



# Special Educational Needs and Disability (SEND) Policy and Information Report

The Cavendish School is working to ensure that all children achieve the highest possible outcomes. Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

|                                      |                |
|--------------------------------------|----------------|
| Date of Policy                       | September 2023 |
| Date agreed by Local Governing Board | October 2023   |
| Date of next review                  | October 2024   |

Cavendish Education Trust (Eastbourne) is an exempt charity and a company limited by guarantee, registered in England and Wales with Company Number 8135372. Its registered office is at Eldon Road, Eastbourne, East Sussex BN21 1UE

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## The Cavendish School SEN Information Report

*This report was compiled during the Autumn Term 2022 and will be reviewed regularly.  
It is the result of consultation with staff, parents of children with SEN (Special Educational Needs)  
and the Local Governing Board.*

### 1. About this report

In the 2014 Children and Families Act, it says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on [w www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer) .

In this report, we explain how we meet our duties towards pupils with Special Educational Needs and disabilities. We will keep this report up to date. The Trustees will also review the report every year, and will involve parents and pupils. If you want to give us any feedback about this report, please contact the school office.

School policies related to this report:

- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Early Years Foundation Stage
- Equality Policy
- Supporting Pupils with Medical Conditions

### 2. Whom do I contact about my child's special educational need?

In the Primary Phase at The Cavendish School, your first point of call is your child's class teacher.

The Special Educational Needs Coordinator (SENCo) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health Care Plans (EHCP). They also provide professional guidance to school staff and work closely with parents and other services that provide support for the children in the school.

Name of SENCo: Danielle Crossinggum

Contact the school office: Cavendish School 01323 731340

In the Secondary Phase at The Cavendish School, your first point of call is your child's Form Tutor or class teacher.

The Special Educational Needs Coordinator (SENCo) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health Care Plans (EHCP). They also provide professional guidance to school staff and work closely with parents and other services that provide support for the children in the school.

Name of SENCo: Tiana Moore

Contact the school office: Cavendish School 01323 731340

### 3. Which children does the school provide for?

The Cavendish School is an all through Mainstream school; we admit pupils aged 2 -16. We form part of the Cavendish Education Trust with Roselands and Stafford Federation.

We are an inclusive school. This means we provide for all children with all types of special educational needs. If you want a place for a child with an Education Health Care Plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

### 4. Summary of how the school meets the needs of pupils with SEN and disabilities.

#### Cavendish Education Trust

**Our mission** is to deliver the very best learning experiences and environment which inspires the highest outcomes for everyone within the Trust community.

**Vision:** Working collaboratively to inspire learners to demonstrate the knowledge, skills and values required for lifelong learning and to be successful, active members of the Trust and wider community.

The Trust has three shared **key values** which are known as the three R's. **Respect, Resilience, Responsibility.** They underpin everything that we do across the Trust,

Ensuring that all children are able to participate in educational activities, known as inclusion, underpins our every action across The Cavendish Education Trust. We are committed to providing an appropriate and high quality education for every child. In order to do this, many steps are taken to support children through their learning. Quality teaching is vital. For some children however, there are occasions when additional support may be required to help them achieve. We make reasonable adjustments for pupils with additional needs and ensure we meet our responsibilities in line with the Children and Families Act 2014 and Equalities Act 2010

In our schools, SEN support takes the form of a four-part cycle: assess, plan, do and review. We involve pupils and their parents at each stage of the review cycle.

Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of need. All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** The class teachers regularly assess all children as part of the whole school approach; we monitor the progress and development of all pupils.

**Plan:** Pupils with SEN who continue to make little or no progress or to work at levels considerably below those of their peers will have a clear plan.

**Do:** Teachers plan for individual children as part of the whole class planning adapting lessons to include pupils with SEN. The SENCo or specialist colleagues may support this.

**Review:** Children's progress is regularly reviewed as part of an ongoing process. Parents are invited to share their views through the EduKey Provision Map system, meetings, and telephone conversations. This will take place at three key points in the year. The SENCo supports meetings.

Where a child has not made expected progress following close monitoring, an SEN support plan is implemented. If expected progress is still not made, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. An EHC needs assessment will not always lead to an EHC plan.

See East Sussex SEND for further details

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/send-strategy/>

If the local authority looks after your child, they will have a Care Plan including a Personal Education Plan (PEP). We will involve parents and carers as well as foster carers or social workers in discussions.

## 5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs as early as possible so that each child achieves the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need.

- Communication and interaction – this includes children with speech and language needs and Autism
- Cognition and learning – including developmental delay, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties –including difficulties with behaviour, attention deficit hyperactivity disorder, attachment disorder or anxiety.
- Sensory and/or physical needs – including visual and hearing impairment, dyspraxia, cerebral palsy and other physical or medical conditions which affect a child's learning.

