

## **SEN INFORMATION REPORT**

### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have Special Educational Needs?**

At Cavendish School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as the Lucid Assessment Test.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority

Upon transition, literacy screening for all students takes place. Reading and spelling test results, together with KS2 National Curriculum levels, results from prior testing and information provided from primary schools, help to identify a young person's special educational need (SEND.) Information from parents regarding their child's history is also valuable evidence in supporting identification. Teachers may have concerns about a student's progress that will trigger further assessment to identify special educational need (SEN). They will be the first people to address the young person's individual needs within the classroom setting through high quality teaching, differentiated for individual pupils. Students are assessed regularly throughout the school year and the results from this help to assess whether or not they have a special educational need.

### **2. How will school staff support my child?**

- The school makes provision for a wide range of special educational need including Autistic Spectrum Disorder, ADHD, Speech, Language and Communication difficulties, Moderate Learning Difficulties, Visual and Hearing Impairment, and Specific Learning Difficulties such as dyslexia.
- The majority of your child's learning needs will be addressed by high quality, differentiated teaching in the classroom.
- Further SEN support, such as an additional adult in class or specialist teaching, may be required where evidence points to the young person needing support 'additional to or different from their peers'.
- For a few SEN students, highly differentiated and individualised interventions may be necessary.

#### Teaching pupils

- The class teacher will oversee, plan and differentiate the material to support the need of children with SEND in their class and to ensure that appropriate progress is made in every area
- All lessons are differentiated, taking into account the primary needs of the learners. Teachers implement specific strategies that have been identified for specific students
- The SENCo, who is also an Associate Assistant Headteacher, oversees the progress of any child identified as having SEND

- Some lessons will have a Learning Support Assistant (LSA) assigned to the students
- All learning activities within the classroom are planned and differentiated, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed, in order to help them to make progress, such as support mats, coloured overlays and strategy cards
- The SENCo reports to the Head teacher and Governors regularly, to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children, in order to maintain confidentiality at all times

#### Literacy Interventions

- Lexia reading programme – a targeted intervention to support reading skills.
- One to one reading, spelling, writing intervention
- KS4 – extra tuition in Maths, Science and English.

### **3. How will I know how my child is doing?**

- If your child is identified as having SEN, the school will notify you and a graduated approach to supporting your child will be put in place.
- Your views and the views of your child will be part of the decision making process when considering appropriate interventions.
- Information will be shared with you at regular review meetings in addition to normal reporting arrangements.
- Parents are encouraged to work in partnership with the school in order to support their child's progress.
- An appointment can be made with the SENCo to discuss support in more detail
- Pupil Information Sheets and Learning Plans are shared with parents
- The SENCo or members of the Learning Support Department are present during Parents' Consultation evenings

### **4. How will the learning and development provision be matched to my child's needs?**

#### Pupil information sheets

- Through setting up Pupil Information Sheets (to ensure that the learning and support is child centred) all members of staff acquire an in- depth understanding of the students and strategies to support them in their learning. An experienced member of the faculty is responsible for gathering the views of the child and the parents. The information sheets are shared with all staff and parents/carers. This provides a platform for the student voice to be heard and acted upon.
- Following this, Pupil Learning Plans are also set up, with the child at the centre of the process. It informs teachers of how the students would like the teacher to support them in lessons.
- As a school we track and analyse the children's progress against national expectations and age related expectations 4 times a year and will send a report home to parents
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed

- Pupil Progress Meetings are held each half term. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions and support strategies are discussed
- At Cavendish, all students on entry to the academy are assessed using Cognitive Assessment Test and Lucid Assessment test.
- Where specific needs are apparent, the school has a range of assessment tools which can be used to explore a child's strengths and difficulties in more depth.
- The SENCo (Special Educational Needs Co-ordinator) reports regularly to the Governing Body regarding the progress of the students.
- There is a governor who is responsible for SEND

## **5. What support will there be for my child's overall wellbeing?**

Students will have access, when required, to medical intervention by the school matron or key members of staff who are first aid trained. Opportunities are in place for vaccinations, health checks and staff training as appropriate.

The Pastoral Team including the Learning Welfare Officers, are also available to support the student's social and emotional wellbeing and will liaise with parents/carers. There may be referral to appropriate outside agencies. A Family First Assessment could be implemented if more than one agency is involved.

