

# Cavendish Church of England Primary School



## Special Educational Needs & Disabilities (SEND) Policy

Signed on behalf of the Governing Body	
Signed: Head teacher	
Date:	Autumn 2023
Date to be Reviewed:	Autumn 2024

This policy has been written with regard to the Children and Families Act 2014, The SEND Code of Practice 2015, The Equalities Act 2010 and meets the statutory guidance Supporting Pupils with Medical Conditions 2014. To be read in conjunction with the School's SEND Information Report.

### **Named Contacts:**

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## Our Vision

In our school our Christian vision shapes all we do.

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

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

This report has been written with regard to the Children and Families Act 2014, The SEND Code of Practice 2015, The Equalities Act 2010 and meets the statutory guidance Supporting Pupils with Medical Conditions 2014. To be read in conjunction with the School's SEND Information Report.

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## **1. Aims, Equal Opportunities and Inclusion**

### **Aims**

The Special Educational Needs and Disability Code of Practice (DfE, 2014) states that:

*"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training."* (Code of Practice, 2014 : 6.1)

We are committed to inclusion: in which the teaching, learning, achievements, attitudes and well-being of **all** children matter. We believe that all children, regardless of ability, should be valued equally. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. Successful education is not achieved in isolation but is strengthened through partnerships. Therefore, we actively seek the involvement of:

- staff
- families
- children
- governors
- external support services

in the creation of a secure, happy and enriching environment. Our purpose is to identify and break down possible barriers to learning to ensure **all** children are supported and encouraged to believe in themselves:

- realising they can work independently
- recognising their own creativity
- having the courage to be curious and challenge themselves
- aspiring to be the best they can be:
  - academically
  - socially
  - emotionally

## Legislation and guidance

This 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](#), - schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), - local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), - school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), - school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), - school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

## Equal Opportunities

The staff at Cavendish believe that:

- all members of the school community should be treated with respect
- every person should have their individual and diverse needs recognised
- everyone should be given the opportunity to reach their full potential, regardless of gender, ethnicity, religious beliefs and faith tradition, sexual orientation, age or any of the other protected characteristics identified in the Single Equalities Act 2010.
- All members and visitors to the school are entitled to experience our Christian framework in action through implementation of our ethos and vision statement.

## **To achieve our aims, we:**

- Continually develop our quality teaching approaches and methods of adaption to support all pupils.
- Maintain high expectations of progress and achievement for all.
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs.
- Identify need as early as possible, providing support to meet needs.
- Create an environment that is structured and designed to meet the needs of each child.
- Help every child realise their full potential and optimise their self-esteem.
- Encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.
- Make reasonable adjustments to enable children with disabilities to access all aspects of school life; including breaks, clubs, trips and residential visits.
- View our special needs provision as an ongoing, developing process.
- Develop an effective partnership with families, carers and external support services.
- Use assessment and record-keeping systems that provide:
  - records of progress and attainment
  - information to support planning and implementation of interventions.

## **2. Identification and assessment of pupils with special educational needs**

All pupils are entitled to a broad and balanced curriculum from the Foundation Stage onwards. We ensure that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through usual classroom arrangements, practices and appropriate adaptations, which may include short-term support intervention programmes.

The needs of pupils with SEND are grouped into 4 broad areas.

- |                                  |   |
|----------------------------------|---|
| 1. Communication and Interaction | 3. Social, emotional and mental health difficulties |
| 2. Cognition and Learning        | 4. Sensory and / or physical needs                  |

Pupils can have needs in more than one area, and their needs may change over time.

Our school identifies the needs of pupils by viewing the child as a whole, not just their special educational needs. Early identification of a special educational need and barriers to learning is vital to understand the child and move their progress forward.

### **Areas considered when identifying a possible special educational need:**

- Information from family members / carers and/or external support services.
- Issues arising in the Foundation Stage.
- Pupil having difficulty in attaining specific skills; such as developing literacy.
- Presentation of persistent emotional and/or social difficulties, which do not improve using, recognised behaviour support strategies.
- Pupil's difficulty in accessing the curriculum at an age appropriate level.
- Results of standardised and/or diagnostic tests and book looks.
- Classroom observation.
- Lack of, or limited progress, even when teaching approaches are targeted in a child's identified area of difficulty.
- Sensory or physical difficulties, which limit the child's progress, despite the provision of specialist resources.

