



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

UN Convention on the Rights of the Child

Article 23	You have the right to education and care if you have a disability as well as all the rights in this convention, so that you can live a full life
------------	--

This policy should be read in conjunction with the following policies and documents:

- Cranford Park CE Primary School Curriculum
- Cranford Park CE Primary School 'Commitments' and 'Graduate'
- Feedback and Marking Policy
- Behaviour Policy
- Assessment Policy
- Teaching and Learning Policy

Definition of Special Educational needs and Disabilities (SEND)

"A child or young person has SEND 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 or disability if they:
have a significantly greater difficulty in learning than the majority of others of the same age or;
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 a mainstream school." SEND Code of practice January 2015 p 16

Intent

All children have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted. We have high aspirations and expectations for our pupils with SEND and our focus is to improve their outcomes. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. We work in close partnership with parents/carers who play an active and valued role in their child's education

Implementation

- We identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- We work within the guidance provided in the SEND Code of Practice, 2015
- We operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- We provide a Special Educational Needs and Disability Co-ordinator (SENDSCO) to oversee provision.
- We set targets for individuals which we endeavour to be specific, measurable, achievable, realistic and time related (SMART);
- We involve children in the identification and review of their needs
- We work in close partnership with, and involve, parents/carers of children who have special educational needs;

- We provide support, advice and training for all staff working with special educational needs pupils.
- We work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Objectives

- To identify barriers to learning and participation, and endeavour to overcome these to ensure every child achieves success.
- To support the inclusion of children experiencing Special Educational Needs in mainstream school.
- To promote a partnership with parents/carers in assisting their child when in need of Special Educational need and/or Disability (SEND) support.
- To work with the whole school staff to enable the inclusion of all children to achieve their best in becoming more confident and independent learners.
- To listen to the voice of the pupil and include them in the planning of their education.

Child Looked After – CLA; also Children in Care – CIC

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. The Governing Body will ensure the school makes appropriate provision for all CLA pupils. In order to do this, the school will follow the LA 'best provision protocol' to ensure the setting can meet the needs of the individual child. The Designated Teacher for the CLA (Rebecca Portch) should initiate an Electronic Personal Education Plan – EPEP with co-operation from the social worker. The school will assess the CLA's attainment on entry to ensure the smoothest possible transition and continuation of learning. The school will monitor and track the achievement and attainment of all CLA and EPEPs are to be reviewed, according to their needs, as initiated by the reviewing office or social worker. The young person's views should be sought by the Designated Teacher and noted on the EPEP. The Designated Teacher will know all CLA on the school roll and will have access to their relevant contact details including parents, carers and social worker. The Designated Teacher will also know about any CLA from other authorities. It is important that the school flags CLA status appropriately in the school's information systems so that information is readily available as required.

Roles and responsibilities

The Governing Body, in cooperation with the Head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The named Governor for SEND is Claire Storey but all Governors play an important role in ensuring that;

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process;
- The quality of SEND provision is continually monitored;

Governors' role

The governing body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;

- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the Special Educational Needs Code of Practice (January 2015) when carrying out its duties toward all children with special educational needs;
- Report to parents/carers on the implementation of the school's policy for children with special educational needs on the school's website including the name of the person responsible for coordinating SEND provision

The Head teacher

- Has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher will keep the Governing Body fully informed and also work closely with the school Special Needs Coordinator and team. The Head Teacher will work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

Special Needs and Disabilities Co-Ordinator (SENDCO)

Currently the SENDCO is Rebecca Portch who is responsible for co-ordinating the provision of special educational needs throughout the school. Miss Rebecca Portch is a member of the School's Senior Leadership team and has gained the National Award for SEN (NASEN Co Award).

She works closely with all teaching staff to:

- Oversee the day to day operation of the SEND policy; work alongside staff to provide advice and assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Update the register of need in conjunction with teaching staff;
- Liaise with class teachers to support the writing/implementation of 'IEPs' with SMART targets using the barriers to learning document.
- Liaise with class teachers about the class provision maps and monitor the impact of provision.
- Oversee and maintain specific resources for special educational needs. Contribute to and, where necessary, lead the continuing professional development (CPD) of staff;
- Monitor, evaluate and report on the provision for children with SEND to the governor responsible for SEND;
- Advise on the range of support available to children with special educational needs;
- Liaise where necessary, in conjunction with the class teacher with parents/carers of children with special educational needs;
- Liaise with the staff concerning any issues or training needs of staff;
- Liaise with the staff concerning the progress of pupils with SEND;
- Liaise with outside agencies;
- Liaise with the EYFS teacher and Pre-Schools when necessary;
- Liaise with the Y6 teacher with regards to the transition of SEND pupils to secondary school in the summer term
- Pass on relevant information regarding Year 6 pupils on the SEND register.

