

Cavendish C of E Primary School

Special Educational Needs Information - School Offer

2017/18

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 potential alongside their peers.

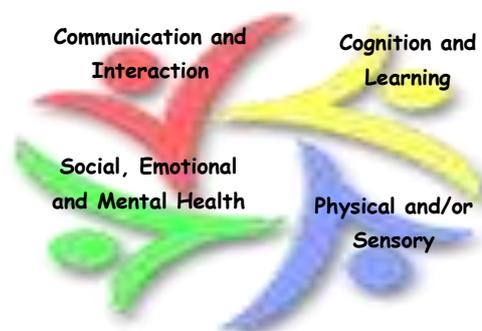
Head teacher/SENCO comments

At Cavendish, we believe in the importance of every child achieving their 'best', making good progress and enjoying their learning experience through quality first teaching. As a school, our learners and their needs are the central focus when we plan any learning opportunity.

However, for some of our learners, there are occasions when additional support is required to allow us to support the next steps in their learning journey. Additional support may be given for a set period of time or for a longer period to ensure every learner can access our curriculum effectively and is fully included in learning opportunities and school events. Our parents are informed, included and supported throughout such periods of provision.

If a learner's needs are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, they are considered to have Special Educational Needs.

Areas of Need : The SEND Code of Practice refers to four main areas of Special Educational Needs.



Communication and Interaction

Young people may have a delay or disorder in one or more of the following:

- Attention/Interaction skills
- Understanding/Receptive Language
- Speech/Expressive language

Your comments are welcome. Please email admin@cavendish.suffolk.sch.uk

Cognition and Learning

Young people may have difficulties with the skills needed for effective learning or may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia.

Social, Emotional and Mental Health

Young people may have difficulties with social and emotional development which may include;

- Anxiety
- Attachment disorders
- Issues with self-image and self esteem

Sensory and/or Physical

Young people may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration.

Identifying a Special Educational Need

Pupils at Cavendish Primary School may be identified as having SEND through a variety of ways:

- Shared information from a previous educational setting
- Performance below age expected levels
- Concern raised by teachers / Learning Support Assistants (LSAs) / tutor / Senior Leadership Team (SLT)
- Discussions with external agencies / professionals
- Health diagnosis
- Termly progress tracking by Class teachers / SENDCo / SLT
- Concerns raised by parents / Carers

Parents or Carers with concerns should always contact the class teacher in the first instance. If further information is required contact should be made with the SENDCo.

External Agencies and other professionals will work and share information with the SENDCo directly, through consultation meetings and Team Around the Child meetings.

Diagnosis and other Health Reports will be shared as appropriate to the teaching staff and SLT.

Half termly pupil progress reviews and assessment data are tracked for progress against the pupil's individual needs and targets. Interim reports are issued twice yearly for every student at parent consultations. A full written report is produced annually.

Intervention and Specialist Support

Area of Need	Whole school approach Quality First Teaching	Targeted small group intervention	Specialist 1:1 interventions
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Attention • Understanding • Language • Speech <p>Autistic Spectrum Disorders</p>	<p>Access to a varied and enriching curriculum. Individualised teaching approaches. Good use of visual and practical learning. A range of technology. Setting groups. 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.</p>	<p>Individual Speech & Language Therapy assessed by a specialist and delivered by class based staff. Referral and support from CISS (County Inclusion Support Services). Referral for Educational Psychologist. EHCP if needed.</p>
<ul style="list-style-type: none"> • Cognition and Learning • Memory & Reasoning • Problem solving & Concept development skills • Processing • Motor skills <p>Specific Learning Difficulties</p>	<p>As above and including lessons differentiated in order to include both sensory and physical disabilities.</p> <p>Resources and to support capture of learning prior to formal recording.</p>	<p>Literacy Support</p> <p>Maths Support</p> <p>Mapping support and memory strategies intervention</p>	<p>1-1 literacy/numeracy using personalised programmes. Precision teaching. Referrals to Outreach for Dyslexia/Learning Advisor. Personalised curriculum within resource limits. Keyworkers. Referral for Educational Psychologist. EHCP if needed. CISS support.</p>
<ul style="list-style-type: none"> • Social, Emotional and Mental Health • Anxiety and Depression • Attachment <p>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>Support from an identified Key worker. Common Assessment Framework (CAF).</p>	<p>Support from Primary Mental Health Worker. Referral to CAMHS (Child and Adolescent Mental Health). EHCP if needed. Local referrals, eg. No 72</p>
<ul style="list-style-type: none"> • Physical and/or Sensory • Hearing • Visual • Physical • Medical 	<p>As above and including audit of environment to consider adaptations (as required). Modification of organisation, routine and environment within establishment limits.</p>	<p>Access to gross and fine motor support sessions (Gym Trail). Physical aids as advised by specialists. Learning supports as advised by external agencies.</p>	<p>Keyworkers (with appropriate training). 1-1 support if required. Personal care support if required. Referrals to specialist Advisory Team. EHCP if needed.</p>