### **3. A Graduated Approach to SEND Support**

Once a pupil has been identified as having SEN, we address barriers to learning; make reasonable adjustments to practices and provision to support. This support is delivered through successive rounds of a 4-part cycle known as the graduated approach.

- 1. Assess:** The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. Views of the pupil and their family are sort. The school may also seek advice from external support services.
- 2. Plan:** The teacher and SENCo will decide which adjustments; interventions and support is needed, the expected outcomes, and a clear date for review.

All staff who work with the pupil are aware of the pupil's needs, the outcomes sought, the support required and the teaching strategies or approaches that are needed. This information is recorded on the pupil's Pupil Passport.

Families are made aware of the planned support and interventions, and may be asked to contribute to progress at home.

- 3. Do:** The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves small group or 1-to-1 teaching away from the main class, they retain responsibility for the pupil. They will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of the support and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing and understanding the pupil's particular strengths and difficulties, advising how to adjust and implement support effectively.

- 4. Review:** The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed outcome.

We evaluate the impact and quality of the support and interventions based on:

- The views of the pupils and families
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCo will revise the outcomes and support in light of the pupil's progress and development, seeking the views of the pupil and their family.

### **Planning provision**

Pupil Passports are written at the start of the new school year or when a pupil is identified as having additional needs. They identify:

- Pupil information: what is important to them, information they may wish others to know and how they like to be supported
- Areas of difficulties
- Class support, teaching strategies, any resources and adjustments required

Some children may require:

- Short term targets
- Planned additional provision and/or interventions that are appropriate for the particular area(s) of need at that time to meet targets and expected outcomes

Pupil passports are reviewed at least half-termly, outcomes recorded and if appropriate next steps and targets identified. Children participate in the creation of their passports and review process according to their age and abilities. Families are invited to participate this process.

Teachers liaise with the SENCo to identify the most effective and suitable intervention and how to monitor support and progress. The SENCo uses the information gained from the Assess, Plan, Do, Review cycles to inform referrals to external support services, if required. It is the responsibility of the SENCo to complete and coordinate all referrals.

#### **4. Partnerships with families, pupils and external services**

##### **Partnerships with families**

Cavendish C of E Primary recognises the value of working closely with families and the crucial role they play in the child's education. Families have knowledge and experience to contribute to the shared view of the child's needs and the best way of supporting them. We take account of the wishes, feelings and knowledge of families at all stages. The school encourages families to recognise that the most effective support for the child is gained when they are open and confident when working in partnership with the school and other professionals. We will support families so they are able to:

- Be actively involved in supporting the child
- To share their child's successes and achievements.
- Engage with the appropriate staff and SENCo.
- Attend any review meetings and make their views known.
- Seek information, support and advice from external support services.
- Understand their rights and the child's entitlement within the SEND framework.

Partnership with families is part of our day-to day work with all children. It is strengthened through:

- Regular contact and frequent informal chats.
- The Parentmail messaging system.
- Inviting their ideas and views in creating Pupil Passports.
- Regular parent consultation meetings.
- Annual reviews for children with an EHCP (Education, Health and Care Plan).

##### **Pupil participation**

Pupil views play an important role within the school and our goal is to provide a child centred approach to meeting their needs.

- Pupils are encouraged to discuss and help create their Pupil Passport. This enables staff to understand how each child feels about their needs, how they like to be supported and things they feel good at and are positive about.
- They are involved in reviewing their targets.
- They are actively encouraged to share opinions and celebrate successes with a range of staff, family members and external support services (if involved.)
- Pupils are invited to attend all or part of the meetings that concern them where, they are able to. If unable to attend their views are sought prior to a meeting.

##### **External Services**

These play an important role in helping the school identify, assess and make provision for children with Special Educational Needs.

- The school has regular visits from the nominated Educational Welfare Officer
- The school may seek advice from the School Nursing service, Speech and Language therapy team, Education, Mental Health Practitioner or other external specialists who can advise on support for children with for example; sensory impairment, physical, medical or communication and interaction needs.
- Meetings are held with pre-school leaders to support an effective start to school for children in the Foundation Stage.
- Outreach assistance and advice can be sought through Special Education Services (SES) to support children with a range of needs such as; a specific learning need, Autism or social communication difficulties.
- The school may seek advice from Suffolk Wellbeing service or support from voluntary sector organisations such as Home Start or Barnardos.