Class teachers

As recommended in the Code of Practice, we follow a graduated response to SEND.

Class teachers are responsible for the progress and wellbeing of **all pupils** in their class. If they have a concern about a pupil's progress, ability to access the curriculum or their social skills, then they should discuss their concerns with the parent/carer. At times the SENDCO may be involved, at this early stage. Informal notes may be taken at this meeting and recorded on CPMOS. The level of need will determine the course of action; in most cases the first stage will be to implement additional support within the classroom as part of Quality First Teaching, or to set up an intervention programme. The teacher will record the provision on the Class Provision Map and the ASSESS-PLAN-DO-REVIEW (APDR) process will be applied. If the pupil continues to make progress which is less than expected, then the class teacher and the SENDCO will consult the Graduated Response to SEND Support and the pupil will be entered onto the school's SEND Register as requiring SEND Support. At this point a one page 'Know me' profile will be completed with the pupil highlighting strengths and ways to support needs. An IEP with SMART targets will also be drawn up and progress monitored using the barriers to learning document. The Class teacher will work with the parents on a termly basis to create a current Individual Education Plan (IEP) which will be discussed with pupil and Special Needs Manager. Teachers will be also discussing these pupils at pupil progress meetings with the Headteacher and SENDCO. Pupil voice will be listened to regularly. If expected progress is not made then support from external agencies may be sought. At Cranford Park there is an emphasis upon the importance of early identification of needs, CPOMS may be utilised to support and evidence early needs.

Teachers should

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Provide universal inclusive provision
- Adapting our resources and staffing to meet needs of SEN pupils
- Using recommended aids, such as laptops, tablets, task boards, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use barriers to learning document to support them
- Attend CPD

Learning Support Assistants (LSA), Special Needs Assistants (SNA) and Inclusion Assistant (IA)

The SENDCO leads the Special Needs Team of Learning Support Assistants and Special Needs Assistants who play a vital role in supporting Class teachers and the SENDCO in meeting the special needs of individual pupils.

The team has the specialist skills to deliver catch-up programmes and interventions for Numeracy and Literacy for pupils on the Special Needs register.

L.S.A.s /S.N.A.s monitor the pupil progress rates for the specific intervention programmes they are working on with individual pupils. They also support children with specific programmes recommended by outside agencies including Speech and Language Therapist (SpLT), Occupational Therapist (O.T.), Primary Behaviour Service (P.B.S.), Specialist Teacher Advisors for hearing vision, and physical needs and also the Educational Psychologist (E.P.).

L.S.A.s/S.N.A.s offer support to pupils in the classroom and will contribute to the preparation and review of pupils' I.E.P. targets.

LSAs will also work with other children who do not have Special Needs but may have specific learning programmes developed for them, such as children with programmes recommended by the Ethnic Minority & Traveller Achievement Service (EMTAS).

Working in Partnership with parents

The School is committed to working closely in partnership with parents.

This partnership is a two-way process with both parents and the school sharing their concerns for a pupil. We will inform parents when their child has been identified as having Special Educational Needs and together identify the targets and provision of the IEP on a termly basis.

Where a pupil has an Education and Health Care Plan the parents and outside agencies are involved in regular monitoring of provision and progress and Annual Reviews

Parents who have a concern about their child are encouraged to share this initially with the class teacher or the SENDCO; issues can be dealt with quickly and successfully in this way.

If this does not prove possible, the procedure for making a formal complaint is set out in the school guidance document for parents.

Identification and Assessment and Provision for children with Special Needs

The School has a continuous termly cycle for planning, teaching and assessment of pupils which takes account of the wide range of abilities, aptitudes and interests of the pupils.

The assessment process is fourfold, focusing on the pupils' learning characteristics, the learning environment that the school is providing for the pupil, the task and the teaching style.

Pupils experiencing difficulties may be identified through observations and assessments of attainment in the classroom, previous records, formal and informal assessments carried out in school, SATS and test results, reports from health, social services, or other outside agencies. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Has identified barriers to learning in the four areas of need.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Pupils with difficulties are highlighted early and further diagnostic assessment is undertaken by the SEND team to identify the provision required for the pupil to progress.

