

Special Educational Needs and Disability (SEND) Local Offer: SEN Information Report

Date of Policy	September 2015
Date agreed by Governing Body	September 2015
Date of next review	September 2016
Lead Members of Staff	Tiana Wheeler, Head of Inclusion/SENCO Bianca Greenhalgh, Assistant Head - Inclusion

Cavendish is an inclusive school working to ensure that all children achieve the highest possible outcomes. Children who have a 'significantly greater difficulty in learning, or who have a disability which prevents them making use of the educational facilities provided' (SEN Code of Practice) are identified as having special educational needs (SEND). These children are placed on a SEND register and additional, or different, support is put in place to address their specific learning needs.

Admissions

Students with SEND are allocated places in two separate and distinct ways:

- Those children with statements or Educational Healthcare Plan (EHCP) have a separate admissions procedure overseen by the East Sussex SEND team.
- Those children who have SEND but do not have a statement or EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at Cavendish School can be found on the following link:

<http://www.cavendishschool.net/about/admissions>

Disclaimer:

This offer is accurate at the date of publication

Services are regularly reviewed and could change in the future.

All information will be updated as soon as possible to reflect any new service offer.

This service offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email localoffer@eastsussex.gov.uk

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING

IN THIS SCHOOL:

School based information	Staff	Summary of responsibilities
<p>Who are the best people to talk to at Cavendish about my child's difficulties with learning/ Special Educational Needs (SEND)?</p>	<p>The SENCO: Ms Tiana Wheeler.</p>	<p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> • coordinating all provision for children with special educational needs (SEND) and developing the school's SEND policy to make sure all children have a consistent, high quality support to meeting their learning needs in school. • ensuring that as parents you are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing ○ part of planning ahead for them • updating the SEND register and keeping records (including pupil portraits, pupil passports, progress reports) of children on the SEND register and sharing information with all staff involved in supporting the learning needs of children. • line managing teaching assistants to provide support for individuals, or small groups with SEND throughout the school. • monitoring children with SEND needs and provisions, specifically with class teachers, intervention staff, Guidance and Welfare team, progress leaders, parents and carers and outside services. • meeting with parents and carers to discuss individual learning needs • working with all the other people who come into school to help support your child's learning e.g. speech and language therapy, educational psychology etc... • providing specialist support for teachers and support staff in the school so they can help your child (and other children with SEND in the school) achieve the best possible progress, giving training where necessary.

	<p>Progress leaders, subject leaders and class teachers</p> <p>Form tutors, class teachers</p> <p>Teaching assistants (TA)</p>	<p>Progress leaders, subject leaders and class teachers are responsible for:</p> <ul style="list-style-type: none"> • working with the SENCO to make sure that all information around the support of your child is shared and used in the planning and delivery of any programme of support so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • checking on the progress of your child and where necessary identifying underachievement, working with subject leaders to make sure that your child is receiving the correct support in their lessons/activities and working with the SENCO and other adults to make sure they receive the additional support they may need. • ensuring that the school’s SEND and teaching and learning policy is followed in the classroom, and for all the children with SEND. <p>Form tutors and class teachers are responsible for:</p> <ul style="list-style-type: none"> • knowing and understanding the needs of children with SEND, working with the subject leaders, progress leaders and SENCO to make sure that all information around the support of your child is used in the planning and delivery of lessons/activities to help achieve the best possible progress. This may involve the use of additional adults in the classroom, planned work and resources. • meeting with you as parents as part of any key transition process, e.g F1 to F2, KS2 to KS3 and KS4 to KS5 to make sure that there is greater communication throughout your child’s time with us. • monitoring your child’s progress within their lessons or during their activities, raising any concerns with SENCO and identifying the needs of individual children. <p>Teaching assistants may be involved in:</p> <ul style="list-style-type: none"> • working with the SENCO to support your child through: <ul style="list-style-type: none"> ○ researching the needs of children with SEND and effective support strategies. ○ working with individual or small groups of children, to develop skills and support progress. ○ working with teachers to successfully include children with SEND.
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	<p>Assistant Head teacher Inclusion: Ms Bianca Greenhalgh</p> <p>Headteacher: Mr Peter Marchant</p> <p>SEND Governor: Mr Nigel Askew</p>	<ul style="list-style-type: none"> ○ generating resources for differentiation (tailoring support to meet the needs of individual children) ○ attending meetings with parents and outside agencies to discuss individual needs and progress. <p>The Assistant Head teacher for Inclusion is responsible for:</p> <ul style="list-style-type: none"> ● working with the SENCO to design structures to ensure effective implementation of SEND Local Offer policy. ● devising methods to enable effective inclusion of children with SEND. ● supporting the progress team in the monitoring, tracking and progress of children with SEND. <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> ● supporting the Leadership Team in monitoring structures to ensure effective implementation of SEND Local Offer policy and practice. ● reporting to and updating, Governors on the progress of children with SEND and of any changes in national reforms ● addressing any complaints relating to SEND. <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> ● supporting the Leadership Team through the adoption of the SEND Local Offer policy. ● maintaining regular contact with SENCO and Assistant Head teacher for Inclusion ● supporting the Leadership Team in monitoring provision for children and presenting an annual report to Governors.
<p>How does Cavendish know how effective its arrangements and provision for children with special educational needs are?</p>		<p>Cavendish has a Quality Assurance process that assesses the effectiveness of teaching and learning for all children, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life.</p>