We assess each pupil's current skills and level of attainment on entry to the school. We make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class teacher (and in the Secondary phase: Head of Year), working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and what is expected in their year group.

We are alert to emerging difficulties and respond quickly. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

Where it is decided to provide a pupil with SEN support the decision will be recorded in our school records and we will formally notify parents.

## 6. How does the school support and teach pupils with SEN?

We set high expectations for all our pupils, regardless of prior attainment. We deliver high quality teaching, based on agreed teaching strategies, for all pupils including those with SEN.

We support pupils with SEN throughout our whole school approach, with targeted intervention and where identified as appropriate, personalised intervention. SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

The teachers plan high quality lessons, ensuring that all children including those with SEN are catered for. There are opportunities for the children to learn in a multi-sensory way, e.g. using visual prompts, models, concrete apparatus and computers. We have support staff who are deployed based on pupils' needs across the whole school. Sometimes it is necessary for us to have particular resources or specialist equipment to help children to access the curriculum; for example, writing slopes, dual handled scissors, talking tin lids and pencil grips.

### **Intervention groups:**

Trained members of staff or outside services run intervention groups. Parents and children are consulted. Groups are regularly assessed for effectiveness using the assess, plan, do, review cycle. Groups vary in lengths of time, depending on the needs of the child.

In the Primary Phase, Groups **may** include:

### **Communication and interaction**

- **Widget** - a computing programme to produce visuals to support pupils across the curriculum
- **Language Link** - to develop basic language skills. E.g. barrier games to develop listening and comprehension and language steps to develop the child's vocabulary and understanding of concepts
- **Speech Link** – a programme to develop children's speech sounds
- **Talking Partners** - Speaking and listening
- **Bucket Therapy** - Attention and listening

### **Cognition and learning**

- **Reading Fluency** - focused 1:1 reading to improve fluency
- **Sounds Write** - focused small groups or 1:1 sessions
- **Maths Support** - small groups or 1:1 sessions, independent ICT programs: Times Table Rockstars, Doodle Maths, Morodo and SATS Companion
- **Precision Teaching** - a 1:1 small step, intensive approach to learning

### **Social, emotional and mental health difficulties**

- **Talk About** – a social skills development programme
- **Emotional Literacy Support (ELSA)** - 1:1 or small groups, developing self-regulation

- **Pastoral Support Group** - small group nurture sessions
- **Pupil Voice** - 1:1 time to talk
- **Forest School** - Building resilience and self-regulation

### **Physical and Sensory Needs**

- **Sensory Circuits** – an intervention to support sensory integration

In the Secondary Phase, we aim to be flexible with the support we provide according to the needs of your child. This support may include:

### **Communication and Interaction**

- Secondary Language Link - targeted small group sessions
- Support from Communication, Learning, Autism Support Service (CLASS)
- Support from East Sussex Children's Integrated Therapy & Equipment Service (CITES)

### **Cognition and Learning**

- Using recommended aids, such as laptops, coloured overlays, buff exercise books etc.
- Small group literacy and numeracy sessions (including Symphony Maths)
- Pupil Portraits identifying targeted strategies to support Quality First Teaching
- A personalised curriculum
- Support with the option process (YR9) from the Head of Year, SENCo and Deputy Head teacher - Outcomes
- Access Arrangements , in line with JCQ (Joint Council for Qualification) guidelines

### **Social, Emotional and Mental Health Difficulties**

- Social skills groups
- Pupil voice
- Guidance Leader support for each year group
- Supervised quiet space for pupils at break and lunchtimes
- Peer supporters
- ELSA - Emotional Literacy Support Assistant
- School nurse
- The Listening Service
- A mentoring programme
- A range of support groups which may include work on: self- esteem, anger management or bereavement counselling
- Mental Health First Aiders
- Small group Nurture intervention
- Support from The Children and Adolescent Mental Health Service (CAMHS)
- Support from The Teaching and Learning Provision (TLP)  
Team Around the School and Setting (TASS)

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the wider school curriculum

We have a zero tolerance to bullying



### **Physical and Sensory Needs**

Support from teachers from the Sensory Service  
Support from East Sussex Children's Integrated Therapy & Equipment Service (CITES)

## **7. How will the curriculum and learning environment be matched to my child's needs?**

Our Curriculum has been constructed to ensure breadth and depth for all pupils including the most disadvantaged (SEND and Pupil Premium). It is ambitious for all pupils as set out in our curriculum intent and Programmes of Study, all which are closely aligned to the National Curriculum.

