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Cavendish View School

Special Educational Need and Disabilities School Policy

Mission Statement

Cavendish View Primary School is an Independent Special School which SEND is a part of everyday practice, and staff are trained in line with the SEN Code of Practice.

Objectives of Cavendish View School SEND policy

It is the purpose of Cavendish View School's SEND policy to improve the learning opportunities and progress of pupils with SEND. This complements our mission statement.

* All staff are encouraged to recognise their responsibility for the education of pupils with SEND and the importance of maintaining high and realistic expectations for all children. They recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.
* Cavendish View has regard to the provisions of the raised Code of Practice on the identification and assessment of pupils with SEND in accordance to the changes of the SEN Code of Practise
* Children with SEND require the greatest possible access to a broad and balanced education, including the National Curriculum (where this is relevant.)
* It is the intention that at this school, children with SEND will always be educated alongside their peers wherever this is possible and it will only be in specific circumstances that individual, specialist tuition will be necessary (this currently takes the form of a variety of interventions).
* Views and experience of parents are vital and that the effective assessment of provision for children with SEN can only be achieved when there is the greatest possible partnership between parents, their children, the School and other relevant agencies.
* The SENDCo Lyndsey Murphy/Beth Donnelly
* The member of SLT in charge of Pastoral care and safe guarding is Louise Kelly

1. **The Role of the SENDCo**

Cavendish View acknowledges the purpose of the SENDCO as being to take responsibility, with the support of the Principal/Deputy Head for the day-to-day operation of provision made by the School for pupils with SEN. This includes providing professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

It is recognised that to be effective, the SENDCo needs:

* The full support of the Senior Leadership Team
* Clearly defined responsibilities and expectations
* Appropriate Status
* Appropriate Training and Qualifications
* The understanding and support of the whole staff
* SEN and whole school procedures to work as complementary systems
* The necessary time and resources to fill this complex role

The role of the SENDCo is to be responsible for:

* The day to day operation of the school’s SEN policy
* Liaising with and advising other teachers
* Co-ordinating provision for pupils with SEN
* Maintaining the schools SEN register, and OPP
* Overseeing the records on all pupils
* Liaising with parents of pupils with AEN
* Conducting Annual Reviews (EHCP reviews)
* Arranging transition for pupils in Year 6 to Year 7
* Contributing to the in-service training of staff
* Liaising with external agencies, e.g. Educational Psychologists
* Liaising with school SENDCos and parents of new pupils
* Looking at Data and trends to provide targeted support

1. **Arrangements for co-ordinating educational provision for pupils with SEND**

* Class teacher to identify concern. Complete referral sheet for SENDCo. (can be handed or placed in appropriate folder in shared area)
* SENDCo to advise on appropriate support (including the use of an OPP) or refer to internal or external professional
* Parents to be informed of extra provision by SENDCo where appropriate.

1. **Admission arrangements**

Pupils are referred to the school via the LA Special Educational Needs Department.

Statement (EHCP) and previous school information are sent to Cavendish View School for assessment.

A pre-placement interview is arranged with the Principal and SENDCo – in order to meet parents / carers and pupil.

1. **Assessment Centre**

Cavendish View will prioritise the monitoring and initial assessment of those pupils attending the KS1 and EYFS assessment Centre for a 12 week intervention. The school will ensure all professionals are involved in supporting an accurate support package/diagnosis or to create an EHC plan. Pupils will have access to a play and class based curriculum.

**Identification, assessment and review procedures**

The Code of Practice applies the term **Special Educational Needs** to any pupil who has a "learning difficulty, which calls for special educational provision to be made"

A **learning difficulty** means that the child has greater difficulty in learning than the majority of children of the same age or a disability, which hinders him/her from making full use of the educational facilities provided for children of the same age.

In describing pupils' needs it may be more helpful to refer to 'differently abled' rather than 'disabled'. This encourages people to be more concerned with individual differences in pupils as learners and how they interact with their learning environments. Such an approach broadens the range of ability; it includes more able pupils, and encourages the identification of factors not only within but beyond the individual. This is the view which staff adopt at this School and which affects the practice of identification and assessment of pupils' needs.

Cavendish View recognises that learning difficulties can arise at any time, e.g. because of new curriculum demands or home circumstances.

The School has adopted an approach in line with the revised SEN Code of Practice. The AEN register and Provision map is available to all staff.

