

# **SEND Policy and information report**

## **The Cavendish School**

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# 1 Introduction

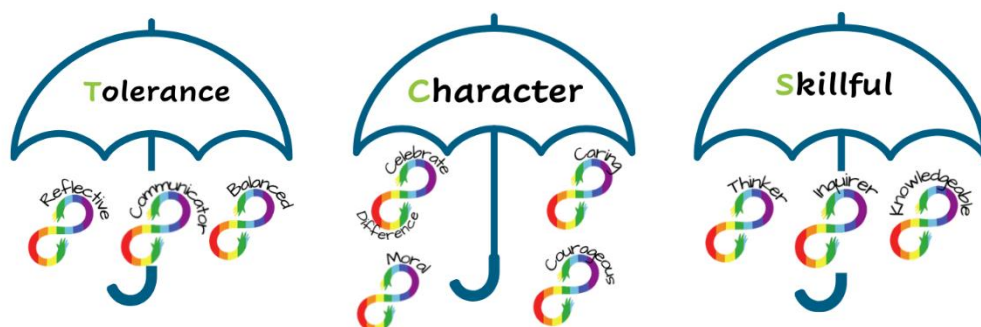
## 1.1 Aims

Our SEN information report and policy aims to:

- ∞ Set out how our school will support and make provision for pupils with Special Education Needs (SEN).
- ∞ Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At The Cavendish School (TCS) our mission is to Enable-The-Self. This we aim to achieve through our vision of providing a safe and nurturing environment, in which pupils can enjoy learning, achieve their potential and develop the key skills they need to thrive as independent, emotionally and socially confident young adults.

### 1.1.1 Our values:



We have a culture of unconditional positive regard for all of our pupils and understanding of behaviour of communication. We believe that all of our pupils can grow and achieve.

## 1.2 Legislation

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCPs), SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 1.3 Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

All our pupils have EHCPs and special educational needs which require provision additional to or different to that made generally available in mainstream schools. The EHCP is used to set the pupil's short- and long-term goals and informs their individual curriculum pathway.

## 2 Roles and Responsibilities

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### 2.1 The SENDCo

The SENDCO is Stephanie Smith who can be reached via [SENDCO@tcs.tela.org.uk](mailto:SENDCO@tcs.tela.org.uk)

The assistant SENDCOs are Megan Booth and Paige Collingbourne.

The SENDCO:

- ∞ Works with the Head of School (where not the Head of School) and Local Governing Body Representative, **Tracey Ydlibi**, to determine the strategic development of the SEN policy and provision in the school.
- ∞ Has day-to-day responsibility for the operation of the SEN Policy and the coordination of specific provision made to support individual pupils with SEN with the other members of the SLT.
- ∞ Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching with the other members of the SLT
- ∞ Advises on the graduated approach to providing SEN support
- ∞ Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ∞ Is the point of contact for external agencies, especially the local authority and its support services
- ∞ Liaises with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ∞ Ensures the school keeps the records of all pupils with SEN up to date
- ∞ Ensures medical needs are being met by appropriately trained staff

### 2.2 The Local Governing Body Representative

The SEN member of the Local Governing Body (LGB) is Tracey Ydlibi.

The SEN LGB member:

- ∞ Helps to raise awareness of SEN issues at LGB meetings.
- ∞ Monitors the quality and effectiveness of SEN and disability provision within the school and update the LGB on this
- ∞ Works with the Head of school and SENDCo to determine the strategic development of the SEN policy and provision in the school.

### 2.3 The Head of School

The Head of School is Stephanie Smith.

The Head of school:

- ∞ Works with the SENDCO and SEN LGB representative to determine the strategic development of the SEN policy and provision within the school
- ∞ Has overall responsibility for the provision and progress of learners with SEN and/or a disability

### 2.4 Class Teachers

Each class teacher is responsible for:

- ∞ The progress and development of every pupil in their class
- ∞ Working closely with any teaching assistants, specialist staff or Therapists to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ∞ Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- ∞ Ensuring they follow this SEN policy

## 3 SEN Information Report

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### 3.1 Types of SEN provided for

The Cavendish School provides additional and/or different provision for a range of needs, including:

- ∞ Communication and interaction difficulties (all pupils have an Autism diagnosis), Selective Mutism, Speech and language difficulties.
- ∞ Cognition and Learning, for example, dyslexia, dyspraxia, executive processing.
- ∞ Social, emotional and mental health difficulties, for example, attachment issues, generalized anxiety and post-traumatic stress disorder.
- ∞ Attention deficit hyperactivity Disorder (ADHD)
- ∞ Obsessive Compulsive Disorder
- ∞ Hypermobility
- ∞ Sensory and/or physical needs, for example, sensory processing disorder, sensory integration difficulties.

