

Cranbrook Primary School
SEND Information Report 2022-23



Cranbrook
Primary School

*Our Children Today,
Our Future Tomorrow*

Updated Spring 2022

Our School Vision

Ensure equity for all to address social disadvantage

Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons

Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility

Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators

Articulate speakers
Passionate readers
Social skills
High level vocabulary



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Cranbrook Primary School SEND Information Report

This Special Educational Needs Report should be read in conjunction with the SEND Policy

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that, where possible, children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by providing high quality teaching across the school.
- To use our best endeavours to secure special educational provision for pupils, when required. This provision is "additional to and different from" that which is provided within the school, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To engage parents/carers in a partnership of support around their child which includes the parent/carer and child's views when organising this support.
- To support all staff in meeting pupil needs by providing well-targeted continuing professional development.
- To support pupils with medical conditions to be included, where possible, in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEND) or a disability?

At our school, we use the definition for SEND and for disability from the SEND Code of Practice (2014).

This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for them.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.



3) The kinds of special educational needs (SEND) for which provision is made at the school

- Children and young people with SEND have individual needs and are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the SEN of pupils at this school.
 - The admission process for children with an EHCP differs slightly and parents/carers have the right to contact the local authority to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - i) it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - ii) The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
 - Before making the decision to name our school in a child's EHCP, the local authority will send the head teacher a copy of the EHCP and then consider the school's response to the consultation carefully before a final decision on placement is made.
 - Parents/carers of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in a specialist provision. ARP Placements

Additionally Resourced Provision (ARP) Please also see the ARP brochure

Cranbrook Additionally Resourced Provision (ARP)

The ARP at Cranbrook Primary School is a 12 place provision, funded by the Local Authority (LA) for children with Education, Health and Care Plans (EHCP) whose primary area of need is social communication difficulties and/or a diagnosis of ASD. The learning environment has been suitably adapted to meet the needs of the pupils and all learning is personalised to ensure access and that progress is being made. The progress of all pupils is monitored closely and assessment is completed using BSquared software. The ARP is staffed with a specialist teacher and Learning Support Assistants, in line with the needs of the cohort on roll. Pupils are assigned a place in the ARP via their EHCPs and this decision is made by the LA.

Admissions criteria for the ARP

- Places in the ARP are allocated by the Local Authority SEN Panel.
- All requests for placements must be made through the child's present school to the SEN panel.
- Pupils must have an EHCP and a diagnosis of social communication difficulties or ASD, with evidence that they are experiencing significant barriers to their learning.
- Children accessing the ARP will require highly specialised individual arrangements in order to access mainstream classes for up to 25% of their timetable when ready.

4) How does our school know if children need extra help?

We know when a pupil needs extra support if:

- Concerns are raised by teachers, learning support assistants, parents/carers, external agencies, the pupil's previous school or the pupil themselves
- Observation of the pupil indicates that they may have additional needs.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress



5) What should a parent do if they think their child may have special educational needs?

- If you have concerns relating to their child's needs, please initially discuss these with your child's teacher. This may then result in a referral to the school SENDCos: Terri Pietersen for children in nursery and reception, Catherine Smith for years 1- 6 and Cassim Bana who can be contacted on (020) 8518 2562.
- You may also contact the SENDCo or the Headteacher directly if you feel this is more appropriate.
- We value the opportunity to work closely with parents/carers whose views and aspirations for their child will be central to the support that is provided.

6) How will the school support a child with SEND?

Please also see the SEND policy on the school website

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the Senior Leadership team, the SENDCo, external verifiers (Ofsted)
 2. Ongoing assessment of progress made by pupils with SEND
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil needs
 4. Meetings with the SEND team and all adults who work with the children to provide advice and guidance on meeting the needs of pupils with SEND
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided
 6. Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments to increase their access to the curriculum.
 - All pupils with SEND have individual targets. Parents/carers are informed of these via the reporting system and at events such as Parents/Carers' meetings and termly SEND reviews.
 - Pupils' attainment is tracked using the whole school tracking system and those not making the expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves. Where additional measures are required to assess learning and progress, the school will use BSquared software to break targets down into smaller, more measurable steps. This enables the progress of SEND pupils to be recorded and closely monitored.
 - Additional action to increase the rate of progress will be then identified. This will include a review of the impact of the support being provided to the child, and if required, provision will be adapted to further support the success of the pupil.



