

Cranham C of E School Special Education Needs provision

A report on our provision from 2013 -14 and important information on how we will support our children with SEND under the new special educational needs and disability code of practice

Special Educational Needs Report 2013 -14

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Cranham Church of England Primary School is committed to providing an appropriate and high quality education for all children. We believe that all children, including those with Special Educational Needs or Disabilities, have an equal right to attain their full potential. Differentiation is included in class teacher planning so that all children can access high quality teaching and learning, however, we recognise that some children require additional support. Typically, a child with special educational needs and/or a disability will have an IEP (Individual Education Plan) which sets out **targets** that are currently being worked on and what additional provision is put in place for that child.

Number of children identified on the SEND register

Level of need	Number of Pupils	%of pupils on roll
Statement	0	0 %
School Action Plus	0	0%
School Action	7	13.5%

7 children equates to 13.5% of our school population compared to the national school average of 17.4% (RAISEonline 2013 data)

Staffing

With an Higher Level Teaching Assistant (HLTA) in both classes, the school has a good staff- to- pupil ratio and has opportunities to provide extra small group and /or individual sessions .

In addition two children received an additional fifteen minutes phonics a day before school from a further teaching assistant from September 2013.

Currently the position of Special Educational Needs Coordinator (SENDCo) is held by the Headteacher. From September 2013 – March 2014 this was Mrs Elspeth Mourano. As of April 2014, Mrs Anne Nolan has taken on this role. The Headteacher is further supported by Mrs Sharon King (HTLA and SENDCo support). Mrs King is also the school's lead professional in the delivery of the Common Assessment Framework (CAF) and has received the appropriate training to carry out this role.

During this academic year the school has also received support from a Gloucestershire

Lead teacher specialising in SEND provision and is also supported by Nathan Roe, the SEND monitoring and support officer for Stroud.

Provision

There four areas of Special Needs as outlined with the SEN Code of Practice (2001)

Communication and Interaction

Cognition and Learning

Behavioural, Emotional and Social Development

Sensory and/ or Physical

These areas are covered by three levels of provision for SEND within the school:

Wave 1: Whole class teaching is differentiated for all abilities and involves visual cues, ICT, modelling and hands on activities in order to engage children who have different learning needs.

Wave 2: Progress is monitored carefully by the Class Teacher, SENCO and Senior Management Team. During their time at Cranham many pupils benefit from having some individual or group intervention to help them catch up with the rest of their peers in a specific area of learning. This support could be either within or outside of class.

Wave 3: Pupils who have not made sufficient progress as a result of Wave 2 intervention, have significantly greater difficulty in learning than the majority of children of the same age or have a disability, will have an Individual Action Plan. This contains specific short term targets for the pupil and school to work.

2013 -2014

Provision from 2013-14 included:

Intervention	Function	Group size	Age Group
Emotional Writing project	Explore emotions through writing (Lead by an Educational Psychologist).	4 children	KS2
Pindora's Box	Intervention to improve fine motor skills	1 to 1	KS2
Precision teaching	Reading / spelling high frequency words	1 to 1	KS2
Cursive handwriting practice	Improves pencil control and develops handwriting	1 to 1	KS2
Toe by Toe	Develop reading skills so that children	1 to 1	KS2

	can become competent readers		
Language for Thinking	Develops language from 'here ' and 'now' to 'how' and 'why'	1 to 1	KS2
Focused phonics group	Supports understanding of synthetic phonics, reading and spelling	2 children	KS1
Power of One		3 children	KS1
Plus One		3 children	KS1
Number Box	Multi -sensory methods to establish the basic concepts of number	1 child	KS1
Small focused maths intervention group	To develop key mental maths skills	5 children	KS2
Silver Seal	Additional support in developing Social , emotional and behavioural skills	6 children	KS2
Self esteem games (linked to Silver Seal for children with BESD)	As above	4 children	KS2

Progress

All children's progress is measured 6 times a year in line with Pupil Progress Meetings. Progress is measured against individual targets as well as national curriculum levels. This year a whole school reading test has been introduced giving each child a reading age as another way of measuring progress. Reading test will be repeated in the Autumn term

Due to the small number of SEND pupils progress within year group is not reported on the schools website. This data is however held internally.

Based on progress data from 2013-14 the school's priority to improve rates of progress for SEND children remains a priority for 2014-15.

As of 1st September 2014 a new national code of practice comes into place.