### 3.2 Identifying pupils with SEN and addressing their needs

- ∞ At TCS we use Evidence for Learning as our assessment tool. This tool has been created specifically for our pupils who have a range of SEND needs and are able to access age related learning.
- ∞ Learner tags are used to understand where our pupils social, Moral, Spiritual and cultural development is progressing
- ∞ Individual assessment criteria developed using the pupils Education, Health and Care Plan (EHCP) are integrated into the assessment tool in order to track and measure the impact in small steps for a pupil's developmental progress.
- ∞ Individual TCS stages (1-5) covers assessment of pupils in years 3 – 8. This allows measurement of progress and impact of learning against both National curriculum and International Baccalaureate sequences of learning to ensure all pupils are accessing and making progress in a knowledge rich and broad curriculum.
- ∞ Qualification specifications are used to track the progress of pupils in years 9-11. This allows measurement of progress against the qualification pathways determined in collaboration with stakeholders.
- ∞ We assess each pupil's skills and levels of attainment on entry. We look at information from their previous setting and we liaise with parents, previous schools, any professionals involved (or any reports available) and the SEN team before a new pupil starts so that we know as much as possible about their needs and put appropriate provision in place.
- ∞ Any medical needs are highlighted before a pupil joins TCS and any staff training needs are assessed. Pupils who join us with complex medical needs have an Individual Health Care Plan (IHCP) detailing what provision is needed and what to do in case of an emergency.
- ∞ All staff working with children are fully aware of each young person's individual learning needs and how to support them. They know the requirements of their EHCP and use Learner portraits and individual provision maps to highlight each pupil's specific targets, needs and how they learn best.
- ∞ We assess pupils constantly through all structured learning and unstructured learning opportunities. We use Twinkl Phonics to pinpoint appropriate reading and phonics resources.
- ∞ Pupils are encouraged to assess their work with their teachers and record their feedback and judgements on Evidence for Learning.
- ∞ Pupils have individualised learning programmes and provision maps based on assessments. Targets are set by their class/subject teacher based on the outcomes of their EHCPs and academic achievement. Work is planned in response to individual assessments and in line with international baccalaureate and the national curriculum. Work is adapted to suit the needs of the pupils and their learning styles. Programmes are reviewed regularly, and progress is formally reported termly. Progress reports are produced and there are progress meetings between the teachers and the quality of education leads. Progress is reviewed with parents at Parent's evenings and EHCP reviews.

### 3.3 Consulting and involving pupils and parents

- ∞ Parents are recognised as the primary educators of our children and their expertise is valued and sought out at Education, Health and Care review meetings and parents' evenings.
- ∞ We arrange community events and parents' meetings to liaise with parents.
- ∞ A newsletter is sent to all stakeholders weekly and published on our website containing information about events at school. We send communication to parents who are not able to access our daily communication books.
- ∞ We send home photographs, via parental Evidence for Learning log ins, to reinforce learning at home and encourage communication skills. If there are any concerns, staff telephone home and parents/carers are encouraged to call or email the school if they have any concerns.
- ∞ We carry out anonymous parental and pupil surveys at least annually. We look at these closely and respond to any feedback given or suggestions made.
- ∞ New parents are encouraged to visit the school and meet the staff. All new parents and pupils are invited to have both a school and home visit with SLT and to meet the teacher to share information. These conversations and development of pupil centered documents (Learner portrait, Individual provision map and Behaviour communication support plans) will make sure that:
  - Everyone develops a good understanding of the pupil's areas of strength and difficulty
  - We take into account the parents' views
  - Everyone understands the agreed outcomes sought for the child
  - Everyone is clear on what the next steps are
  - Notes of these discussions will be shared with class team.
  - We liaise with parents when it is thought that a pupil may require a different or additional SEN support, or any medical training is required for staff
  - Individual Health care plans are written with parents drawing on medical advice.

### 3.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach of the four-part cycle of assess, plan, do, review.

The teachers work with the SENDCo team and the SLT to carry out a clear analysis of the pupil's progress. This will draw on:

- ∞ The teacher's assessment and experience of the pupil
- ∞ Their previous progress and attainment or behaviour
- ∞ Other teachers' assessments, where relevant
- ∞ The assessments of any therapist involved with the pupil
- ∞ The pupil's development in comparison to their peers and nation details
- ∞ The views and experience of parents
- ∞ The pupil's own views
- ∞ Advice from external support services, if relevant.
- ∞ The assessment will be viewed regularly.
- ∞ All teachers and support staff who work with the pupil will be made aware of their needs, their targets, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and the interventions and their impact on the pupil's progress.

