

Cavendish Community Primary School

Special Education Needs Information

Report

2024-2025

This report contributes to Manchester Local Authorities Local Offer and complies with section 69 (2) of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disabilities Regulations 2014.

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Inclusion Lead and KS1/ LKS2 SENDCO: Sarah Hookes

EYFS SENDCO: Alison Cole

SEND Governor: Jade Ellis and Ciaron Wilkinson

At Cavendish we work hard to address the individual needs of all our pupils and to provide a caring, stimulating and inclusive environment. Cavendish is an inclusive school that welcomes and celebrates diversity. All staff believe having high self-esteem is crucial to a child's emotional well-being and academic

progress. We have a caring and understanding team who look after all of our children.

We recognise that you know your child best and you may feel that they need some additional help or support for some or all of their time at school.

Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. They will need extra or different help. Schools and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in school.

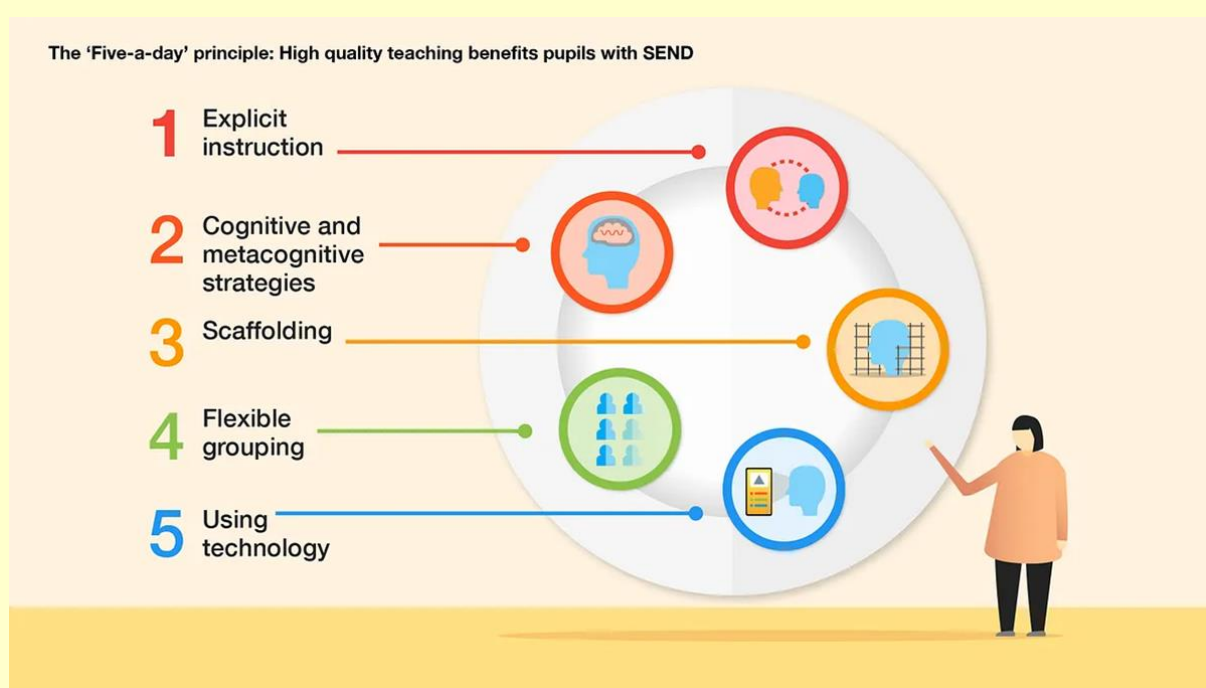
This information is to inform you about the support we offer at Cavendish. It will help you to understand who can help and how this support can be accessed.

To go straight to a particular question, use the links below:

1. [How will I know if my child needs extra help or might have SEND?](#)
2. [What kinds of special educational needs does the school provide for?](#)
3. [How will both you and I know how my child/ young person is doing?](#)
4. [How will the curriculum be matched to my child/young person's needs?](#)
5. [How is the decision made about what type and how much support my child/young person will receive?](#)
6. [What training have the staff supporting children/young people with SEND had?](#)
7. [How accessible is the school environment and will my child/ young person be fully included in the life of the school?](#)
8. [What support will there be for my child's emotional, social development and wellbeing?](#)
9. [What specialist services and expertise are available at or accessed by the school?](#)
10. [How does Cavendish monitor the effectiveness of SEND provision?](#)
11. [What happens when my child moves on to a new class or setting?](#)
12. [What should I do if I am still concerned or unhappy about what school is providing?](#)
13. [Where can I find further information?](#)

1. How will I know if my child needs extra help or might have SEND?

All pupils at Cavendish receive Quality First Teaching. QFT is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEN. QFT includes differentiated learning, strategies to support SEN pupils' learning in class and ongoing assessment. At Cavendish, we use EEF (Education Endowment Foundation) Five-a-day approach which is a set of five core practices that supports all pupils.



