



Special Educational Needs and Disability (SEND) Information Report, July 2020

1. What types of Special Educational Needs and Disabilities does Cavendish provide for?

Cavendish Primary has experience of supporting pupils with a range of Special Educational Needs and/or Disabilities.

The school has not had particular and repeated experience of any specific Special Educational Needs and/or Disabilities, but has had varied experience of a wide range of SEND.

The school does not have any special units for children with Special Educational Needs and/or Disabilities.

2. How does Cavendish identify and assess pupils with SEND?

All our children are assessed when they join our school, so that we can build upon their prior learning. This includes pupils who join us from other schools.

The school identifies Special Educational Needs and/or Disabilities as early as possible by gathering evidence through observations, assessments and written records. These relate to clearly defined indicators of the differing special educational needs and disabilities that a child may have i.e.

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

3. What are the school's policies for making provision for all pupils with Special Educational Needs and Disabilities?

Cavendish Primary has a Special Educational Needs and Disability policy, which is available on request. See also our Accessibility Plan on the school website.

3a) How the school evaluates effectiveness of provision for pupils with SEND?

Each child with SEND has an Individual Provision Map, which is reviewed termly by the Special Educational Needs and Disability Co-ordinator (SENCO) and adjusted, as appropriate, according to judgements of how effective the provision has been. The effectiveness of specific intervention programmes for pupils with SEND is regularly reviewed e.g. through lesson observations, assessments and the monitoring of records and children's books.

Monitoring of whole class teaching by the Leadership Team (e.g. through observing lessons, analysing progress data and looking at children's exercise books) includes evaluating whether the needs of pupils with SEND are being provided for in the classroom.

The SENCO and the Senior Leadership Team (of which the SENCO is a member) hold regular meetings to review the work of the school in Special Educational Needs and Disabilities.

The SENCO and the named SEND Governor (Mrs Helen Crafter) hold termly meetings and the school reports to the Full Governing Board through the SEND Governor.

3b) What are the school's arrangements for assessing and reviewing the progress of children with SEND?

All pupils, including those with SEND, are assessed at least termly against the National Curriculum learning objectives for their year group. Pupils with SEND may be assessed against learning objectives from a previous year group, if appropriate.

The school holds termly Pupil Progress Meetings where the progress of all pupils, including those with SEND, is reviewed. If school data indicates that pupils with SEND are making poor progress, discussions will be held between the SENCO and class teachers about whether additional or different strategies should be put in place.

The progress of pupils who have taken part in additional intervention programmes may be assessed through additional assessments such as the Salford Reading Test or the Basic Number Screening Test.

3c) What is the school's approach to teaching pupils with SEND?

All children have access to a broad and balanced curriculum, which is differentiated to match the needs of children with SEND.

Individual needs are met within the classroom setting, on the whole, through Quality First Teaching and by differentiating the curriculum. Some opportunities are made for the withdrawal of children from class so they can take part in appropriate intervention programmes. Where support is involved (e.g. from support teachers or teaching assistants), all adults, including the class teacher, will aim to work as a team, planning together and monitoring progress.

Teaching should place emphasis on independence and self-organisational skills, with avoidance of over-dependence on any support.

3d) How does Cavendish adapt the curriculum and learning environment?

Classroom organisation allows for individual differences, i.e. attention will be given to

- the appropriateness of the teaching style
- the appropriateness of the grouping arrangements
- the appropriateness of the style of discipline
- the appropriateness of and the accessibility of resources

All class teachers have been given a list of Inclusive Strategies for pupils with SEND, which they can use in the classroom.

Children are rarely exempted from the requirement of following the National Curriculum. However pupils working below the Age Related Expectations (ARE) of their year group may have the curriculum adapted for them so that they work towards the National Curriculum learning objectives of a previous year group, according to their learning needs.

3e) What additional support for learning is available for children with SEND at Cavendish?

When appropriate, additional support may be given to pupils with SEND *in class* by the class teacher, a support teacher or a teaching assistant.