### 3.5 Supporting pupils moving between phases and preparing for adulthood

- ∞ We work hard to ensure that our children are prepared for changes. This work includes building resilience and life skills from the day they start with us.
- ∞ We ensure that there is a smooth transition through each key stage and will follow this process into our upcoming key stage 4 and 5 provisions. We have a whole school approach which aids transition from one class to another and across key stage. Each new teacher knows what each child needs to support them, especially in new situations. This may include social stories, now and next boards, visual timetables, sensory activities, movement breaks and processing time and space. We have a transition morning each year in the

summer term. We have a transition booklet available for new pupils and will create one for any pupils who need support moving onto the next phase or provision.

- ∞ We fully support our pupils to “right time, right place” provision and understand that as pupils grow, develop, and thrive with us, movement into a new provision would be the most appropriate way to continue to support high aspirations academically, developmentally and with community fulfilment. These provisions could be into enhanced provisions within mainstreams, mainstream providers, or other special schools with different provisions.
- ∞ Life-skills and development skills from an important part of our curriculum. We encourage independence and self-advocation through our mission of enabling-the-self from as soon as pupils join us. Pupils are encouraged to organise their resources and develop independence in their personal care. Activities such as cooking, and road safety are valued and repeated to embed these skills. We understand the importance of E-safety, healthy eating, and all aspects of personal safety. We strive to encourage the development of these skills so that our pupils are ready when it is their time to move on.
- ∞ We will share information with the school, college or other setting the pupil is moving to.
- ∞ We will liaise with parents and other professionals such as college tutors, local authority case work officers and transitions social worker to plan a smooth transition to the next setting. This usually involves arranging visits for the pupils and providing opportunities for tutors to visit school and meet the pupils.

### 3.6 Our approach to teaching pupils with SEN

We have chosen to adopt and adapt the international baccalaureate curriculum. IB programmes enable children to become globally aware citizens, make connections between their learning in different subjects, and develop the skills and confidence to succeed.

The school works within the International baccalaureate curriculum integrated with national curriculum. This curriculum model has been chosen in order to support the academic achievement and development of strategies and understanding associated with barriers to learning for Autistic pupils. The international baccalaureate delivery enables a pupil to gain a knowledge rich and sequenced curriculum whilst ensuring that the curriculum is aspirationally broad and balanced.

Pupils learn through the Inquiry of central ideas within themes how to generalize the information and skills learnt into different environments (beyond the classroom into other areas within school, within the community and eventually into a work place) whilst also supporting transference into other subject areas for example literacy into history and Geography or Mathematics into science.

Reading interventions are Switch-on reading and the Corrective reading programme to target fluency of reading and inference skills. These are used alongside our selected phonics programme Twinkl. Whilst learners arrive to us with reading skills and most are fluently reading. Systematics synthetic phonics are integrated within all lessons for the acquisition of strong reading, new subject vocabulary and to aid in decoding for spelling. Numicon is the Mathematical intervention used for pupils struggling with numeracy struggles.

Our curriculum fosters a love of learning while providing a safe environment for pupils to practice and develop skills in self-management, personal safety and emotional resilience.

The curriculum is designed around pupils’ developmental stages of learning, as opposed to their chronological ages. This is to best meet their individual special educational needs and disabilities. Peer group is taken into account when grouping pupils. This supports the primary need of communication and interaction for all of our pupils. The delivery of a social curriculum, within these groupings, allows pupils to develop core strategies and understanding of social dynamics and pro-social behaviours whilst providing the opportunities to practice newly acquired or developed skills with authentic friends in a supported way. As we educate pupils from Key stage 2 to key stage 5, we are also able to accommodate the best groupings to support transition to the next educational phase.

- ∞ Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. All lessons are differentiated for individual pupils.