Your comments are welcome. Please email admin@cavendish.suffolk.sch.uk

At Cavendish C of E Primary School, 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 should not feel unduly 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 exciting learning journey.

For further information please refer to the school's Special Educational Needs & Disabilities Policy and Report available on our school website: <http://www.cavendish.suffolk.sch.uk> If you need any further information or have any concerns please contact me.

Miss C Wass, Head teacher and Special Educational Needs Coordinator (SENCO)

Partnership Agencies

Citizens Advice Bureau

Suffolk County Council

Access Unlimited (for Suffolk children and young people with additional needs and disabilities)

British Dyslexia Association

ican.org (helping children to communicate)

afasic.org (charity assisting children and young adults with communication impairments)

British Deaf Association

Disability Rights

Disability Living Foundation

Asthma UK

Local Authority Offer

National Autistic Society

National Eczema Society

National Society of Epilepsy

The Phoenix Children's Centre

CISS

Parent Partnership

Frequently Asked Questions

Who should I talk to about my child's Special Educational Need or Disability?

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 teaching assistant.

You can also talk to the SENCo (Miss Wass) about any concerns or for advice by making an appointment with the school office (01787 280279).

What types of support will be available to my child? Will teaching be adapted, if necessary?

Support for all children begins in the classroom with quality first teaching, where the class teacher plans differentiated activities in all lessons including a range of learning styles and outcomes. This is especially important in our mixed year classes. If a teacher feels that a child needs more support, they will share this information with you as a parent, and outline and deliver initial provision. If progress remains a concern (despite initial intervention), the class teacher and SENCo will follow the process outlined in the SEND policy.

Some examples of SEND support currently in place include: Elklan Speech and Language Therapy; Fitness Fun and Finger Gym programmes which promote motor skill development; Maths intervention, Lego Therapy and support programmes; Social Skills group - behaviour support programmes linked to age; Small Group Tuition and after school 1-to-1 provision, delivered by qualified teachers; and a variety of interventions linked to specific need e.g. writing for stamina, handwriting fluency and legibility, talk for writing, grammar and punctuation. The school buys into CISS support service and employs additional SENDCOs.

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. We can provide in-class resources to children with sensory needs, such as: sensory overlays, writing slopes and wobble cushions. iPads and apps are used to provide support for specific needs. We are committed to making practical adjustments to support your child's learning. The school's accessibility plan takes into consideration cohort needs and works pro-actively to remove barriers.

How is my child involved?

All children undertake a termly self-evaluation review of their learning. This is shared with parents and carers at parent's evening and through written reports. In addition, children with a Success and Support plan are involved in identifying their strengths and barriers, and preferred ways of working as appropriate to their age and communication level. Children are encouraged to think critically and reflectively.

How will I find out about my child's progress?

- Class teachers make written reports to parents at the end of the Summer term and provide parent consultations in the Autumn and Spring terms.
- Parents are informed of their child's current attainment and next step targets.

Your comments are welcome. Please email admin@cavendish.suffolk.sch.uk

- Parents are involved in the process of individual Support and Success Plans, reviewing progress and discussing future targets on a termly basis.
- Parents may be asked to meet with their child's class teacher at any time to discuss progress, or may request a meeting themselves.

How does the school support transition?

Transition is widely recognised as an exciting time for all families, but can cause some anxieties. Cavendish C of E Primary School 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 with identified needs may start the transition process earlier to allow time for adjustment and support.

