

# Cavendish Church of England Primary School Special Educational Needs Annual Report 2019



Signed: On behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2019
Date to be Reviewed:	Autumn Term 2020

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

Your comments are welcome. Please email [admin@cavendish.suffolk.sch.uk](mailto:admin@cavendish.suffolk.sch.uk)

*At Cavendish School we are committed to providing a full range of curriculum and enrichment opportunities to all children. We recognise that individuals have different needs and personalise our learning provision to enable each child to make progress and achieve their full potential alongside their peers.*

### **Head teacher/SENDCO introduction:**

At Cavendish, we actively create a welcoming school community for everybody. Staff, pupils, governors, parents and volunteers work together to make our school a happy and enriching environment. For this to be achieved equality of opportunity must be available for all and it is through the attention we play to individuals and the 'whole child' that enables us to do this. Our learning environment empowers all pupils to make the greatest progress and achieve their full potential in a safe, supported and fully inclusive environment.

As a school, our learners and their needs are the central focus when we plan any learning opportunity. We are dedicated to narrowing any gaps between SEND and non-SEND pupils. All children that are identified as 'vulnerable' of not making at least expected progress are supported through their Pupil Provision Maps which identify their needs and targets. Provision Maps identify the measures that the school have in place to help children achieve targets and successfully move forward. Our guiding principle is one of inclusion. We actively recognise possible barriers to learning and then identify ways to reduce and break down those barriers.

The schools ethos: Challenge, Creativity, and Compassion - "Create a pure heart in me": Psalm 51:10, alongside the dedicated programme of values, underpins all that we do at Cavendish. It enables all of our pupils not only to be highly effective learners but to be successful, resourceful and empathetic individuals.

### **Who are the best people to discuss needs and additional support at Cavendish with?**

Your child's class teacher is always best placed and should be the first step to answer any queries you may have relating to any aspect of school life. They may consult other staff members involved with your child, such as the class Learning Support Assistant (LSA).

Miss Wass is the Special Needs Co-ordinator (SENDCo) and holds the NaSenCo award. . Any concerns or for advice, an appointment can be made through the school office (01787 280279).

As SENDCo Miss Wass' responsibilities include:

- Co-ordinating provision for pupils with special educational needs (SEN)
- Liaising, advising and supporting all members of school staff
- Directing learning support assistants
- Engaging with parents/carers of pupils with SEND or who have been identified as 'vulnerable'

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- Making referrals and liaising with additional professionals such as; school nurses, speech and language therapists, health and special educational outreach services, Educational Psychologists
- Co-ordinating the school Language Link Early Screening programme.

The SENDCo meets regularly with SENDCos from other settings. This ensures continued updating with initiatives, both locally and nationally, and to seek and share best practice.

### **How does the school identify children who need SEND support?**

All pupils at school have access to a broad and balanced curriculum. This ensures teaching and whole school strategies are fully inclusive. The majority of pupils have their needs met through everyday classroom practices, well considered differentiation - this may include access to short-term intervention programmes.

The SEND Code of Practice identifies four broad areas of needs:

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

At Cavendish we identify the needs of the whole child, focusing not solely on an identified category or special educational need. We use a range of ways to identify and assess the needs of a pupil:

- Shared information from previous educational setting, parents, class teachers, LSA's, support services
- Half termly assessments which are tracked at pupil progress meetings
- Standardised assessments (phonological and vocabulary assessments, early number tests, PIRA and PUMA (Progress in reading and maths assessments))
- Observations by teachers / LSAs / SENDCo
- Discussions with external agencies / professionals
- Health diagnosis
- Developmental history with carers such as; speech and language and developmental milestones
- Pupil perception and views gained through, activities, discussions, termly questionnaires and One Page Profile
- Specialised assessments conducted by external professional
- Use of Language Link Early Screening programme (commencing 2019-20).

### **What types of support are available?**

At Cavendish we recognise that high quality teaching, differentiated and resourced appropriately is vital to supporting pupils who may have SEND. Teachers plan differentiated activities in all lessons, addressing a range of learning styles and outcomes. This is especially important in our mixed year classes. Children may access a range of small group or 1:1 interventions to support their needs and help them to achieve. Below is not an exhaustive list and support is constantly adapted to meet the needs of pupils.