		<p>Additionally, progress and attainment data for children are analysed for effectiveness and value for money.</p>
<p>How will I know how my child is doing?</p>	<p>Cavendish is always happy to discuss your child's progress.</p>	<p>All children, including those with SEND are assessed on a regular basis, in accordance with the Cavendish Assessment Policy. In Foundation Stage progress is monitored on a regular basis and updated six times a year. In KS3, teachers formally assess and review progress and attainment six times a year in core subjects and three times a year in all other subjects. In KS4, teachers formally assess and review all subjects six times a year.</p> <p>This is communicated to parents/carers by some or all of the following:</p> <ul style="list-style-type: none"> • Informal contact at the beginning and the end of the day • Contact with key worker or teacher in Foundation Stage • Tapestry, the online learning journey for Foundation Stage parents • Contact via student planner, home/school book, email or phone call. • Parents' evenings and meetings. • Pupil profiles. • School reports. • SIR feedback to marking (Success, Improvement, Response). <p>Additionally:</p> <ul style="list-style-type: none"> • Individual plans may include regular email dialogue, additional meetings, reports and postcards. • Information regarding homework and revision notes can be found on the school's VLE.

IDENTIFICATION AND MONITORING OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES IN SCHOOL:

		What would this mean for your child?
<p>How does Cavendish know if children/young people need extra help or have special educational needs?</p>	<p>Children who join Cavendish with an identified special educational need or disability will be highlighted to all teaching staff and teaching assistants. Staff can access information electronically for on-going reference and via pupil portraits and/or recorded pupil passports.</p>	<ul style="list-style-type: none"> • Meeting with SENCO and teaching assistants from feeder settings to share classroom data and specialist reports. • Records from any pre-school setting. • Additional visits where needed for pre-school children. • Speech and Language assessments for Reception children. • Additional assessments where appropriate. • Use of SIMs data from primary schools. • Transition programme for vulnerable children identified by year 6 teachers and SENCOs. • Additional screening in Year 7 for reading and spelling ability. • School register of special educational needs. • Structured Conversations by tutors, classroom teachers, teaching assistants and the SENCO with parents to discuss learning need and support available. • On-going monitoring of progress across the curriculum through data tracking. • Regular assessments across the curriculum. • Annual review meetings for Statements of Special Educational Needs/EHCP. • Parents' Evening for all year groups – opportunity to discuss progress and concerns with the SENCO.

HOW COULD MY CHILD GET HELP IN SCHOOL? :

Cavendish School will make all reasonable adjustments to ensure that children in school will get support that is specific to their individual needs. Lessons will be differentiated through tasks set and outcomes achieved. Cavendish teaches subjects in mixed ability and ability sets. This may be provided by the class teacher or may involve:

- other staff in the school.
- staff who will visit the school from the Local Authority central services such as the Sensory Service (for students with a hearing or visual need).
- staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