## **5. Responsibilities**

Provision for pupils with special needs is a matter for the school as a whole. At Cavendish the role of SENCo is undertaken by a qualified teacher who has gained a National Award as a Special Educational Needs Coordinator. It is the school's responsibility to:

- Use our best endeavours to make sure that a child with SEND receives appropriate support.
- Ensure that children with SEND engage in all of the school's activities alongside their peers.
- Discuss with families the provision we are making for the child.
- Prepare a SEND information report.

### **SENCo and Head teacher**

The Head teacher is responsible for the day-to-day management of all aspects of the school, including provision for pupils with SEND. As SENCo she also has day-to-day responsibility for the implementation of the SEND policy and co-ordinates specific provision to support pupils with SEN, including those with an Education Health Care plan. She will:

- Inform families their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the governing body to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and liaise and work with staff, families, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adapted teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their families are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority or school in a timely manner
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the named Governor for SEND regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **The Governing Body**

The school governors have specific responsibility to:

- Ensure appropriate provision is made for any child with SEND with regard to the Code of Practice
- Review SEND policy and reports, which they use for monitoring of progress and attainment.
- Ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- Work with the head teacher as SENCo to determine the strategic development of the SEND policy and provision in the school

## **Teachers**

All teachers are teachers of children with SEND. Teachers are responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with families regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the family, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil



## **Learning Support Assistants and Higher Level Teaching Assistants**

- Provide relevant focused support on learning and development to identified pupils; in class, small groups or 1:1
- Deliver evidence based interventions
- Develop positive working relationships with pupils, staff, families and external professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend team and service meetings, when required, and undertake appropriate training

## **6. Statutory Annual Reviews**

A child who has an Education, Health and Care Plan (EHCP) will have a formal review of the plan, at least annually. Annual Review meetings are organised by the SENCo with all parties involved in supporting the child (families, staff and external support services) invited to attend the review. The annual review is in four parts:

1. Collection and collation of information
2. Annual Review meeting
3. Completion of the Annual Review report, by the SENCo
4. Local Authority review

A request for an EHC Plan assessment (EHCNA) can be made by the school or a family member, to the Local Authority (LA), if a child is still having significant difficulties despite targeted interventions.

## **7. Admissions, Transfers and Transitions**

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

When a child is transferring from another school, the school requests records including: assessments, safeguarding file (where appropriate) and details of any SEND support, including pupil profiles. The SENCo will contact the previous school to gain information to support the child and aid transition.

### **Transition into and within school**

We understand how difficult it can be for some children as they move into a new class or a new school. We do all we can, according to the individual needs of the child, to make transition between classes, including from Pre- Schools, as smooth as possible. This may include for example:

- Additional meetings for the family and child with the new teacher and if appropriate the SENCo.
- Additional visits to the classroom/school in order to become familiar with the environment.
- Opportunities to take photographs of key people to make a transition booklet.

### **Transition to Secondary**

We work closely with secondary schools, the SENCo and inclusion support team to co-ordinate sharing and transferring information and supporting the successful transition from Year 6 to the next

school setting. This can include additional visits and meetings. If required external support services will be approached to offer advice or be part of the transition process.

## **9. Accessibility**

Some children in our school may have difficulties accessing the school environment and need additional support and resources. The school is committed to providing an environment that allows children and all members of the school community full access to all school areas at all times. The school is wheelchair accessible throughout and there is a disabled toilet.

Teachers adapt teaching, learning and resources as appropriate. For example, they may give additional time to children with disabilities to complete a task. In planning teachers are mindful about providing opportunities for children with disabilities to develop skills in practical aspects of the curriculum. Teachers ensure that work for these children:

- takes account of their pace of learning and equipment they use,
- takes account of the physical effort and concentration needed in oral work, or when using, for example, vision aids,
- is adapted, or offers alternatives to those subjects where children may struggle to manipulate certain tools, equipment or materials,
- ensures opportunities to take part in educational visits and other activities linked to their studies,
- uses assessment techniques that reflect the child's individual needs and abilities.

## **10. Supporting Pupils with Medical Conditions**

The school recognises that pupils at school with medical conditions need to be correctly supported so that they have full access to education, including school trips, residential visits and physical education. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an Educational Health and Care Plan, which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice 2014 is followed.

The school works closely with medical professionals to inform the teaching and learning of children with medical conditions. We comply fully with the requirements of each child's Health Plan. See our policy for supporting pupils with medical needs.