When appropriate, additional support may be given to SEN pupils *out of class*, for example through a time limited intervention programme to develop reading, writing or Maths skills. These programmes may be delivered by a support teacher or a trained teaching assistant.

Intervention programmes at Cavendish include:

English

- Small Group Phonics
- 'FFT' Literacy programme (1:1)
- 'Catch Up' Literacy programme (1:1)
- 'Nessy' IT program – (for children with Specific Literacy Difficulties)
- Extra 1:1 or small group reading with the Class Teacher, Support Teacher or Teaching Assistant

Maths

- 'Catch Up' Numeracy programme (1:1)
- 'Rapid' Maths (1:3)
- 'Nessy Numbers' IT program: (for reinforcement of multiplication tables)
- Extra 1:1 or small group Maths with the Class Teacher, Support Teacher or Teaching Assistant

3f) How does Cavendish enable pupils with SEND to engage in all activities of the school?

All children with SEND join in the activities of the school together with pupils who do not have SEND. This includes school trips, for which risk assessments may note the additional needs of pupils with SEND, if appropriate.

All teachers plan for pupils' full participation in learning, and in physical and practical activities.

All staff have a responsibility for encouraging and monitoring the social inclusion of pupils with SEND.

3g) What support is available at Cavendish for improving the social, emotional and mental health development of children with SEND?

All staff are responsible for supporting the social, emotional and mental health needs of pupils with SEND.

In addition, Cavendish Primary has a trained Learning Mentor (Mrs Tracy Betterton) and a trained Emotional Literacy Support Assistant /ELSA (Mrs Helen White) who are both Higher Level Teaching Assistants (HLTAs). They may give additional support to individual pupils with SEND, when appropriate. Such support may be given in the Cavendish Reflection Room which contains appropriate resources.

4. What is the name of the Cavendish SENCO and contact details?

The SEND Co-ordinator (SENCO) is Mrs Anna Coleman.

The school telephone number is: 020 8994 6835.

The SENCO's email address is: senco@cavendish.hounslow.sch.uk

5. What is the level of expertise and training of Cavendish staff in relation to children with SEN and how will specialist expertise be secured?

The SENCO, Mrs Anna Coleman, has over twenty years' experience as a Special Educational Needs Co-ordinator. Before working at Cavendish, in the Local Authority of Hounslow, she was a SENCO in the Local Authority of Ealing. She has attended accredited training in SENCO management, Specific Learning Difficulties (OCR Certificate in SpLD /Dyslexia) and Autism. She has also had training in areas such as Downs Syndrome and in delivering specific intervention programmes such as the 'Catch Up' Literacy and Numeracy programmes.

The school releases the SENCO to attend appropriate courses.

The SENCO monitors training needs within the school and ensures staff are released to attend appropriate courses.

All staff are given regular advice by the SENCO on how to identify, assess and meet Special Educational Needs and Disabilities.

Our teachers, early years practitioners, teaching assistants and higher level teaching assistants have attended training in areas such as ADHD, Downs Syndrome, and Attachment difficulties.

Our teaching assistants have attended training in intervention programmes such as:

- 'Catch Up' Literacy / Numeracy
- 'FFT' Literacy
- Running a speech and language group
- Emotional Literacy
- Developing fine motor skills

The school receives a time allocation from Hounslow's Educational Psychology Service to assess or give advice on a child with SEN. The SENCO meets termly with the school's Educational Psychologist (Ms Katherine Pugh) to discuss which children to prioritise for her expertise.

The school is able to refer children to Hounslow's SEN Specialist Support team (SENSS) for assessment and advice. They will consider:

- Sensory Needs
- Hearing Impairment
- Visual Impairment
- Physical Needs

The school can also refer children with physical needs to Hounslow's Occupational Therapy Service for assessment and advice.

The school can refer children to Hounslow's Speech and Language Service for assessment and advice.

The school can refer children with Social, Emotional and Mental Health needs to a Behaviour Advisory Teacher, Mrs Jacqueline Brown. A subsequent referral may be made to Hounslow's Child and Adolescent Mental Health Service (CAMHS).