Further details of Cranham School's provision in light of the new code of practice are contained in the schools local offer below:

Cranham C of E School Special Education and Needs or Disabilities (SEND) Offer

Special Needs Co-ordinator: Mrs A. Nolan
Special Needs Governor: Dr G. Cox

Our approach to supporting children with Special Education and Needs or Disabilities (SEND).

There have been recent changes in the approach to supporting children with Special Educational Needs or Disabilities (SEND). We would like to explain how at Cranham Church of England Primary we aim to support children with SEND.

1	<p>How does our school know identify that children have special educational needs or disabilities (SEND)?</p> <p>Children's progress is consistently assessed and tracked by the teaching staff and monitored by the subject leaders and Head teacher. Class teachers will raise any concerns they may have about a child (academic, social, emotional or physical) and this will be discussed with the Special Needs Co-ordinator (SENCo). From there, appropriate assessments will be carried out and if necessary, support can then be put in place.</p> <p>If a child with known needs or disabilities joins Cranham school, then staff will liaise with previous school or educational settings, to ensure that the child's needs are fully understood and met.</p> <p>Staff recognise that the knowledge a parent has about their child is invaluable and work closely with parents, both prior to their child starting school and though out their child"s school career ensure all information and concerns are shared.</p>
2	<p>What are the first steps our school will take, if special educational needs are identified?</p> <p>The class teacher will meet with the SENCo /Head and other members of staff who work with the child. A meeting will also be arranged with the parents, if this has not already been done. The necessary support can then be put in place.</p>
3	<p>What should parents/ carers do if they think their child has SEND? How can they raise concerns?</p> <p>The school has an open door policy and encourages the parents to raise any issues immediately. Please speak to your child's teacher and we can plan the next course of action from there.</p>
4	<p>How will our school include parents and pupils in planning SEND support?</p> <p>We want parents and the child to be fully involved in the planning of support. Pupil</p>

	<p>voice about issues that involve them is an important approach to meeting a child's needs. We will always work with the child when preparing a support plan and will discuss and review their targets with them regularly. We will meet with parents on a regular basis.</p> <p>Parents' evenings are held twice a year, as well as informal class open afternoons. For children with a SEN or EHC (Education Health and Social Care Plan) plan, formal reviews are also held yearly with the child, parents, school and all other appropriate agencies, in addition informal reviews are held with the parents and school mid year.</p> <p>A summary of outcomes from the termly mapping meeting is also shared with all parents of child with a SEN or EHC plan.</p> <p>This local offer has also been prepared in consultation with a parent representative.</p>
5	<p>How will our school teach and support children with SEND?</p> <p>All children and young people with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher/ SENCo and all other members of staff have important responsibilities to ensure all pupils have access to a broad, balanced and relevant Curriculum.</p>
	<p>a For children without an Education, Health and Social Care plan (EHC)</p> <p>All pupils with SEND are taught for all / the majority of the week with their peers in mainstream classes by class / subject teachers and study the curriculum at the appropriate level for their ability. Pupils may also on occasion be taught by a Teaching Assistant on an individual or small group basis.</p>
	<p>b For children with an EHC plan</p> <p>Children with specific needs may require more targeted one-to-one support. The school has access to a wide range of additional County Council services including advisory teachers and the option to buy in support from the Educational Psychology Service.</p>
	<p>c How does our school plan the SEND support? How are our resources allocated and matched to needs?</p> <p>Provision is mapped on a termly basis to ensure relevant needs are met and intervention is timetabled. Staff skills are fully utilised with effective use being made of a lead High Level Teaching Assistant.</p>
	<p>d Who makes the decision made about the support your child will receive?</p> <p>The support is regularly reviewed by the Headteacher/ SENCo to ensure the best provisions are in place. The Headteacher/ SENCo also liaises closely with class teachers and TA's when planning provision as well as ensuring involvement of the child and parents.</p>
	<p>e What Gloucestershire schools are expected to provide from their budget for SEND:</p> <p>A All schools have a delegated school budget which includes a notional SEND amount to support the needs of children with SEND. All schools are expected to fund the first £6,000 of additional support. If a pupil requires a level of additional support that exceeds £6,000 then top up funding is available from the LA where an EHC plan is in place.</p>
	<p>f How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us? How will we involve parents, children and young people in this process?</p>

