

Cavendish Church of England Primary School



Special Educational Needs Annual Report 2020

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2020
Date to be Reviewed:	Autumn Term 2021

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.

At Cavendish School we are committed to providing a range of curriculum and development 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.

Introduction:

At Cavendish, we actively create a welcoming school community for everybody. Staff, pupils, governors, parents/carers and volunteers work together to make our school a happy, fulfilling 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' or not making at least expected progress are supported through their Pupil Provision Maps which 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 school ethos: Challenge, Creativity, and Compassion - "Create a pure heart in me": Psalm 51:10, alongside the dedicated programme of values, underpin 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?

Your child's class teacher is always the first contact to answer any queries you may have relating to any aspect of school life. They are best placed to know your child's needs. Class teachers will 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 that need to be raised or for advice, an appointment can be made through the school office (01787 280279) or email: admin@cavendish.suffolk.sch.uk As SENCo Miss Wass' responsibilities include:

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- Co-ordinating provision for pupils with special educational needs (SEND)
- 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'
- Making referrals, seeking advice 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 SENCo meets regularly with SENCos 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 SEN support?

All pupils at school have access to a broad and balanced curriculum. This ensures teaching and whole school strategies are fully inclusive. Most 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, PIRA and PUMA (Progress in reading and maths assessments))
- Observations by teachers / LSAs / SENCo
- Discussions with external agencies / professionals / Health diagnosis
- Developmental history discussions with carers such as; speech and language and developmental milestones
- Pupil perception and views are gained through, activities, discussions, termly questionnaires and One Page Profile - this information aids in personalising learning activities and targets
- Focused assessments conducted by SENCo or external professional
- Use of Language Link Early Screening programme

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 and reviewing individual provision maps. Additional support and specific

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interventions are adjusted as required. Class teachers refer to the SENCo for advice and to discuss pupils at any time or they can 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, if appropriate, following Suffolk County Council criteria.

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 lessons incorporating a variety of learning styles, resources and outcomes. This is especially important in our mixed year classes. Access is available to a range of small group or 1:1 intervention to support a child's 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 / small group intervention	Specialist 1:1 interventions
Communication & Interaction Attention Understanding Language Speech Autistic Spectrum Disorders	Access to a varied curriculum Individualised teaching approaches Good use of visual and practical learning resources / use of technology Small guided groups Clear verbal instructions / explanations which are simplified Appropriate, quality resources / LSAs in class Whole school reward systems Whole staff training	Social Skills groups Elklan speech & language therapy Use of ICT – Ipads and Apps Lego Therapy Forest schools Language Link	Speech & Language Therapy assessed by a specialist and delivered by class-based staff Referral and support from CISS (County Inclusion Support Services). Referral to Educational Psychology Service EHCP referral if appropriate (as with all areas of need)
Cognition & Learning Memory Reasoning Problem solving Development skills Processing Specific Learning Difficulties Attention/Focus	As above and including well considered activity differentiated to include both sensory and physical disabilities Alternative methods of recording	Literacy & Maths Support RM Maths Test base Writing for stamina & handwriting fluency Talk for Writing Phonics support Individual spellings IPads and Apps Guided Reading After school tuition	1-1 literacy/numeracy support using identified gaps information Personalised curriculum to meet the needs and ability of the child rather than class and age group expectations RM maths and My maths Reading programmes Referrals to Outreach for Dyslexia/Learning Advisor. Keyworkers Referral to EP/EHCP referral
Social, Emotional and Mental Health Anxiety / Depression Attachment Self-image Preventing bullying Transition	As above and including access to additional pastoral support. Use of positive praise in all areas, acknowledging all achievements and success. PSHE curriculum where wellbeing is a core element Whole school behaviour policy – incident report system (aids tracking & identification of patterns) supported reflection activity Trauma Informed Schools UK diploma – head teacher	Lunch time clubs LSA are also lunchtime supervisors Emotional Wellbeing 10 week programme Mental Health 1 st Aider	Common Assessment Framework (CAF) Primary Mental Health Worker Referral to Well-being Hub / CISS Enhanced individual transition programmes to new classes and settings

	Emotional Wellbeing training for 2 members of staff		
Physical and/or Sensory Hearing Visual Physical: Motor skills Medical	As above and including audit of environment to consider adaptations (as required). Modification of organisation, routine and environment within establishment limits. Hand Gym	Gross/fine motor: Fizzy programme Writing slopes, wobble cushions, overlays, alternative writing equipment & methods of recording	Keyworkers (with appropriate training) 1-1 & or personal care support if required Referrals to specialist outreach services. Physical aids advised

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

- Class drop ins / lesson observations
- Work scrutiny / Book Looks
- Pupil progress meetings
- Pupil perceptions
- Assessments

Termly pupil progress reviews and half termly assessment data is tracked for progress against the pupil's individual needs and targets. Pupils are identified as SEN 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. Teacher, Head teacher and SENCo consider all information gathered in school (including formative and summative data), alongside national data and expectations of progress from a pupil's starting point.