All referrals are made after consultation and agreement with the child's parent/carer and subsequent assessments and reports are shared with the parent/carer.

6. How does Cavendish secure equipment and facilities, which can support children with SEND?

The school's budget has an element designated for Special Educational Needs and/or Disabilities. This is used to enhance staffing and buy resources for classroom support.

The provision for most children with SEND will be met by the school.

The Local Authority may provide some additional funding for children who have an Education Health and Care Plan (EHCP).

The Governing Body monitors the expenditure of this funding to ensure:

- i) that it is fully committed to special needs provision and
- ii) that it is used cost effectively to benefit the maximum number of children according to their specified need

For the Key Stage 1 Tests (end of Year 2) and Key Stage 2 Tests (end of Year 6), Cavendish will make Access Arrangements for pupils with SEN, when appropriate. For example, for the Year 6 test papers, Additional Time for pupils can be requested by the SENCO, if the pupil with SEND meets the Department for Education (DfE) criteria.

7. What are the arrangements at Cavendish for consulting parents of children with SEND about and involving such parents in the education of their child?

The school will consult with and inform parents of any matters related to their child's SEND.

The school will take account of the wishes, feelings and knowledge of the parents at all stages and record and act upon parents' concerns.

The school will provide information on the range of support available for children with SEND within the school and the Local Authority and will make every endeavour to provide information on local and national voluntary organisations, which might provide information advice and counselling.

The school makes arrangements for teachers to be available to see parents on a regular basis, for example at Parents' Evenings, as well as encouraging regular contact between staff and parents through home-school books and discussion, as appropriate.

The progress of children with an Education Health and Care Plan is discussed in detail with parents at the Annual Review meeting.

8. What are the arrangements for consulting children with SEND about and involving them in their education?

The school will involve pupils in identifying their difficulties, setting targets, agreeing strategies, and in monitoring and reviewing progress.

The extent of pupils' participation, e.g. at review meetings, will be determined according to their age, ability and past experiences.

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

The school works to develop a positive relationship with parents but if a parent is unhappy with anything the school does:

- i) The child's class teacher or the SENCO (who is also the Head of School) will listen to and give consideration to any concerns.
- ii) The involvement of the Executive Headteacher is offered as and when necessary.
- iii) If a parent is not satisfied with the way the school handles a concern, the Governing Body will consider the complaint, in line with the school Complaints Procedures.

10. How does the Governing Body involve other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of our children with SEN and in supporting the families of such children?

If the school suspects that a child's difficulty is related to a medical condition, disability or developmental delay, having obtained the consent of the child's parents, the school will consult with the school nurse or the child's GP.

In appropriate cases, the school will inform and liaise with Children's Social Care and the Education Welfare Services, to register concerns about a child's welfare, in order to meet statutory requirements on Child Protection. (See the school's Safeguarding and Child Protection policy on the school website.)

11. What are the contact details of support services for the parents of children with SEND?

Support Services and information sites for parents of SEN children include:

'SENDIASS' (Special Educational Needs and Disability information advice and support)
email: SENDIASS@hounslow.gov.uk

'SOS!SEN' <https://sossen.org.uk/>

'IPSEA' www.ipsea.org.uk/

'Contact' www.contact.org.uk

'SENDirect' www.sendirect.org.uk

12. What are the school's transition arrangements for pupils with SEND?

At the time of transfer to another Primary School relevant records are passed on to the receiving school.

At the time of transfer to Secondary School, relevant records are passed on to the receiving school and, where appropriate, direct contact is made with the receiving school's SENCO and/or other relevant staff.

At the time of transfer to Special School all relevant documents are passed on to the school.

At the time of transfer to our school all relevant records are read by the class teacher and any relevant information regarding a child's SEND is passed on to the SENCO.

13. Where is the Local Authority's Local Offer published?

The Borough of Hounslow's Local Offer can be found at this location:

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

The SEND Information Report has been written and updated by Anna Coleman, Head of School and SENCO, July 2020
Next Review: July 2021