

# ANNUAL REVIEW

## SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- |   |                                  |
|---|----------------------------------|
| 1. Communication and Interaction                    | 2. Cognition and Learning        |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

<b>General School Details:</b>	
School Name:	The Cavendish High Academy
School website address:	www.chs.academy
Type of school:	<p>The Academy is a special school designated for 90 students, aged 11-19 years, with SEND: Severe learning difficulties, Profound and multiple learning difficulties, Autistic Spectrum Condition (ASC) with Severe Learning Difficulties (SLD) (* Other CLDD special needs may be considered on an individual basis through EHC plans.).</p> <p>All students who attend the school must have an EHC plan.</p> <p>All of our students work significantly below age-related expectations. Our most able students generally attain accreditation or qualifications at Entry 1, Entry 2. This is approximately equivalent to year 1 and 2 (6-7 years old) in primary school. On occasion we do have students who may attain at Entry 3 equivalent to year 3 and 4 (7-9years old).</p> <p><a href="https://www.bsquared.co.uk/wp-content/uploads/2021/05/B-Squared-Framework-Comparison-2021.pdf">https://www.bsquared.co.uk/wp-content/uploads/2021/05/B-Squared-Framework-Comparison-2021.pdf</a></p>
Description of school:	<p>The Cavendish High Academy is located in higher Runcorn in the midst of a 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.</p>
Does our school have resource base? Yes or No	No
Number on roll:	108 September 2023
% of children at the school with SEND:	100%
Date of last Ofsted:	27 <sup>th</sup> & 28 <sup>th</sup> June 2023. <a href="https://files.ofsted.gov.uk/v1/file/50228645">https://files.ofsted.gov.uk/v1/file/50228645</a>
Awards that the school holds:	<p>Rights Respecting Schools Silver            Learning Outside the Classroom Gold            Nurturing School            Lead School on AGES project (European project)            Member of SSAT Leading Edge Schools &amp; working towards the Exceptional Education Framework</p>

	Use the Autism Education Trust Framework.
Accessibility information about the school:	Physical practicalities for accessibility - School is on a single level. Fully accessible for wheelchair users. 2 x Accessible toilets. Accessible showers.
Please provide a web link to your school's Accessibility Strategy	<a href="https://www.chs.academy/assets/Documents/Attachments/Accessibility-Plan-2020-2023-.pdf">https://www.chs.academy/assets/Documents/Attachments/Accessibility-Plan-2020-2023-.pdf</a>
Expertise and training of school-based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>Collective professional development at local and regional level through local school networks, Halton Local Authority training, Cheshire Special Schools Consortium, Merseyside SLD Schools consortium INSET day training. We also network regularly with our colleagues to share experience and advice, training &amp; support.</p> <p>A comprehensive programme of CPD for staff is provided both in-house and externally. We access training locally, regionally and nationally and attend training both in person and via virtual or online training. Use of online training through Imaginative Minds Professional Learning Community, National College, SSS Learning, Confederation of School Trusts amongst others to further develop own practice.</p> <p>The list below is not exhaustive but gives an overview of training members of staff have undertaken:-</p> <p>4 x fully trained Designated Safeguarding Leads.  1 x NPQ Executive Leadership  3 x NPQ Headship  2 x Specialist NPQs: NPQ Leading in Literacy &amp; NPQ Leading Behaviour &amp; Culture.  All Teaching Assistants qualified to Level 3  1 HLTA Communication Support Worker Qualified BSL Level 2 working towards BSL Level 3 qualification.  1 TA Qualified Level 2 working towards BSL 3 qualification.  1 x Mental Health Strategic Lead  2 x Mental Health First Aiders  2 x TAs trained in ELSA  1 x Independent Advice &amp; Guidance - Careers  2 PRICE Behaviour Support trainers – all staff trained  1 HLTA – Education Desty. Advanced Certificate in Autism, Cygnet &amp; trained Sleep Scotland Counsellor, Continence Trainer  1 x Independent Travel Trainer  1 x Teacher lead Yoga for Special Children  Emergency First Aid  Arts Award  Theraplay  ABLLS-r  Positive Behaviour  Numicon  Hearing Impairment  Visual impairment  Emotion coaching  JASS  Forest Schools  Nurture  Foetal Alcohol Disorders (trainer – Joanne Buckard)</p>

