

‘Sowing the seeds of learning through, courage, compassion and community.’

SEN Information Report (Local Offer) - Reviewed Autumn 2020

From September 2014 schools are required to publish their ‘SEN Information Report’. Cranham’s SEN Information Report comes in the form of questions and answers. These have been formulated in consultation with staff, the local authority, and parents of children with SEND (Special Educational Needs and Disabilities).

Please find below a list of frequently asked questions (FAQs).

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 SENCo will liaise with previous school or educational settings, to ensure that the child’s needs are fully understood and met. They will also work closely with parents to 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. If appropriate, we will involve external agencies to work with the child or offer advice to the staff.</p>

3 What should parents/ carers do if they think their child has SEND? How can they raise concerns?

The school has an open door policy and encourages the parents to raise any issues immediately. Please speak to your child's teacher in the first instance and then we can plan the next course of action from there.

4 How will our school include parents and pupils in planning SEND support?

We want parents and the child to be fully involved in the planning of support. Pupil 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.

Parents' evenings are held twice a year. For children with a SEN or EHC (need to clarify) plan, formal reviews are also held yearly with the child, parents, school and all other appropriate agencies, as well as informal reviews *are held with the parents and school* mid year.

A summary of outcomes from termly review meeting is also shared with all parents of child with a SEN or EHC plan.

This local offer has also been prepared in consultation with the schools SEND Governors.

5 How will our school teach and support children with SEND?

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>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 TA strengths.</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 TAs 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>This can be obtained by contacting the school office.</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>

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.

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.

Formal reviews of SEN provision occurs six times a year, when the Headteacher / SENCo meets with class teachers and teaching assistants.

6 Who will be working with your child?

The SENCo will work closely with the class teacher to plan and oversee appropriate provision for your child. 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 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 fully informed.

7 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?

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.

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.</p>
	<p>a Training of staff</p> <p>As a small school, our training is primarily needs lead.</p>
	<p>b List areas of expertise</p> <p>One member of staff is trained pastorally and has expertise in supporting children socially and emotionally.</p> <p>The SENDCo holds level one training in Makaton.</p>
	<p>c 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, Nurture groups and Time to Talk (A social communication intervention)</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 and is overseen by the SENDCo</p>

	<p>d What specific teaching strategies does our school use for children with learning difficulties including:</p> <ul style="list-style-type: none">• Autistic spectrum disorder Visual timetable Social stories Task cards to break down instructions into clear sequenced steps to develop independence Small social group work and Nurture groups Circle of friends Time to Talk 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• Hearing impairment / Visual Impairment We have access to support from the advisory teaching services• Speech and language and communication difficulties 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• Provision for children with Moderate Learning Difficulties.



	<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> <ul style="list-style-type: none">• Dyslexia Dancing Bears Apples and Pears Toe by Toe <p>Nurture group 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>
	<p>e 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 pastoral lead.</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>
	<p>a How do we meet the needs of SEND pupils/students?</p> <p>We meet the needs of our SEND pupils by providing specifically tailored programmes of intervention and support.</p>
	<p>b 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 involve agencies that support the whole family. This can, for example, include family counselling or parenting classes.</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 curriculum, additional nurture groups and pastoral intervention groups are provided to address needs.</p>

	<p>All pupils have access to a support worker on request. Requests can be placed by talking to your child's teacher or the pastoral lead, as well as the children being able to approach staff themselves.</p> <p>SEND pupils play a full part in all social activities including school trips and residential 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.</p> <p>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.</p>
	<p>a 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. Clear procedures are set out and followed. Any medication administered is recorded in a central medication administration book.</p> <p>For information on the administration of medicines see the schools Medication Policy.</p>
	<p>b 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. This will be carried out in line with the schools intimate care policy.</p>
	<p>c 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>
	<p>d What pastoral support arrangements are in place specifically to listen to pupils/students with SEND?</p>

	<p>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. For children with a SEN or EHC plan formal reviews are held yearly with the child, parents, school and all other appropriate agencies. The SENDCo can be contacted face to face at school or via email.</p>
	<p>a Who will explain and discuss this with parents/carers?</p> <p>The SENDCO will take overall responsibility for communicating with parents /carers.</p>

	b	<p>How will parents/carers know how well their child is doing?</p> <p>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.</p>
	c	<p>How does our school measure outcomes and impact of the support provided to the pupil/student?</p> <p>Progress and outcomes are measured against specific success criteria as well as against progress against national assessment criteria.</p>
	d	<p>When and at what interval will this happen?</p> <p>The progress of all pupils within the school is reviewed six times a year.</p>
	e	<p>Who will explain and discuss this with young people</p> <p>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.</p>
14		<p>How will our school involve young people with SEND in their education?</p> <p>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.</p>
15		<p>What accredited and non-accredited courses do we offer for young people with SEND?</p> <p>N/A</p>

16	<p>How do we assess and evaluate the provision we have arranged for your child?</p> <p>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.</p>
17	<p>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?</p> <p>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.</p> <p>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> <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 How do we prepare our pupils/ students for adult life?

	<p>The school has a carefully planned PSHE program of study which includes additional Nurture 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.</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 and other local schools and these will be used to ensure the best possible transition for your child.</p> <p>See above</p>
e	<p>How accessible is our school to pupils/students with SEND?</p> <p>Our school will do everything possible 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</p>

	<p>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>
18	<p>Where can you find our SEND policy?</p> <p>Our SEND policy is available on our school website, alternatively a paper copy can be obtained from school if requested.</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 and Head work in close consultation with the SEND Governor in the development and monitoring of the SEND policy. The governors work in cooperation with the SENco and Head 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's for SEND and Looked After Children is Dr Linda De Cossart and Mrs Lyn Barker.</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 either via the office or via the SENDCo. 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:</i> www.glospps.org.uk• IPSEA (Independent Parental Special Education Advice) ; http://www.ipsea.org.uk
23	<p>When was the above information updated?</p> <p>December 2020</p>

Please contact Mrs Bettington 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
Small group phonics	Regular recapping and reviews of the learning in class to support children with their segmenting, blending and reading.
Plus 1	A KS1 intervention to develop maths skills.
Power of 2	A KS2 intervention to develop maths skills.
Nurture Groups	Group intervention programme to develop social , emotional and behavioural skills
Toe by Toe	Intervention program that focus on developing reading skills.
Time to Talk	Communication based intervention to develop social skills.
Language for thinking	To develop vocabulary and description skills.
Fizzy	Intervention to improve fine motor skills