## **11. Social, Emotional and Mental Health Needs**

When a child is experiencing social, emotional or mental health difficulties, Cavendish may provide support in the form of an intervention or preventative strategy. Interventions such as social skills groups can be used to support a child's wellbeing and interaction with others. If appropriate, external support services are consulted to support safe and positive access to school life. School support is considered when:

- A child exhibits unpredictable, and/or obsessive behaviour.
- A child is struggling to form and maintain purposeful relationships with others.
- A child's behaviour hinders their progress within the curriculum.
- A child's behaviour disrupts the learning of others.

- Families express concerns.
- A child has experienced a bereavement.
- There are concerns around anxiety or when a child is struggling to be positive about themselves.

### **Pastoral support**

At Cavendish we aim to meet the differing needs of all children so that each child is equipped with the skills to not only cope with life but to be able to embrace life. To be happy, healthy, resilient and compassionate young people. We aim to:

- To support children to address social, mental, emotional and physical needs.
- To maintain an atmosphere in which children feel secure, are encouraged in their learning, growth and social development and know that they are valued within a healthy and safe environment.
- To reassure families that their children are being educated in a safe and nurturing environment.
- To encourage pupils to recognise and reflect upon our values: To look after each other and our world. To be kind to yourself, aspire and to celebrate differences.
- To work with families, staff, external support services and other schools to ensure the continuity and progress of individual pupils.
- To provide opportunities for spiritual development
- To provide regular opportunities to reflect and participate in invitational worship throughout the day.
- Adopt a PACE (playfulness, acceptance, curiosity and empathy) approach to emotional and mental health support as part of our Trauma Informed Status. TISUK

To achieve our aims, we:

- Support and work alongside families in addressing pastoral concerns affecting the child's learning and development.
- Work with staff in delivering pupil support and build upon the caring and respectful relationships that exist between staff, pupils and families.
- Provide support to individual children, listening and talking to children who may need support in a variety of issues, for example, self-esteem and confidence, managing feelings, anxieties/worries, separation and developing social and friendships skills.
- Respond to situations as they arise within school.
- Meet with families to discuss issues relating to the child.
- 'Signpost' families to external services for appropriate provision and support.
- Review our spiritual and mental health provision through regular meetings of the Ethos Committee.

## **12. Use of Data and Record Keeping**

Provision for pupils with SEND is recorded and kept in their SEN file. These records can include progress, participation in interventions, outcomes, attendance data and any external services reports. The file is monitored by the SENCo and is passed to new schools as part of our transition process.

## **13. Complaints Procedure**

In the first instance, any family member with a concern about the implementation of the SEND policy should speak to the child's class teacher or the SENCo. If they wish to pursue a complaint they

should contact the Head teacher and follow the school's complaints procedure. Under the SEN Disability Act 2001 families may seek advice on resolving disagreements with the Local Authority and/or the Independent Mediation Service.

Where families have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, who will speak with the SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, families are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the head teacher in the first instance. They will be handled in line with the school's complaints policy (See Complaints policy on our school website.)

If the family is not satisfied with the school's response, they can escalate the complaint. To see full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area contact: <https://www.angliacaretrust.org.uk/send-mediation>

#### **14. Links to organisations and information**

Our Local Offer details many areas of support which we offer and is available to families on the school website. This links with Suffolk County Council Local Offer for SEND:

[www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk)

SEND Code of Practice 0 to 25 years 2014, DfE

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/325875/SEND-Code\\_of\\_Practice-June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf)

Council for Disabled Children

<https://councilfordisabledchildren.org.uk/>

Supporting pupils at school with medical conditions

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)

SENDIASS in Suffolk.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to young people and children with SEN or disabilities aged 0-25 and their families about education, health and social care.

<https://suffolksendiass.co.uk/>

#### **15. Links to other Policies**

- Behaviour Policy
- Mental Health & Wellbeing Policy
- Safeguarding: Child Protection Policy and Procedures (September 2022)
- Equality Information and Objectives
- Accessibility Plan (written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010) outlines the steps the school has taken to prevent pupils with SEND from being treated less favourably than other pupils.
- Supporting Children with Medical Needs Policy

- Data Protection Policy
- Children with Health Needs who cannot attend School Policy
- Admissions (via Suffolk County Council)

## **16. Policy development and implementation**

This policy was developed by the SENCo, in consultation with the Head teacher and Governors. It is shared with families via the school website. The policy is reviewed annually and the implementation of this policy is discussed at a Governing Body meeting. It will also be updated when legislation, requirements or changes in procedure occur.