



## **September 2023** **Cranwell Primary School SEND Information Report**

Our SEND Information Report to families, details how we support children and young people with a Special Educational Need and/or Disability. Please read this alongside the following policies, which can also be found on our website :

- SEN Policy
- SEN and Disabled Access Policy
- Equality and Diversity Policy
- Diversity and Inclusion Policy
- Child Protection & Safeguarding Policy
- Supporting Children with Medical Needs Policy
- Behaviour Policy
- Intimate Care Policy
- Mental Health and Wellbeing Policy
- Looked after Child Policy

Further information regarding SEND may be accessed by reading;

[The Special Educational Needs and Disability Code of Practice 0-25yrs \(Updated April 2020\)](#)

[Children and Families Act 2014](#)

[The Equality Act 2010 \(updated June 2015\)](#)

### **Special Educational Needs (SEN)**

As is stated in the Code of Practice, SEN may be defined as the following:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significant greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

### **Disabled children and young people**

Many children and young people who have SEN 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.'

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The 2015 Code of Practice identifies four broad areas of special educational needs.

These are:

- Communication and Interaction difficulties
- Cognition and Learning Difficulties (e.g. Difficulties with English and Maths skills)
- Difficulties related to Social, Emotional and Mental Health difficulties (e.g. Anxiety)
- Sensory and/or Physical difficulties

*The following questions and answers explain how the school will be supporting your child.*

**1. What should I do if I think my child has special educational needs (SEN)?**

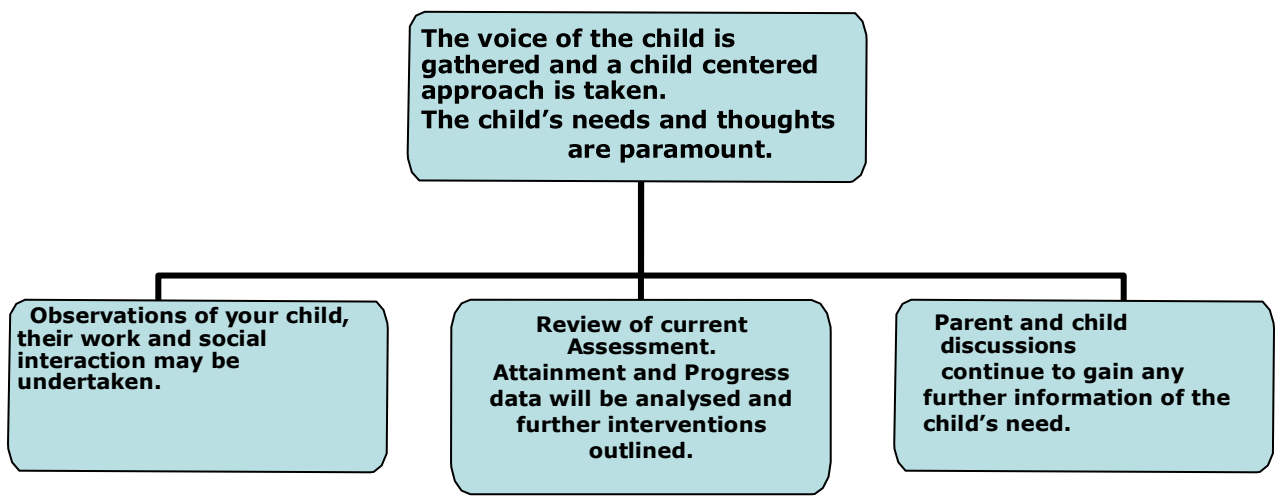
- If you have concerns regarding your child's progress academically or socially, or you feel there has been a problem of some kind for a while, please contact your child's class teacher in the first instance and discuss your concerns with them. This will give you the chance to plan early support together and possibly fill in an internal SEND referral form.
- A meeting will be arranged to discuss any concerns. The voice of your child is really important to us and your child may be invited to this meeting if it is felt appropriate. Your child's progress will be discussed in line with Quality First Teaching and recent assessment results.

**2. How will school respond to my concern?**

- Initial concerns will be shared during a Teacher/ Parent Consultation.
- Further observations and additional assessments will be undertaken with your child.
- You may be asked to discuss the issue with the School's Special Educational Needs Coordinator (SENCO.)
- Further observations and additional assessments will be undertaken with your child.
- Your child's thoughts will also be taken into consideration at this point. They will have a chance to ask any questions regarding support and interventions.
- It is very important that parents, the child and the school work closely together, ensuring a 'child centered' focus.
- A plan of action will be mutually decided, individual targets will be set and your child's progress will be monitored termly. An Individual Educational Support Plan and / or an Individual Profile will be developed as needed.
- Further observations, assessments may be needed, with the SEND Team, working with pupils parents alongside any external agencies that may need to be involved. From all this information, a decision will then be made to distinguish if your child may have Special Educational Needs or in fact if your child is underachieving.