**Access to the Curriculum**

Each pupil has the right to full access to all the subjects the curriculum contains at the appropriate level. It is recognised, however, that some subjects, or skills within some subjects, may be unsuitable for certain pupils with SEND (such as languages) where flexibility can be applied.

Cavendish View realises the importance of pupils being able to read at an adequate level and that their ability to access the curriculum is likely to be severely impaired if their reading level is below that expected in a particular Year group. For this purpose pupils are assessed on their reading age 3 times a year. Pupils are set according to reading comprehension ability, his ensures they can access the work given to them and the curriculum can be differentiated accordingly.

Ability setting does not detract from the importance of Year 6 SATs and the Phonics Screening Programme and pupils who are entered are prepared accordingly and given the appropriate support.

**How pupils with SEN are integrated within the school**

Pupils are ability set and staff are made aware of any additional needs of pupils and the provision to be made for them. Interventions are in place for Reading, Maths and Speech and Language. Staff receive regular CPD in order to provide the best support possible for pupils.

**Evaluation of the success of the school's SEND policy**

Evaluation is through:

· The early identification of SEND

· Monitoring of pupils

· Results/progress of pupils

A meeting takes place once a year between the SENDCos, Principal/Deputy Head to discuss the success of the policy and provision for AEN.

**SEND Interventions to support pupils**

Cavendish View School work closely with the ADHD Foundation to support pupils with ADHD. The school day starts with intervention sessions, this is a calming and quite session where pupils complete online interventions and 1:1 sessions with support staff. This really help the ADHD pupils be ready for learning.

Pupils with Dyslexia are given Specific interventions to help them to improve their English skills. Pupils are given coloured books and overlays to support pupils with their writing and reading.

Cavendish View School is also working closely with the ADHD Foundation who are running a Cognitive Behavioural Therapy for pupils with Mental Health issues, to support them with self-regulating and calming.

**Arrangements for complaints about school's SEND policy**

It is Cavendish View School School's wish to deal with complaints quickly and amicably. Initial concerns should be taken to the SENDCo. If there is still concern, this should be taken to a member of SLT and / or the principal. Should the matter still not be resolved, advice may be taken from an outside body.

**Arrangements for SEND in-service training**

Appropriate time is devoted to staff training on the subject of SEND. This may involve a presentation from an outside speaker on a particular topic or it may be by the SENDCo or other members of staff with certain areas of expertise. In the past this has included: ASD/ASC training, Dyslexia friendly training and Speech and Language training. Staff receive regular CPD in order to provide the best support possible for pupils.

**Use of teachers, facilities and support services from outside the school**

As a special school Cavendish View School has links with many support services. These are contacted and used appropriately where support is required. Pupils who arrive to the school with support in place will have this support continued during their time here.

**Partnership with parents**

Cavendish View values the contribution of parents in the process of identifying, assessing and meeting children's additional special educational needs. Parents have the right of access to information, such as that provided in OPPs and the right to be involved in decision making. Parents are encouraged to approach the School about any concerns that they might have about their children's progress.

The wishes and feelings of parents are represented and recorded at annual reviews.

Parents are given:

* Information on the school’s SEND policy
* The name of the SENDCo and any member of staff involved in supporting their child.
* Information on the support available in school for their child.
* Information on outside agencies who can offer support (where appropriate)
* The chance to meet with any outside agency or professional involved with their child.

Parents need to be given input into their child's programme, as it is recognised that pupils with SEN will need support at home, as well as at school, in order to meet their targets.

**Links with other schools, including transfer and transition**

Cavendish View School has links with various Primary and Secondary mainstream schools through outreach provision and transition of pupils into Cavendish View School.

Cavendish View School encourages pupils who are ready to have trials at local mainstream schools. The school is fully supportive of such a transition and is currently working on a comprehensive transition package to aid pupils.

**Links with health, social services, educational welfare services and voluntary organisations**

Health services are provided by the School Medical Service. The school has appropriate links and access to services from: Educational Psychology Service; Autism Pathway; Speech and Language, Connexions, Youth Offending, Educational welfare etc.

