



THE CAVENDISH HIGH ACADEMY SPECIAL EDUCATIONAL NEEDS POLICY STATEMENT

Policy Statement Date: February 2014
Approval: Full Governing Body
Review: Change in Legislation or Redesignation

BACKGROUND:

It is required by law that the Governing Body maintain a Policy Statement on Special Educational Needs, and to report accordingly on the number of pupils with SEN and effectiveness of the Policy in respect of identification, provision, monitoring, record-keeping and the use of outside support services and agencies.

The Cavendish High Academy is a Special School previously known as Cavendish High School. The SEN Code of Practice 2014 definition of special educational needs (SEN) is:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory School age or a young person has a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Cavendish High Academy SEN Policy falls under (b) of the Code of Practice and is a Special School for pupils aged 11-19 years with a designated SEN category (2014) for:

- Profound & Multiple Learning Difficulties (PMLD)
- Severe Learning Difficulties (SLD)
- Autistic Spectrum Disorder (ASD) + SLD

PURPOSE

The Cavendish High Academy has an agreed stakeholder mission statement as follows:

"Cavendish School values and respects the diversity and individuality of its pupils, staff and all stakeholders.

The School will provide a stimulating and well-resourced learning environment, which is secure and sensitive to the learning needs of those within it.

Cavendish School has the highest of expectations for pupils and staff and will provide opportunities for all to achieve their fullest potential.

All are entitled to equality of opportunity and we aim to maintain the highest quality of education provision so that our pupils are able to contribute and participate as valued members of society."

We have a vision:

To formulate inclusive education that maintains individual identity and ensures that individual children and their families can choose when, how and even if they want to be included.

The Cavendish High Academy forms part of the Halton Borough Council Children & Young Peoples Directorate SEN Local Offer and admission is through joint negotiation with the Local Authority. The Academy is designated for 90 pupils aged 11-19 years. While not required to follow the National Curriculum The Academy is required to ensure the curriculum offer includes:

- English, maths and science
- Religious Education
- Access to Sex and Relationship Education (SRE)
- Access to Independent, Impartial Careers Advice

The Academy is required to take part in Teacher Assessments at Key Stage 3 and all relevant monitoring arrangements as prescribed by the Secretary of State.

(Detailed Curriculum and Assessment Policy Documentation is published separately and available on the website: www.cavendishhighschool.com)

Teaching & Learning and is personalised to meet the individual needs of all students and is reviewed annually. (Detailed Teaching & Learning Policy is available on the website)

Principles:

The Academy adheres to the principles of The Children and Families Act 2014, The SEN Code of Practice 2014 and the Equality Act 2010. The curriculum and school organisation is in line with The Children and Families Act 2014 and is personalised to meet the individual needs of all students.

The Academy has a duty to have in place procedures in line with the SEN & DDA Code of Practices summarised below:

- Principal Head Teacher and Vice Principal as designated SENCO
- Senior Leadership as Designated Safeguarding Officers
- Admission to through Education Health & Care Plan (previously Statement of Education Need)
- Systematic Review of EHCP as required and reviewed at least annually.
- Each student to have a Personal Learning Plan
- Those in Public Care to have an Individual Learning Programmes
- Those students with behavioural difficulties to have an Individual Behaviour Programme
- EHC Plan Transition Statements at Years 6 (on entry), 9 and 13 as part of the EHCP
- Equality of access to an appropriate learning environment, resources and the use of the School's facilities.

The Academy will provide good value for money and to report finances directly to The Education Funding Agency annually. All spending will be directly to the benefit of the pupils and the Academy purpose and commissioning will be in line with legal

requirements. Systematic full audits of expenditure will be undertaken and published annually.

Through the Education Health & Care plan the Academy will ensure that it works closely with multi-agency teams of associated professionals.

The Academy explores all means of re-organising its resources and facilities to accommodate pupil's needs. However, it reserves the right to review placement should this strain the resources to extreme and prevent the delivery of safe, appropriate provision for all pupils.

IN CONCLUSION

The Cavendish High SEN Policy underpins the attitudes, values, ethos of the school and policy is based on the agreed aims. The school is part of multi-agency working that includes colleagues from the Local Education Authority, Schools Support Services, Educational Psychology Service, CAHMS, NHS Primary Care Trust, local hospitals and hospices Social Services, Connexions and the Learning Skills Council The Academy is further supported through close partnership with parents and the local community, to enable us to reach our aim in achieving the highest expectations for our children and young people.

SIGNED ON BEHALF OF THE GOVERNING BODY

DATE