

Special Educational Needs and Disability (SEND) Policy and Information Report

Cavendish is an inclusive all through school working to ensure that all children achieve the highest possible outcomes. Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	September 2018
Date agreed by Governing Body	September 2018
Date of next review	September 2019
Lead Members of Staff	Tiana Moore, Secondary Phase SENCo/Leader of Inclusion Danielle Crossinggum, Primary Phase SENCo/Inclusion Leader Martin Pickup, Deputy Headteacher

Admissions

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

- Those children with an Educational Healthcare Plan (EHCP) have a separate admissions procedure overseen by the East Sussex ISEND team.
- Those children who have SEND but do not have an 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 SEN Policy and Information Report 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

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1. Aims and Objectives

1.1. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them. The purpose of this policy and information report is to identify the strategies used to support the young people.

1.2. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs, as soon as possible. Pupils 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 special educational needs (SEND). These pupils are placed on a SEND register and additional, or different, suitable provision is put in place to support these specific learning needs; in order to ensure that all of the pupils achieve their expected levels of progress. Whilst, raising the aspirations and expectations for all pupils with SEN.

1.3. Head teacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs, using the assessment and record keeping of the progress made by children with SEN. Whilst, working together with parents of children with SEND to support their personalised learning needs. (This is mandatory).

1.4. The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

1.5 The school will work with outside agencies who provide specialist support and teaching for children with SEND and provide on-going support and advice for all staff working with children with SEND.

1.6 The school will support the smooth transition from nursery settings, primary schools and to further education.

1.7 The staff will work together with the children themselves to encourage active participation in meeting their own learning needs.

1.8 The school will work within the guidance provided in the SEND Code of Practice, 2014.

1.9 The governing body to provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy and Information Report.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- **A significantly greater difficulty in learning than the majority of others of the same age, or**
- **A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools**

Special educational provision is educational or training provision that is additional to or different from, that made generally for other children or young people of the same age by mainstream schools.

4.SEN Information Report

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>Secondary PhaseSENCo: Ms Tiana Moore.</p> <p>Primary Phase SENCo: Miss Danielle Crossinggum</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 guidance 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 • Work with the headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in school and to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Progress leaders, subject leaders and class teachers

Form tutors, class teachers

Teaching assistants (TA)

Progress leaders, subject leaders and class teachers are responsible for:

- 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

Form tutors and class teachers are responsible for:

- 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, KS1 to KS2, 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
- Ensure they follow this SEN policy

Teaching assistants may be involved in:

- working with the SENCO to support your child through:
 - 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
 - generating resources for differentiation (tailoring support to meet the needs of individual children)

	<p>Deputy Headteacher: Mr Martin Pickup Head of Secondary Phase: Mr Ian Swingler Head of Primary Phase: Mrs Kyra Siddall- Ward</p> <p>Headteacher: Mr Peter Marchant</p> <p>SEND Governor: Mr Nigel Askew</p>	<ul style="list-style-type: none"> ○ attending meetings with parents and outside agencies to discuss individual needs and progress <p>The Deputy Headteacher, Head of both the secondary and primary phase are responsible for:</p> <ul style="list-style-type: none"> ● working with the SENCO to design structures to ensure effective implementation of SEND policy and information report ● 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 policy and Information Report and practice ● reporting to and updating, Governors on the progress of children with SEND and of any changes in national reforms. ● have overall responsibility for the provision and progress of learners with SEN and/or a disability ● addressing any complaints relating to SEND <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> ● helping to raise awareness of SEN issues at governing board meetingswork with the headteacher, and SENCO to determine the strategic development of the SEN policy and provision in the schoolmonitor the quality and effectiveness of Sen and disability provision within the school and update the governing board
<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, such as:</p> <ul style="list-style-type: none"> ● Reviewing pupils’ individual progress towards their targets (termly or at data capture points) ● Using pupil voice ● Monitoring by the SENCo ● Using provision maps to measure progress

		<ul style="list-style-type: none"> • Holding annual reviews for pupils with EHC plans
<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, KS1 & KS2 progress is monitored on a regular basis and updated three times a year. In Years 7-10, teachers formally assess and review progress and attainment three times a year in all subjects. In Year 11, teachers formally assess and review all subjects five 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 Virtual Learning Environment (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. • On-going monitoring of progress across the curriculum through data tracking. • Regular assessments across the curriculum. • Annual review meetings for EHCPs. • 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) • Symphony Maths • Teaching assistants • Individual Needs Assistant • Additional 1-1 reading support • Differentiating our curriculum • 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 – Additional Needs Plans /PSP/attendance plans • Support from teachers from the Sensory Service • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
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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"> • Differentiating our teaching for example, giving longer processing time, pre-teaching key vocabulary, reading instructions aloud, etc • Assessment for special exam arrangements, in line with guidelines. • Support with the options process (YR8 &9) from Progress Leaders, SENCO and Deputy Head for Progress
<p>What support will there be for my child's overall wellbeing at Cavendish?</p>	<p>Cavendish has access to a range of external agencies who offer specialist support and training for staff and pupils.</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. • School nurse. • 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.

