

SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT		
1	The Type of SEN Provision made	<p>Cavendish Primary has experience of supporting pupils with a range of Special Educational Needs.</p> <p>The school has not had particular and repeated experience of any specific Special Educational Needs, but has had varied experience of a wide range of SEN.</p> <p>The school does not have any special units for specific educational needs.</p>
2	The school's identification and assessment policies	<p>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.</p> <p>The school identifies Special Educational Needs 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 that a child may have i.e.</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional, and Mental Health</li> <li>• Sensory and / or Physical</li> </ul>
3	School's Policies for making Provision for all Pupils with SEN	<p>Cavendish Primary has policies on Special Educational Needs and on Inclusion.</p>
a	How the school evaluates effectiveness of provision for SEN pupils	<p>The SENCO and the Headteacher hold regular meetings to review the work of the school in Special Educational Needs.</p> <p>The SENCO and the Special Educational Needs governor hold termly meetings.</p> <p>The school reports to the Full Governing Body through the named SEN Governor.</p>
b	Arrangements for assessing and reviewing progress	<p>The school holds termly Pupil Progress Meetings where the progress of all pupils, including those with SEN, is assessed and reviewed. If school data indicates that SEN pupils 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.</p>
c	Approach to teaching	<p>All children have access to a broad and balanced curriculum, which is differentiated to match the needs of children with SEN.</p>

	pupils with SEN	<p>Individual needs are met within the classroom setting on the whole (with some opportunities made for withdrawal of children) by differentiating the curriculum. Where support is involved (e.g. support teachers or teaching assistants), all adults will aim to work as a team, planning together and monitoring progress. (See also 3e below.)</p> <p>Teaching should place emphasis on independence and self-organisational skills, with avoidance of over-dependence on any support.</p>
d	How the school adapts the curriculum/learning environment for SEN pupils	<p>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.</p> <p>Children are rarely exempted from the requirement of following the National Curriculum.</p>
e	The additional support for learning available to SEN pupils	<p>When appropriate, additional support may be given to SEN pupils in class by the class teacher, a support teacher or a teaching assistant.</p> <p>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.</p>
f	How the school enables SEN pupils to engage in all activities of the school	<p>All children with SEN join in the activities of the school together with pupils who do not have SEN.</p> <p>All teachers plan for pupils' full participation in learning, and in physical and practical activities.</p> <p>All staff have a responsibility for encouraging and monitoring the social inclusion of pupils with SEN.</p>
g	Support available for improving the emotional, mental and social development of SEN pupils	<p>All staff are responsible for supporting the social, emotional and mental health needs of SEN pupils.</p> <p>In addition, Cavendish Primary has a trained Learning Mentor who is a higher level teaching assistant. She may give additional support to individual SEN pupils, when appropriate.</p>
4	The SEN Coordinator's name and contact details	<p>The SEN Co-ordinator is Mrs Anna Coleman.</p> <p>The school telephone number is 020 8994 6835.</p>
5	Information	The SENCO monitors training needs within the school.

	<p>on staff expertise, their SEN training, and how specialist support will be secured</p>	<p>The school releases the SENCO to attend appropriate courses.</p> <p>The school releases staff to attend appropriate courses.</p> <p>All staff are given regular advice by the SENCO on how to identify, assess and meet Special Educational Needs.</p> <p>Children with SEN are discussed at termly Multi-Professional Planning Meetings (MPPMs) at the school, when arrangements may be made for external agency assessment.</p> <p>The school is able to refer children to Hounslow's Early Help Assessment team or SEN Specialist Support team for assessment and advice. They will consider:</p> <ul style="list-style-type: none"> <li>Learning Difficulties</li> <li>Emotional Difficulties</li> <li>Physical Difficulties</li> <li>Speech and Language Difficulties</li> <li>Hearing Impairment</li> <li>Visual Impairment</li> </ul> <p>The school receives a time allocation from the Educational Psychology Service to assess or give advice on a child with SEN.</p>
6	<p>Information on equipment and facilities to support SEN pupils and how this will be secured</p>	<p>The school's budget has an element designated for Special Educational Needs. This is used to enhance staffing and buy resources for classroom support.</p> <p>The provision for most SEN children will be met by the school.</p> <p>The Local Authority may provide some additional funding for children who have an Education and Health Care Plan.</p> <p>The Governing Body, through the Finance and Premises Committee, monitors the expenditure of this funding to ensure:</p> <ul style="list-style-type: none"> <li>i) that it is fully committed to special needs provision and</li> <li>ii) that it is used cost effectively to benefit the maximum number of children according to their specified need.</li> </ul>
7	<p>Arrangements for consulting parents of pupils with SEN, and involving them in their education</p>	<p>The school will consult with and inform parents of any matters related to their child's SEN.</p> <p>The school will take account of the wishes, feelings and knowledge of the parents at all stages and record and act upon parents' concerns.</p> <p>The school will provide information on the range of support available for children with SEN 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.</p>

		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.
8	Arrangements for consulting pupils and Involving them in their education	<p>The school will involve pupils in identifying their difficulties, setting targets, agreeing strategies, and in monitoring and reviewing progress.</p> <p>The extent of pupils' participation, e.g. at review meetings, will be determined according to their age, ability and past experiences.</p>
9	Governing body arrangements for the treatment of parental/ pupil complaints concerning the school's provision	<p>The school works to develop a positive relationship with parents but if a parent is unhappy with anything the school does:</p> <ul style="list-style-type: none"> <li>i) the child's class teacher or the SENCO will listen to and give consideration to any concerns;</li> <li>ii) the involvement of the Headteacher is offered as and when necessary;</li> <li>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 Policy.</li> </ul>
10	How governing body involves other bodies (health, social care, LA support services and voluntary organisations) in meeting their needs	<p>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.</p> <p>In appropriate cases, the school will inform and liaise with Social Services 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 Child Protection policy.)</p>
11	The contact details of support services for Parents of SEN pupils	Support Services for parents of SEN children include: 'Contact a Family' <a href="http://www.cafamily.org.uk">www.cafamily.org.uk</a>
12	The school's transition arrangements for SEN pupils	<p>At the time of transfer to another Primary School relevant records are passed on to the receiving school.</p> <p>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.</p>

		<p>At the time of transfer to a Special School all relevant documents are passed on to the school.</p> <p>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 special need is passed on to the SENCO.</p>
13	Link to the local authority's Local Offer	<p>Click here for the link to Hounslow's Local Offer for pupils with Special Educational Needs:</p> <p><a href="http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0">http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0</a></p>

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