	<p>The SENCo will ensure that the information about a child's SEN (Statement of educational needs) or EHC (Education Health Care) plan is shared and understood by teachers and all relevant staff who come into contact with that child.</p> <p>The Headteacher carries out regular tracking of all pupils' progress and formal and informal assessment is ongoing in the classroom. Any interventions are carefully monitored to ensure that they are appropriate to the child and that progress is being made.</p> <p>Following the principles of 'assess, plan, do and review' parents and the class teacher will meet 3 times a year to review progress against outcomes in the plan. These reviews may be incorporated into regular parents evenings.</p>
6	<p>Who will be working with your child?</p> <p>The class teacher plays a central role in assessing and planning support for children with SEND. Support may be planned within lessons and provided by the class teacher or teaching assistant. Sometimes, small group or individual interventions will be put in place and these are usually led by a teaching assistant. Where applicable, additional agencies may also be involved with your child, though parents will always be kept full informed.</p>
7	<p>How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</p> <p>The SENCo will ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child. Parents will be informed in advance if an outside agency is going to meet with their child. The head teacher carries out regular tracking of all pupils' progress. Formal and informal assessment is ongoing in the classroom. Any interventions are carefully monitored to ensure that they are appropriate to the child and that progress is being made. SEN provision is formally reviewed six times a year, when the SENCo meets with class teachers and teaching assistants. However provision and progress is continually monitored.</p>
8	<p>What role will the child's teacher play?</p> <p>Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.</p>
9	<p>What expertise does our school and staff have in relation to SEND?</p> <p>The SENCo carries out regular training to ensure that the school is kept up to date with current SEND issues and provision. An HLTA is specialised in SEND intervention. We also buy in additional support from a SEND specialist who works with both staff and children when necessary. The SEND specialist has additional expertise and training in dyslexia, dyspraxia and behaviour management.</p>
	<p>a Training of staff</p> <p>As a small school, our training is primarily needs led. This has included awareness training around different types of SEN. We have had children with hearing impairment, speech and language needs, autistic spectrum condition, dyspraxia, dyslexia and hyper-mobility.</p>

	b	<p>List areas of expertise</p> <p>Teachers and HLTA's have experienced a range of SEND whilst working at Cranham School and other schools</p>
	c	<p>What intervention programmes does our school run for children with SEND and how are they delivered?</p> <p>Intervention programmes are regularly reviewed. Recent intervention programmes have included small group phonics, Toe by Toe, Emotional Writing Project, Number Box and Pindora's Box.</p> <p>Support may be planned within the classroom and provided by the class teacher or teaching assistant. Sometimes small group or individual interventions will be put in place, these groups will usually be led by a teaching assistant.</p>
	d	<p>What specific teaching strategies does our school use for children with learning difficulties including:</p> <ul style="list-style-type: none"> <p>• Autistic spectrum disorder</p> <p>Visual timetable Social stories Task cards to break down instructions into clear sequenced steps to develop independence Small social group work and Silver Seal Circle of friends We have access to support from the advisory teaching services, communication and interaction team. They work with the child, parents and staff to offer individual advice</p> <p>• Hearing impairment / Visual Impairment</p> <p>We have access to support from the advisory teaching services</p> <p>• Speech and language and communication difficulties</p> <p>We would work with a child's speech therapist and use materials they provide to support individuals. Language for thinking-a programme to support comprehension skills and understanding of vocabulary. Word banks and other vocabulary support. Word finding activities and prompt mats Visual timetables and other aids Social language support groups</p> <p>• Provision for children with Moderate Learning Difficulties.</p> <p>Classroom TA support is provided. Additional support includes: Materials to support literacy and numeracy. These are dependent on individual needs. Literacy and Numeracy booster groups One to One support for specific difficulties Motor skills support- Pindora's Box Language for thinking – to help develop comprehension skills. Numicon resources to support numeracy.</p> <p>• Dyslexia</p> <p>Dancing Bears Apples and Pears Toe by Toe Eye Gym</p>

