

SEN Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	The Cavendish High Academy
School website address:	www.chs.academy
Type of school:	The Academy is a special school designated for 90 students, aged 11-19 years, with SEND: Profound & Multiple Learning Difficulties (PMLD) Severe Learning Difficulties (SLD) Autistic Spectrum Condition (ASC) with Severe Learning Difficulties (SLD) All students who attend the school must have either a Statement or EHC plan. (* Other CLDD special needs may be considered on an individual basis through EHC plans.)
Description of school:	The Cavendish High Academy is located in higher Runcorn in the midst of a leafy suburban housing estate. It was the first purpose built school in Cheshire for children and young people, aged 2-19 years, with severe learning difficulties. The school was officially opened in 1976. In 2006 it was re-designated as a high school for students aged 11-19 years. In 2014 the school chose to take on Academy status.
Does our school have resource base? Yes or No	No

If Yes please provide a brief description.	
Number on roll:	105
% of children at the school with SEND:	100%
Date of last Ofsted:	7 th March 2017: Short Inspection - Grade 1 Outstanding
Awards that the school holds:	Nurturing School Award AfA Quality Lead AfA Quality Mark Lead school on AGES project Gold Learning Outside the Classroom Award Rights Respecting School Award Bronze Artsmark Gold Healthy Schools Award Working towards becoming an SSAT Leading Edge School Working through Autism Education Trust Framework
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	Accessibility audit currently being reviewed - March 2022.
Expertise and training of school based staff about SEN. (CPD details)	A comprehensive programme of CPD for staff is provided both in-house and externally. We access training locally, regionally and nationally. N.B. This has been curtailed by the current pandemic as we are generally unable to attend training in person and have to use on virtual or online training. The list below is not exhaustive but gives an overview of training members of staff have undertaken:- AGES project (PHSE/Citizenship) – 2 teachers delivering training and writing resources for international use Arts Award AAC Boxall profiles Education Desty Theraplay ABLLS-r Positive Behaviour Numicon Hearing Impairment Visual Impairment

	<p>Emotion Coaching</p> <p>Yoga</p> <p>JASS</p> <p>Nurture</p> <p>Sensory Profiling</p> <p>E-safety</p> <p>Foetal Alcohol</p> <p>Dyslexia</p> <p>PDA (Pathological Demand Avoidance)</p> <p>PECS</p> <p>Advanced PECS</p> <p>Team Teach</p> <p>PREVENT & Channel trained</p> <p>TEACCH</p> <p>Advanced TEACCH</p> <p>ASD & Sport</p> <p>ASD Sensory Differences & Autism</p> <p>Assessment & Skills Tracking</p> <p>Connecting Steps Assessment</p> <p>Food Technology</p> <p>RHS Gardening</p> <p>Positive Approaches to Autism</p> <p>Cognitive Behaviour Therapy</p> <p>Secondary trauma</p> <p>ADHD</p> <p>Complex Learning Difficulties</p> <p>Mental Health Awareness</p> <p>Stress Scales Training</p> <p>Anxiety Training</p> <p>Child Sexual Development</p> <p>Puberty & Sexual Awareness SEN</p> <p>MSc ABA - Bangor University</p> <p>1 x NPQH</p> <p>3 x NPQSL</p> <p>2 x NPQML</p> <p>Collective professional development at local and regional level through local school networks, Halton Local Authority training, CSSC, Merseyside SLD Schools consortium INSET day training.</p> <p>Use of Imaginative Minds Professional Learning Community to further develop own practice.</p> <p>4 x Designated Safeguarding Leads & deputies</p> <p>1 HLTA lead Behaviour Coach</p> <p>1 HLTA – Advanced Certificate in Autism, Cygnet & trained Sleep Scotland Counsellor, Continence Trainer</p> <p>1 x Independent Travel Trainer</p> <p>1 x DoE BELA who is also EVC.</p> <p>1 x Teacher lead Yoga for Special Children</p>
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Documentation available:	Are the following documents available on the schools website? Please see school website	SEN policy	Currently being updated
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes
Range of Provision and inclusion information:			
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>Full Education Health & Care Plan Statutory Annual Review for statement or EHCP Personal Learning Plans Sensory assessment on entry and as and when required Behaviour support assessments Functional behavioural assessments Regular communication with parents via e-mail or phone call. Parents meetings – dynamic - as and when required. Annual review meetings Person centred planning meetings Open door policy Feedback from students</p>		
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.	<p>CAMHS Independent Counsellors Positive Behaviour Support Service – to support young people and their families both in school and at home. Multi agency working with social care & health teams to meet the needs of individual students: community nurse, clinicians, public health nurse, orthoptist, occupational therapist, physiotherapist, educational psychologist, adult social care for transition.</p> <p>Community support through donations from fundraising activities to purchase specific items of specialist equipment e.g. treadmill. Jolly Boys fundraising support for the school for enrichment activities. Sponsorship of football kit, tracksuits.</p>		

