



'We love to learn and together we grow'

Cranmore Infant School SEN information report

(reviewed September 2021 and next planned review September 2022)

(This document aims to give a clear and informed picture as to the inclusive curriculum and provision available to all pupils at Cranmore with specific reference to those with special educational needs.)

What is the Local Offer?

The LA Local Offer:

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. This can be accessed at <http://socialsolihull.org.uk/localoffer/>

Our Philosophy and approach for SEND pupils

At Cranmore Infant School and Little Acorns Pre School we are committed to meeting the needs - academic, social, emotional and behavioural of all our pupils and ensuring that all pupils including those with Special Educational Needs or Disabilities (SEND) and Gifted and talented pupils have the opportunity to reach their full potential and make good progress within a positive and stimulating environment.

We provide a high quality, flexible curriculum for all children through an inclusive approach commensurate with meeting individual needs, and enabling all pupils to be included fully in the life of our school and its community. (taken from Cranmore SEND policy)

The statements above are taken from our SEND policy and for a full copy of the policy please see the policies section of our website. Here you will find information about our objectives for SEND pupils at Cranmore as well as comprehensive information about the provision and approach undertaken by all members of our school community.

Our school offer

Our school offer for SEND follows in the form of answers to questions that we are frequently asked by parents and carers when considering schools for their children, both *with* or *without* additional needs.

We believe that these will give you a clear and informed picture about the curriculum and provision available for our pupils at Cranmore. With our proud and inclusive ethos this refers to all pupils - those *with* or *without* additional needs.

If you would like any further information please refer to the contacts section at the end of the document.

Throughout the document you will come across some special phrases and references. These have been explained for you in a glossary on pages 10 and 11.

What do parents think of the support given to their children at Cranmore?

'I am always very impressed with the provision for my child at Cranmore. The strategies have been superb. I have always been fully informed of where my child is at with her learning. I would say keep on doing what you are doing as it is such an excellent service.'

'The inclusion parent coffee mornings are useful and I have learnt a lot!'

'I have always been informed of my son's progress. Staff have always been available should I be worried about anything and offered valuable advice to ensure the best interests of my son'

'I am so proud of my child's progress and this is all due to the hard work and dedication of the staff.'

'Cranmore's SEN provision was one of the main reasons we chose the school. We have not been disappointed.'

'My child has not felt any different from other children and I think that this is the key to the academic progress.'

'Class teachers quickly notice any issues or potential problems and seek discussion and advice from and with parents.'

'The use of peer support has helped to build my daughter's confidence and resilience.'

How do you support and meet the individual needs of pupils?

- every pupil is important to us and is recognised as a unique individual with particular needs.
- staff adopt a range of teaching strategies and approaches, personalising provision to ensure that the needs of all pupils can be met and good progress made.
- approaches are adapted based on the recommendations of external professionals/specialists as well as the current best practice advised for SEND pupils
- should your child need special arrangements to access our building and the curriculum on offer we have an accessibility policy - please see this in the policies section of the website
- wherever possible pupils will be personally involved in setting simple targets and reviewing progress and their views are recorded on a personalised support plan
- specific targeted group work called intervention will be undertaken by staff both inside and outside of the classroom to meet personal targets
- parents will be made aware of the interventions that their children are undertaking
- we have a dedicated rooms known as the Rainbow room and Sunshine Room for quieter work as required by all children
- the Rainbow room and Sunshine room also provides a quiet place for support when entering school in the morning, at lunchtimes and at the end of the school day



How do you identify children with special educational needs?

- all children's progress is tracked and monitored regularly against national and local expectations using the Cornerstones Assessment programme
- use of tools for standardised assessment such as Language Link are used to make assessments
- if concerns are raised, in school or by a parent, about the rate of academic progress or the health and well being, safety or behaviour of a pupil becoming a barrier to their learning then informal discussions are undertaken between parents, class teacher and Mrs Freeman (Inclusion Leader/SENCO)
- if necessary, this is formalised with personalised targets set for the child

How can parents raise concerns about their child?

- concerns can be raised with your child's class teachers, teaching assistants and the deputy headteacher Mrs Whittle as well as our headteacher Mrs Ward (please see contact details at the end of this document)
- teaching staff are available by appointment at the beginning/end of the school day or at our termly parent consultations to discuss any concerns
- pupils with SEND have half termly review sessions where concerns can be raised
- Mrs Laura Freeman - Inclusion Leader/SENCO - is also available to meet with parents and carers. (please see contact details at the end of this document)

Who will oversee and plan the curriculum for my child?