		<p>Silver Seal is used to support social emotional and behavioural skills</p> <p>Note: Each child is considered holistically, so that all their needs can be identified.</p>
	e	<p>What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?</p> <p>We work closely with all staff and parents to ensure a consistent approach to any behavioural issues. We put in place behavioural support methods dependant on the child's individual needs. We are also able to call in support from the local authority behavioural support team or other behavioural specialists/ teachers from special schools.</p> <p>We have resources in school to support children with emotional difficulties and again can involve appropriate external agencies using our CAF lead practitioner.</p> <p>We also run Peer mediation at playtimes.</p>
10		<p>Which other services do we use to provide for and support our pupils/students?</p> <p>We have access to a wide range of services and use these as appropriate: Health, Social Services, Local authority support services, voluntary organisations – specialist support teachers, educational psychologists, teachers for hearing and visual impairment, ASD advisory teachers, behaviour support etc).</p>
	a	<p>How do we meet the needs of SEND pupils/students?</p> <p>We met the needs of our SEND pupils be providing specifically tailored programmes of intervention.</p>
	b	<p>How do we support families of these pupils/students?</p> <p>We regularly meet with parents to ensure clear lines of communication. When appropriate we involves agencies that support the whole family. This can, for example, include family counselling or parenting classes.</p> <p>One member of staff is CAF (Common Assessment Framework) trained and works as the lead professional when liaising with outside agencies to support the child's whole well being.</p>
11		<p>How does our school provide support to improve the emotional and social developments of our SEND pupils?</p> <p>The school pro-actively supports the emotional and social developments of all pupils through a carefully planned PSHE (Personal Social and Health Education) curriculum. Additional Silver Seal (a support scheme to develop social, emotional and behavioural skills) intervention groups are provided to address needs.</p> <p>All pupils have access to a support worker on request. Requests can be placed in a special box if children feel more comfortable doing so this is checked daily by an HLTA).</p> <p>SEND pupils play a full part in all social activities including school trips and residential</p>

	trips. When appropriate, social and residential trips are discussed with parents and child in advance to decide upon an appropriate and acceptable degree of participation. The school works with parents to support both long and short term medical needs. (For further information regarding medical needs, please see the schools Medication Policy.)	
	a	<p>How does our school manage the administration of medications</p> <p>Several members of staff are first aid trained and training is kept up to date. Training for specific medical needs is provided as and when required</p> <p>For information on the administration of medicines see the schools Medication Policy.</p>
	b	<p>How does our school help with personal care when this is required</p> <p>When personal care is needed, this will be clearly defined within the child's care plan alongside designated staff. (See the Intimate Care policy)</p>
	c	<p>What is our policy on day trips, school outings, health and safety arrangements</p> <p>School trips are planned to enable all children to access them. Special consideration to SEND children is give when preparing risk assessments (for example provision of additional staff support). All medical and dietary needs are taken into consideration when planning trips and outings.</p>
	d	<p>What pastoral support arrangements are in place specifically to listen to pupils/students with SEND? What measures are in place in our school to prevent bullying?</p> <p>We have a member of staff with responsibility for pastoral care. All children are have access to this member of staff and a special box is available for children to post requests in confidence.</p> <p>We have a rigid anti bullying policy in place. The children are also actively involved in monitoring behaviour through peer mediators and via an Anti-Bullying representative on the school council.</p>
12	<p>What access do our SEND pupils/students have to facilities and extra-curricular activities?</p> <p>In addition to the statutory curriculum, the school provides a wide range of additional activities. All pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.</p>	
13	<p>Who will be talking to and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements; including looked after children)</p> <p>Parents evenings are held twice a year and well as informal class open afternoons. For children with a SEN or EHC plan formal reviews are held yearly with the child, parents, school and all other appropriate agencies.</p>	
	a	Who will explain and discuss this with parents/carers?

		Teachers will take overall responsibility for communicating with parents /carers.
	b	How will parents/carers know how well their child is doing? Parents evening as held twice a year and parents receive and annual reports. For children with a SEN or EHC plan formal reviews are held yearly with the child, parents, school and all other appropriate agencies.
	c	How does our school measure outcomes and impact of the support provided to the pupil/student? Progress and outcomes are measured against specific success criteria as well as against progress against national assessment criteria.
	d	When and at what interval will this happen? The progress of all pupils within the school is reviewed six times a year.
	e	Who will explain and discuss this with young people Teachers are responsible and accountable for the progress and development of the pupils in their class and they take responsibility for sharing this information with pupils.
14	How will our school involve young people with SEND in their education? The school's curriculum is child centred. All children discuss and review their targets regularly. Pupil voice about issues that involve them is an important approach to meeting a child's needs.	
15	What accredited and non-accredited courses do we offer for young people with SEND? N/A	
16	How do we assess and evaluate the provision we have arranged for your child? All planned provision includes expected outcomes to be assessed against. Progress, both against specific targets and against national outcomes is clearly tracked. Where provision is judged to be not effective new approaches are taken.	
17	How do we prepare our school to welcome and support SEND pupils/students and how do we arrange and support a transfer to another school/educational establishment? We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be put in place for your child. We will make sure that all records about your child are passed on as soon as possible. When moving classes in school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.	

