

The
TILIAN PARTNERSHIP
Inspire to achieve

Special Educational Needs and Disability Report 24/25

Cavendish CE Primary School

This report should be read in conjunction with the Cavendish SEND policy available on the school website which gives an overview of the aims and values of our SEND provision. The Cavendish C of E Primary School SEND Information Report gives further information about the delivery of the policy and the provision within our school.

Whole School Approach

At Cavendish Church of England Primary School we are proud to welcome all learners into our inclusive school community. As a Church of England School, our Christian foundations uphold the important values of respect, compassion and friendship. These important values underpin our positive approach to inclusion. Cavendish Church of England Primary School is committed to creating a happy, caring school where children and adults are fully supported - and challenged - to reach their full potential. We work hard to know all children and their families well and this enables us to individualise learning opportunities for all. Through equality of opportunity, we aim to narrow the gap between pupils with SEND and other pupils. We actively promote excellent standards of attendance, so that all learners access learning on a day-to-day basis.

Contact Details	
SENDCo	Mrs Lizzy Clarke
Headteacher	Mrs Sam Goulding
SEND Governor	Mrs Jane Tibbetts

If your child has special educational needs and / or a disability and you would like more information about provision here at Cavendish CE Primary School, please contact us on 01787 280279 or email at cavendish@tilian.org.uk

The kind of Special Educational Needs and Disabilities for which provision is made at the school

Children may have Special Educational Needs and/or a Disability if:

• They have significantly greater difficulty in learning than most children of the same age.

• They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in local authority or schools for children of a similar age.

Provision for SEND children will be additional to or different from that which is made generally for most children in school. Children and young people's Special Educational Needs are generally thought of in the following four broad areas of need and support.

Area of Need	Examples
1. Communications and interaction	Autism Spectrum Disorder Speech and Language Difficulties
2. Cognition and learning	Moderate Learning Difficulties Specific Learning Difficulties – dyslexia, dyspraxia, dyscalculia etc.
3. Social, emotional and mental health	Attention deficit hyperactivity disorder, anxiety
4. Sensory and/or physical needs	Visual impairment, hypotonia, hypermobility

Cavendish Church of England Primary School is a mainstream primary school which makes provision for children in these four areas.

In the current school year 25/26 we have 8 children receiving SEND support. This equates to 16.3% of the number of children on roll.

Assessment and Identification of Special Educational Needs

Assessment of children's skills, knowledge and understanding is an ongoing, core process throughout school life. Accurate assessment allows us to identify children's individual needs and respond to them. The school's Assessment Policy outlines the school's approach to assessment and the range of assessments regularly used throughout the school.

Children who are not making expected progress against nationally set criteria in any area of learning, or who are working at a level significantly below that expected for a child of their age in any area may have additional needs.

All staff, including teachers, Learning Support Assistants, Higher Level Teaching Assistants and Midday Assistants, alongside parents and carers, contribute to our assessments. Any child who is identified as making less than expected progress, or working at a level significantly below that of their peers, will receive targeted support, which may include extra support in class or an individual programme to help them to raise their attainment closer to that of an 'expected' level. If, despite intervention, insufficient progress is made, further support will be offered alongside possible advice from outside agencies. A meeting with the child's parents arranged, the child will then be issued with an Individual Education Plan (IEP) which outlines the support they will receive and any progress they make and they will be placed on the school's SEND register.

Agencies that the school has worked with in the current year include:

• Health – school nursing team, CAMHS, child development centre, educational psychologist

• Speech and Language Therapy Service (NHS)

• Speech and Language Disorder Outreach Team (NHS)

• Occupational therapy service

• Specialist Education Service - Specific Learning Difficulties SPLD (Dyslexia and Dyscalculia) Team

- Social, Emotional & Mental Health Service (SEMH)

- Communication and Interaction Team

• Greenlight Trust Forest School (Frithy Woods)

• Inclusion Facilitators

Provision

All teachers are responsible for every child in their care, including those with special educational needs.