The school follows the Code of Practice criteria for identifying the level of a pupil's need in the four main areas of:

- *Communication and Interaction* for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- *Cognition and Learning*, for example, dyslexia, dyspraxia
- *Social, emotional and mental health difficulties*, for example, attention deficit hyperactivity disorder (ADHD), anxiety, OCD,

- *Sensory and/or physical needs*, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The school will follow a graduated response in meeting the needs of **all** pupils.

This will follow a five-step process

- 1: Universal provision,
- 2: Early intervention support, (Not on the SEN register)
- 3: Targeted additional support, (Not on the SEN register)
- 4: Targeted intensive additional support (SEN register)
- 5: Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEN register – EHCP or application) Having a diagnosis (e.g.: Dyslexia, ADHD, ASD) does not mean a child needs an EHCP. Pupils may be identified as needing different levels of intervention programmes to support them to remove barriers to learning.

The Special Needs Co-ordinator working with the class teacher and the pupil ensures, as far as feasible, that pupils with specific needs have access to a broad and balanced curriculum by providing modified or specialist resources and equipment and/or specific specialist adult support. This individual support is identified on the pupil's Individual Education Plan and will normally be delivered within the classroom through adaptations. Occasionally it may be appropriate for the pupil to be withdrawn for short periods of time to receive specifically targeted teaching.

The School has ongoing Early Years and Key Stage provision maps outlining the specific support available in school, the different areas of needs and different levels of needs for individual pupils.

Building independence

Our goal for all pupils is to build independence to support them to develop the skills they need to thrive in life. Staff will use the support scale to help identify the level of independence whilst working and mark this in the books using SS1-6. Staff will then use the support scale to track and progress independence further.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring of SEND pupils' learning journeys by the SENDCO
- Holding SEND parents' meetings three times a year
- Holding annual reviews for pupils with EHC plans
- Seeking the views of pupils and parents through conferencing, discussions and surveys

Vulnerable Groups

Cranford Park recognises that some children will experience greater barriers to learning and may be identified as being vulnerable other than, or as well as, having SEND through e.g.

- English as an Additional Language
- In receipt of Free School Meals (and Ever 6)
- Young Carer
- Domestic turbulence and/or upheaval
- Children with parents in the armed forces

The SENDCo will monitor the progress of all of these children and the school will work in partnership with parents/carers, staff and any appropriate agencies to provide support and interventions that aim to reduce the impact of these difficulties.

Links with outside Agencies

The School actively seeks and values the advice and support given by the outside agencies:

- Hampshire Education Psychology Service
- Primary Behaviour Service
- Children's Services -Social Care
- Speech and Language Service
- Occupational Therapy Service
- Community Paediatrician
- School Nurse
- Outreach Support from specialist schools and teachers

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all of our pupils.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission arrangements (See Admission Policy)

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance.

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Specialist facilities

There are no specialist facilities or special units in our school.

Allocation of Resources

The Governing Body ensures that resources are allocated to support the appropriate provision for children with Special Educational Needs and in meeting the objectives set out in this policy.

Most of the resources used for SEN pupils are either in the classroom or stored centrally. Money may also be spent on further additional resources, staffing costs and time allocated to the SENDCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO/ Headteacher.

Disability and Discrimination Act (SENDA) (Accessibility Plan) (see Equality Policy and School Accessibility Plan)

Cranford Park strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school communities, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunities to experience, understand and value diversity

Successful implementation of this policy should be evident by:

- Progress made by all pupils in all areas of learning, self-esteem and skill levels.
- The positive response of pupils, parents, staff, governors, LA and OFSTED inspections.
- The effective use of resources.
- Through ongoing self-evaluation of the School's special educational needs provision and inclusive policies. This continual review and assessment resulting in improved practice and innovative initiatives for the benefit of pupils and staff.

Monitoring Arrangements

By SENDCO

- Tracking the progress made by SEND pupils at each Milestone.
- Attend pupil progress meetings
- Reviewing IEPs regularly and discussions with Class teachers about next steps for individuals
- Reviewing provision for pupils with EHCPs through observations, pupil conferencing, discussions with parents and professionals
- Evaluating the success of interventions through analysis of in/out data and discussions with LSAs and teachers
- Observations of provision in class
- Observations of the delivery of interventions

By Headteacher

- Reports from SENDCO
- Analysis of data at each milestone and end of Key Stage
- Observations of provision in class
- Pupil conferencing
- Discussions with staff and parents

By Governors

- SEND governor to meet with SENDCO to discuss impact of provision
- Reviewing data for SEND pupils at the end of milestones and end of key stages
- All governors to report on ethos and culture of the school when conducting monitoring visits, including the involvement and engagement of SEND pupils in all aspects of school life.

