



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

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 problems. 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 SEN		
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 related expectations • Concerns raised by Parent • Concerns raised by teacher for example behaviour or self-esteem is affecting performance. • Liaison with external agencies i.e. physical, language concerns • Health diagnosis through paediatrician <p>If you have concerns about your child ask to speak with the SENCO.</p> <p>The Special Needs Manager (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 Manager's role includes implementing the National Curriculum Inclusion Statement emphasising the importance of providing effective learning opportunities for all pupils and offers</p>



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

		<p>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 Manager 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</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 SEN</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,



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

		<p>Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.</p> <ul style="list-style-type: none"> • 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.
	<p>How does the school know how well my child is doing?</p>	<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 National Curriculum Age Related Expectations and Reading and Spelling ages. • 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.



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

	<p>How are the governors involved and what are their responsibilities?</p>	<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 SEND 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 at any time to discuss support in more detail and can offer a separate SEND parents meeting.
<p>The School's approach to teaching pupils with SEN</p>		
<p>3c</p>	<p>How will the school staff support 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 their well-being. We have a caring, understanding team looking after our children.



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

	<p>What are the school's approaches to differentiation and how will that help my child?</p>	<ul style="list-style-type: none"> • All work within class is pitched at an appropriate level so that all children are able to access learning 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.
How the school adapts the curriculum and learning environment for pupils with SEND		
<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. • 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 Manager and reviewed termly.
	<p>How will my child be included in activities outside the classroom</p>	<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



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

	including school trips?	<p>support to ensure that this is successful.</p> <ul style="list-style-type: none"> • 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 related expectations. • 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 Support Service. • The school also has two ELSA's (Emotional Literacy Support Assistant) who work under the direction of the SENCO, with vulnerable children and parents during the school day.



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

	<p>How does the school manage the administration of medicines?</p>	<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 members of staff are able to manage medical situations.
	<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<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 issues, put relevant support in place and set targets. • 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. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.
<p>The name and contact details of the School Special Educational Needs Coordinator</p>		
<p>4</p>	<p>Who is and how do I contact the</p>	<p>The SENCO is Mrs Kate Pierce. She can be contacted via the school office on</p>



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

	SENCO?	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 ELSA's (Emotional Literacy Support Assistant) who receive regular support from the Educational Psychologist. • Several members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists. • 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. • 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	How accessible is the school environment? What specialist services and expertise are available at or accessed by the school?	<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 EMAS (Ethnic minority 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



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

		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 that all children with Special Educational have their needs 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 at different events over the year. 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 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 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



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

		worry. <ul style="list-style-type: none"> 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 then SENCO 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 have 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 SEND 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 school, Yateley School, run a programme 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.



Special Educational Needs and Disabilities(SEND) Information Report Cranford Park CE Primary School

		<ul style="list-style-type: none"> • 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 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/