

NEW SEND Information Report 2024-2025

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 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	The Cavendish High Academy
School website	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)</p> <p>All students who attend the school must have an EHC plan.</p> <p>All 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>https://www.bsquared.co.uk/wp-content/uploads/2021/05/B-Squared-Framework-Comparison-2021.pdf</p>
Description of school:	The Cavendish High Academy is 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.
Number on roll	108
% SEND	100%
Date last Ofsted	27 th & 28 th June 2023. https://files.ofsted.gov.uk/v1/file/50228645
Awards that the school holds:	Parent Partnership Award Best Practice with Teaching Assistants Award Member of SSAT Leading Edge Schools: Awarded Leading with a Moral Purpose & Climate for Learning Strands of the Exceptional Education Framework Rights Respecting Schools Silver Learning Outside the Classroom Gold
Accessibility information about the school:	Physical practicalities for accessibility - School is on a single level. Fully accessible for wheelchair users. 2 x Accessible toilets.
Accessibility Strategy	https://www.chs.academy/assets/Documents/Attachments/Accessibility-Plan-2020-2023-.pdf to be updated Autumn 2024.
Expertise and training of school-based staff about SEND. (CPD details)	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 & support.

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 National College, SSS Learning, Confederation of School Trusts amongst others to further develop own practice.

The list below is not exhaustive but gives an overview of training members of staff have undertaken:-

3 x fully trained Designated Safeguarding Leads.

1 x NPQ Executive Leadership

3 x NPQ Headship

2 x Specialist NPQs: NPQ Leading in Literacy & NPQ Leading Behaviour & Culture.

Red2Blue Gazing – whole staff overview & 12 Certified Coaches

Makaton training

Single student epilepsy training

SSAT Deep experience

Writing project @ Bright Futures

All permanent Teaching Assistants qualified to Level 3

1 HLTA Communication Support Worker Qualified BSL Level 2 working towards BSL Level 3 qualification.

1 x Mental Health Strategic Lead

1 x Mental Health First Aiders

1 x Independent Advice & Guidance - Careers

2 PRICE Behaviour Support trainers – all staff trained

1 x Independent Travel Trainer

1 x Teacher lead Yoga for Special Children

Relationships – Growing Up and Keeping Safe

Teaching Children with Down Syndrome, Makaton Level 1

Mentoring and ECT Training - Ambition Institute

Emergency First Aid

Paediatric first aid

Numicon

Hearing Impairment

Visual impairment

1 x JASS HLTA lead

1 x Forest Schools Teacher Lead

1 x John Muir Award Teacher Lead

Foetal Alcohol Disorders (trainer – Joanne Buckard)

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

<p>ASD sensory differences & Autism Is it sensory or is it behaviour? (trainer – Lisa Hamer) ASDAN Assessment & Skills tracking – Connecting Steps Assessment. RHS Gardening</p> <p>Supporting the mental health & emotional well being of children and young people with SLD. (trainers - Dr Mark Fox, Tom Laverty & Dr Sanchita Chowdhury) Secondary trauma Anxiety Training Puberty & Sexual Awareness SEN Neurobiology of Learning – Andrew Curran Musical play (trainer – Georgina Roberts)</p> <ul style="list-style-type: none"> • Reading for pleasure - Childer Thornton Hub • NPQLL • Literacy co-ordinators meeting at Bluebell park • Phonics screening training at DCBL stadium <p>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 Keeping Children Safe in Education update for Senior Leaders & Designated Risk Assessment</p> <p>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</p> <p>Internal training Neurological & mental health training Gatsby Benchmark SALT Behaviour Overview Desty Overview ELSA Overview ART Wellbeing Professional development for TA</p>
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	<p>New PE equipment training Allergy Wise Allergy Awareness training online by Anaphylaxis UK HR focus – Staff handbook - Absence/illness / GDPR overview</p> <p>Administration of Medication in an Educational Setting Bereavement & Loss 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 Safer Recruitment Safeguarding Lead– DSL training</p> <p>Teaching & Learning Hub Visual Literacy EHCPs Planning Assessment Blank Level of Questioning Behaviour Management</p>
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School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	https://www.chs.academy/our-school/policies/
Safeguarding Policy	<p>https://www.chs.academy/our-school/policies/</p> <p>Parent friendly policy https://www.chs.academy/assets/Documents/Attachments/Parent-Friendly-Safeguarding-Policy.pdf</p> <p>Pupil pictorial policy https://www.chs.academy/assets/Documents/Attachments/Pupil-Pictorial-Safeguarding-Policy.pdf</p> <p>Pupil Safeguarding Policy https://www.chs.academy/assets/Documents/Attachments/Pupil-Safeguarding-Policy.pdf</p>
Behaviour Policy	<p>https://www.chs.academy/assets/Documents/Attachments/Behaviour-Support-Policy-2022_2023-Amended-.docx</p> <p>Behaviour Principles https://www.chs.academy/assets/Documents/Attachments/Statement-of-Behaviour-Principles-v2.docx</p>
Equality and Diversity	https://www.chs.academy/assets/Documents/Attachments/Equal-Opportunities-and-Diversity-Policy.docx.pdf