Coming to Cavendish

We are fully committed to ensuring each child starts their time in Foundation Stage with confidence. In the summer term prior to your child joining us, the foundation stage teacher visits each child in their nursery setting and shares 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.

Leaving Cavendish

By the end of their time with us we aim to ensure that each child is confident in their skills and abilities and so is able to face the challenges of the next stage in their learning. By fully accessing a rich and varied curriculum, children leave us well prepared, confident and polite. We support transition to their next school through: transition meetings with staff, taster days and visits to new school, and shared learning tasks where appropriate. Children leave us to attend a variety of different secondary settings and we are committed to strong working relationships with all secondary feeders. This involves individual discussion about the pastoral and academic needs of each child with their transition coordinator. We encourage children to share their ambition for the future.

How good is the progress of children with SEND at Cavendish C of E Primary School?

Assessment results for SEND children compared to Non-SEND children are available to view, in our assessments results table, on our website.

What training is available to staff in relation to SEND?

Inset training is delivered by the SENCo as required. Staff may receive specialist training from external partner agencies such as Speech and Language Therapy Service, the School Nursing Team, Behaviour Support Service and the Educational Psychology Service. The SENCo attends cluster, county and regional network meetings. The school employs a trained ELKLAN speech & language practitioner, two additional fully funded SENDCOs to help further support programmes and is a dyslexia friendly accredited school.

How is support allocated to children with SEND?

Support is allocated to children by the SENDCo in conjunction 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 then adjusted as required. Class teachers may ask the SENDCo for advice at any time. Staff members have the opportunity to raise concerns at the weekly staff meeting.

What should I do if things go wrong?

For any concern you may have in relation to your child, your first contact should be with your child's class teacher. If they are unable to solve the issue with you, please contact the Head Teacher. Every child in our school is entitled to access their learning and play free from intimidation, fear or bullying. Please see the copy of our anti-bullying policy on the website.

SEND Stages at Cavendish C of E Primary School

We follow national guidance and provide a staggered approach when catering for learners with difficulties which is classed by 'waves' of intervention. Learners may move up and down the 'waves' according to their levels of need and/or progress with parents being fully aware and informed at all times. We hope you will find this brief explanation of each 'wave' helpful.

Quality First Teaching

Teachers plan and deliver learning opportunities for children, taking their needs into consideration. This includes appropriate differentiation for age group and ability.

Wave 1 (Class action)

The Class teacher will discuss progress with the learner and plan to provide additional (in-class) support themselves and/or use the class learning support assistant (LSA) to ensure progress. The class teacher will then monitor the support closely and if the intervention is not effective, will then share this with the SENDCo. Children are actively involved in reviewing and evaluating their learning.

Wave 2 (Success and support plan)

If, in order to make progress, it is felt that a learner needs provision which is different or additional to the usual range then the school will respond appropriately. This means that the teacher, in conjunction with the SENDCo, will plan different teaching and learning activities or provide extra support in a variety of ways which may include support from a LSA or use of personalised resources including ICT. Additional support and targets will be recorded on the success and support plan which is shared with parents.

Wave 3

If little or no progress is made over a period of time with support at Wave 2, then the school may seek advice from outside specialists such as the Speech Therapist or the Educational Psychologist. Parents will be consulted at a meeting and asked to give written consent for school to refer the learner to these agencies. Where school and external agencies work together to provide specific targets for the learner then provision is in Wave 3. Interventions and targets are recorded on a success and support plan.

Multi-disciplinary Assessment

In a minority of cases, where the learner continues to make little progress, or has specific additional needs, the school and/or parents, can request a Multi-disciplinary Assessment. This is where professionals from all the agencies working with the learner come together to discuss the support given and the progress made. Parents contribute to this process and give their views. This evidence is then considered by SENDCo and may be used to produce an Education, Health and Care plan (EHC).

Education, Health and Care Plan

This is statutory recognition that a learner requires specialist/supported learning at whichever school they attend. If the SEND team decides it is appropriate, a document is produced which has to be followed, this is called the Education Health and Care plan. This is for learners with more extreme difficulties who will need help over a long period of time.