



SPECIAL EDUCATIONAL NEEDS & DISABILITY 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

Aim

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.

- This policy incorporates the provisions of the revised Children and Families Act 2014: SEND (Special Educational Needs and Disability) Reforms. [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Linked to this policy is the School's '**SEN Information Report**' to Parents which is attached as Appendix 1.

Objectives

To support the vulnerable pupils in the school, in partnership with their parents/carers, and working with the whole school staff to enable them to achieve their best in becoming more confident and independent learners.

Definition of SEND (Taken from Code of Practice Page 15)

A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age or; has a disability which prevents or hinders

him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream situation.

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 Governing Body appoint a Governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

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 SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

Special Needs Co-Ordinator (SENCO) and Support Team

The Special Needs Co-Ordinator is Kate Pierce, who is a member of staff responsible for the overview of the education of pupils with special educational needs. She works closely with the pupils, parents, Class teachers, Head teacher, Senior Management, SEND Governor and outside agencies.

The Special Needs Co-ordinator'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:

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The Special Needs Co-ordinator monitors the quality of provision and progress of children with SEND.

The Special Needs Co-ordinator monitors pupils' progress identifying those in need of additional provisions for Literacy and Numeracy. The role involves working with staff and supporting colleagues to ensure best practice in the preparation of IEPs (Individual Education Plans) and in lesson differentiation so that the needs of all pupils are met. There should also be liaison with pre-school provision, Key Stage 1, Key Stage 2 and Key Stage 3 schools to ensure a smooth transition for pupils, in conjunction with appropriate Outside Agencies and the LA.

The Special Needs Co-ordinator will co-ordinate the transition planning for pupils who, due to their special needs, could experience difficulties with transition to the next Key Stage or to the next class.

We aim to work in partnership with parents to ensure the best educational provision and support is given to their child.

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

The Special Needs Co-ordinator leads the Special Needs Team of Learning Support Assistants and Special Needs Assistants who play a vital role in supporting Class teachers and the Special Needs Co-ordinator 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).

The Inclusion Assistant works with direction from the SENCo and the Headteacher to support vulnerable children including those who are in receipt of Pupil Premium, those whose attendance and punctuality is affecting their achievements, those whose behaviour is affecting their achievements and that of their classmates.

Class teachers

The Class teacher is the first point of contact for parents who have any concerns about any aspect of their child's progress.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, task boards, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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 these pupils.

Where the pupil is on the special needs register and/or requires extra provision, the Class teacher discusses the range of additional support available with the Special Needs Co-ordinator and the support team.

The Class teacher will prepare an Individual Education Plan (IEP) which will be discussed with pupil, parents and Special Needs Manager and reviewed termly.

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 SENCo; 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

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 pupils need in the main areas of need:

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

- Moderate/severe/profound and multiple learning difficulties

The school will follow a graduated response in meeting the pupils identified with individual needs.

Pupils may be identified in need of different levels of intervention programmes to support them in Literacy/Numeracy.

Where the pupil meets the criteria, they will be on the special needs register at:

- **School Identification** (class teacher and special needs Co-ordinator monitor an individual pupil's progress)
- **SEN Support** (increased support and differentiation is given to a pupil and / or the involvement of an outside agency to support the pupil and the school)
- **Request for Statutory Assessment of Special Educational Needs to the LA**
- **Education and Health Care Plan** (very specific pupil support is required)

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 by differentiation. 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.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN 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 SENCO
- Holding SEND parents' meetings twice a year
- Holding annual reviews for pupils with EHC plans

- Seeking the views of pupils and parents through conferencing, discussions and surveys

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 SEN to engage in activities available to those in the school who do not have SEN

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 trip to Runway's End.

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 SEN provision

Complaints about SEN 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

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.

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.

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.

Agreed: November 2018

Review: November 2019

APPENDIX 1 - SEN INFORMATION REPORT

1. Introduction - The kinds of Special Educational Needs 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 SENCO.</p> <p>The Special Needs Co-ordinator (SENCO) 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, SEN Governor and outside agencies. The Special Needs Co-ordinator'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 • Responding to pupils diverse needs • Overcoming potential barriers to learning and assessment for individuals and groups of pupils <p>The Special Needs Co-ordinator 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.</p> <p>Including</p> <p>a) How the school evaluates the effectiveness of its provision for such pupils</p> <p>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 SENCO 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 a Healthcare and Education 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 in Maths and English. • Children who are not making expected progress are picked up through Review meetings with the Class teacher 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 SENCo 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 SENCo. 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 SENCO 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 meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress. • For further information the SENCO 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 differentiated. • The benefit of this type of differentiation 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

		<p>their class.</p> <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 SENCO and the support team. • The Class teacher may prepare an Individual Education Plan (IEP) which will be discussed with pupil, parents and Special Needs Co-ordinator 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 SENCo 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 SENCo 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 two ELSA's (Emotional Literacy Support Assistants) who work under the direction of the SENCo, with vulnerable children and parents during the school day. • The school also employs a qualified counsellor for one afternoon a week, who works with children who have more complex emotional needs or for whom ELSA supports has not had sufficient impact or is not deemed appropriate.
	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 Management Plan (IBMP) may be written alongside the child and Parents to identify the specific

		<p>issues, put relevant support in place and set targets. The Inclusion Assistant may work alongside the Class teacher, children and parents to implement the behaviour plan</p> <ul style="list-style-type: none"> • After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. • Attendance of every child is monitored on a daily basis by the Admin department and our Inclusion Assistant. Lateness and absence are recorded and reported upon to the Head teacher. Support is given by the Inclusion Assistant through incentive schemes where good attendance is actively encouraged throughout the school.
The name and contact details of the School Special Educational Needs Coordinator		
4	Who is and how do I contact the SENCO?	The SENCO is Mrs Kate Pierce. She can be contacted via the school office on 01252 870536 or via email, adminoffice@cranfordpark.hants.sch.uk please write in the subject line of your email 'FAO Mrs Pierce, SENCO'.
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 SENCO has passed the National SENCO accreditation award. • We have two members of staff trained as ELSAs who receive regular support from the Educational Psychologist. • Several members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists. • All staff have received training in Occupational Therapy, Physiotherapy and Speech and Language • Selected staff have received training in Occupational Therapy and receive support from Occupational Therapists. • All of our LSAs have had training in delivering reading and spelling / phonics and Maths programmes.

		<ul style="list-style-type: none"> All support staff receive regular training and updates lead by the SENCO and outside agencies.
Information about how equipment and facilities to support children with SEND are secured.		
6	<p>How accessible is the school environment? 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 SEN budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs 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, Breakfast mornings, Open days etc throughout the year.
	How can I get involved and who can I contact for further	If you would like to come into school, speak with your child's class teacher in the first instance.

	information?	
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 School Council 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 worry and whether they have support in school and get to do things that they are good at. • If your child has an IPA (Inclusion Partnership Agreement) or Statement of SEN 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 SENCO or Assistant / 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	<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

	school?	<p>difficult to help them understand what is about to change and introduce them to new people and environments.</p> <ul style="list-style-type: none"> • 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. • If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Statement 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 SEN 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/