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Policy Agreed by the Full Governing Body in 11th February 2026

Date of next review: February 2027

APPENDIX 1 - SEND INFORMATION REPORT – February 2026

1. Introduction - The kinds of Special Educational Needs and Disabilities for which provision is made at the school.

Cranford Park CE Primary School is a mainstream setting (not a special school). At Cranford Park CE Primary School, we will ensure that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural needs. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs.

	Question	School Response
Information about the school's policies for the identification and assessment of pupils with SEND		
2	How does the school know if children need extra help and what do I do if I think my child has special educational needs?	<p>At Cranford Park CE Primary School children are identified as having SEND through a variety of ways including the following:-</p> <ul style="list-style-type: none"> • Liaison with pre-school/previous school • Child performing below age expected levels • Concerns raised by Parent • Concerns raised by teacher for example behaviour or self-esteem is affecting performance. • Liaison with external agencies i.e. physical • Health diagnosis through paediatrician <p>If you have concerns about your child ask to speak with the SENDCO.</p> <p>The Special Needs and Disabilities Co-ordinator (SENDCO) is a member of staff responsible for the overview of the education of pupils with special educational needs. They work closely with pupils, parents, Class teachers, Head teacher, Senior Management, SEND Governor and outside agencies. The SENDCO's role includes implementing the National Curriculum Inclusion Statement emphasising the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:</p> <ul style="list-style-type: none"> • Setting suitable learning challenges

		<ul style="list-style-type: none"> • Responding to pupils diverse needs • Overcoming potential barriers to learning and assessment for individuals and groups of pupils <p>The SENDCO monitors the quality of provision and progress of children with SEND.</p>
<p>Information about the school’s policies for making provision for pupils with SEND whether or not pupils have EHC (Education, Health and Care) plans. Including a) How the school evaluates the effectiveness of its provision for such pupils b) The school’s arrangements for assessing and reviewing the progress of pupils with SEND</p>		
<p>3a</p>	<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. • We believe that your child’s education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. • If your child is on the SEND register (a list of children with SEND held in school) they may have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. • If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have an Education and Healthcare Plan, which

		means that a formal meeting will take place to discuss your child's progress and a report will be written.
	How does the school know how well my child is doing?	<ul style="list-style-type: none"> • As a school we measure children's progress in learning against National expectations and age related expectations. • The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including Reading and Spelling ages and those at Age Related Expectations (ARE) in Maths and English. • Children who are not making expected progress are picked up through Review meetings with the Class teacher, SENDCO and Deputy / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. • When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
	How are the governors involved and what are their responsibilities?	<p>The SENDCO reports to the Governors regularly to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.</p> <ul style="list-style-type: none"> • One of the Governors is responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed. • The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

	<p>3b) How will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?</p>	<ul style="list-style-type: none"> • Our SENDCO oversees all support and progress of any child requiring additional support across the school. • The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. • There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. • The class teacher will offer additional termly meetings to discuss your child's needs, support and progress. • For further information the SENDCO is available to discuss support in more detail.
<p>The School's approach to teaching pupils with SEND</p>		
<p>3c</p>	<p>How will the school staff support my child? What are the school's approaches to differentiation and how will that help my child?</p>	<ul style="list-style-type: none"> • We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. • All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually adapted • The benefit of this type of adaptation is that all children can access a lesson and learn at their level.
<p>How the school adapts the curriculum and learning environment for pupils with SEND</p>		
<p>3d</p>	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • The Class teacher is the first point of contact for parents who have any concerns about any aspect of their child's progress and the curriculum that is taught. • Class teachers have the principal role in the planning and delivery of appropriately differentiated teaching for the children with special needs in their class.

		<ul style="list-style-type: none"> • The Class teachers are aware of the school procedures for pupil assessment and identification and analysis of the data of pupils with special needs. Curriculum planning should always recognise the learning needs of all pupils. • Where the pupil is on the special needs register, the Class teacher discusses the range of additional support available with the SENDCO and the support team. • The Class teacher may prepare an Individual Education Plan (IEP) which will be discussed with pupil, parents and SENDCO and reviewed termly.
	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. • A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
Additional support for learning that is available to pupils with SEND		
3e	How is the decision made about what type of and how much support a child will receive?	<ul style="list-style-type: none"> • The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. • Different children will require different levels of support in order to bridge the gap to achieve age expected levels. • This will be through on-going discussions with parents
Support that is available for improving the emotional and social development of pupils with SEND		