- Where it is determined that special educational provision is required to support progress, this will be discussed with the parents/carers.
- Action relating to SEND support will follow an **Assess, Plan, Do and Review** model which is exemplified in the SEND Code of Practice 2014
 - i) **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents/carers will be invited to this early discussion to support the identification of action to improve outcomes.
 - ii) **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
 - iii) **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes. This will include relevant academic and developmental targets that take into account parents/carers' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support progress towards the outcomes. This will be recorded and a date made for review.

iv) Review: Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil where possible.

If further support is needed, the school will seek advice from relevant outside professionals to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services – including Educational Psychologist or SEATSS (Special Education and Training Support Service)
2. Specialists such as outreach support services (for example Speech and Language Therapist)
3. Social Care Services – as discussed with parents/carers
4. Health partners such as the School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being issued.

7) How will pupils be involved in decisions regarding provision for their needs?

Pupils, where possible, will be involved at all stages of the process through pupil voice interviews, a transparency about their needs and targets and an involvement in evaluation of any resources and provision they receive or need.



8) How will the curriculum be matched to each child's needs?

- Teachers plan based on children's needs, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult support. All actions taken by the school will be recorded and shared with parents/carers.

9) How will parents/carers know how well their child is doing?

Attainment towards the identified outcomes will be shared with parents/carers regularly through progress meetings, as well as through the school reporting system termly.

- The child's home-school communication book is a useful tool for communicating between school and home.
- Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, a member of the leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is (020) 85182562.

10) How will parents/carers be helped to support their child's learning?

- Please look at the school website. It can be found at <https://www.cranbrookprimary.com> and includes a link to our local offer.
- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter. These workshops aim to provide useful opportunities for parents/carers to learn more about how to support their child's learning.
- If you have additional support that you would like to have access to or school events you could contribute to in order to further support your child's learning (for example, supporting on a school visit), please contact the SENDCo.

11) How will the school evaluate the effectiveness of the SEND provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling the child to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally. This data will be shared termly with governors and may be scrutinised by external moderators such as Ofsted.



12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum
- Pupil and parent views on the child's emotional wellbeing are sought through a variety of means which includes one-to-one pupil conferences and pupil questionnaires
- Targeted interventions to support pupils' well-being
- Alternative small group opportunities within the school where the child's social interaction skills are developed

The school has gained Healthy School status, which evidences the work undertaken within the school to support pupils' well-being and mental health. We also have trained ELSAs and Learning Mentors who support mental health and well-being as well as a group of Mental Health First Aiders who support staff and pupils.

13) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed individual Health Care Plan, compiled in partnership with the school nurse or health visitor and parents/carers and, if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete training overseen by a relevant health care professional such as a school nurse or health visitor.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014 and identified in the Pupils with Medical Conditions policy.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

Specific training is provided to the relevant staff, which is related to a need of a child in their class or across the school. The SENDCo will liaise with an external agency or provider to arrange the delivery of the training that will have the most impact across the school and for the child.

The SENDCO holds qualified teacher status and has obtained the Nationally Accredited Award for Special Educational Needs Coordination. They regularly attend the SENDCo forums and SEND panel to ensure they are updated on all new national and local changes for support to pupils with SEND and any opportunities for further development for staff.

The school has access to training and support for staff from a borough Educational Psychologist, Speech and Language Therapist and SEND specialist teachers to further develop their support for the children in the school.



16) How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place so that all children can participate in all school activities, where possible.

17) How accessible is the school environment?

The following adaptations have been made to the school environment:

- A lift that services all floors in the school
- Toilets adapted to ensure accessibility for children, staff and visitors with a disability

18) How will the school prepare/support my child when starting at our school?