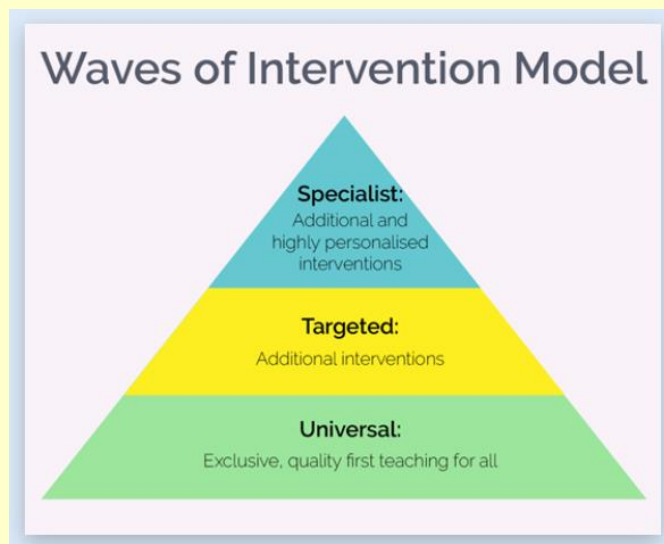
EEF 'Five a day' principle

A range of teaching and learning styles are used and appropriate learning objectives set for all children within a curriculum matched to their needs. Class teachers assess all children's progress and attainment to identify their strengths, needs and learning styles. Classes are often supported by teaching assistants and pupils are frequently offered additional small group work or interventions where needed. The progress of every child is monitored closely to help inform any decisions around special educational needs, with concerns from parents/carers and staff in school being used to initially identify a possible need. Children experiencing a significantly greater difficulty accessing

learning and the curriculum than the majority of children of the same age may be considered to have SEND. A health diagnosis may be used to identify a child as being SEND due to a disability.

SEND stages and terminology

The SEND Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. You will be consulted at all stages of this graduated approach (see Q5) and staff will inform you of the additional work they do with your child.



If you feel that your child may need some additional support or have SEND please speak to their class teacher as soon as you can. They will be able to advise you and to discuss your child's needs further with relevant staff if you both feel that this is appropriate.

All staff in school have the opportunity to meet regularly with the school's SENCOs to seek advice and support. If your child continues to not make expected progress despite being offered extra support and intervention, or if there is a gap in attainment between them and their peers, they may be offered additional levels of individualised support:

A) Special Educational Needs Support

This might involve for example:

- More help from a teaching assistant in class
- Small group or individual programmes out of class, delivered by a teacher, teaching assistant or therapist
- Alternative teaching methods, resources or specialist equipment such as sign language, ICT resources, radio aids, mobility aids etc.

- Therapeutic programmes
- Advice and/or delivery of programmes from specialists outside school e.g. Occupational therapist, Speech and Language therapist, Teacher of the Deaf, health professional or Educational Psychologist.

B) Education Health and Care Plans (EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream schools. Some children and young people, if their needs are complex, lifelong or severe or they are not progressing sufficiently well, may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which our school can meet your child or young person's needs without an EHC plan. In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. EHCPs are reviewed annually. It is the responsibility of the Local Authority to update the EHCP.

2. What kinds of special educational needs does the school provide for?

Cavendish provides pupils with an education that addresses their individual differences and needs. Pupils with learning disabilities, social, emotional and mental health, physical and developmental disabilities are provided with a broad based curriculum delivered through quality first teaching. Cavendish Primary School accommodates all SEND in line with Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND code of practice:

Communication and Interaction

The school provides support for pupils with Speech, Language and Communication Needs (SLCN), including autistic young people.