3f	What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none"> • The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Service. • The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENDCo, with vulnerable children and parents during the school day.
	How does the school manage the administration of medicines?	<p>The school has a policy regarding the administration and management of medicines on the school site.</p> <ul style="list-style-type: none"> • Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. • On a day to day basis the Admin Staff generally oversee the administration of any medicines. • As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
	What support is there for behaviour, avoiding exclusion and increasing attendance?	<p>As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.</p> <ul style="list-style-type: none"> • If a child has behavioural difficulties an Individual Behaviour response Plan (IBRP) may be written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets. The SENDCO may work alongside the Class teacher, children and parents to implement the behaviour plan • After any behaviour incident we expect the child to reflect on their behaviour with an adult through a restorative session. This helps to identify why the

		<p>incident happened and what the child needs to do differently next time to change and improve their behaviour.</p> <ul style="list-style-type: none"> • Attendance of every child is monitored on a daily basis by the Admin department and our SENDCO Lateness and absence are recorded and reported upon to the Head teacher.
The name and contact details of the School Special Educational Needs and Disabilities Coordinator		
4	Who is and how do I contact the SENDCO?	The SENDCO is Miss Rebecca Portch. She can be contacted via the school office on 01252 870536 or via email, SENDCO@cranfordpark.hants.sch.uk
Information about the expertise and training of staff in relation to children with SEND.		
5	What training is provided for staff supporting children with SEND?	<ul style="list-style-type: none"> • Our SENDCO has undertaken the National SENDCO accreditation award. • Several members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists. • The majority of staff have received training in Occupational Therapy, Physiotherapy and Speech and Language • All of our LSAs have had training in delivering reading and spelling / phonics and/or Maths programmes. • The majority of our LSAs have undertaken training on understanding pupils with ASD • All support staff receive regular training and updates led by the SENDCO and outside agencies.
Information about how equipment and facilities to support children with SEND are secured.		
6	<p>How accessible is the school environment?</p> <p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level. • The school has a disabled parking bay for blue badge holders. • We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language. • As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

		Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists. If advised by these agencies when possible we will use them to secure additional equipment to support a child.
	How are the school's resources allocated and matched to children's SEN needs?	<ul style="list-style-type: none"> • We ensure the needs of all children who have SEND are met to the best of the school's ability with the funds available. • We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. • The budget is allocated on a need's basis. The children who have the most complex needs are given the most support, often involving an LSA.
The arrangements for consulting parents of children with SEND and involving them in the education of their child.		
7	How are parents currently involved in school?	The school has an 'open door' policy and parents are welcome to come into school and support their child throughout the year at various events. Parents are invited to Parents' Evenings, Open days etc throughout the year.
	How can I get involved and who can I contact for further information?	If you would like to come into school, speak with your child's class teacher in the first instance.
Arrangements for consulting young people with SEND about and involving them in education		
8	How are young people involved in their education?	<p>We are a Rights Respecting school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the pupil voice, learner voice councils which has an open forum for any issues or viewpoints to be raised.</p> <ul style="list-style-type: none"> • Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher. • There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a

		<p>worry and whether they have support in school and get to do things that they are good at.</p> <ul style="list-style-type: none"> • If your child has an IPA (Inclusion Partnership Agreement) or an EHCP their views will be sought before any review meetings
Arrangements made by the governing body relating to the treatment of complaint from parents of pupils with SEND		
9	What steps should I take if I have a concern about the school's SEND provision?	<ul style="list-style-type: none"> • Talk to us – firstly contact your child's class teacher then contact the SENDCO, Key Stage leaders or Deputy / Head teacher. • We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. • If you don't feel, after talking to us, that your issues has been resolved you can complain using the school's complaints procedure that can be found on our school website or by asking at the school office.
The school's arrangements for supporting pupils with SEN in transferring between phases of education.		
10	How will the school prepare and support my child when joining the school and transferring to a new school?	<ul style="list-style-type: none"> • We encourage all new children to visit the school prior to starting when they will be shown around the school. • We write social stories with children if transition is potentially going to be difficult; to help them understand what is about to change and introduce them to new people and environments. • When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Our 'feeder' secondary schools, Yateley School and Frogmore College, run programmes specifically tailored to aid transition for the more vulnerable pupils. • We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

		<ul style="list-style-type: none"> • If your child has complex needs then an IPA (Inclusion Partnership Agreement) or EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend.
Information on where the Local Authority's Local Offer is published		
11	Where can I get further information about services for my child?	<ul style="list-style-type: none"> • Look at the SEND policy on our website www.cranfordpark.hants.sch.uk • Look at the LA's Local offer on the SEN website http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm • Contact Parent Partnership - www3.hants.gov.uk/parentpartnership • Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/