



Cavendish CE Primary School

Special Educational Needs and Disability Policy

Approved by: Cavendish School Governance Committee

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Next review due: June 2027

Introduction

At Cavendish Church of England Primary School, we are proud to welcome all learners into our small, caring and inclusive school community.

Rooted in our Christian vision, “**We Learn, We Love, We Belong,**” we believe that every child is unique, valued and capable of success. We are committed to creating an inclusive environment where all children feel safe, respected and supported to thrive academically, socially and emotionally.

As a Church of England school, our values and ethos underpin our approach to inclusion. We work hard to know all children and their families well, enabling us to identify needs early, remove barriers to learning and provide support that is personalised, purposeful and responsive.

Cavendish CE Primary School is committed to equality of opportunity and to narrowing gaps between pupils with SEND and their peers. We actively promote excellent attendance, positive relationships and high expectations so that all children can access learning, develop

confidence and participate fully in school life.

This policy is in keeping with the school's aims, our teaching and learning approach, our equality duties and our commitment to inclusion. The culture, practice, management and deployment of resources are designed to ensure that the needs of all children are met, including those identified as having Special Educational Needs and/or Disabilities.

1.1 Policy principles and objectives

This policy aims to:

- ensure that all children have access to a broad, balanced and ambitious curriculum
- ensure early identification, assessment and provision for children who may have special educational needs
- place high-quality teaching, adapted for individual pupils, at the heart of provision
- ensure that teachers remain responsible and accountable for the progress and attainment of all pupils in their class, including those with SEND
- provide a graduated approach of **Assess, Plan, Do, Review**
- work in effective partnership with parents, carers, pupils and external agencies
- help every child realise their full potential and develop positive self-esteem
- encourage independence, confidence and resilience
- promote a positive whole-school attitude towards SEND and inclusion
- support pupils to contribute to decisions about their learning and support, where appropriate
- ensure successful transition between year groups, phases and schools

We aspire for pupils with SEND at Cavendish to:

- achieve their best
- feel safe, valued and included
- become increasingly independent learners
- develop confidence and self-belief
- understand their own strengths and needs
- participate fully in school life
- make successful transitions to their next stage of education

1.2 Definition of SEND

A child has a Special Educational Need or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Special educational provision is provision that is different from, or additional to, that normally available to pupils of the same age.

Children's SEND are generally considered within four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

Cavendish CE Primary School is a mainstream primary school and makes provision for children across these four areas of need.

A child must not be regarded as having SEND solely because their home language is different from the language in which they are taught. However, where a special educational need is identified, the school's SEND identification process will be followed.

1.3 Working with parents and carers

Cavendish CE Primary School is committed to working closely with parents and carers in all aspects of SEND provision.

Parents and carers know their children best and play a vital role in supporting their education. We aim to listen carefully, respond honestly and work in partnership to identify needs, agree support and review progress.

Parents and carers will be:

- informed if their child is identified as needing SEND support
- involved in discussions about provision and targets
- invited to review meetings
- updated on their child's progress
- encouraged to share information about changes or concerns
- supported to understand next steps, including involvement from external agencies where needed

In the first instance, parents should speak to their child's class teacher. Further support can be sought from the SENDCo or Headteacher.

1.4 Curriculum access

All pupils at Cavendish have access to a broad and balanced curriculum.

We set high expectations for every pupil, whatever their starting point or prior attainment. Teachers use assessment, professional knowledge and information from parents, pupils and external professionals to plan learning that removes barriers and supports success.

Lessons are adapted to meet pupils' needs. This may include:

- clear routines and predictable structures
- scaffolded learning
- visual prompts and resources
- additional processing time
- practical resources and manipulatives
- sentence stems, word banks and writing frames
- repetition and overlearning
- chunked instructions
- pre-teaching and post-teaching
- adult support where appropriate
- assistive technology or adapted resources
- sensory breaks or regulation support

In most cases, pupils with SEND are able to follow the full curriculum alongside their peers, with appropriate adaptation and support.

2. Roles and responsibilities

Parents and carers

Parents and carers are recognised as the primary educators and carers of their child. They play a vital role in supporting their child's education and are encouraged to work in partnership with school.

Parents and carers should inform school of any changes in circumstances, medical information, professional involvement or concerns that may affect their child's learning, wellbeing or access to school.