PDA - Supporting pupils with Pathological Demand Avoidance (trainer - Lynne McCann)  
 PECS and Advanced PECS  
 PRICE – Positive Behaviour Support  
<https://www.pricetraining.co.uk/courses/>  
 Understanding & Supporting Meltdowns and Close downs in Children & young People who have autism (trainer – Geoff Evans)  
 ASD & Sport  
 ASD sensory differences & Autism  
 Is it sensory or is it behaviour? (trainer – Lisa Hamer)  
 ASDAN  
 Assessment & Skills tracking – Connecting Steps Assessment.  
 RHS Gardening  
 Positive Approaches to Autism  
 Supporting the mental health & emotional well being of children and young people with SLD. (trainers - Dr Mark Fox, Tom Laverty & Dr Sanchita Chowdhury)  
 Cognitive Behaviour Therapy  
 Secondary trauma  
 ADHD  
 Complex Learning Difficulties  
 Mental Health Awareness  
 Stress Scales Training  
 Anxiety Training  
 Child Sexual Development  
 Puberty & Sexual Awareness SEN  
 Neurobiology of Learning – Andrew Curran  
 Musical play (trainer – Georgina Roberts)  
 AGES project (PHSE/Citizenship) – 2 teachers delivering training and writing resources for international use
 

- Reading for pleasure - Childer Thornton Hub
- NPQLL
- Literacy co-ordinators meeting at Bluebell park
- Phonics screening training at DCBL stadium

 Updates in Education & SEND (2hrs) Chester Uni & L2 Children & Young Peoples Mental Health – City of Liverpool College  
 Teaching spellings for dyslexia  
 Yoga for children  
 Childrens emotional well-being  
 An appreciative approach to inquiry – Open University

**SSSCPD training:-**  
 Educational Visits  
 Equality, Diversity & Inclusion in the Workplace  
 Fire Safety Awareness in Educational Settings  
 Fire Warden in Educational Settings  
 Food Safety & Hygiene Training (Level 2)  
 General Data Protection Regulation (GDPR)  
 Health & Safety  
 Keeping Children Safe in Education update for staff with QTS  
 Keeping Children Safe in Education update for Business Managers  
 Keeping Children Safe in Education update for Senior Leaders & Designated  
 Risk Assessment

**Internal face to face training for context of online learning:**

**Safeguarding**

E-Safety/ Online Safety face to face in school  
 Education Health Care Plans  
 Fire safety, evacuation & lockdown protocol & plans in each class and department including PEEPs (personal emergency evacuation plans).  
 Positive Behaviour Support Plans  
 PRICE training refreshers  
 Writing risk assessments for individual students and for educational visits  
 Health & Safety – classroom & other working environments on site

**Internal training**

Neurological & mental health training  
 Gatsby Benchmark  
 SALT  
 Behaviour  
 Overview Desty  
 Overview ELSA  
 Overview ART Wellbeing  
 Professional development for TA  
 New PE equipment training  
 Allergy Wise Allergy Awareness training online by Anaphylaxis UK  
 HR focus – Staff handbook - Absence/illness / GDPR overview

Administration of Medication in an Educational Setting  
 Bereavement & Loss  
 BSL Level 1 - ongoing  
 BSL Level 3 – ongoing  
 Child-on-Child Sexual Violence, Abuse & Harassment  
 Child Sexual Exploitation (CSE)  
 Child Protection – Staff in regulated Activity  
 Child Protection – Staff in regulated Activity – Refresher  
 County Lines  
 E-Safety – online SSSCPD  
 Honour Based Abuse  
 Prevent Duty - refresher  
 Safer Recruitment  
 Safeguarding Lead– DSL training

**Teaching & Learning Hub**

Visual Literacy  
 EHCPs  
 Planning  
 Assessment  
 Blank Level of Questioning  
 Behaviour Management

Documentation available:	Are the following documents available on	SEND Policy	<a href="https://www.chs.academy/our-school/policies/">https://www.chs.academy/our-school/policies/</a>
		Safeguarding Policy	<a href="https://www.chs.academy/our-school/policies/">https://www.chs.academy/our-school/policies/</a>