Area of Need	Whole school approach Quality First Teaching	Targeted &/ or small group intervention	Specialist 1:1 interventions
<p>Communication and Interaction Attention Understanding Language Speech Autistic Spectrum Disorders</p>	<p>Access to a varied and enriching curriculum. Individualised teaching approaches. Good use of visual and practical learning resources. Use of technology. Small guided groups. Clear verbal instructions/ explanations which can be simplified. Appropriate, quality resources. Learning Support Assistants (LSAs) in class.</p>	<p>Social Skills groups. Elklan speech &amp; language therapy Lego Therapy IPads and Apps Forest schools Language Link</p>	<p>Speech &amp; Language Therapy assessed by a specialist and delivered by class based staff. Referral and support from CISS (County Inclusion Support Services). Referral to an Educational Psychologist (EP) EHCP referral if appropriate (as with all areas of need)</p>
<p>Cognition &amp; Learning Memory Reasoning Problem solving Development skills Processing Specific Learning Difficulties</p>	<p>As above and including well considered activity differentiated in order to include both sensory and physical disabilities.</p>	<p>Literacy Support Maths Support Test base Writing for stamina/handwriting fluency Talk for Writing IPads and Apps</p>	<p>1-1 literacy/numeracy using personalised programmes. RM maths and My maths. Precision teaching. Referrals to Outreach for Dyslexia/Learning Advisor. Personalised curriculum within resource limits. Keyworkers. Referral to EP / EHCP referral</p>
<p>Social, Emotional and Mental Health Anxiety Depression Attachment Self-image</p>	<p>As above and including access to additional pastoral support. Use of positive praise in all areas, acknowledging all achievements and success.</p>	<p>Identified Key worker Common Assessment Framework (CAF) Lego Therapy IPads and Apps Forest schools</p>	<p>Support from Primary Mental Health Worker referral to Well-being Hub. CISS 1:1 or small group emotional literacy programmes.</p>
<p>Physical and/or Sensory Hearing Visual Physical Medical Motor skills</p>	<p>As above and including audit of environment to consider adaptations (as required). Modification of organisation, routine and environment within establishment limits.</p>	<p>Gross/fine motor: (GymTrail /Fizzy programme) Writing slopes, wobble cushions, overlays, alternative writing equipment</p>	<p>Keyworkers (with appropriate training). 1-1 &amp; or personal care support if required. Referrals to specialist outreach services. Physical aids advised by specialists.</p>

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Teachers are responsible for the progress and development of all the pupils in their class. Teaching is regularly monitored to ensure all of our pupils receive quality education. This is through:

- Lesson observations
- Work scrutiny / Book Looks
- Pupil progress meetings
- Pupil perceptions
- Assessments

Termly pupil progress reviews and assessment data is tracked for progress against the pupil's individual needs and targets. Pupils are identified as SEND if they do not adequately progress even after they have participated in relevant targeted support and interventions and after reasonable adjustments and personalised approaches have been implemented. Children who are in receipt of supported intervention which is different to & separate from classroom differentiation are entered onto the SEND register (SEND code of practice). Teacher and SENDCo consider all information gathered in school (including formative and summative data), alongside national data and expectations of progress from their starting point.

#### **How is additional support allocated?**

Support is allocated to children by the SENDCo in discussion with class teachers and LSAs. Various factors are considered prior to the allocation of support:

- The child's progress and predicted attainment in relation to age related expectation
- Current level of additional support given
- Identified gaps and barriers to learning
- External advisor advice

The SENDCo meets with all class teachers at least once each half term, tracking and discussing the progress made by all children. Additional support and specific interventions are adjusted as required. Class teachers refer to the SENDCo for advice at any time. Staff members have the opportunity to raise concerns at the weekly staff meeting.

Suffolk County Council assessments are completed; evidence of children's needs collected and Higher Tariff Funding is applied for following Suffolk County Council criteria.

#### **What adaptations are made to support pupils with SEND?**

Removal of barriers to learning is central to success; hence we continually monitor and assess the needs of all pupils. Needs are identified and where necessary equipment purchased. The school accessibility plan is reviewed to ensure all children can access all areas of school life. We are committed to making practical and efficient adjustments to support all of our pupils.

At Cavendish we ensure that the curriculum is fully inclusive as are all our extracurricular activities, school clubs, visits and residential visits.

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## **How is Cavendish accessible to children with SEND?**

Our school is wholly accessible at ground floor level and has appropriate ramps and handrails at entry and exit areas. We have two disabled toilets with space for additional changing needs.

All classes have interactive i-boards, i-pads and laptops to enable resources to be visual. Visual prompts and timetables are available in each classroom. Displays and classrooms are clear and uncluttered, visually stimulating but not overloading.

Seating arrangements are considered for children with additional needs and are regularly reviewed so that all peers have the opportunity to sit with class members.

Tactile resources are readily accessible throughout the school day and there are many spaces for outdoor learning.

The school is an accredited Dyslexia friendly school, and staff receive regular cpd in print and accessing the teaching of reading.

## **How do we work with parents/carers?**

Partnership with parents/carers is vital in enabling children with SEND to achieve to their full potential. We understand that parents/carers can hold key information, knowledge and experience to contribute to the successful support provided to a pupil with SEND. Parents/Carers of pupils with SEND are supported and encouraged to play an active and valued role in their child's education. The school provides an annual report for parents/carers during the summer term. Parents/carers are invited into school to look at their child's work prior to autumn and spring consultations. During these consultations Pupil Provision Maps are shared and discussed. Parents/carers are informed of their child's current attainment and next step targets.

Parents may be asked to meet with their child's class teacher at any time to discuss progress, or may request a meeting themselves.