Pupil Premium Information	https://www.chs.academy/our-school/pupil-premium-reports/
School Complaints Policy/Procedure	https://www.chs.academy/assets/Documents/Attachments/Complaints-Procedure.pdf

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.	All of our students have an EHCP, or are in the process of being provided with an EHCP, prior to starting at the school.
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>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>Positive Behaviour Support Service – to support young people and their families both in school and at home – referrals made but make parents aware of demand & timescales for action.</p> <p>CAMHS /FCAMHS</p> <p>Speech & language via LA commissioned services * limited caseload capacity 5/108 students</p> <p>LA Educational Psychology Services x 5 session entitlement for the whole school.</p> <p>Professional Specialist Trauma Counsellor</p> <p>Cheshire Down’s Syndrome Association</p> <p>Halton Send Parent Carer’s Forum</p> <p>Community support through donations from fundraising activities to purchase specific items of specialist equipment e.g. treadmill.</p>
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<p>Please see accessibility plan.</p> <p>ICT – chromebooks/ipads/kindles</p> <p>Augmentative communication devices</p> <p>Echo dots & Alexa</p> <p>Rise and fall cooker & sink</p> <p>School minibus</p>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<p>Social skills at core of curriculum. Communication is central to all that we do.</p> <p>PECS</p> <p>Signing – BSL or Makaton</p> <p>Augmentative communication aids</p> <p>Visual/symbol support inc Widget</p> <p>Social stories</p> <p>Structured support for communication such as BLANK levels of questioning</p> <p>Use of IT programs</p> <p>Weekly enrichment activities for students to develop social communication and social skills.</p>

Range of Provision and inclusion information:	
What strategies/programmes/resources are available to speech and language difficulties?	As above and below
Strategies to support the development of literacy (reading /writing).	<p>Intensive Interaction</p> <p>Interactive storytelling</p> <p>Multi-sensory story telling</p> <p>ICT Communications</p> <p>Phonics Early Reading & Writing</p> <p>D.E.A.R. – drop everything and read – times in school day.</p> <p>Practical approaches to learning through a key skills & functional curriculum – reading recipes, tv schedules, football league tables</p> <p>Augmentative communication aids Visual/symbol support - Widget</p> <p>Social stories</p> <p>Structured support for communication such as BLANK levels of questioning</p> <p>Use of appropriate IT programs & apps chrome books/tablets/kindles for e-book access</p> <p>Project based learning with authors linking with school social media (Twitter) & e-mail</p> <p>Parental support to encourage reading through information on the school website including strategies to encourage a love of reading and resources</p>
Strategies to support the development of numeracy.	<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>Maths interventions run in addition to regular lessons.</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<p>See all of above</p> <p>Fully differentiated curricula</p> <p>Bespoke responsive curricula to meet the needs of the student population.</p> <p>Provide specialist, innovative, immersive, inclusive learning experiences through buying in companies for experience days.</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>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>

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	<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.</p> <p>SLT monitors all student progress data on termly basis. Earwig online support.</p> <p>Open door policy.</p> <p>Annual review process.</p> <p>Re-assessment through statutory processes.</p> <p>Discussion with parents, pupils and specialists.</p> <p>Positive behaviour support plans monitored regularly – reviewed at least termly.</p> <p>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.</p> <p>SWPBS</p>
Strategies/support to develop independent learning.	<p>Use of technology to facilitate independent learning.</p> <p>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 person's 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.	None school led. External agencies: Inclusivitee
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 students 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</p>

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	<p>individual. 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>Minibus with tail lift 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.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Positive behaviour support plans</p> <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. 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.</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>Staff trained in restorative practice</p> <p>Staff trained in Adverse Childhood Experiences staff member trained to deliver drawing therapy</p> <p>Staff members trained in emotion coaching PSHE/PSD curriculum & ASDAN accreditation Anti-bullying weeks in school.</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>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. referrals to PBSS and CAMHS</p> <p>Regular monitoring and analysis of effectiveness of PBSPs and CPOMS by SLT. Staff are PRICE</p>

Range of Provision and inclusion information:	
	trained. 2 staff members are PRICE qualified instructors (internal staff training)
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<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 & 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 & 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 & carers.</p>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<p>As statutory – limited access due to national shortages of some therapists & health resources. Referrals made as appropriate. We host ophthalmic & optician clinics.</p>
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<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 & comment on activities, learning journey & progress of their child digitally on an ongoing basis.</p>

Range of Provision and inclusion information:	
	<p>Parents evenings. Open afternoons/ coffee afternoons.</p> <p>Student support & family liaison manager & 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>
How additional funding for SEND is used within the school with individual pupils.	No additional funding for SEND received as we are funded as a SEND school. SEND funding spent on provision of all the above.
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>Collaborative working with Halton’s virtual school. 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; 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 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.</p> <p>Please see pupil premium strategy on school website</p> <p>https://www.chs.academy/our-school/pupil-premium-reports/</p>
SENCO name/contact: All teachers act as SENCOs for students in their tutor group.	
Headteacher name/contact: Mrs Elaine Haver	
<p>ANNUAL REVIEW 2024-2025</p> <p>Completed by: Elaine Haver. Date: 07.10.2024</p>	