Class teachers

Class teachers are responsible for:

- delivering high-quality teaching for all pupils
- adapting teaching to meet individual needs

- identifying possible SEND concerns
- monitoring progress and attainment
- liaising with parents and carers
- planning, delivering and reviewing support
- working with the SENDCo and support staff
- ensuring pupils with SEND are included in all aspects of classroom life

The class teacher remains responsible and accountable for the progress and development of pupils in their class, including pupils who receive support from teaching assistants or specialist staff.

Support staff and midday supervisors

Support staff and midday supervisors are expected to:

- understand the needs of pupils they support
- provide appropriate support in line with agreed plans
- promote independence wherever possible
- contribute to observations and review discussions
- access relevant training where needed
- support children's social, emotional and learning needs throughout the school day

SENDCo

The SENDCo for Cavendish CE Primary School is:

Mrs Lizzy Clarke

The SENDCo is responsible for:

- coordinating SEND provision across the school
- supporting staff to identify and meet pupils' needs
- overseeing the graduated approach
- maintaining the SEND register
- liaising with parents and carers
- liaising with external agencies
- supporting the development and review of individual plans
- advising on resources, interventions and strategies
- contributing to staff training and development
- supporting transition arrangements
- working with the Headteacher and governors to review the effectiveness of SEND provision

Headteacher

The Headteacher has overall responsibility for the strategic development of SEND provision and policy at Cavendish.

The Headteacher is responsible for:

- ensuring that SEND provision reflects the school's inclusive vision
- supporting the SENDCo and staff team
- managing the deployment of staff and resources
- monitoring the quality and impact of provision
- reporting to governors
- ensuring statutory duties are met

SEND Governor

The SEND Governor for Cavendish CE Primary School is:

Mrs Jane Tibbetts

The SEND Governor works with school leaders to monitor the effectiveness of SEND provision and ensure that the school fulfils its statutory duties.

School Governance Committee

The School Governance Committee is responsible for ensuring that the school fulfils its statutory responsibilities for pupils with SEND. Governors hold leaders to account for the quality of provision, use of resources and outcomes for pupils with SEND.

Local Authority

The Local Authority is responsible for the Local Offer and for statutory processes relating to Education, Health and Care needs assessments and Education, Health and Care Plans.

3. Processes

3.1 Admissions

Cavendish CE Primary School follows the Suffolk County Council Coordinated Admissions Policy.

The school aims to meet the needs of any child whose parents or carers wish them to attend Cavendish, in accordance with the SEND Code of Practice, unless this would be incompatible with the efficient education of other children and there are no reasonable steps that could be taken to prevent this incompatibility.

Parents and carers who wish to find out whether Cavendish may be suitable for their child are encouraged to visit the school and speak with the Headteacher and/or SENDCo.

Information about our SEND provision can be found in our SEND Information Report on the

school website.

3.2 Identification and assessment

At Cavendish, children who may require SEND support are identified through a range of ongoing assessment and monitoring processes.

This may include:

- daily observations by class teachers
- discussions with parents and carers
- pupil progress meetings
- assessment information and progress data
- observations of learning, behaviour, communication and social development
- information from previous settings or schools
- initial assessments for children joining the school
- discussions with the SENDCo
- additional assessment tools, where appropriate, such as dyslexia screening or the Boxall Profile
- advice from external professionals

Where concerns are identified, the class teacher will consult with the SENDCo to decide whether additional or adapted provision is needed. Parents and carers will be informed and involved in discussions about support.

Where a Special Educational Need is identified, pupils may be placed on the school's SEND register.

3.3 Assess, Plan, Do, Review

Cavendish uses the graduated approach of **Assess, Plan, Do, Review**.

Assess

Children's needs are identified by the class teacher in consultation with the SENDCo, support staff, parents and, where appropriate, the child. Assessment may include teacher observation, progress data, work scrutiny, conversations, screening tools or advice from external professionals.

Plan

An Individual Education Plan or provision plan may be created to identify the child's key needs, targets, strategies and support. Parents and carers are involved in this process. The

plan outlines what will be put in place and the outcomes we are working towards.

Do

Support is delivered by the class teacher, teaching assistant or relevant professional. The class teacher remains responsible for the child's progress and ensures that support is linked to classroom learning and individual targets.

Review

The effectiveness of support is reviewed regularly by the class teacher, SENDCo, parents/carers and, where possible, the child. Reviews consider progress towards targets and whether provision should continue, change, increase, reduce or stop.

Following review, the school may:

- continue current provision
- adapt strategies or interventions
- introduce a different approach
- seek external advice
- consider whether an Education, Health and Care needs assessment may be appropriate

This flexible approach allows the school to remain responsive to each child's needs.

3.4 Provision and funding

Cavendish provides support at three broad levels.