What adaptations are made to support pupils with SEN?

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 and physical adaptations made. Activities such as sports day have been adapted in the past to ensure participation of every child. 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 our pupils.

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

How is Cavendish accessible to children with SEND?

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

All classes have interactive i-boards and laptops and Ipads, to enable good quality visual resources. 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 can sit with all class members.

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

Cavendish is an accredited Dyslexia friendly school, and staff receive regular continued professional development in the teaching of reading and how children access print and reading.

How do we work with parents/carers?

Partnership with parents/carers is vital in enabling children with SEND to be happy in school and achieve 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 (when possible) to look at their child's work prior to autumn and spring consultations. The school provides an annual report for parents/carers during the summer term and when appropriate parents/carers are invited into school to see their child's work prior to autumn and spring consultations. During these consultations Pupil Provision Maps are shared and discussed as is their child's current attainment and next step targets.

Parents/carers may be asked to discuss/meet with their child's class teacher at any time, or they may request a discussion/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 as much of the decision-making process as possible. 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 termly reviews between teachers and the Head teacher/ SENDCo data gained and Pupil Progress Maps are used to review progress. Targets consistently met are used to identify the next steps to support progress. At this stage provision and interventions may also be adapted to enable the pupil to continue to make advancement. Teachers, SENCo and LSAs may complete additional

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baseline assessments to monitor progress and inform target setting. Our setting is such that it makes it easy for teachers, SENCo and LSA's to share, discuss and celebrate progress and all forms of success with 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 our learners are met. Other professionals can provide expert, specific information and training to staff to further develop understanding and improve the provision we offer. 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
- Family Support Practitioner, Social worker
- Additional trained SENDCo's

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 effective environments, good teaching practice and learning support strategies.

Inset training is delivered by outside professionals and/or the SENCo 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 training and 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 Fridays in EYFS
 - Outside nature and wooded areas that children are encouraged to explore and enjoy
- Challenge, Creativity, Compassion – Create a pure heart in me: Psalm 51:10*

- Assemblies - linked to collective worship theme
- Two members of staff trained in Emotional Wellbeing and in delivering the 10 week, small group Emotional Wellbeing programme
- Small group or 1:1 well-being sessions run by LSAs for identified children
- CISS support
- Peer mentoring from older pupils while eating lunch
- Lunch time clubs
- Playtime buddies
- A robust delivery of PSHE, including ways to keep safe and healthy
- A range of good quality external equipment in the playground to engage and encourage a range of physical exercise
- Tai Chi is delivered across the school
- Each child in school identifies an adult that they would talk to in school
- One Life sessions
- Whole school weekly celebration assembly - a pupil from each class receives 'Star of the Week'
- Engagement with families by all staff
- Opportunities for all children to go the Head teacher to share success
- Children's voices are heard in the running and development of pupil lead councils: Faith council, Eco council, Art council, Wellbeing and sport council
- Art is used as a medium for creative expression
- House Activity Days to build on our sense of inclusion and being part of a team
- A welcoming, inclusive small community environment ethos

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

Transition is widely recognised as an exciting time for many children and families, but can also cause anxiety. Cavendish is experienced at receiving and saying goodbye to children. Our aim is always to alleviate the effects of change and make transitions as smooth as possible.

Children leave us to attend different secondary settings and we are committed to strong working relationships with all of the secondary feeders.

Advanced planning for transition to their new school is essential to allow appropriate options to be considered. The SENDCo will liaise and meet with the SENCDos of receiving schools as soon as possible. This ensures effective arrangements are in place to support pupils at time of transfer and that new settings are aware of a child's pastoral and academic needs as well as their strengths. Additional opportunities to visit a secondary setting (where appropriate) are organised and supported by the SENCo. Personalised transition booklets, opportunities to discuss concerns and make plans and the creation of videos can all form part of an enhanced transition package put together for a pupil. This supports children in getting to know their new school environment, routines and key staff before transfer.

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, if appropriate, visits each child in their nursery setting and views 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. The admissions information can be viewed on the school website.

In school transition

For some children transition into a new school year can be as challenging as moving to a new school, especially as our children stay in the same class for two years. We identify those children for whom this is a concern and put into place a personalised enhanced transition plan. This may include timetabled time in the new class with a trusted adult, individualised transition booklets to share at home, videos, story time or game playing with new teacher/LSA, additional discussion time about what will be different and the same in their new class. Any transition plan is prepared with the child's needs at the centre.

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: admin@cavendish.suffolk.sch.uk or Telephone: 01787 280279

Complaints Procedures

If the situation is such that you wish to pursue a formal complaint, then contact the Head teacher and follow the school's complaints procedure. Under the SEN Disability Act 2001 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. SENDiass can support with this <https://www.suffolksendiass.co.uk/>

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 and on the schools One Page School Offer.

www.cavendish.suffolk.sch.uk

School policies that may be of interest:

- Medical Policy
- Behaviour Policy
- Equalities Policy
- Complaints Policy
- Special Educational Needs Policy
- Accessibility Plan

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