Cognition and Learning

The school offers provision for pupils with learning difficulties who require learning at a different pace than their peers, even with appropriate adaptation. In addition to this the school provides support for children with specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. The school has a support system in place for these pupils with support ranging from universal (e.g. weekly whole class Jigsaw lessons, class check in boards, worry boxes) to targeted (adjusted school day, lunchtime Chill Out Clubs) to specialist support (Drawing and Talking Therapy, Play Therapy, Wellbeing Sessions). Support is given to individuals and groups as needs arise. We have a Behaviour and Wellbeing mentor who works with children across the school.

Sensory and/or physical needs

The school does have some pupils who require special educational provision because they have a disability which prevents them from making full use of the educational facilities without appropriate adjustments or support. The school works alongside the relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. This

encompasses a range of conditions such as, visual impairments, hearing impairments, processing difficulties, epilepsy.

3. How will both you and I know how my child/ young person is doing?

Class teachers plan for every child in their class. A child with SEN will have a One Page Profile (1PP). The profile is a working document added to on a regular basis to reflect your child's changing circumstances and aspirations. Children are involved with the support of key staff in creating their One Page Profile. It forms a starting point for discussions with new adults and tells those working with your child about how best to support them. The profile documents their strengths, what is important to them, and how best to support them.

In addition to a 1PP, all children with an Education Health and Care Plan (EHCP) or who may require one in the near future, will also have an additional document called a One Page Profile + (1PP+), which will focus on meeting the long-term targets stated in the EHCP. This helps everyone involved to focus on clearly defined and measurable steps to ensure they are making progress towards their targets. 1PPs and 1PP+ are reviewed termly when parents and carers are invited into school three times a year to take part in review meetings and are warmly invited to contribute to these profiles.

For some children, the additional support will have ensured accelerated progress. If this is the case, children will be removed from the SEND support category and you will be informed of this action and the reasons why.

All children with an EHCP will have a formal annual review meeting in school to which their carers, school staff and any other professionals involved will be invited. This will be an opportunity to discuss your child's progress and a report will be written. We will ensure that all children can express their thoughts in the review. Each child has an opportunity to work with a well-known adult to document what their hopes are, what is working well for them at school and at home, and what they think could be better. These views will form a central part of the review, and all children will have their views represented by the known adult regardless of whether they want to attend the review themselves. We recognise that some children may not wish to attend and will always give them the option, though as children move through KS2 they will be strongly encouraged and supported to do so.

As a school we currently measure children's progress in learning against national expectations (2014 National Curriculum) and age related expectations. The class teacher continually assesses each child and notes areas where they are improving as well as where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods. We offer a range of interventions and support strategies (see Q9).

4. How will the curriculum be matched to my child/young person's needs?

At Cavendish we believe in developing the 'whole child'. This means we have high expectations for all children as we go about 'creating brilliant citizens'. We are firmly committed to a broad and balanced curriculum that will inspire and engage the children we teach, and allows the flexibility to adapt to their changing needs and interests. We strive to achieve the following outcomes for all our pupils; be healthy, stay safe, achieve economic well-being, enjoy and achieve, make a positive contribution. Our pupils learn in a stimulating and exciting environment with teaching and support staff, who work closely with each learner in order to ensure s/he achieves to their full potential in all areas of learning.

Learning strategies are matched to children's individual needs. These strategies include:

- Quality First Teaching
- EEF 5 a day principles
- Inclusive classroom environments
- Trained and skilled staff who are experienced in working with children with a wide range of learning difficulties and disabilities.
- An adapted curriculum, which is matched to the needs of all our children. The benefit of this type of adaptive teaching is that all children can access lessons in classroom while learning at their level.
- Regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists and occupational therapists etc.
- Use of Break Out rooms for small group work, interventions and/ or 1:1 learning activities (Key Stage 1 Hive, Lower Key Stage 2 Hive and The Rainbow Room)

5. How is the decision made about what type and how much support my child/young person will receive?

The class teacher alongside the SENDCo will discuss the child's individual needs and what support would be appropriate. Different children will require different levels of support to ensure they achieve their potential. This will be through on-going discussions with parents and pupils. **Assess, Plan, Do, Review Cycle** is used when support/interventions are put in place.



The Graduated SEN support stages of action:

Assess

In identifying a child as needing SEND support the class teacher and teaching assistant, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the child's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services and concerns raised by parents/carers. This assessment will be reviewed regularly. This ensures that support and intervention is matched to their need.