	Free double decker bus supplied for Music Festival.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<p>ICT – imac, ipads, kindles</p> <p>Augmentative communication equipment</p> <p>Disabled changing facilities</p> <p>1 x Rise and fall cooker & sink</p> <p>School Minibus - unavailable through pandemic</p>
What strategies/programmes/resources are available to support speech & language and communication including social skills?	<p>Social skills at core of formal and informal curriculum</p> <p>Communication is central to all that we do.</p> <p>PECS</p> <p>Signing - BSL</p> <p>Augmentative communication aids e.g. LAMP</p> <p>Visual/symbol support inc Widget</p> <p>Social stories</p> <p>Structured support for communication such as Thinking Maps</p> <p>BLANK levels of questioning</p> <p>Use of IT programs such as Comic Life & Inspiration</p> <p>Weekly enrichment activities for students to develop social communication and social skills.</p>
Strategies to support the development of literacy (reading /writing).	<p>Staff trained:</p> <p>Rhythm for Reading</p> <p>Intensive Interaction</p> <p>Interactive storytelling</p> <p>ICT Communications</p> <p>Phonics Early Reading & Writing</p> <p>Practical approaches to learning through a key skills & functional curriculum – reading recipes, tv schedules, football league tables</p> <p>Augmentative communication aids e.g. LAMP</p> <p>Visual/symbol support - Widget</p> <p>Social stories</p> <p>Structured support for communication such as Thinking Maps</p> <p>BLANK levels of questioning</p> <p>Use of IT programs such as Comic Life & Inspiration</p> <p>Use of schemes such as premier league reading skills to engage</p> <p>Ipads/tablets/kindles for e-book access</p> <p>Project based learning with authors linking with school</p> <p>Social media (Twitter) & e-mail</p>
Strategies to support the development of numeracy.	<p>Staff trained:</p> <p>Mathematical Boxes</p> <p>Numicon</p> <p>Practical approaches to learning through a key skills & functional curriculum e.g. weighing ingredients, shopping & use of money, cooking times, tv scheduling times, bus timetables.</p>

<p>How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.</p>	<p>See all of above Fully differentiated curricula Bespoke responsive curricula to meet the needs of the student population. Provide specialist, innovative, immersive, inclusive learning experiences through buying in companies for experience days.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>Students have a personal learning plan (PLP), their own individual plan. It details any barriers to learning the young person may have and a list of strategies that can be employed to help them overcome those barriers. The main objectives of the young persons statement or EHCP are jointly planned and recorded on this document along with their subject/project-based targets that aim to support their main objectives. Teachers record student progress towards these objectives and targets on the PLP.</p> <p>Additionally teachers use a commercial package called Connecting Steps. Connecting Steps essentially breaks learning achievements down into smaller steps so that we can capture the smallest steps of progress our young people make.</p> <p>Additional assessment through the use of ABBLs-R & the use of AFLS for some students.</p> <p>Teacher professional dialogue days & team meetings to discuss interventions and monitor progress. SLT monitors all student progress data on termly basis. Introduction of Earwig in 2020 Open door policy. Annual review process. Re-assessment through statutory processes. Discussion with parents, pupils and specialists. Behaviour support plans monitored regularly – reviewed at least termly. CPOMS system recording behaviour and safeguarding. PBSS advice sought – impact of effectiveness of strategies measurable through data collection & analysis e.g. partial interval charts, ABCs. SWPBS</p>
<p>Strategies/support to develop independent learning.</p>	<p>Use of technology to facilitate independent learning. Practical learning approaches.</p>

	<p>Personal and social development opportunities throughout all curricula</p> <p>TEACCH approach</p> <p>Develop resilience through opportunities to problem solve in practical situations.</p> <p>Structured, graduated fading support.</p> <p>Backward chaining approach</p> <p>Graduated program of careers & work experience from Enterprise projects leading to in house work experience to external supported and independent work placements.</p>
Support /supervision at unstructured times of the day including personal care arrangements.	<p>Support ratio dependent upon the young persons needs and placements within the school. Teaching and support assistants assist and support young people with their personal care. Teachers, teaching assistants and support assistants work collaboratively to supervise and support young people to engage in conversation, and teach them how to play, socialise and engage with others around them, if they themselves wish to be engaged, throughout break and lunchtimes.</p> <p>Safeguarding is paramount.</p>
Extended school provision available; before and after school, holidays etc.	Currently suspended and under review due to pandemic.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	<p>All students at Cavendish have SEND.</p> <p>All students have individual risk assessments for learning outside the classroom.</p> <p>Support is dependent upon the needs of the individual.</p> <p>Staff deployed to support students, at a risk assessed ratio, for activities outside the classroom.</p> <p>Whole school allergy training & specific medication training e.g. asthma inhalers, rescue medication.</p> <p>Minibuses with tail lifts for access for students with mobility difficulties & wheelchair users.</p> <p>Full risk assessments undertaken of venues /destinations prior to visit with students to ensure that it meets the needs of specific cohort or individual student as per EVOLVE. N.B. Minibuses currently SORN during pandemic.</p>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>Tutor group system - Cavendish has a well-established ethos of openness and trust: students and staff know that they can speak to a trusted person to share their anxieties.</p> <p>Emotions boards in classrooms.</p>

