



Annual Special Educational Needs and Disabilities (SEND) Information Report | October 2026

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, Special Educational Needs (Information) Regulations Clause 65.

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

From 1 September 2014, the majority of Part 3 of the [Children and Families Act 2014](#), its associated regulations and the SEND Code of Practice were enforced. The Cottesloe School adheres to the [SEND Code of Practice](#) and the Children and Families Act 2014.

The type of SEND provision that The Cottesloe School caters for is aimed at young people in mainstream education with a range of Special Educational Needs relating to their physical, SEMH (social, emotional and mental health), or cognitive learning difficulties.

We currently do not offer specialist provision (ARP) for particular learning needs.

The school's Accessibility policy can be found [here](#).

The School's SEND Policy

The school's [SEND policy](#) (including pupils who do and do not have an EHC Plan) for identifying and assessing pupils with SEND is:

- Pupils are identified through monitoring by class teachers, Heads of Department or Heads of Year who report any concerns to the SEND team and then further assessment, if required, can be carried out.
- We also liaise closely with our feeder schools, other transferring centres, specialist teachers and other agencies to identify and monitor students' additional learning needs.
- Parents can also raise with the school any concerns they have which will be communicated to teaching staff and referred to the SEND team for assessment and review.

Evaluating the effectiveness of its provision for pupils with SEND:

- We do this through the termly review of a student's individual provision documents and through the annual review of statutory documents (EHCPs), which involve the parent/carer, the student, the form tutor, the teachers and assistant teachers (ATs) and the school SEND team.



Prepare | Aspire | Succeed

- Individual student provision may be reviewed informally more frequently, according to student needs, throughout the academic year.

Assessing and reviewing the progress of pupils with SEND:

- On a termly-basis, student progress is analysed by the Lead SENDCo.
- On a half-termly basis, student progress is monitored and reviewed through the school's information management system by the Lead SENDCo and a Senior Leadership Link Manager for student progress.
- On a weekly basis, concerns over individual students' progress are monitored through review meetings between Senior leaders and the Lead SENDCo.
- On a weekly basis, concerns over individual students' progress are discussed through review meetings between the Lead SENDCo and SEND team.
- On a daily basis, student progress can be monitored through the school's information management system.

The School's Approach to Teaching

The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan).

By adapting the curriculum and learning environment,

- We are able to be flexible to the individual needs of children and can provide opportunities for support in differing-sized groups as required. Some support will be carried out within the class.
- We adapt timetables and rooms to cater for the individual needs of our students.

Additional support for learning:

- Some students take part in short and long-term interventions outside the classroom environment.
- Through the use of ATs as required.
- Through carefully planned, differentiated and personalised learning.
- Through the Cottesloe Universal Provision strategy.

Activities that are available to pupils with SEND in addition to those available through the curriculum:

- Support will be given to students outside their formal lessons in the form of additional learning opportunities, supervision and clubs.

Improving the emotional and social development of pupils with SEND:

- In addition to the above, we offer the opportunity to address emotional and social concerns through targeted workshops, drop-in facilities and counsellors.



The School's Facilities

The school's facilities include pupils with SEND.

- We aim to fully include all students in the daily life of the school whatever their individual needs. In the case of students with physical disabilities, the majority of our classrooms are accessible and we are working to improve access in all areas of the site.
- We also have a designated learning zone for students with additional learning needs which allows for specialised interventions to take place.

The School's Training

The school's arrangement for training staff in relation to pupils with SEND:

- Continuous Professional Development for all staff (teachers, ATs) on key SEND issues.
- Monthly staff Teaching and Learning briefings on key SEND issues.

Specialist expertise is obtained by the school:

- Regular meetings between the SEND team and outside agencies working within the school.
- Termly meetings with the school's Educational Psychologist and Inclusion Specialist Teacher.
- Using outside agencies for advice, direct student support and to deliver bespoke CPD.
- Specialist courses to improve the skills of the Assistant Teacher team.

The School's Consultation

The school's arrangements to consult with and involve parents/carers of pupils with SEND about the education of their child/ young person.

- Parents are normally consulted termly for individual provision mapping review, annually for the formal EHCP review process and as and when the need arises via email, phone call, face-to-face meetings and, where appropriate, a home-school communication log.

Children and young people are involved in their education.

- Students are involved in their individual provision mapping and set targets with their form tutor and teachers. All students with EHCPs are invited to attend the annual review meetings and are consulted in decisions affecting their support and timetabling, through a person-centred review.



The School's Partnerships

- The school's governing body involves other bodies (including health, social care, Buckinghamshire Council support services, voluntary and community groups) to meet the needs of pupils with SEND and their families by receiving regular updates on interventions and by acting as a 'critical friend' to the Learning Support team.
- The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood and independent living is through consultation with SENDIAS, developing and maintaining close working relationships with Post 16 settings and primary school SENDCos and attending annual reviews in the primary school setting, and through the school's transition support programme.

The school collaborates with the following education providers and other settings:

- Feeder schools
- Local Colleges of Further Education
- Blueprint short-stay school
- Integrated SEND Services
- CAMHs
- Sue Nicholls Centre
- CYP therapy services (SaLT/OT)
- Educational Psychology Service
- Specialist Teaching Service
- Relevant medical specialists
- Approved providers of alternative educational programmes

The school communicates the contact details for the support listed above to pupils with SEND and their families through regular newsletters, information displayed on the school website, and 1:1 discussions either via face-to-face meetings or by telephone and email.

The School's Key Contacts

The name and contact details of the school's Lead SENDCo

Ms Anne-Marie Hibbert

Email send@cottesloe.bucks.sch.uk

Tel: 01296 688264

The contact for compliments, concerns or complaints from parents of pupils with SEND

Mr Dan Fox

office@cottesloe.bucks.sch.uk

01296 688264



Prepare | Aspire | Succeed

The school's complaints [policy](#) can be found on the Policies page of the website.

The School's [link](#) to the Bucks Local Offer.

External Key Contacts

To contact the Bucks [Integrated SEND Service](#) (ISEND) All contact details can be found on their dedicated website

<https://schoolsweb.buckinghamshire.gov.uk/send-and-inclusion/integrated-send-service-i-send/>

If you have a complaint about the iSEND email sendresolutions@buckinghamshire.gov.uk.

Information for the [Local Offer for Buckinghamshire](#), the Bucks Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer or Family Support Services please call 01296 383293 or email familyinfo@buckinghamshire.gov.uk or use their [contact form](#).

For independent and impartial advice please contact [SEND IAS](#).