Plan

Where it is decided to provide SEN support, and having informed parents, the teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed. Any teaching strategies or approaches that are required will be recorded on the child's One Page Profile and/ or One Page Profile +.

Do

Additional provision/intervention is put in place for an agreed period of time. The class teacher remains responsible for working with the child on a daily basis, with the support of the SENCo. They will oversee the implementation of the interventions or programmes agreed as part of SEN support. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

We review, in line with the agreed review date, the effectiveness of provision through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil.
- The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents.
- This feeds back into the analysis of the pupil's needs. The class teacher, with the support of the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and the pupil.

6. What training have the staff supporting children/young people with SEND had?

We will always endeavour to access training that will enable us to meet the specific needs of every child and where necessary, specialist training is bought into the school.

Two of our SENDCos (Sarah Hookes and Roisin Carroll) have completed the National Award for SEN Co-ordination (NASENCO). SENDCos attend termly SEND network meetings run by the Local Authority, ensuring that the school has up to date information about SEND. All teaching staff have regular, up to date training in school or they can attend specific training in order to support the

provision of pupils. There is a comprehensive annual staff training programme, for teachers and teaching assistants, to ensure we keep up to date with the best teaching and learning methods. Staff who work with children with SEND receive additional specific training to help them best support the pupils they work with. This might for example involve staff:

- attending courses about specific interventions such as Talk Boost, First Class at Number
- working alongside specialists such as Speech and Language (SALT) or Occupational Therapists (OT) to enable them to deliver programmes
- visiting other settings to observe best practice
- learning to use new technologies and/or computer programmes

Many of our TAs are trained to deliver speech and language programmes to help children develop their understanding and processing of language. Some are also trained to deliver programmes devised by Occupational Therapists to improve children's gross or fine motor skills.

Children with medical needs have individual health care plans which record the management of their needs and any medications used. Staff are regularly trained in first aid, asthma, epilepsy, anaphylaxis and diabetes. If children come into school with specific health care needs we consult health services to access appropriate training and support.

7. How accessible is the school environment and will my child/ young person be fully included in the life of the school?

Cavendish Primary School has 4 buildings, 3 of which are single story. There are multiple access points, all of which are wheelchair/walker friendly. There are three disabled toilets: in the nursery, in KS1 and in the Rhodes building (Y5/6). Use of computers and laptops/i-pad enable all children to have access to new technologies to support their learning. To ensure their maximum progress it may be appropriate for children to work individually or in small groups in intervention rooms or break out spaces. However for the most part children will be working in classrooms alongside their peers, often in collaborative mixed ability groups. We believe that this approach enables children to learn from each other and to develop fully inclusive and respectful attitudes. All children

are encouraged to take part in all activities both within and outside of school. Where necessary, extra support will be provided to ensure full participation by all children and parents are fully informed as to the trips and activities open to every child. On occasion, children have accidents or injuries and require different physical support than they have previously needed. We will always work with families to ensure that we can respond quickly and fully in such situations, seeking advice from school health and conducting home visits as needed.

8. What support will there be for my child's emotional, social development and wellbeing?

We have a Values Based Behaviour Policy which is known, used and adhered to by all staff across school. Our high expectations of children's behaviour are lived out and widely celebrated. Children are rewarded through certificates, postcards of praise, credits/ dojo points, Good to be Green treats, class compliments, verbal praise, stickers and lunchtime Bee awards. Good attendance and punctuality are supported, promoted and celebrated across school. For children with SEND, excellent attendance and punctuality is paramount in ensuring progress and that children are benefiting from all the extra support available to them. Positive and respectful attitudes towards all others are expected and modelled by all staff. Bullying is not tolerated at Cavendish and any incidences reported to us of children being unkind or unpleasant will be thoroughly investigated with support provided as appropriate for both perpetrators and victims. We recognise that children may have concerns that we may not be aware of.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Children are encouraged to drop a note in the worry box or use the check in chart in their classroom which class teachers will respond to. If additional provision is required the class teacher liaises with the SENDCo and/or Mental Health Lead for further advice and support. We offer interventions to support children's social and emotional needs. Such programmes include Drawing and Talking Therapy, Circle of Friends, Purrfect Skills, enhanced transition programmes. Some children may benefit from individual Pupil Support & Safety Plans.