A number of strategies are in place to enable effective pupils' transition. These include on entry:

- A planned induction programme to support pupils transitioning to our school
- Transition books provided to children where necessary to aid transitions between year groups/ classrooms.
- An invitation to a parent/carers meeting, which will provide a range of information to support them in enabling their child to settle into the school routine.
- A meeting with the SENDCo for parents/carers of pupils who are known to have SEND to allow concerns to be raised and provision to be put in place to support the child's needs.
- Records from previous school and any outside agencies that have supported the child being requested and appropriate actions taken.

19) Transition to the next school

- A transition programme is in place for pupils with SEND, which ensures opportunities to visit the new school along with their parents and meet with new staff at the school.
- The annual review in Y5 for pupils with an EHCP provides support for parents/carers in deciding which secondary school they would like their child to go to.
- Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other schools or provisions may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools meet to discuss the needs of pupils
- with SEND in order to ensure a smooth transition. If your child is transitioning to Cranbrook Primary
- school from another setting, school will facilitate transition meetings and visits (either virtually or face-to-face dependent on the circumstances). We may stagger the start of pupils to allow for a suitable settling in period and ensure the child has a successful start.



20) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding, calculated by the National Funding formula, to respond to the needs of pupils with SEND from a number of sources that include:

- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND
- Interim Funding or Early Years Inclusion Funding for a child with high needs to provide support until a request for statutory assessment can be made.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This funding is then used to provide the staff, equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - Learning Support Assistant time in class and through interventions either 1:1 or in a small group to support the child's attainment and progress
 - Specific resources linked to the child's need that provide greater access to the curriculum (for example, visual aids, use of ICT equipment, physical aids etc.)
 - Advice and resources from outreach services or professionals to support pupils, parents and staff to support child's attainment and progress
 - Development of specific environments in school such as individual work stations, areas or the sensory room.
 - Access to health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Development of specialised support in school – the school has three ELSAs who have attended ELSA training (responding to mental health and wellbeing) and members of staff who are Mental Health First Aiders

If parents/carers wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENDCo or a member of the Leadership Team. Please contact the school office on (020) 8518 2562 to arrange this.

21) How are decisions made about how much support each child will receive?

- Planning for support of pupils with SEND but without an EHCP, is undertaken by teachers, leadership team and the SENDCo, advising the class teacher/subject teacher and learning support assistants. Parents/carers are involved in this through discussions and meetings.
- For pupils with an EHCP, this decision will be reached in agreement with parents/carers when the EHC Plan is being produced or at an annual review of an EHC Plan. The Local Authority then administers and delegates the High Needs Funding which resources the EHC Plan.



22) How will I be involved in discussions about and planning for my child's education?

This will be through discussions with the parents/carers, class teacher, SENDCo or a member of the leadership team and could include meetings with external agencies.

When there are circumstances where parents or carers are living at different addresses to the child, we ask that parents/carers notify the school as soon as possible. This information can be provided to the school office or a member of the SEND team (contact details are on the school website). We will then endeavour to provide information about the child's education and support to all of the people with parental responsibility for the child.

23) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENDCo,
- The Headteacher,
- For complaints, please see the school Complaints Policy on the school website

24) Support services for parents/carers of pupils with SEND include:

- The Redbridge Information and Advice Support Service (RIASS) offers impartial advice and support to parents/carers of all children and young people with SEND.
- For parents/carers who are unhappy with the Local Authority or school responses to their child's SEND, may wish to contact the Local Authority SEND Mediation Service. Parents/carers may also seek mediation from the regional mediation services.
- Parents/carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your child if they have a disability. Information on this process is available here: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educationalneeds-and-disability>

25) Information on where the Local Authority's Local Offer can be found

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

26) Provision for your child during the COVID 19 pandemic

Your child will continue to receive support throughout the COVID 19 pandemic. This support may be adapted to adhere to social distancing guidelines. Services who support your child in school will continue to do so but this may be virtually or through telephone support for children, parents and school staff or face-to-face where this is deemed appropriate by the support services and the school. Should the school close for any periods of time, your child will be offered a place to attend school if it is felt that this is appropriate and in the child's best interests. Alternatively, if your child



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does not attend school, the school SEND team will liaise with parents to provide the necessary resources to allow your child to access learning at home.

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