High Quality First Teaching enables all pupils to learn and teachers will –

• Plan work at an appropriate level

• Ensure that support is available for all children

• Differentiate the curriculum to take account of different learning styles, interests and abilities

• Plan exciting and motivating activities which inspire and engage all learners, including extensive use of enhanced curriculum activities (visits and visitors)

• Monitor individual progress and identify children who need additional or different support in order to make progress

• Ensure that all children can be included in tasks and activities

• Have due regard for equality of opportunity. All activities – both within the school curriculum and outside it (e.g. after school clubs)- are made accessible to all pupils. In this way, the needs of most children will be met.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach, and we meet regularly with parents to facilitate this. Our aim is to build on strong family foundations in order to maximise children's progress in school and beyond. We use a variety of approaches in order to develop a regular, productive dialogue, as well as encouraging informal information sharing, for example, at the end of the school day

Event / action	Who is involved?	When?
Parent consultations	All parents / carers	Termly (Autumn and Spring)
Progress Meetings/Sharing of new IEP targets.	Parents and class teacher. SENDCo and pupil where appropriate	Half termly (Autumn, Spring and Summer)
Parent Survey	All parents / carers	Annually (Spring Term)

Wellbeing

As a community school, all staff aim to know all children well. Procedures are in place – such as the welcome for children at the start of the school day – which involve all adults and all children. We have a strong network of support staff, and we have a specialist member of staff to support children's mental health and social/emotional wellbeing (Mrs Pryce-Hall). In some cases, we may also employ the services of specialist counselling for an individual child for a short period. We set aside considerable funds to support this aspect of children's care, as we recognise the impact on all learners of a positive attitude and mental wellbeing.

Behaviour management and emotional well-being is an area of expertise of our school, and we work closely with the Special Education Services to support children with additional needs in this area as necessary.

Most staff hold the Paediatric First Aid Qualification. Additional training for specific medical conditions is provided through close-working with the school nursing team. School nurse support is available for all families. Children in the early stages of developing self-help skills are supported sensitively, and with regard to their personal dignity.

At Cavendish Church of England Primary School, we aim to provide an exciting, first-hand approach to learning which inspires all learners. Many visits (including residentials in Years 5 and 6) and visitors enrich the curriculum, and these learning opportunities are made accessible to all. All children are encouraged and supported to take part in all areas of school life, and those who require additional support – for example, to attend after-school clubs or School Council – have an individual programme in place.

Staff development

At Cavendish Church of England Primary School, we are committed to developing the on-going expertise of our staff. We currently have the following expertise in our school. All teaching assistants work with children with a variety of needs. All staff are fully committed to inclusion and although many individuals have a specialism, all staff undertake training as appropriate for children who are new to the school with specific learning needs or medical conditions.

Member of Staff	Role	Expertise/qualification
Mrs Sam Goulding	Headteacher	- National Award in Special Educational Needs Coordination (NASENDCO) - CIC designated Teacher - Little Wandle Catch up & Keep up - NumberStacks
Mrs Lizzy Clarke	Teacher/SENDCO	

		- Paediatric Level 3 First aid - Anaphylaxis and using autoinjectors: Epipen, Jext, Emerade - Behaviour Safe in Education - Behaviour and the Law - Little Wandle Catch up & Keep up - Mastering Number
Mrs Leanne Pryce-Hall	Teacher	- Mental Health First Aid - Little Wandle Catch up & Keep up - Mastering Number
Mrs Amy Martin	Office Manager/ELSA	- Emotional Literacy Support Assistant qualification
Mrs Jacqui Bianchi	Learning Support Assistant	- Paediatric Level 3 First aid - Little Wandle Catch up & Keep up - Anaphylaxis and using autoinjectors: Epipen, Jext, Emerade - Behaviour Safe in Education - Behaviour and the Law
Mrs Rosemary Byford	Learning Support Assistant	- Paediatric Level 3 First aid - Anaphylaxis and using autoinjectors: Epipen, Jext, Emerade - Behaviour Safe in Education - Behaviour and the Law

		- Little Wandle Catch up & Keep up
Mrs Rachel Maddocks	Learning Support Assistant	- Paediatric Level 3 First aid - Anaphylaxis and using autoinjectors: Epipen, Jext, Emerade - Behaviour Safe in Education - Behaviour and the Law - Little Wandle Catch up & Keep up - NumberStacks
Mrs Sarah Ward	Learning Support Assistant	- Paediatric Level 3 First aid - Anaphylaxis and using autoinjectors: Epipen, Jext, Emerade - Behaviour Safe in Education - Behaviour and the Law - Little Wandle Catch up & Keep up - Mastering Number
Mrs Alice Iverson	Learning Support Assistant	- Paediatric Level 3 First aid - Anaphylaxis and using autoinjectors: Epipen, Jext, Emerade - Behaviour Safe in Education - Behaviour and the Law

School staff have received specific training in areas such as assessment for SEND, the SEND Code of Practice, behaviour management (School Safe), Child Protection, Autistic Spectrum Disorder, provision mapping, pupil passports and inclusion.

In September 2024, we introduced Little Wandle Letters & Sounds as our main approach to teaching reading and spelling. Training for those working with children

who have support from the SPLD (Dyslexia) team, has been provided by the advisory teacher from the SPLD team. Teachers who are new to the school have, as part of their induction, sessions with the SENDCo and previous class teacher to address individual children's needs. The whole school staff work as a team to share good practice and ensure a consistent approach through staff meetings, and professional dialogues. SEMH and Communication and Interaction training (provided by SES) took place in the Autumn term.

