

## **Cavendish C of E Primary - School Offer**

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

### **Who are the best people to talk to about my child's difficulties with learning/SEND?**

\* Class teachers

\* Head teacher & SENCo ~Ms C. Wass

Please look at the school website for more information.

### **How do we identify children with SEND?**

We gather information from a variety of sources:

\* Pupils, family members / carers

\* Ongoing assessment in class \* Formal

standard assessments used in school

\* Outside Agencies / EHC needs assessment

### **How well do SEND pupils do in our school?**

Children with SEND are supported through:

\* Termly, pupil progress meetings where success, attainment and progress of all are evaluated. Concerns addressed with the SENDCo and parents. Specific needs, targets and support identified and implemented in consultation with pupils and parents as much as possible.

\* Liaison with outreach services and other professionals.

\* Taking part in interventions can improve academic progress and increases self-esteem.

\* Wellbeing support on site with Mental Health 1<sup>st</sup> Aider.

\* Spiritual support through worship and local church support.

### **Where can I find more information and support?**

Local authority provides a range of support services as part of their Local Offer. Please look at:

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

[www.access-unlimited.co.uk](http://www.access-unlimited.co.uk)

[www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk)

\* Parent Support Advisors

\* Activities Unlimited

\* School Nurse

\* Health visitor

\* Speech & Language Therapy

\* County Inclusion Support Service

\* Occupational Therapy

\* Educational Psychologist

### **How can this school meet your child's needs?**

\* Communication needs - supported with liaison with speech and language service, use of Language Link and trained ELKAN staff member.

\* Learning needs - supported through classroom differentiation, small group and 1:1 support if appropriate.

\* Social, emotional and mental health: supported with advice from the Primary Mental Health worker, SENDCo. Participation in recognised interventions / activities either in a small group or 1:1.

\* Sensory and physical needs - supported with liaison with relevant health professionals.

\* Equality of access to a creative curriculum including art and Forest schools.

\* Working with Secondary feeder schools promotes a positive transition. Additional meetings and support can be arranged to ensure a confident and successful start in their new school.

### **How will the school communicate with me?**

\* Parent Consultations held in the Autumn and Spring terms with the class teacher - targets for Support Plans are discussed.

\* Discussions with Head teacher / SENDCo.

\* School website \* Weekly school newsletter

\* Annual written report to parents

\* Annual Reviews for pupils with Educational, Health & Care Plans (EHCP)

\* Informal / formal opportunities to discuss difficulties and successes

\* Invited to meetings with outside agencies

### **What support is available for my child in school?**

\* High quality teaching, all lessons differentiated to appeal to all learning styles and support all needs

\* High aspirations and belief in all of the children in our school

\* Opportunities for additional support by experienced qualified LSAs and SENDCos

\* Use of various resources to adapt lessons and support in class

\* Small group, personalised learning, 1:1 support sessions. Interventions e.g. emotional wellbeing group, after school tuition, catch up curriculum, Language Link.