<p>How does Cavendish match the curriculum to my child's needs?</p>	<p>Cavendish aims to be flexible with the support we provide according to the needs of your child.</p>	<p>This can be any of the following:</p> <ul style="list-style-type: none"> • Matching the learning environment in FS to the child's interests • In class support • Withdrawal lessons for literacy and numeracy. • Lexia (reading programme). • Teaching assistants. • Higher level TA. • Accelerated reading programme. • Additional 1-1 reading support. • Modified timetable. • Speech and language intervention. • Social skills group. • Assessment from outside services. • Support from – Targeted Youth Support (TYS), Flexible Learning Educational Support Services (FLESS), The Education Support Behaviour & Attendance Service (ESBAS), The Children and Adolescent Mental Health Service (CAMHS). • School counsellor. • Whole school support plans – PSP/attendance plans. • Support from teacher for the visually impaired. • Specialist dyslexia teacher.
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<p>What specialist support services and expertise are available to students at Cavendish (or can be accessed)?</p>		<ul style="list-style-type: none"> • Laptops. • Assessment for special exam arrangements, in line with new guidelines. • Support with the options process (YR9) from Progress Leaders, SENCO and Deputy Head for Progress.
	<p>Cavendish has access to a range of external agencies who offer specialist support and training for staff and students.</p>	<ul style="list-style-type: none"> • Educational psychology – provides individual reports to assess learning difficulties, support new strategies, and work with individuals, small groups and families. • Sensory service for children with visual or hearing needs – provides assessments and on-going support packs and progress reports for those children identified as having a specific speech and language difficulty. • Speech and Language Service - provides assessments and on-going support packs and progress reports for those children identified as having a specific speech and language difficulty. Referrals can be made via the school for a one off assessment if there is an on-going concern from school and parents regarding progress. • ESBAS – provides a targeted programme of support for children with attendance issues. Referrals can be made via the school for additional support. • FLESS – provides support for children who are unable to attend full time school. Referrals via the school. • TYS – provides social and emotional support for children following a referral from school, social services or both. Parents are involved in the referral process. • CAMHs – can provide support for children with a diagnosis of ADHD, Autism and a range of emotional wellbeing concerns. CAMHs work with the children, parents and school. • Specialist teacher for dyslexia. • School nurse.

<p>What support will there be for my child's overall wellbeing at Cavendish?</p>		<ul style="list-style-type: none"> • TEALS – provides assessments and on-going support packs and progress reports for those children who have English as an additional language. Interpreters are also available to support children and parents. • School counsellor – provides 1-1 support for children with a range of emotional wellbeing concerns.
	<p>We can provide a range of support for your child's emotional, social and behaviour needs.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • social skills groups • student voice • guidance and welfare leaders for each year group • a quiet space for children at breaks and lunch time • reward and sanction system • prescribed medicine administered at school with signed parental permission and the agreement of the school • nominated first aiders • peer supporters • transition programme for Year 7 • school nurse • school counsellor • A mentoring programme • A range of support groups, which may include work on: self-esteem, anger management or bereavement counselling.
<p>What training have the staff supporting children with SEND had/or are having at Cavendish?</p>	<ul style="list-style-type: none"> • Trainees and newly qualified teachers receive training from the SENCO. • All staff receive regular input from the SENCO on the learning needs of children and INSET is provided as appropriate. • Continuing Professional Development opportunities. • Specialist dyslexia teacher. • Cavendish has trained teaching assistants. • SENCO (Post Graduated Certificates in Professional Practice: National Award for Special Education Needs Coordination). 	

<p>How will my child be included in activities outside the classroom, including school trips at Cavendish?</p>	<ul style="list-style-type: none"> • All clubs and outside activities are inclusive and reasonable adjustments are made to meet each child’s individual needs. • Risk assessments are carried out to ensure that procedures are in place for children to participate. • If necessary other professionals may be consulted to support access to activities.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Cavendish aims to make the school environment as accessible as possible. • Disabled changing and toilet facilities are available. • We are sensitive to the needs of parents whose first language is not English and can provide an interpreter if necessary. • Where there are concerns about movement around the school, the SENCO would be the point of contact for access arrangements.
<p>How will Cavendish prepare and support your child to join the school, move Key Stages or leave this school?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is joining us from pre-school setting or primary school, support may include: <ul style="list-style-type: none"> ○ transition programme for vulnerable students identified by teaching staff and SENCOs. ○ summer school lessons ○ additional school/pre-school visits ○ open evening ○ taster day/ stay and play sessions for the children ○ Year 7 guides/buddies ○ teaching assistant support. • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers. ○ Teaching assistants may support transition if necessary.