∞ Examples of teaching approaches and interventions which we draw from at TCS include:

- Twinkl Phonics
- Numicon
- Switch-on Reading
- Corrective reading programme
- Precision teaching
- Rebound therapy
- Colourful Semantics
- Attention Autism,
- Multi-modal communication environment
- Cognitive behavioural therapies
- 5-point scales
- Zones of regulation
- Lego Therapy
- 5 a day fitness
- Sensory circuits
- Sensory integration
- OT Programmes
- SaLT programmes
- Mental health counselling
- Art therapy
- Play Therapy
- Educational psychology support
- Trauma informed approaches

### 3.7 [Adaptations to the curriculum and the environment](#)

We make the following adaptations to ensure that all pupils' needs are met:

- ∞ A range of curriculum pathways and options for pupils
- ∞ Access arrangements for standardised testing
- ∞ Adapting our curriculum delivery to ensure all pupils can access it, for example, by grouping, 1:1 intervention work, teaching style, content of the lesson
- ∞ Adapting our resources, staffing and learning environments to each group and individual child. Eg reduced demand environments.
- ∞ Using recommended aids, such as laptops, coloured overlays, visual aids, visual timetables, larger fonts, timers, break out spaces, time for me spaces, regulation rooms, relaxation rooms, sensory resources such as resistance bands, wobble cushions and fidgets.
- ∞ Appropriate seating or standing desks where appropriate.
- ∞ Ability to record work in a multitude of ways to show meeting of learning objectives.
- ∞ Clear routines
- ∞ Adapting our teaching, for example, giving longer processing times and space, pre-teaching of vocabulary, reading instructions aloud, permanence to instructions, providing visual aids etc.

### 3.8 [Additional support for learning](#)

- ∞ At TCS all classes are small, generally up to a maximum of 10 with at least one teacher and two teaching assistants for 10 pupils.
- ∞ Staff will support children on a 1:1 basis for some interventions.
- ∞ Staff have extensive training in how to support children with special needs to learn and self-regulate and develop emotional resilience.
- ∞ All staff are trained up to good Autism practice as provided by the Autism Education trust within 6 months of joining. This includes administration and other staff working in the building.
- ∞ All staff receive training in the Cambridgeshire STEPS programme for understanding behavioural communication and management through a trauma lens.

- ∞ We have an employed therapy team to work with our pupils including
  - Occupational Therapy
  - Speech and Language Therapy
  - Educational Psychology
  - Mental Health Counsellors
  - Art Therapy
  - Play Therapy
  - Music Therapy
- ∞ We work with the following agencies to provide support for our pupils
  - Autism Education trust, Paediatricians, Child and Adolescent Mental Health (CAMHs), Local authority START team, Clinical psychologists, trauma counsellors, social care, NSPCC, Police, Social services

### 3.9 Expertise and training of staff

- ∞ Recruiting high quality staff is a priority. We look for staff who have an understanding of and a commitment to meeting the needs of children with special needs. Staff have to be creative, flexible and have high expectations of all children. We look for staff with experience, but we are willing to train staff who have potential and a genuine commitment to SEN.
- ∞ The school prioritises staff training. Staff receive an extensive training programme including training on pathological demand avoidance, first aid, autism, sensory processing, communication and interaction, SEMH, ADHD, attachment disorder, emotional literacy, emotions coaching and learning and cognition.
- ∞ The SENDCO holds the National SENDCO qualification. She has taught in mainstream and special education with most of her career working as a specialist in the field of Autism Education.
- ∞ We have a trauma informed practice lead who has additional training to deliver trauma informed training sessions to staff.
- ∞ We have three staff members trained to deliver Step-on (de-escalation and understanding behaviour through a trauma informed lens) and Step-up (trauma informed supportive guides and restrictive intervention) training within school.
- ∞ Two members of staff have a level 3 qualification in PDA
- ∞ We have a teacher with a PHD in Phonics
- ∞ We have an ASI wise sensory integration trainer for our Occupational Therapist.
- ∞ Our Speech and Language therapist has specialised in the field of Autism in her practice covering many areas of the UK such as London and Cornwall.
- ∞ We have an outdoor learning specialist trained in wilderness therapy.
- ∞ Amongst our staff we have a wealth of experience in SEN.

### 3.10 Securing equipment and facilities

- ∞ The school has a therapy suite which includes sensory integration equipment and a range of seating options
- ∞ We request and specialist equipment from relevant agencies (such as the NHS). If equipment is recommended but not provided, the school will order what is needed.

### 3.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- ∞ Reviewing the pupils' individual progress using Evidence for Learning each term
- ∞ Reviewing the impact of interventions after a term or half term depending on the intervention.
- ∞ Evaluating pupil questionnaires
- ∞ Evaluating staff questionnaires
- ∞ Evaluating parental questionnaires
- ∞ Monitoring of outcomes achieved in EHCPs and smaller half termly steps by the SENDCO
- ∞ Using learner portraits to plot progress towards yearly short-term targets
- ∞ Holding annual reviews for all pupils reviewing progress towards EHCPs. These include pupil, parental and teacher voice.