	<p>Class or department celebration assemblies held weekly (not currently whole school due to pandemic)</p> <p>Wow wall – evidencing student success</p> <p>Class reward systems</p> <p>Cups and awards for personal achievement presented on weekly basis.</p> <p>Independent counsellors may be engaged to provide specialist trained emotional well-being support.</p> <p>Staff trained in bereavement & loss counselling.</p> <p>Visual timetables</p> <p>Behaviour support plans</p> <p>Staff member trained to deliver yoga to young people with SEN.</p> <p>2 x staff trained in Education Desty</p> <p>3 x staff trained in use of Boxall profiles</p> <p>2 x staff trained in use of BAAT Articulate</p> <p>2 x staff members trained to deliver drawing therapy</p> <p>4 x staff members trained in emotion coaching</p> <p>PSHE/PSD curriculum & ASDAN accreditation</p> <p>Anti-bullying weeks in school. Student accessed national anti-bullying training day in Birmingham to cascade to peers.</p> <p>Peer presentations e.g. KS5 presented to KS3 on e-safety & stranger danger. KS4 presented to KS3 on transition to assuage any concerns regarding moving classes.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>Behaviour support plans and team meetings as and when required. Collaborative, supportive, working with parents and multi-agency working to facilitate consistency of approach e.g. PBSS and CAMHS.</p> <p>Regular monitoring and analysis of effectiveness of BSPs and CPOMS by SLT. Staff are Team-Teach trained. 2 staff members are Team Teach qualified instructors; 1 intermediate & 1 advanced, who provide bespoke training and support in-house.</p> <p>Advanced instructor has additional training to support role as positive behaviour coach across school.</p> <p>ABA techniques.</p> <p>Personalised behaviour support plans as and when required.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>Transition lead teachers in place to co-ordinate transition in and out of the school.</p> <p>Curriculum – planned lessons to discuss transition from KS5 to post-school provision.</p>

	<p>Transition visits & support on an individual or small group basis dependent upon needs of individual for both those joining and leaving the school.</p> <p>Excellent working relationship with other schools in Halton and staff attendance at EHCP and review meetings to plan for transition.</p> <p>Engagement and collaboration with multi-agency both into and out of school to ensure consistency of approach through information sharing.</p> <p>Halton Speak Out bought in to provide pupil self-advocacy services.</p> <p>Information evening, for students and their families, showcasing post-19 provision and agencies.</p> <p>Discrete leavers group access bespoke curriculum focused on preparation for adulthood and transition from school.</p> <p>School engage with parents, social care & health to ensure smooth transition from child to adult services.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<p>As statutory.</p> <p>Named community nurse linked to school</p> <p>Named public health nurse linked to school</p> <p>Named clinician</p> <p>We host:</p> <p>Physio – orthotics clinic fortnightly</p> <p>Paediatrician consultant clinic</p> <p>CAMHS clinic</p> <p>Ophthalmic clinics – weekly on a Friday am and 4</p> <p>Optician clinics a year.</p> <p>Dietician clinic 3 times a year.</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>Open door policy so parents can contact/come into school at any time to discuss their sons/daughters progress and support needs.</p> <p>Behaviour support available through school and also through referral to PBSS.</p> <p>Continence support.</p> <p>Person Centred Planning reviews.</p> <p>Introduction of Earwig system so parents can view activities and progress of their child digitally on an ongoing basis.</p> <p>Parents evenings. Open afternoons/ coffee afternoons.</p>

How additional funding for SEN is used within the school with individual pupils.	Provision of all the above.		
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.	<p>Collaborative working with Halton's virtual school.</p> <p>Designated person attendance at training events and conferences hosted by the virtual school.</p> <p>Pupil premium and pupil premium plus are used in a range of ways to support individual pupils examples include;</p> <p>Fitbit and smart watch purchased to help students with their health and fitness.</p> <p>Speech and language therapy support.</p> <p>Emotional health and well-being support e.g. in pthe past we have engaged Catholic Children's Family Support Services</p> <p>Independent counsellors to support student well-being</p> <p>Support pupils access to extra-curricular enrichment activities and trips/residentials.</p> <p>Specialised equipment for individual students e.g. new chair for student with PMLD.</p>		
SENCO name/contact	All teachers act as SENCOs for students in their tutor group.		
Headteacher name/contact	Elaine Haver		
Completed by:	Elaine Haver	Date: 18 th July 2017	

Version Control

Area of Document Updated:	Updated By:	Date:
Whole document reviewed	Elaine Haver	29.03.2022

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.