	<ul style="list-style-type: none"> • In Year 11 <ul style="list-style-type: none"> ○ If your child has a statement or EHCP they will meet with a SEN Personal Advisor to create a plan for their post 16 education. ○ Students will be given the opportunity to attend taster days to colleges of interest, which can be supported by the teaching assistants, if necessary. ○ Additional careers support may be available for individuals identified as needing some 1-1 support. ○ If necessary, the SENCO or Progress Leader for Year 11 will arrange visits to new schools/colleges for your child. <p>NB If your child is no longer identified as SEND due to the changes in the SEND reform, they may be identified as 'Learning Support' and may receive the support outlined above.</p>
<p>How are the resources at Cavendish allocated and matched to your child's learning needs?</p>	<p>The SEND budget is allocated each financial year. Funding is used to provide additional support and resources, which may include using extra staff, depending on the learning need of the child.</p>
<p>How is the decision made about what type and how much support my child will receive at Cavendish?</p>	<p>Cavendish makes reasonable effort to ensure that the support provided meets the individual needs of the children.</p> <ul style="list-style-type: none"> • Regular monitoring of data informs whether adjustments are made (if expected levels of progress are not met) and the impact of any support. • Review meetings are held with appropriate members of staff, in consultation with parents, to discuss progress and any additional learning needs that require support. • Student voice. • Where appropriate tutors will be involved in contributing to the decisions around support as your child's mentor. • Cavendish School has introduced a 5 stage process, which identifies and records the learning needs and provision for all pupils according to their progress within the classroom. (Please see Appendix A below for the 5 stage process).

<p>How are parents involved with Cavendish?</p>	<p>Cavendish welcome the contribution parents can make to our school. The school aims to work in partnership with parents and carers. We do so by:</p> <ul style="list-style-type: none"> • encouraging parents to attend parents' evenings/meetings • inviting parents to annual reviews of children that have Statements or EHCP • opportunities for contact via, email, planners, phone calls, structured conversations and additional meetings following school reports • celebration coffee mornings • parents' forums • parent consultations. Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision • working effectively with all other services supporting children and their parents • using structured conversations, where children's strengths and needs are identified and targets agreed, giving parents and carers opportunities to play an active and valued role in their child's education, and instilling the confidence that the school will listen and act appropriately • making all parents and carers feel welcome • taking reasonable steps to offer parents and carers communication aids and access arrangements • providing all information in an accessible way • consulting parents in the writing of the SEND policy
<p>Who can I contact for further information?</p>	<p>Cavendish is always open to parental contact to discuss something about your child. The following can be contacted:</p> <ul style="list-style-type: none"> • Class teacher • Key worker (for FS) • Form Tutor • Progress leader • SENCO/Head of Inclusion • Assistant Head teacher for Inclusion • Head teacher • Cavendish web-site for the SEND policy

Appendix 1: Five Stage Process

Stage 1

• **Quality First Information Sharing** – Information about a child’s learning need and strategies to support them is collected from you and from their teachers and agencies supporting them. This is provided to teachers to support differentiation in the classroom in the form of a pupil portrait. These will be updated and redistributed when new information is received.

Stage 2

• **Quality First Provisions** – This is a grid of provisions, which staff will highlight with the date and their initials. This shows what they are providing for a student in their class who is not making the expected levels of progress or whom they believe has a learning need. Any member of staff may initiate one (facilitated by the Inclusion Officer) and records their provisions on the grid, providing a snapshot of a) the number of staff providing provision b) the range of provision in place. These can be shared with you at parents’ evening or when concerns are raised by staff. These QFP maps will be placed in Linked Documents on SIMS once activated.

Stage 3

• **Learning Needs Review** - A student whose QFP map shows a range of provision over a period of time with a number of staff and is still not making progress may be considered for a learning needs review. This process should take place during the progress review meeting after each data capture point or a case conference called by the Progress Leader.

Stage 4

• **Stage 4 School Based Plans** - A small number of students with a range of complex needs will require a school based plan. The current criteria: Significant and persistent difficulties in one or more related SEN area and across more than one area of development, will be applied. These documents must be reviewed 3 times per year with parents. This form is the pre-cursor to the application for an Education Health Care Plan (EHCP). A SIMS provision map will sit alongside this plan.

Stage 5

• **Stage 5 Education Health Care Plans** - The change over from statements to EHCPs will take 3 years with the transition year groups going through this process first. We will therefore have a mixture of EHCPs and statements from 2015 onwards. All new applications will be for EHCPs.