- personalised plans and curricula are planned by the class teacher, classroom teaching assistant and Inclusion Leader/SENCO in consultation with parents and other professionals involved with the child
- plans are reviewed by all involved parties half termly to ensure appropriate and good progress is being made

Who will explain the provision and curriculum provided for my child?

- both the Inclusion Leader/SENCO and class teachers are available to explain the work that pupils will be undertaking

How will I know what progress my child is making?

- progress can be discussed formally at half termly review meetings as well as termly parent consultations
- at other times, informal discussions can be made with class teachers and Inclusion Leader/SENCO

- as a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis
- Pupil Progress Meetings are held each term between each class teacher and the SENCO. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed to ensure that barriers to learning are minimised and removed. This information is then shared with parents as part of the support plan review process.
- where specific needs are apparent, the school uses a range of assessments which can be used to explore a child's strengths and difficulties in more depth

How will you help me to support my child?

- we regularly host parent workshops covering a range of academic and non - academic subjects
- private and informal meetings can be arranged with the Inclusion Leader/SENCO and class teachers to provide ideas for resources, techniques and activities that will help pupils to progress effectively
- home/school communication books are used to inform both school staff and parents about pupils
- we can also provide advice on the availability of and introductions to local support groups and agencies outside of school that can assist you to further support your child
- we hold regular coffee mornings with information related to SEND issues

What results and how much progress do children with additional needs achieve at Cranmore?

- children with additional needs make very good progress from their starting points at Cranmore and this is in line and can exceed the progress of the rest of the school
- the gap between attainment of children with SEND and the rest of the school population is decreasing and is being regularly reviewed and monitored.

What specialist services and expertise are available?

- we regularly liaise with many outside agencies to ensure the effective progress of pupils. These regularly include Solihull Inclusion Support Service (SISS) and Warwickshire Inclusion Support for expertise in academic development, physical disabilities, social, emotional and mental health issues and autistic spectrum disorders.
- NHS services such as Speech and Language Therapy (SALT), Educational Psychology Service (EPS), Children and Adolescent Mental health Service (SOLAR), School Nurses /Health visitors, Paediatricians and Occupational Therapy are also used to support our pupils.
- if your child has been identified as needing more specialist input in addition to our personalised/targeted class room teaching and intervention groups, referrals can be made to outside agencies for advice and support enabling us to ensure your child makes effective progress

- the Inclusion leader keeps abreast of the specialist services available nationally and locally, both funded and voluntary. These are accessed as required by individual pupils.
- Cranmore also receives and disseminates information from the Solihull Family Information Service who provide a comprehensive data bank for support groups and activities for children with additional needs.
<http://socialsolihull.org.uk/localoffer/>
- We can signpost you to the services of Solihull SENDIAS. This is a confidential and impartial service that supports families who have children with Special Educational Needs (SEN).

<https://www.family-action.org.uk/solihullsendias/>

How will you support my child when they are leaving this school or moving on to another class?

- transition meetings are held with yourself, your child's current teacher, their new teacher and SENCOs from Cranmore and your child's new school as appropriate.
- information is passed on about the effective strategies in place for your child along with their personalised targets.
- new strategies such as visits to new classes/schools and social stories are put in place to ensure as smooth a transition as possible.
- we encourage all new children to visit the school prior to starting
- a member of teaching staff (usually the Inclusion Lead) will visit settings prior to a child arriving at Cranmore
- we liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- if your child has complex needs, then an EHCP review will be used as part of a transition planning meeting
- at any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child to their new setting to support smooth transition.

What training have the staff had to support SEND pupils?