The curriculum is ambitious in meeting the needs for pupils with SEND. They access the full range of National Curriculum subjects in Key Stage 3 and their option choices are not typically constrained at Key Stage 4. The emphasis within subjects is to ensure that all pupils can access the curriculum with appropriate strategies.

All pupils, including pupils with SEN study a broad curriculum. In years 7-9 before choosing four options. We have EBacc at the heart of our curriculum, which is demonstrated by the increasing number of pupils taking all EBacc subjects.

Any adaptations, including specialist sessions with trained Teaching Assistants, for individuals or groups are designed to support the specific needs of pupils whilst remaining ambitious for them.

## **8. How are parents and carers involved in reviewing children's progress and planning support?**

The Cavendish Education Trust is committed to working in partnership with parents and carers.

We will:

- listen to the views, wishes and feelings of parents
- communicate with the parents of children at least three times each year
- agree outcomes with parents and plan support to help children reach agreed outcomes
- ensure reviews have a focus on pupils' progress towards outcomes
- support parents to help their children
- provide parents with useful information
- provide an annual report for parents on their child's progress
- make reasonable adjustments for parents with disabilities

The effectiveness of the SEN support on the child's progress and a child's next steps will be reviewed with parents and plans will be shared.

Cavendish welcomes the contribution parents can make to our school. The school aims to work in partnership with parents and carers. We do so by:

- making all parents and carers feel welcome;
- encouraging parents to attend parents' evenings/meetings/workshops;
- inviting parents to annual reviews of children that have an EHCP;
- provide opportunities for contact via, email, planners, phone calls and additional meetings following school reports;
- parent forums;
- parent consultations: keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other services supporting children and their parents;
- using structured conversations, where children's strengths and needs are identified and targets agreed, giving parents and carers opportunities to play an active and valued role in their child's education, and instilling the confidence that the school will listen and act appropriately;
- taking reasonable steps to offer parents and carers communication aids and access arrangements;
- providing all information in an accessible way.

### **Reviewing an EHC plan**

EHC plans are reviewed every 12 months. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan.

Before the meeting we will:

- send invitations to attend at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where the Local Authority looks after a child, we will endeavour to synchronise EHC plan reviews with social care reviews.

## **9. How are children involved in reviewing their progress and planning support?**

The Cavendish Education Trust is committed to involving children/young people with SEN in decisions about their learning.

We will:

listen to the views, wishes and feelings of children;

provide children with information and support to help them make decisions; support children with their development and help them achieve the best possible; educational and other outcomes, preparing them effectively for adulthood.

Opportunities for children to be involved in reviewing their progress and planning support include:

Self-assessment during lessons;  
PSHE lessons;  
School Council meetings;  
Pupil Voice activities including surveys;  
Pupils are invited to SEN Meetings with parents;  
Pupils with SEN representation on the School Council.

## 10. How will the school prepare and support my child to transfer to a new school or the next stage of education?

The great majority of children with SEN or disabilities (with the right support) can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start.

Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We agree with parents and pupils that the information should be shared as part of this process.

We support children so that they are included in social groups and develop friendships.

Our SENCo liaises with secondary schools to support a positive transition and arranges additional support if required.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

In the secondary phase, we also say that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is joining us from pre-school setting or primary school, support may include:

- transition programme for vulnerable pupils identified by teaching staff and SENCos
- summer school lessons
- additional school visits
- open evening
- taster days
- Year 7 guides/buddies
- teaching assistant support

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child;
- We will make sure that all records about your child are passed on as soon as possible;

When moving years in school;

Information about your child will be shared with their new teachers;  
Teaching assistants may support transition if necessary.

#### In Year 11

If your child has an EHCP, a phased transfer review will take place in term 1.

Pupils will be given the opportunity to attend taster days to colleges of interest, which can be supported by the teaching assistants, if necessary.

Additional careers support may be available for individuals identified as needing some 1-1 support;

If necessary, the SENCO or Head of Year 11 will arrange visits to new schools/colleges for your child.

### 11. What training do school staff have?

The SENCO's are qualified teachers working at the school.

The school plans training to reflect the whole school development plan. Senior leaders, governors and teaching staff, review this plan annually.

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member(s) or arrange an INSET Training day.

Trainees and newly qualified teachers receive training from the SENCO  
All staff receive regular input from the SENCO on the learning needs of children and INSET is provided as appropriate  
Continuing Professional Development opportunities  
Cavendish has a team of trained teaching assistants

### 12. How accessible is the school and how does the school arrange equipment or facilities for children's needs?

At Cavendish Education Trust, we recognise our responsibilities under the Equality Act 2010. We have adopted an Accessibility Plan and Equality Policy (please see website under policies section).