### 3.12 Enabling all pupils to engage in the full range of activities available

- ∞ All pupils are encouraged to go on trips and outings in the community
- ∞ All pupils are encouraged to take part in school physical activity days, school plays, special workshops and community days
- ∞ No pupil is ever excluded from taking part in these activities because of their SEN or disability
- ∞ Admission of pupils is via joint working admission panels
- ∞ The school's accessibility plan is on the website

### 3.13 Support for improving emotional and social development

We provide support for pupils to improve their social and emotional development in the following ways:

- ∞ PSHE and PD programmes through school explore emotional wellbeing and social development
- ∞ EHCP and therapeutic times daily are used to support explicit learning of social and emotional understanding and application.
- ∞ Assemblies focus on management of difficult situations
- ∞ Guests from the community are invited to talk about a range of issues
- ∞ A school council is in the process of being constructed following nominations and voting.
- ∞ Pupils are supported to access lunch clubs to promote teamwork/building friendships
- ∞ We have a school counsellor and a range of therapists who support children who are experiencing emotional and social difficulties
- ∞ We work with a Clinical psychologist and counsellor who specialize in trauma within the neurodiverse population.
- ∞ We work with the local NHS commissioning groups Mental health teams to provide support for staff and pupils
- ∞ We work with the local hospital school for pupils with mental health difficulties to provide appropriate support for pupils in our setting newly discharged
- ∞ We have a zero-tolerance approach to bullying and child on child abuse.

### 3.14 Working with other agencies

- ∞ The SENCO works closely with a wide range of outside agencies to support families including health and social care, local authority support services and voluntary sector organisations

### 3.15 Complaints about SEN provision

- ∞ Complaints about SEN provision in our school should be made to the class teacher, SENCO, or the Head of School in the first instance. They will then be referred to the school's complaints policy if they cannot be resolved informally.
- ∞ The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
  - Exclusions
  - Provision of education and associated services
  - Making reasonable adjustments, including the provision of auxiliary aids and services.

### 3.16 Contact details of support services for parents of pupils with SEN

- ∞ Pinpoint
  - <https://www.pinpoint-cambs.org.uk/>
- ∞ SENDIASS (Special educational needs and disabilities information, advice and support service)
  - SEND Information, Advice and Support (SENDIASS)  
Cambridgeshire County Council, ALC2630, New Shire Hall, Emery Crescent, Enterprise Campus, Alconbury Weald, Huntingdon, PE28 4YE  
Email – [sendiass@cambridgeshire.gov.uk](mailto:sendiass@cambridgeshire.gov.uk)  
Confidential helpline open during term times: 01223 699 214
- ∞ Newbold Hope

- <https://www.newboldhope.org/>
- ∞ Cambridgeshire Local offer
  - <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

### 3.17 Contact details for raising concerns

- ∞ DSL: Stephanie Smith [worried@tcs.tela.org.uk](mailto:worried@tcs.tela.org.uk)
- ∞ Head of School: Stephanie Smith [SSmith@tcs.tela.org.uk](mailto:SSmith@tcs.tela.org.uk)
- ∞ Assistant Headteacher (Behaviour, Inclusion and Provision): Jake Allcock [jallcock@tcs.tela.org.uk](mailto:jallcock@tcs.tela.org.uk)
- ∞ Assistant Headteacher (PfA, Careers and Qualification): Rachel Dunn [rdunn@tcs.tela.org.uk](mailto:rdunn@tcs.tela.org.uk)
- ∞ Business and administration Manager: Lisa Lincoln [llincoln@tcs.tela.org.uk](mailto:llincoln@tcs.tela.org.uk)
- ∞ Chair of Governors: Julie Bailey [jbailey@tcs.tela.org.uk](mailto:jbailey@tcs.tela.org.uk)
- ∞ Deputy CEO: Ryan Kelsall [rkelsall@tela.org.uk](mailto:rkelsall@tela.org.uk)

### 3.18 The Local Authority Local offer

- ∞ Our local authority's local offer is published here: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

## 4 Monitoring arrangements

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- ∞ This policy and information report will be reviewed by Stephanie Smith SENDCo and DSL **Every year**. It will also be updated if any changes to the information are made during the year
- ∞ It will be approved by the LGB

## 5 Other policies

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This policy links with our policies on

- ∞ Accessibility and Equality plan
- ∞ Behaviour and Wellbeing policy
- ∞ Exclusions policy
- ∞ Intimate care policy
- ∞ Preventing Bullying policy
- ∞ PSHE and SMSC Policy
- ∞ Supporting Medical conditions and administering medication policy