Universal provision

High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Universal provision includes strong classroom practice, clear routines, adaptive teaching, visual support, positive relationships and inclusive classroom environments.

Targeted provision

Some pupils may require additional support for a period of time. This may include small-group intervention, precision teaching, pre-teaching, post-teaching, Rapid Catch-Up phonics, emotional wellbeing support, social communication support or additional adult guidance.

Specialist provision

Some pupils may require more individualised support. This may include external professional

advice, specialist equipment, individual provision planning, sensory regulation plans, Speech and Language Therapy recommendations, Occupational Therapy strategies, Educational Psychology involvement, individual risk assessments, individual healthcare plans or EHCP provision.

The school provides resources to support children with SEND within its delegated budget. Where needs are more complex, the school may apply for additional funding through Suffolk County Council. Children with an EHCP will have provision and resources allocated in line with their plan.

The Headteacher and SENDCo work together to manage SEND resources and deploy staff appropriately.

4. Education, Health and Care Plans

A request for an Education, Health and Care needs assessment may be made by parents, the SENDCo, the Headteacher or someone acting in the interests of the child.

A request may be considered when a child continues to give significant cause for concern, despite evidence that appropriate strategies and interventions have been implemented and reviewed over time.

Where school makes a request, this will be done with the knowledge and agreement of parents or carers.

An Education, Health and Care Plan outlines:

- the child's needs
- the outcomes being worked towards
- the support required from school and other agencies
- strategies and provision to be put in place

EHCPs are reviewed at least annually, with input from the child, parents, carers, school and relevant professionals.

5. Transition and transfer

Cavendish recognises that transitions can be more challenging for some children with SEND. We plan carefully to support children when they move into school, between classes, between key stages or on to secondary school.

Support may include:

- additional visits

- transition books or social stories
- meetings with parents and carers
- meetings between current and new staff
- sharing key information and successful strategies
- opportunities to meet new adults
- adapted transition arrangements
- enhanced transition to secondary school where needed
- involvement of external professionals where appropriate

Where a child moves school outside the normal transition points, we will use our best endeavours to share information and support a smooth transition.

6. Liaison with external agencies

Cavendish works in partnership with external agencies where this is needed to support pupils with SEND.

This may include:

- Speech and Language Therapy
- Specialist Education Services
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- School Nursing Service
- GP or medical professionals
- Support for children with hearing or visual impairment
- Children and Young People's Mental Health Services
- Early Help services
- Suffolk Local Authority teams
- other professionals as appropriate to the child's needs

Advice from external professionals is used to inform provision, targets and support in school.

7. Complaints procedure

Cavendish CE Primary School aims to work in close partnership with parents and carers. We encourage parents to speak to us as soon as possible if they have concerns about their child's support or provision.

In the first instance, parents should speak to their child's class teacher. If the concern is not resolved, an appointment should be made with the SENDCo. If parents wish to pursue the

matter further, they should contact the Headteacher and follow the school's complaints procedure.

The governing body will ensure that any complaint relating to SEND is treated fairly, that parents are given the opportunity to state their case, that a written response is provided and that parents are informed of their rights of appeal in line with the school's complaints procedure.

8. Links with other policies and documents

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Equality Information and Objectives
- Teaching and Learning Policy
- Behaviour Policy
- Attendance Policy
- Supporting Children with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure
- Tilian Partnership policies and guidance
- Suffolk Local Offer

The Suffolk Local Offer can be found at:

<https://www.suffolklocaloffer.org.uk/>

Appendix: Glossary of terms

Annual Review

The review of an Education, Health and Care Plan which the Local Authority must make at least every 12 months.

Education, Health and Care Plan

An Education, Health and Care Plan details the education, health and social care support that is to be provided to a child or young person who has SEND. It is drawn up by the Local Authority following an EHC needs assessment.

Graduated Approach

A model of action and intervention used to support children with SEND. It follows the cycle of Assess, Plan, Do, Review and recognises that some children may need increasing levels of support over time.

Local Offer

The Local Offer sets out information about provision available across education, health and social care for children and young people with SEND and their families.

Quality First Teaching

High-quality teaching that is adapted for individual pupils and provides the first response to pupils who have or may have SEND.

SEND

Special Educational Needs and Disabilities. A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

SENDCo

The Special Educational Needs and Disabilities Coordinator. This is the qualified teacher responsible for coordinating SEND provision in school.

Special Educational Provision

Provision that is different from, or additional to, that normally available to pupils of the same age. It is designed to help children with SEND access learning and school life.

Contact details

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