Cavendish aims to make the school environment as accessible as possible

Accessible changing and toilet facilities are available

We are sensitive to the needs of parents whose first language is not English and can provide an interpreter if necessary

Where there are concerns about movement around the school, the SENCO would be the point of contact for access arrangements

In the Primary Phase there is a lift to allow access to the first floor

We fully support pupils with medical conditions and meet regularly to review Health Plans.

We have staff with first aid qualifications.

### **13. How will my child be included in activities with other children, including school trips?**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

### **14. What support will there be for my child's overall well-being, and their emotional, mental and social development?**

We are an inclusive school that holds a child's emotional and spiritual development as a priority. In the Primary Phase, the class teacher is responsible for the pastoral, medical and social care of every child in its class.

The pastoral support we offer in the secondary phase for your child's overall well-being differs in many different ways; **please refer to question 6 for further details.**

Based on children's identified needs, we provide additional pastoral support arrangements. We also work closely alongside outside agencies to support pupils with more complex needs.

How does the school manage the administration of medicines?

- The Cavendish Education Trust has a policy regarding the administration and management of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office;
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office;
- A number of staff are trained for the administration of medicines;

As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations;

A number of teaching assistants hold first aid qualifications, which are updated regularly.

Please also see our policies on Behaviour, Safeguarding and Supporting pupils with medical conditions

## 15. What specialist services does the school use to support children and their families?

Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils.

Where the Local Authority looks after a child, we will work closely with other relevant professionals involved in the child's life because of being looked after.

Please refer to the East Sussex Local offer website (LINK) for services available to schools.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

### Health Services

<https://www.kentcht.nhs.uk/service/school-health/school-health-service-east-sussex/>

### Expertise currently available at, or accessed by Cavendish School

- Communication, Learning and Autism Support Service (CLASS)
- Team Around the School and Setting (TASS)
- Children's Integrated Therapy Service, Speech and Language, Occupational Therapy and Physiotherapy (CITES)
- Early Years' Service
- School Health Team
- East Sussex Mental Health Team
- Family Keyworker
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Services
- Eastbourne District General Hospital
- Hearing Impairment Service
- Educational Psychologist
- Holding Space Charity Referrals
- Fegans
- Care for The Carers

Fire Service Support  
Police Liaison Officers

## 16. Where can I get information, advice and support?

The 'Local Offer' [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

**Parent Information Contact:** Danielle Crossinggum (Primary Phase) / Tiana Moore (Secondary Phase) - please contact via school office

### **SEND Information, advice and support service**

Impartial advice and help for children with special educational needs and disabilities and their parents and carers.

Amaze SENDIASS: 01273 772289 (you will be asked to select East

Sussex) Email: [eastsussex@amazesussex.org.uk](mailto:eastsussex@amazesussex.org.uk)

CLASS+ Weekly Parent/Carer Telephone Advice Line Mon 10-1pm, Friday 12-3pm 01273 336887 Ask for CLASS+ advice line

## 17. What do I do if I am not happy or I want to complain?

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the school's complaint procedure.

Details about this are available from the school office or on the school website.

The first point of contact in the primary phase is the child's class teacher. In the secondary phase, the first point of contact is the Form Tutor.

Should you need to meet for a more detailed discussion relating to SEND and additional needs, the school's SENCo will be involved.

If you wish to seek further advice or support please see:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/sen/gettinghelp>

## 18. Glossary

|       |  |
|-------|--|
| ADD   | Attention Deficit Disorder                   |
| ADHD  | Attention Deficit and Hyperactivity Disorder |
| ASD   | Autistic Spectrum Disorder                   |
| CAMHS | Child and Adolescent Mental Health Service   |
| COP   | Code of Practice                             |
| CP    | Child Protection                             |
| EAL   | English as an Additional Language            |
| EHC   | Educational Health Care Plan                 |
| EP    | Educational Psychologist                     |
| FSM   | Free School Meals                            |
| IBP   | Individual Behaviour Plan                    |
| IEP   | Individual Education Plan                    |
| LAC   | Looked After Child                           |
| LEA   | Local Education Authority                    |
| LSA   | Learning Support Assistant                   |
| MLD   | Moderate Learning Difficulty                 |
| NC    | National Curriculum                          |
| OT    | Occupational Therapist                       |
| PCSO  | Police Community Support Officer             |
| SaLT  | Speech and Language Therapist                |
| SDQ   | Strengths and Difficulties Questionnaire     |
| SEMH  | Social Emotional Mental Health               |
| SEN   | Special Educational Needs                    |
| SENCo | Special Educational Needs Co-ordinator       |
| SEND  | Special Educational Needs and Disability     |
| SpLD  | Specific Learning Difficulty                 |
| YCP   | Youth Crime Prevention                       |