<p>the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<p>Parent friendly policy  <a href="https://www.chs.academy/assets/Documents/Attachments/Parent-Friendly-Safeguarding-Policy.pdf">https://www.chs.academy/assets/Documents/Attachments/Parent-Friendly-Safeguarding-Policy.pdf</a></p> <p>Pupil pictorial policy  <a href="https://www.chs.academy/assets/Documents/Attachments/Pupil-Pictorial-Safeguarding-Policy.pdf">https://www.chs.academy/assets/Documents/Attachments/Pupil-Pictorial-Safeguarding-Policy.pdf</a></p> <p>Pupil Safeguarding Policy  <a href="https://www.chs.academy/assets/Documents/Attachments/Pupil-Safeguarding-Policy.pdf">https://www.chs.academy/assets/Documents/Attachments/Pupil-Safeguarding-Policy.pdf</a></p>
	<p>Behaviour Policy</p> <p><a href="https://www.chs.academy/assets/Documents/Attachments/Behaviour-Support-Policy-2022_2023-Amended.docx">https://www.chs.academy/assets/Documents/Attachments/Behaviour-Support-Policy-2022_2023-Amended.docx</a></p> <p>Behaviour Principles  <a href="https://www.chs.academy/assets/Documents/Attachments/Statement-of-Behaviour-Principles-v2.docx">https://www.chs.academy/assets/Documents/Attachments/Statement-of-Behaviour-Principles-v2.docx</a></p>
	<p>Equality &amp; Diversity</p> <p><a href="https://www.chs.academy/assets/Documents/Attachments/Single-Equality-Information-Objectives-2018-2022.pdf">https://www.chs.academy/assets/Documents/Attachments/Single-Equality-Information-Objectives-2018-2022.pdf</a> <i>to be updated November 2023</i></p>
	<p>Pupil Premium Information</p> <p><a href="https://www.chs.academy/our-school/pupil-premium-reports/">https://www.chs.academy/our-school/pupil-premium-reports/</a>  <i>to be updated 31<sup>st</sup> Dec 2023</i></p>
	<p>Complaints procedure</p> <p><a href="https://www.chs.academy/assets/Documents/Attachments/Complaints-Procedure.pdf">https://www.chs.academy/assets/Documents/Attachments/Complaints-Procedure.pdf</a></p>

**Range of Provision and inclusion information:**

<p>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>	<p>All of our students have an EHCP, or are in the process of being provided with an EHCP, prior to starting at the school.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>Multi agency working with social care &amp; 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>Positive Behaviour Support Service – to support young people and their families both in school and at home.</p> <p>CAMHS / FCAMHS Speech &amp; language via LA commissioned services - Chatterbug Educational Psychology Services Professional Trauma Counsellor Cheshire Down’s Syndrome Association</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. Warrington Branch WI – Sensory equipment for SOUL suite. Sponsorship of football kit, tracksuits.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Please see accessibility plan. ICT – imac/ipads,kindles Augmentative communication devices Disabled changing facilities Rise and fall cooker &amp; sink School minibus</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p> <p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Social skills at core of formal and informal curriculum Communication is central to all that we do. PECS Signing - BSL Augmentative communication aids Visual/symbol support inc Widget Social stories Structured support for communication such as Thinking Maps BLANK levels of questioning Use of IT programs Weekly enrichment activities for students to develop social communication and social skills.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Intensive Interaction Interactive storytelling Multi sensory story telling ICT Communications Phonics Early Reading &amp; Writing D.E.A.R. – drop everything and read – times in school day. Practical approaches to learning through a key skills &amp; functional curriculum – reading recipes, tv schedules, football league tables Augmentative communication aids e.g. LAMP Visual/symbol support - Widget</p>

	<p>Social stories  Structured support for communication such as Thinking Maps  BLANK levels of questioning  Use of appropriate IT programs &amp; apps  Ipads/tablets/kindles for e-book access  Project based learning with authors linking with school Social media (Twitter) &amp; e-mail  Parental support to encourage reading through information on the school website including strategies to encourage a love of reading and resources</p>
<p>Strategies to support the development of numeracy.</p>	<p>Mathematical Boxes  Numicon  Practical approaches to learning through a key skills &amp; functional curriculum e.g. weighing ingredients, shopping &amp; use of money, cooking times, tv scheduling times, bus timetables.  Maths interventions run in addition to regular lessons.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND 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.  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.  Additional assessment through the use of ABBLs-R &amp; the use of AFLS for some students.  Teacher professional dialogue days &amp; team meetings to discuss interventions and monitor progress.  SLT monitors all student progress data on termly basis. Earwig online support.  Open door policy.  Annual review process.</p>