9. What specialist services and expertise are available at or accessed by the school?

We work with the following professions to provide support for pupils with SEN:

- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- Play Therapist
- Mentors
- Y6 Primary Transition Mentor
- Outreach support workers
- Children and Adolescence Mental Health Service (CAMHS)
- Early Help Hub
- School Nurse

A small number of children with language and communication needs may be assessed by our Speech and Language Therapist (SALT). If you or your child's teacher are concerned that your child has difficulty pronouncing some sounds or words, we can also refer them to SALT clinic.

For children with the highest level of need who are failing to make progress even with high levels of additional support, we will consult our link Educational Psychologist (EP) as to whether they meet criteria for EP assessment.

We have a Play Therapist who works in school each week with a small number of children.

We can contact School Health for advice regarding medical needs.

10. How does Cavendish monitor the effectiveness of SEND provision?

We monitor the progress of all pupils and this includes termly data analysis of children's progress across the curriculum. This data enables us to evaluate our provision for all children including those with additional needs or SEND.

Governors are informed of our provision and support for children with SEND and of the progress this group of children are made through a detailed annual report as well as more frequent discussions about any school, local or national changes in the area of SEND. Two School Governors work with us in leading SEND in school. They meet regularly with the SENDCOs to evaluate provision, compliance and effectiveness in SEND at Cavendish.

11. What happens when my child moves on to a new class or setting?

We understand how difficult it can be for children with SEND as they move into a new class or a new school and will provide extra support as appropriate to ensure moves are successful. This might take the form of extra reviews or meetings with you and any new staff, additional visits to the new environment with opportunities to take photos and sometimes transition passports. Children already at Cavendish will always be supported by a well-known member of staff to help prepare them for these changes. High school staff also be invited to Y6 EHCP Annual Review meetings.

12. What should I do if I am still concerned or unhappy about what school is providing?

We want to work with you in partnership to ensure a joint approach to meeting your child's needs. You are very welcome to discuss your concerns or your child's needs with the Head teacher (Mrs Taylor), Deputy Head teacher (Ms Evans) or SENDCOs and Inclusion Leads (Mrs Hookes, Mrs Carroll or Mrs Cole). Please ask at the school office if you wish to speak to any of these people. As with any aspect of school life your views will be taken seriously. Any complaints are heard through the school's complaints policy and procedure.

Additional information for parents and carers

Please be aware that we cannot offer diagnoses. We ask parents and carers to contact their GP if they think their child may have medical, physical or sensory needs. We encourage parents to ask their GP for a referral to CAMHS if they are concerned that the child may have mental health needs or Attention Deficit Hyperactive Disorder (ADHD). SENDCO and Inclusion Leads are also able to refer to core CAMHS and the Social Communication Pathway (to explore a potential autism diagnosis).

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. Parents or school can make a request to the Local Authority for an EHC needs assessment. The Information, Advice and Support Team (SENDIASS) can guide you through this process. Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not necessarily mean that a child needs an EHCP.

Parents always have access to the SENDCO through a school email address and telephone number.

s.hookes@cavendish.manchester.sch.uk

r.carroll@cavendish.manchester.sch.uk

a.cole@cavendish.manchester.sch.uk

0161 445 1815

13. Where can I find further information?

If you would like advice from professionals outside school you may find the following numbers and websites useful:

Manchester Local Offer <http://www.manchester.gov.uk/sendlocaloffer>
SENDIASS (Information, Advice and Support Team)-www.iasmanchester.org **0161 209 8356 -** parents@manchester.gov.uk
Manchester Families Service Directory – www.manchester.fsd.org.uk
Autistic Society Greater Manchester – 0161 866 8483
The British Dyslexia Association – 0845 251 9002
The Dyspraxia Foundation – 01462 455016
Headway: The Brain Injury Association – 0808 800 2244
Lancasterian Sensory Support Service – 0161 445 0123
Living with ADHD – www.livingwithadhd.co.uk
Manchester Autism Resource Centre – 0161 945 0040
Manchester Mencap – 0161 728 8109
National Autistic Society, Greater Manchester – 0161 998 4667
National Blind Children’s Society – 0800 781 1444
National Deaf Children’s Society – 0808 800 8880
Rodney House Pre-school Outreach Team – 0161 230 6854
SEND Local Offer Hub Drop In Sessions – 0161 998 7280
The Sensory Team at Manchester City Council – 0161 219 2658
Sleep Manchester (sleep problems) – 0161 448 8895
Statutory Assessment Service – 0161 245 7439

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