	<p>In Year 6, the SENCo and class teacher will attend transition meeting with the secondary school. Your child will be involved in focused learning about aspects of transition to support their understanding of the changes ahead. The school has close links with 'Psalms' who provide an additional 'Moving On' session for Year 6 children, as part of this each child receives a booklet designed to support children with transition. All children will attend secondary transfer days and when appropriate your child will visit their new school on several occasions. Staff from the new school will visit your child in this school.</p>	
	a	<p>How do we prepare our pupils/ students for adult life?</p> <p>The school has a carefully planned PSHE program of study which includes addition; la Silver Seal groups for those identified as requiring additional support</p>
	b	<p>What special arrangements are made for exams?</p> <p>Where appropriate the SENCo will work with the class teacher to ensure that barriers to assessment are reduced. In the case of KS2 SATs, school can apply for various arrangements to be put in place to ensure that every child has a fair chance of accessing the tests.</p>
	c	<p>What resources and equipment do we provide for children with SEND?</p> <p>Resources and equipment are matched to need. This may for example include coloured filters to support with reading , specific pupil booklets such as Toe by Toe or access to technology to support learning such as laptop to use word processing or online programmes such as Eye Gym.</p>
	d	<p>What arrangements are in place with other schools/educational providers when our SEND pupils/students transfer?</p> <p>We have good relationships with our feeder schools See above</p>
	e	<p>How accessible is our school to pupils/students with SEND?</p> <p>Our school will make reasonable adjustments to ensure it can meet the needs of SEND pupils. The school has small class sizes with additional support. Corridors are easily accessible and a ramp can be fitted where there is a step. The main teaching rooms are on the lower floor although additional rooms do have to be accessed by stairs. If lessons are planned upstairs and access is an issue alternative arrangements will be made.</p> <p>One toilet is fitted with additional hand rails.</p> <p>See School Access Plan.</p>
18	<p>Where can you find our SEND policy?</p> <p>Our SEND policy is available on our school website and there is a paper copy in school.</p>	
19	<p>What role do the governors have? What does our SEND governor do?</p> <p>The Headteacher is responsible for the overall management of the school's SEND provision. The SENCo / Headteacher works in close consultation with the SEND</p>	

	<p>Governor in the development and monitoring of the SEND policy. The governors work in cooperation with the SENco and Headteacher to determine and implement the policy, establish the approach to the school's provision for children with SEND and to report to parents. The SEND governor monitors the school's work on behalf of the children with SEND.</p> <p>The school has a separate designated governor for looked after children.</p>
20	<p>What can you do if you are not happy?</p> <p>The Headteacher is responsible for SEND The Governor for SEND is Dr Georgie Cox The governor for Looked After Children is Mrs Gina Griffiths</p> <p>The school has a Complaints Policy- This policy is in place if you are not happy</p>
21	<p>How can parents/carers arrange a visit to our school? What is involved?</p> <p>Please contact the school to arrange a visit. Making an appointment will ensure that we are able to include the most appropriate members of staff in conversations.</p>
22	<p>Who can you contact for more information?</p> <p>Please get in touch with your child's teacher as soon as you feel there is an issue. The SENco/Head teacher will also be very happy to discuss any concerns and offer advice.</p> <p>Useful websites</p> <ul style="list-style-type: none"> • <i>The Gloucestershire Parent Partnership Service is a confidential service providing information, advice and support: www.glospps.org.uk</i> • IPSEA ((Independent Parental Special Education Advice) ; http://www.ipsea.org.uk
23	<p>When was the above information updated?</p> <p>September 2014</p>

Please contact Mrs Nolan if you have any queries or if you would like anything explained further.

Glossary of terms

Apples and Pears	One stop programme for spelling , punctuation and grammar
Dancing Bears	Complete decoding programme to support children with reading
Eye Gym	A software visual training programme ot improve concentration and coordination
Pindora's Box	Intervention to improve fine motor skills
Silver Seal	Group intervention programme to develop social , emotional and behavioural skills
Toe by Toe	Intervention program that focus on developing reading skills