Staff deployment

Considerable thought, planning (including budget planning) and preparation goes into utilising our support staff to ensure children achieve the best outcomes and gain independence from the earliest possible age. It is extremely important that all support works towards independent learning, rather than learned reliance on an adult. Once a child's Special Educational Needs have been identified, the school's SEND register is compiled. The class teachers, with input from the SENDCo and learning support assistants, will put together a Class Provision Map which details where additional adult support will be used, including at playtimes and lunchtimes, when necessary. The Provision Map will include support for groups and individuals and will be continuously revised according to the progress and changing needs of the children. The Class Provision Map will also indicate attainment at the start and end of all interventions to enable an accurate evaluation of the effectiveness of our interventions. These are updated and discussed with the Headteacher and SENDCo during the half- termly pupil progress meetings. Where children require specific support to enable them to access national assessments (Year 2 and Year 6) this is provided sensitively and in consultation with the children and their families.

Accessibility

The school is wheelchair accessible. There are disabled toilet facilities for adults and children. In 2020-21, we provided more laptops to enable access to alternatives to written recording, wedge cushions, magnetic, plastic letters, wobble stools and vertical writing boards. We are continuing to improve security arrangements regarding the school boundary, gates and exit doors for children with reduced understanding of personal safety. We have also purchased dyslexia friendly books as well as software packages, which support dyslexia and dyscalculia, to enhance SEND provision during home learning. In improving accessibility for all our learners, we work in partnership with parents and advisory teachers, seeking and implementing advice. To read our Accessibility Plan please click here.

School partnership and transitions

Our academic assessment for children and young people with Special Educational Needs and Disabilities is moderated through our academy partners. The SENDCo meets regularly to discuss developments and share good practice with other SENDCos in the Tilian partnership and draws on the expertise of other schools in the local area as needed. Partnership with the local feeder playgroup is strong and the Reception Class teacher makes visits to this setting to observe children and meet with staff. In addition, resources such as school uniform and book bags are given so that children who may need support to understand new routines can experience them in a familiar setting. Transition to partner secondary schools is extensive and tailored to individual children's needs. This may involve additional accompanied

visits, use of a ‘Pupil Passport’, early sharing of individual learning programmes and additional parent meetings (including transition meetings with specialist teachers). Our approach involves enhanced transition and may include:

• Support from a Specialist Teacher (for example, from Specialist Education Service), Social Care or the Disability Nursing Team

• Additional visits including those which enabled pupils to meet children from other schools.

• Additional parent meetings with both schools

• Early identification and partnership working between SENDCos, Family Support worker and Inclusion Officer.

Monitoring and evaluation of the school’s SEND provision

We monitor the effectiveness of our SEND provision through

* SEND audit - SEND Governor and SENDCo Annual report (published on website)

* SENDCo reports to Governing Body

* Governors monitoring visits

* Lesson monitoring by Senior Leadership Team and Tilian Improvement Leader

* Senior Leadership Team monitoring of the impact of interventions at Pupil Progress meetings- half termly

* Parent and child surveys

Further advice and information

Please refer to the school policies Accessibility plan Anti-bullying policy Behaviour and discipline policy SEN and disability Tilian complaints procedure These can be found on the ‘Policies’ section of the school website.

Legislative Acts considered when compiling this report include:

• SEND Code of Practice 2014

• Children & Families Act 2014

• Equality Act 2010

• Mental Capacity Act 2005

Contact details:

The following contact details may be useful for parents of pupils with SEND

SENDIASS 01473 265210 https://suffolksendiass.co.uk/
Home-Start (advice and support for families)

01473 621104 https://www.homestartinsuffolk.org/
Children's Health and Children's Centre Service https://www.suffolk.gov.uk/children-families and-learning/childrens-health
Activities unlimited 01473 260026 https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/aunlimited http://www.facebook.com/activitiesunlimited
Autism Anglia https://www.autism-anglia.org.uk/suffolk
Suffolk Dyslexia Association https://suffolkdyslexiaassociation.org.uk/
Suffolk Families Information Service 03456 080033 https://www.suffolk.gov.uk/children families-and-learning/childcare information-and-support-for-parents-and providers/parent-hub/suffolk-families information-service
SCOPE (Disability Support) 0808 8003333 www.scope.org.uk
School Nursing Team 0345 607 8866 https://www.suffolk.gov.uk/children families-and-learning/childrens health/school-nursing-service