WHAT IS THE SCHOOL POLICY FOR SEN? (Summit Learning Trust SEND Policy)

<https://summitlearningtrust.org.uk/our-trust/statutory-information/policies-statements/>

HOW IS THE GOVERNING BODY INVOLVED WITH SEN PROVISION?

Our SEND Governor is Emma Job. She visits Cockshut Hill to find out about the help learners with SEND need in order to access the curriculum and to participate fully in the life of the school.

At Cockshut Hill our SEND Governor is the link between the Governing Board and the Academy in relation to learners with SEND. It is their role to; help raise awareness of SEND issues at meetings, give up-to-date information on outcomes and provision within the Academy, encourage effective home to school communication with parents/carers, ensure SEND policy is linked to school improvement and hold senior leaders to account for their implementation and review of SEND policy.

WHAT CAN YOU DO IF YOU ARE NOT HAPPY WITH THE PROVISION YOUR CHILD IS RECEIVING?

We take your concerns seriously and will act upon these on an individual basis.

In the first instance we would always ask that you raise your concerns with your child's pastoral manager or the SENDCo. The concern can then be followed up by the relevant colleague in school.

More guidance regarding the school's complaints procedure can be found on the school's website or can be requested from our school reception.

SPECIAL EDUCATIONAL NEEDS INFORMATION, ADVICE AND SUPPORT SERVICES

In Birmingham, parents and families can receive support from Special Educational Needs Information, Advice and Support Services - SENDIASS, who will advise and support parents with children who have special educational needs.

The service is impartial, confidential, accessible and free, and can help with a range of subjects, including:

- Assessment processes for education, health and care plans
- Information about the support available in nurseries, schools and colleges
- Social care and health issues that relate to education
- Individual casework and support in preparing for and attending meeting
- Advice and representation through appeals and complaints processes, if appropriate.

Birmingham SENDIAS Service

Telephone: 0121 303 5004

E-mail: sendiass@birmingham.gov.uk

Website address is

<http://www.birmingham.gov.uk/sendias>

Birmingham's Local Offer

Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability (SEND)

<https://localoffer.birmingham.gov.uk/advice/education/>