		<ul style="list-style-type: none"> • School counsellor – provides 1-1 support for children with a range of emotional wellbeing concerns. • Communication Learning and Autism Support Service (CLASS) – provides support for early identification, intervention and staff training in relation to communication, learning and autism
	<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 • pupil 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. • THRIVE practitioner (see Appendix 2) <p>We also provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • Pupils with SEN are encouraged to be part of the school council • Pupils with SEN are also encouraged to be part of the wider school curriculum <p>We have a zero tolerance to bullying.</p>
<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. • Cavendish has a team of trained teaching assistants.

	<ul style="list-style-type: none"> • 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. • All pupils are encouraged to take part in sports day/school plays/special workshops, etc. • 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. • See Accessibility Plan: www.cavendishschool.net/wp-content/uploads/2017/06/Accessibility-Plan.pdf
<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. • See Accessibility Plan: www.cavendishschool.net/wp-content/uploads/2017/06/Accessibility-Plan.pdf
<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 an EHCP they will meet with a SEN Personal Advisor to create a plan for their post 16 education. ○ Pupils 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 ‘SEN 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. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.</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. ● Advice from external support services, if relevant ● Cavendish School has introduced a 4 stage process, which identifies and records the learning needs and provision for all pupils according to their progress within the classroom. (Please see Appendix 1 below for the 4 stage process).

How are parents involved with Cavendish?

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:

- encouraging parents to attend parents' evenings/meetings/workshops
- inviting parents to annual reviews of children that an EHCP
- opportunities for contact via, email, planners, phone calls and additional meetings following school reports
- 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

Who can I contact for further information?

Cavendish is always open to parental contact to discuss something about your child. The following can be contacted:

- Class teacher
- Key worker (for FS)
- Form Tutor
- Progress leader
- SENCO/Leader of Inclusion
- Deputy Head teacher
- Secondary Phase Head teacher
- Primary Phase Head teacher
- Head teacher
- Cavendish web-site for : Accessibility Plan, Behaviour for Learning Policy, Equalities Policy, Medicines Policy and Assessment Policy

Appendix 1: Four 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

- **Assess, Plan, Do, Review** - A pupil who is still not making progress may be considered for an Additional Needs Plan. This process should take place during the progress review meeting after each data capture point or a case conference called by the Progress Leader or Key Stage Lead.

Stage 3

- **Additional Needs Plans** - A small number of pupils with a range of complex needs will require an Additional Needs 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.

Stage 4

- **Education Health Care Plans** – High quality teaching that is differentiated and personalised will meet the needs of individual pupils. However some pupils require educational provision that is additional to or different from this. This is special educational provision under section 21 of the Children’s and Families Act 2014. Where this need has been identified after reviewing the Additional Needs Plan, a request for a statutory assessment will be made.

Appendix 2: THRIVE PROCESS

Stage 1

Whole Class Screening Process (October) - pupils who need a little bit of extra help are identified through our whole-class screening process, by class teachers, or through communication with families or outside agencies. For some pupils there may be an obvious reason why they need a bit of extra support. This might be bereavement, family break down or an identified medical condition such as ADHD. For others, there can be no obvious trigger to why they are finding some aspects of school and/or home life difficult.

Stage 2

THRIVE ACTION PLAN - Working closely with parents and class teachers, our Thrive Coordinator will carry out full assessments to identify children's social, emotional and behavioural needs to create a Thrive Action Plan. This is a plan of activities tailored to support a child's identified social and emotional learning targets. The activities are one-to-one and include small group relational play and arts based activities designed to help the child feel better about him/herself; become more resilient and resourceful; form trusting, rewarding relationships; be compassionate and empathetic; and/or be able to overcome difficulties and setbacks. They might include playing in the sand, puppets, cooking, painting, model making, exploring difficult situations through role-play or comic strips, playing strategy games or projects focusing on the child's own interests.

Action Plans are shared with parents and they are encouraged to do some of the activities at home if possible. They are reviewed regularly to see the progress children have made.

Stage 3

Assess Plan, Do and Review - A pupil whose THRIVE Action Plan shows that they are still not making progress may be considered for an Additional Needs 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).

Stage 4

Education Health Care Plans - High quality teaching that is differentiated and personalised will meet the individual needs of pupils. However, some pupils need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Where this need has been identified through reviewing the Additional Needs Plan, a request for a statutory assessment will be made.