There is access to the Hertfordshire County Council School Nurse Service.

## **6. What specialist services and expertise are available at or accessed by The Cavendish School?**

- Some students are supported through the counselling service, to help them work through issues which impact on their readiness and capacity for learning
- Support from Educational Psychologist
- Close liaison with family support workers
- Speech and Language, to assess and offer support strategies
- Autistic Advisory Team
- Communication Disorders team
- Low incidence Team (sensory & physical impairment)
- Education Support Team for Medical Absence (ESTMA)
- The Hertfordshire Local Offer can be accessed through Hertfordshire Directory at the following address:  
(<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page#>)
- If parents/carers would like to use the Local Offer, but they cannot access the internet, they can contact their local library, or Children's Centre

## **7. What training have the staff who are supporting children and young people with SEND had or are having?**

- The SENCo has completed the National Award for SEND co-ordination.
- We have an Specialist teacher who is qualified to provide diagnostic assessment for learners Specific Learning Difficulties and to assess and report for examination Access

#### Arrangements

- Within the school, we have a culture of sharing good practice and expertise, through an indepth CPD programme.
- As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school, including: Primary Behaviour Services, Health services, including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services, social workers; educational psychologists and specialist advisory teachers.

### **8. How will you help me to support my child's learning?**

#### Pupil information sheets

- Through setting up the Pupil Information Sheets (to ensure that the learning and support is child centred) all members of staff acquire an in- depth understanding of the students and strategies to support them in their learning. An experienced member of the faculty is responsible for gathering the views of the child and the parents. The information sheets are shared with all staff and parents/carers. This provides a platform for the student voice to be heard and acted upon.
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### **9. How will I be involved in discussions about and planning for my child's education?**

- The class teacher, members of the Learning Support Faculty are available to meet and discuss children's progress, the support in place and any questions the parents may have
- An appointment can be made with the SENCo to discuss support in more detail
- Pupil information sheets are shared with parents
- The SENCo and members of the Learning Support faculty are present during Parents' Consultation evenings.
- Parents and carers are invited to regular meetings to discuss the progress of their children.

### **10. How will my child be included in activities outside the classroom including school trips?**

- All children are included in all parts of the school curriculum and the aim is for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and when required will discuss this with parents in advance. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised and ensure suitability of the activity

- There are a variety of after school clubs provided during lunchtimes and after school, for all students

## **11. How accessible is the school environment?**

The Cavendish is a large mainstream school. The main building consists of three floors and a lift is available to allow access to each of these. Music, Drama, Art, Design, ICT, Technology and the Learning Resources Centre are situated in separate buildings and are all at ground level. The PE block is on two floors, with classrooms, and there is a lift to enable access.

## **12. Who can I contact for further information?**

- Speak/ email the class teacher/form tutor in the first instance
- Contact any member of the Learning Support Faculty
- General information relating to SEND can be found within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENCo/Associate Assistant Headteacher (Mr S Carter), Miss N Barnes (Deputy SENCo), Assistant Head of Inclusion (Mr M Tizard)
- The school has a complaints policy, which is available on the policy page of the school website

## **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

### **Year 6 into 7 transition**

- All students who transfer to Cavendish in Year 7 will receive a visit from a member of the Learning Support/Pastoral team in the summer term
- Those students, who require extra support, will have additional visits to the school, during the summer term. During these visits, they will meet key staff, have a tour of the site and will be given extra materials to ease the transition.

### **Other phases**

- To support transition to another school or college, information will be shared with the new placement.
- The Cavendish School will agree with parents and students the information to be shared as part of the planning process.
- Where a student is remaining at school for post-16 provision, planning and preparation will take place to ensure a high quality study programme.
- Further information is provided in line with statutory requirements from the SEN Code of Practice, 2014.

**14. How are the school's resources allocated and matched to children's Special Educational Needs?**

The budget for SEN students is used to provide staffing and relevant resources for those students identified as requiring SEN Support.

**15. How is the decision made about how much support my child will receive?**

All teaching staff work towards 'Quality First Teaching' that ensures that provision is made in each lesson to meet the diverse needs of all learners.

The support that your child will receive will depend upon the type and degree of need that is 'additional to and different from that of their peers'.

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Hertfordshire's Local Offer is available on the Herts Website (<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>)