- all staff have had mandatory training in Child Protection and Safeguarding, Fire safety, Health, safety and First aid training including epipen training. (please see our medical conditions policy for further details)
- all staff have had specific training to meet the needs of individual pupils currently at Cranmore through local and national courses
- training continues every term with a programme ensuring the needs of the current cohort are being met effectively

As of September 2021 we have staff with expertise in the following areas:

- ✓ Speech, Language and Communication Needs including Language Link and Semantic links
- ✓ Additional literacy booster sessions such as Language Link, ELS, Reading Recovery, Spellwise, Read Write Inc and Direct Phonics
- ✓ Additional numeracy booster sessions such as Numicon
- ✓ Working with children with dyslexia and dyscalculia
- ✓ AET training at Level 1, 2 and 3 for children on the Autistic Spectrum
- ✓ Additional physical sessions such as BEAM and Forest School
- ✓ Working with children with emotional and social difficulties
- ✓ Nurture and mentoring
- ✓ British Sign Language and Makaton
- ✓ ICT programmes
- ✓ Attachment Disorder training
- ✓ Lego Therapy training

Training planned for 2021 -22

- ✓ Semantic Links training
- ✓ Growth mindset and BLP (Building Learning Power)
- ✓ AET level 1 and 2 training (for children on the autistic spectrum) for new members of staff
- ✓ Personalised learning and intervention planning



For a more detailed description of what we provide for children with these particular needs please contact the Inclusion Leader/SENCo as detailed on page 8.

Solihull MBC Local Offer

Our school offer for SEND has been completed in partnership with the Solihull MBC Local Offer for SEND which can be accessed at <http://socialsolihull.org.uk/localoffer/>.

Here you will find information about the services, policies and ways in which children and young adults within Solihull can be supported to ensure their needs are met including how funding can be accessed to support those pupils with complex and severe needs that cannot be met within the school's own funding package ie children on a statement of special need or an Education Health and Care Plan (EHCP).

Contact information

If you would like to know more about our offer for SEND pupils please contact us as follows:

Mrs Rebecca Ward - Head teacher

Mrs Paula Whittle - Deputy Head teacher and EYFS Leader

Mrs Laura Freeman- Inclusion Lead/ SENCo

Mrs Janet Marsh is the SEND link governor who can be contacted via the school office.

School contact details

Cranmore Infant School
Northland Road
Shirley
Solihull
Tel: 0121 705 3443

email office@cranmore.solihull.sch.uk.

GLOSSARY

ASD - Autistic Spectrum Disorder

BEAM - Balance Education And Movement - a programme of physical, exercises to develop children's core stability and co ordination

BSquared - an assessment programme to allow staff monitoring and recognition of very small steps of progress for those children with complex learning needs

CLICKER 6 - computer programme to develop literacy skills

CARL - Communication for Active Reading and Listening programme to help with attention, listening and communication

DIRECT PHONICS - a phonics programme for those children who struggle with basic literacy

EHCP - Education Health and Care Plan - new assessment process for those children with severe and complex needs to ensure appropriate provision is available within an educational setting. This replaces previous assessments known as Statements.

ELS - Early Literacy Strategy - programme to reinforce basic reading, writing and spelling

FAMILY SUPPORT WORKER - a member of school staff who can offer emotional/practical help and advice to families at Cranmore to reduce barriers to learning. These barriers to learning may be a result of something happening within the school or externally. The Family Support Worker can also signpost families to other professionals who may be able to assist families.

INCLUSION LEADER - see **SENCO**

INTERVENTION - small group or individualised programmes of work/activity that are implemented in addition to the standard curriculum when barriers to learning have been identified for pupils.

LANGUAGE LINK - a programme aimed at developing the understanding and use of spoken English.

MAKATON - a system using signs, symbols and speech to help children and adults communicate.

NUMBERSHARK - computer programme to develop number skills

NUMICON - a programme that builds an understanding of number and number relationships, developing children's fluency, reasoning and problem-solving.

READING RECOVERY APPROACH - an intervention approach for children with reading difficulties.

SEMANTIC LINKS - programme to assist children in making links between different words and their meaning

SEND this refers to **Special Educational Needs and Disabilities**

SENCO - this is the named person who is responsible for co-ordinating the resources, curriculum and learning experience for those pupils with special educational or additional needs. This person is also known as the Inclusion Leader.

SOCIAL STORIES - a Social Story is a written or visual guide describing various social interactions, situations, behaviours, skills or concepts to assist children in these areas.

SPELLWISE - intensive programme to develop basic reading

TIME TO TALK - a programme to develop children's speaking and listening skills. It also helps to improve the children's confidence, turn taking and interaction skills. It can also be used to help them develop social skills and assist children with English as an additional language.

TRANSITION - times when a child will be moving onto another teacher, class or school

WORDSHARK - computer programme to develop literacy skills