**Looked After Children**

Pupils with LAC are tracked to ensure they are making suitable academic progress as it is known that they can fall behind. (See Assessment Policy) Cavendish View School is aware of the difficult circumstances and family backgrounds that these pupils face and Cavendish View School provides a safe and secure environment that they can enjoy coming to learn in. Every attempt is made to provide the most appropriate curriculum for Looked after Children.

LAC reviews are attended where possible (or a report sent) and PEPs are completed within school. Every effort is made to maintain a close working relationship with Social workers and Parent / Carers.

In accordance with the new government guidance, the school reports to the governing body on an annual basis regarding the progress, provision and support given to looked after pupils.

**Gifted and Talented**

Cavendish View encourages pupils to recognise and celebrate their talents.

Our school aims to meet the needs of all academically able and talented pupils through a balanced and relevant curriculum. We will seek to develop the potential and ability of these pupils and raise their aspirations and achievements by developing their:

* Range of knowledge
* Ability to learn
* Core skills
* Intellectual curiosity
* Creativity
* Specific talents

Prior knowledge of potential pupils will be taken into account, particularly at the interface between KS1 and KS2. Links will be established/extended with other organisations. A resource base of extension and enrichment materials will be developed.

## Definition

A gifted student is one who demonstrates a significantly higher level of ability than most students of the same age in one or more curriculum areas or in any of the following:

* Physical talent
* Artistic talent
* Technological ingenuity
* High intelligence
* Creativity

Gifted pupils can be:

* Good all-rounders
* High achievers in one area
* Of high ability but with low motivation
* Of good verbal ability but with poor writing skills
* Very able with short attention spans
* Very able with poor social skills
* Keen to disguise their abilities

### Action

#### Identification

The Co-ordinator will identify a cohort of 10% of pupils in the school annually (If this is possible). The pupils will consist of 7% most able and 3% with noticeable talent in areas such as sport, art, music and performing arts. Particular care will be given in order to identify those able pupils who are underachieving. It is envisaged that the cohort will not remain static but names will change with changes in pupil’s development. Identification will be based on results of standardised tests such as SATS; Class teacher recommendations will be taken into account and parent/peer recommendation.

Target Setting

Targets will be set for every pupil in line with the OPP. They will be realistic but challenging.

**CPD**

The co-ordinator will attend any training and development activities arranged by the Partnership or Network. Training and development in each curriculum area

Will be organised or co-coordinated with the support of the Network and Partnership.

**Strategies**

Institutional level

Opportunities for extenuation and enrichment are built in to all our Schemes of Work.

We aim to:

* Create an ethos where it is acceptable to be ‘gifted and talented’.
* Encourage all pupils to become independent learners.
* Be aware of the effects of ethnicity, gender, special needs (i.e. Dyslexia, Asperger’s Syndrome etc.), and special circumstances on learning and high achievement.
* Use a variety of whole-school strategies including: enrichment weeks/special activities (when normal timetable is suspended and cross-curricular projects are pursued which offer pupils more choice and responsibility).
* Provision for the exceptionally able (e.g. mentoring).
* Recognising achievement (teacher praise, record of achievement, commendation etc).

Classroom level

We are alert for the bright but unmotivated pupil who could achieve excellent results if motivated and challenged.

Finally, we are aware of the dangers in assuming that gifted pupils are easier to teach than other pupils.

The following strategies can be used where appropriate:

* Varied and flexible grouping, sometimes allowing pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups
* Differentiation by task (including differentiated homework).
* Differentiation by outcome
* Setting individual targets

Finally and most importantly:

* Encouraging all pupils to become independent learners
* Organising their own work
* Carrying out unaided tasks which stretch their capabilities
* Making choices about their work
* Developing the ability to evaluate their work

**SMSC**

Every pupil, regardless of race, religion, ethnicity, sexuality, disability or SEN within this inclusive school has an entitlement to fulfil his optimum potential. To achieve this we believe the spiritual, moral, social and cultural aspect of education to be an important focus for all our pupils. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life. These aspects are embraced in every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural development

**Safeguarding**

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment.  A safer setting starts with safe individuals.

**UN Convention on the Rights of the Child**

We have written this policy taking into consideration the following Articles:

**Article 2 -** The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

**Article 3 -** All organisations concerned with children should work towards what is best for each child.

**Article 12 –** All children should have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 23 –** Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

**Article 25** – Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly;

**Article 36** – Children should be protected from any activities that could harm their development.

**This policy is available in other formats upon request.**

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