

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



Cox Green School

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| Name of Headteacher: | Danny Edwards |
| Name of SEND Co-ordinator (SENDCo): | Lucie Brennan |
| Name of SEN Trustee: | Mrs. Helen Hannam |
| School address: | Highfield Lane Cox Green Maidenhead SL6 3AX |
| Contact telephone number: | 01628 629415 |
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| School website: | www.coxgreen.com |
| Type of school: | Academy Mainstream comprehensive secondary school, mixed, 11-18 |

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| 1. Identifying special educational needs and disabilities (SEND) | |
| a. What kinds of special educational needs and disabilities does the school provide for? | |
| <ul style="list-style-type: none"> 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/or mental health; sensory and/or physical. The school has an inclusive ethos so all students with SEND experience and take part in all aspects of school life. Cox Green has full wheelchair access at ground floor level, and lifts to first floor classrooms in Holyport and Littlewick buildings. | |
| b. How does the school know if children and young people have special educational needs and disabilities and need extra help? | |
| <ul style="list-style-type: none"> 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 their child progresses through 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, ongoing assessment results are reviewed, and intervention or revised teaching strategies are considered. 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 Inclusion Senior Leader (Sian Hughes) has responsibility for the strategic overview of SEND provision and will be informed 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, Head of Year, the SENDCo or the subject 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 Senior Leader's (Sian Hughes) and is closely monitored by the Senior Leadership Team and the school's Board of Trustees.
- Cox Green School maps provision and available support within the school according to the SEND Code of Practice.
- Quality First Teaching and the Universal Offer refers to provision offered to all students by the class teacher.
- SEND support may provide additional short-term interventions for students who have been identified as not making expected levels of progress.
- Educational, Health and Care Plan (EHCP) refers to specialist support offered to students with high levels of need, often relating to those students as outlined in an individual's EHCP.
- 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 provision.
- SEN Support 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 SEND Support 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, he/she may fall within the bracket of EHCP. Students in this bracket will have an EHCP and require a higher level of additional support. All additional support programmes are overseen by the Inclusion Senior Leader (Sian Hughes) and are bespoke to the individual and reviewed regularly.

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 students with SEND 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 interventions.
- The school uses a number of resources to support learning such Lexonic LEAP, Lexonic Advance, Reading boxes 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 his/her individual needs; this will include input from the student, his/her parents and teaching staff. All information is then communicated through individual STEPs plans. These plans are regularly reviewed and updated and are co-produced and shared with staff, students and their families.

c. How is the decision made about what type and how much support my child/young person will receive?

- The SENDCo will assess each SEND student from the evidence available in line with the school assessment policy; this includes progress data, information from subject teachers, reports from external agencies (e.g., CAMHS), and from conversations with the parents and the student. If a student has an EHCP, this will be used to decide how much support the student needs. The level of support will be closely monitored.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

- Parents are part of the process of discussing any concerns that may exist in relation to a student's needs.
- This can be because of parents' initial 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 welcome to request a meeting regarding their child's progress, and are encouraged to support their child's needs at home, wherever possible. Students who have an EHCP 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?

- Academic progress feedback is shared with parents/carers in line with the school assessment policy 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 to voice their concerns through appointments with all staff.
- All students with SEND 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 STEPs plans.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- Cox Green School provides an extensive and diverse curriculum, allowing students to explore a range of subjects and offering options at GCSE and BTEC. Where appropriate, the curriculum timetable can be adapted to support the needs of students with SEND.
- Learning Leaders undertake 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 those with SEND receive a report home in line with the school assessment policy and parents can monitor their child's progress. Staff have regular meetings to monitor the progress of each child. Students with an EHCP have a formal review meeting once a year, but other meetings can be

arranged 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 students with SEND have a report home in line with the assessment calendar so that parents can monitor their progress.
- Staff have regular meetings to monitor the progress of each child.
- Students with an EHCP have a formal review meeting once a year, but other meetings can be arranged via the Form Tutor, Head of Year and/or the Subject 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 students with SEND.
- The school measures the impact of its interventions through the use of data, staff and student voice and annual review meetings.

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 is widely considered that every lesson, every day counts towards each individual's 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, Head of Year, Learning Leaders and the Senior Leadership Team. Tutors regularly conduct 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.
- The Hub is the inclusion and wellbeing centre. Students, who have been referred, can work in a quiet environment on a short-term basis.
- 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 students with SEND are highlighted. To support the transition from primary to secondary, some students with SEND are invited to attend extra transition 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?

- Students with SEND 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, as well as specific Careers sessions.
- The new college/school/employer will be sent all the information about the student and references will be provided by the Learning Leader, Head of Year and/or 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 has full wheelchair access at ground floor level, and lifts to first floor classrooms in Holyport and Littlewick buildings. Students are able to access 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 keypads. Laptops are available for students to use if required.
- Personal emergency evacuation plans are also completed with each student with physical needs.

What changing and 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 plinth for changing purposes.

Do you have disabled car parking for parents?

- Disabled car park spaces are available at the front of school.

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

- 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 to which students with SEND have full access and this is monitored by the Inclusion Senior Leader throughout the year.
- Students with SEND are actively encouraged to join the junior student leadership (JSL) team to share their views.
- Lunchtime and break time supervision is offered on a daily basis for vulnerable students in the Hub.

7. Training for staff, specialist services and further support

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| <p>a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?</p> |
| <ul style="list-style-type: none"> • The school has 3 Qualified SENDCo's who all hold the National Award for SEND Co-ordination; Lucie Brennan is the school SENDCo, Tiffany Smith is a qualified Speech and Language Therapist and Sian Hughes is the Inclusion Senior Leader. • 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. |
| <p>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?</p> |
| <ul style="list-style-type: none"> • Cox Green School works with a range of outside agencies to help support the needs of its students with SEND. 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. |
| <p>c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?</p> |
| <ul style="list-style-type: none"> • 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 |
| <p>8. Policies</p> |
| <p>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?</p> |
| <ul style="list-style-type: none"> • Cox Green School is familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010. |
| <p>b. Where can I find other school policies relating to SEND?</p> |
| <p>The following SEND policies are available on the school website at the following link: www.coxgreen.com</p> <ul style="list-style-type: none"> • Inclusion Policy • Accessibility Plan • Safeguarding Policy • Behaviour & Exclusion Policy • Whole school Equality Policy • Supporting Students with Medical Conditions Policy <p>Other policies include:</p> <ul style="list-style-type: none"> • Use of Reasonable Force & Search Policy • Whistleblowing Policy |
| <p>9. Additional Information</p> |
| <p>a. Do you provide any other resources for children and young people with SEND?</p> |

- Laptops are provided for use in exams and controlled assessments.
- Homework club provides after school support for home learning.
- Speech and Language Therapy.

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, the Head of Year, or the subject 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 Senior Leader 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 |
| STEPS Plan | Updated CSP sharing strategies to support identified students in the classroom. |

Date of last update of this document: May 2025

Next review: May 2026