The school guides parents towards the Local Authority and school Local Offers (Regulation 53).

## **How are pupils involved in their education?**

Pupils with SEND have the unique knowledge and experience of their needs and circumstances. Alongside this come their own views about how they would like to be helped to make the most of their education and time at school. One Page Profiles are undertaken with the pupil where they identify how best to support and what is important to them. They are encouraged to take part in some of the decision making process. All children undertake a termly self-evaluation review of their learning where all children are supported to think critically and reflectively.

## **How will we measure the progress your child has made and review provision?**

During half-termly reviews between teachers and the SENDCo data gained and Pupil Progress Maps are used to review progress. Targets consistently met are used to identify the next steps to support

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progress. At this stage provision and interventions may also be adapted to enable the pupil to continue to make advancement. Our setting is small which makes it easy for teachers, SENDCo and LSAs to share, discuss and celebrate progress and all forms of success with individuals.

Assessment results for SEND children compared to Non-SEND children are available to view, in our assessments results table, on our website. In small cohorts these may be suppressed to avoid identification of individuals.

### **Who are the other professionals who work with the school to support our pupils with additional needs?**

At Cavendish, teaching and learning opportunities are adapted and continually evaluated, working with the support of external agencies when required, to ensure the needs of all of our learners are met. Parents/carers should not feel anxious about such additional support, which at our school allows all learners to receive the specific help they need to make the next steps in their learning. We regularly work with professionals such as:

- Speech and language Therapist
- Educational Psychologist
- County Inclusive Support Service (CISS)
- SENDAT
- Outreach support services such as: Dyslexia Outreach Team (DOT)
- Paediatricians
- GP, School Nurse and Health Visitors
- Additional trained SENDCo's
- Family Support Practitioner, Social worker

### **How are adults in school supported in their role?**

All teachers are trained to provide Quality First Teaching and to differentiate appropriately and effectively for all children in their class. LSAs are regularly part of training in classroom management and environment, good teaching practice and learning support strategies.

Inset training is delivered by the SENDCo as required and to update staff on SEND information, and support strategies. All LSAs attend staff meetings at the start of every half-term for training and development purposes. Staff may also receive specialist training from external partner agencies such as Speech and Language Therapy Service, the School Nursing Team, County Inclusive Support Service and the Educational Psychology Service. The SENDCo attends cluster, county and regional network meetings.

### **How does Cavendish provide pastoral support?**

The emotional health and well-being of every child at Cavendish is at the heart of our school values and ethos. We ensure that we support this with the use of:

- Forest school sessions for all age groups from Year 1 to Year 6; Fresh Air Friday in EYFS.

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- Peer mentoring from older pupils while eating lunch
- Circle time activities
- Small group or 1:1 well-being sessions run for identified children by trained SENDCo's
- CISS support
- Lunch time clubs
- Playtime buddies
- A robust delivery of PSHE, including ways to keep safe and healthy
- Tai Chi is delivered across the school
- House Activity Days to build on our sense of inclusion, being part of a team
- Art is used as a medium for creative expression
- Each child in school identifies an adult that they would talk to in school
- One Life sessions
- Opportunities for children's voices to be heard is the running and strategic development of the school through our pupil lead councils
- Physical activities to support health and wellbeing

### **How does Cavendish support transition and share information about a pupil's needs?**

Transition is widely recognised as an exciting time for all children and families, but can also be the cause of some anxieties. Cavendish is experienced at receiving and saying goodbye to children. Our aim is always to mitigate the effects of mobility and make the transition as smooth as possible. Children leave us to attend a variety of different secondary settings and we are committed to strong working relationships with all secondary feeders.

Advanced planning for transition to their new school is essential to allow appropriate options to be considered. The SENDCo will liaise with the SENDCos of receiving schools to ensure effective arrangements are in place to support pupils at time of transfer.

The SENDCo will arrange additional transition visits for pupils with SEND so that they get to know their new school environment, routines and key staff before transfer. A meeting will also take place with our SENDCo and the SENDCo of the receiving school to discuss a child's pastoral and academic needs as well as their strengths.

### **Beginning of the learning journey at Cavendish**

We are fully committed to ensuring each child starts their time in Foundation Stage with confidence. In the summer term prior to children joining us, the foundation stage teacher visits each child in their nursery setting and views their learning journal information with nursery leaders. In addition, each child is invited to attend Rising Reception, a four week programme in June to meet their future classmates and respective parents. Other pages on our website deal with the admissions process.

### **How can I tell the school if I am concerned about my child's progress or well-being?**

For any concern you may have in relation to your child, your first contact is with your child's class teacher. If they are unable to provide answers or solve the concern, please contact the Head Teacher/SENDCo: Miss Wass Telephone: 01787 280279

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### **Where else can I find information as a parent/carer of a child with SEND?**

School policies on relevant issues can be viewed on our website. Links are also available to local county and other agencies via our website.

[www.cavendish.suffolk.sch.uk](http://www.cavendish.suffolk.sch.uk)