	<p>Re-assessment through statutory processes.  Discussion with parents, pupils and specialists.  Positive 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 &amp; analysis e.g. partial interval charts, ABCs.  SWPBS</p>
Strategies/support to develop independent learning.	<p>Use of technology to facilitate independent learning. Practical learning approaches.  Personal and social development opportunities throughout all curricula  TEACCH approach  Develop resilience through opportunities to problem solve in practical situations.  Structured, graduated fading support.  Backward chaining approach  Graduated program of careers &amp; 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.  Safeguarding is paramount.</p>
Extended school provision available; before and after school, holidays etc.	None
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<p>All of our students have SEND.  All students have individual risk assessments for learning outside the classroom.  Support is dependent upon the needs of the individual. Staff deployed to support students, at a risk assessed ratio, for activities outside the classroom.  Whole school allergy training &amp; specific medication training e.g. asthma inhalers, rescue medication.  Minibus with tail lift for access for students with mobility difficulties &amp; wheelchair users.  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.</p>



<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Positive behaviour support plans 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. Class or department celebration assemblies held weekly (not currently whole school due to pandemic) Wow wall – evidencing student success</p> <p>Cups and awards for personal achievement presented on weekly basis. Independent counsellors may be engaged to provide specialist trained emotional well-being support. Staff trained in bereavement &amp; loss counselling. Visual timetables Behaviour support plans Staff member trained to deliver yoga to young people with SEN. staff trained in Education Desty &amp; ELSA.</p> <p>staff trained in restorative practice staff trained in Adverse Childhood Experiences staff member trained to deliver drawing therapy</p> <p>Staff members trained in emotion coaching PSHE/PSD curriculum &amp; ASDAN accreditation Anti-bullying weeks in school. Peer presentations e.g. KS5 presented to KS3 on e-safety &amp; 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>Positive Behaviour support plans and team meetings as and when required.</p> <p>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 PBSPs and CPOMS by SLT. Staff are PRICE trained. 2 staff members are PRICE qualified instructors (internal staff training)</p> <p>ABA techniques where appropriate</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 leads in place to co-ordinate transition in and out of the school. Curriculum – planned lessons to discuss transition from KS5 to post-school provision.</p>

	<p>Transition visits &amp; support on an individual or small group basis dependent upon needs of individual for both those joining and leaving the school. 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>Bi-annual 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 &amp; health to ensure smooth transition from child to adult services.</p> <p>Student support and family liaison manager and transition leads to support students, parents &amp; carers.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>As statutory. Referrals made as appropriate</p> <p>We host ophthalmic &amp; optician clinics.</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>Regular contact from class tutor and teaching assistant support team.</p> <p>Behaviour support available through school and also through referral to PBSS.</p> <p>Continence support. Person Centred Planning reviews. Earwig system so parents can view &amp; comment on activities, learning journey &amp; progress of their child digitally on an ongoing basis. Parents evenings. Open afternoons/ coffee afternoons.</p> <p>Student support &amp; family liaison manager &amp; associated team in place to help guide parents and carers.</p> <p>Wellbeing team incorporating emotional and mental health support and positive behaviour support.</p>

<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>No additional funding for SEND received as we are funded as a SEND school. SEND funding spent on provision of all the above.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>Collaborative working with Halton’s virtual school.  Designated person attendance at training events and conferences hosted by the virtual school.  Pupil premium and pupil premium plus are used in a range of ways to support individual pupils examples include; Fitbit and smart watch purchased to help students with their health and fitness.  Speech and language therapy support.  Emotional health and well-being support Independent counsellors to support student well-being  Support pupils access to extra-curricular enrichment activities and trips/residentials.</p> <p>Specialised equipment for individual students.</p> <p>Please see pupil premium strategy on school website</p> <p><a href="https://www.chs.academy/our-school/pupil-premium-reports/">https://www.chs.academy/our-school/pupil-premium-reports/</a></p>
<p><b>SENCO name/contact:</b> All teachers act as SENCOs for students in their tutor group. <b>SLT SENCO link – Paula Burke – paula.burke@chs.academy</b></p>	
<p><b>Headteacher name/contact:</b> Elaine Haver</p>	
<p><b>ANNUAL REVIEW 2023-2024</b>  <b>Completed by: Elaine Haver. Date: 21<sup>st</sup> September 2023</b></p>	

### **SEND Broad Areas of Need**

#### **Communication and Interaction**

<b>6.28</b>	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.
<b>6.29</b>	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**

<b>6.30</b>	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.
<b>6.31</b>	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**

<b>6.32</b>	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.
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#### **Sensory and/or Physical Needs**

<b>6.34</b>	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).
<b>6.35</b>	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.