**3. How will the school decide if my child needs extra support ?**

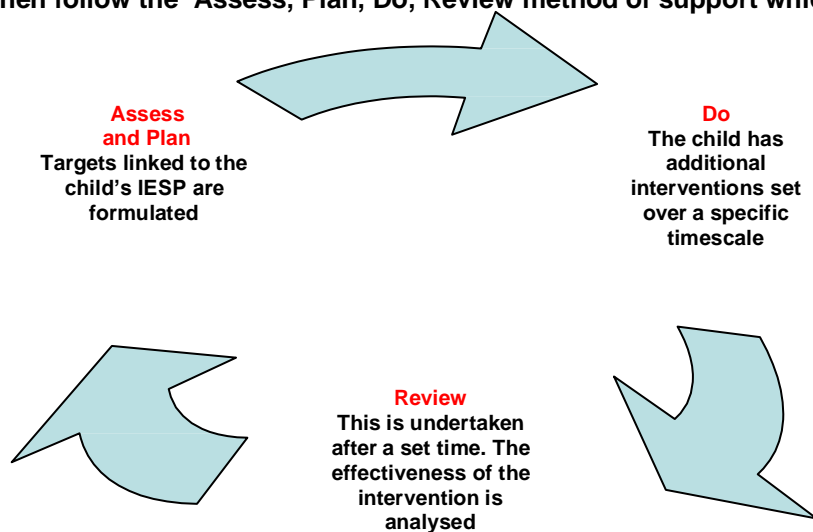
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- Any new pupils needing SEND support will be supported from transition and information is shared in a timely manner.
- Emotional and Mental Health well- being is a priority and our school ethos ensures that all pupils have access to support. Pastoral and PSHE lead staff ensure that all are assisted in building relationships as appropriate. The school work alongside the Working Together Team, The mobilise Team, BOSS support teams and Healthy Minds to ensure that pupils additional needs are met. A member of the SEND Team is also a qualified Mental Health First Aider.

#### 4. What will school do to support my child?

- A Provision map is implemented by the SENCO and Assessment Co-ordinator to monitor the child's intervention. An Individual Education Support Plan (IESP) may be initiated, appropriate to each individual need. This IESP will include targets and support linked to the 4 broad areas of Special Educational Need identified in the 2015 Code of Practice (as explained above)
- The school then follow the Assess, Plan, Do, Review method of support which is explained below:



##### Assess and Plan

- Assessments are undertaken to find the starting point of an intervention. This may involve formal and informal assessments.
- Specific, measurable, attainable, realistic and time bound (SMART) targets are planned for the child. This is done as a result of all further assessments and observations undertaken. These targets are the basis of the Individual Education Support Plan (IESP)
- It is a child centred process, involving the individual, parents and key staff.

##### DO

- The Individual Education Support Plan (IESP) is formed and has relevant information outlined on it. It includes the name of the intervention, its frequency and who is responsible for carrying out the intervention.
- The targets/interventions on the IESP are carried out over a set period.
- These targets may include small group work, or 1:1 support.
- The interventions may be carried out with the Teacher, Teaching Assistant (TA), Special Educational Needs Teaching Assistant (SENTA), Special Educational Needs Coordinator (SENCO)

##### Review

- Targets on the IESP are reviewed after a set period. These are currently assessed at least once per term, however they can be reviewed and amended earlier if appropriate.
- The effectiveness of the intervention is reviewed and progress and attainment measured.
- The intervention may be adjusted accordingly at any time.
- Progress and outcomes are investigated and shared with the pupil, parents and staff.
- Parents and pupils are asked to attend review meetings 3 times a year. These may now be carried out via phone calls, 'teams' meetings or via school visits, depending on the circumstances at the time

Early intervention is essential in supporting pupils as is highlighted by the recommendations from the 'SEND and Alternative Provision Improvement Plan/ Gov / March '23.

The schools main aim is to improve outcomes for all children with Special Educational Needs & Disabilities (SEND). We have high aspirations and expectations for all!

## 5. Who will support my child in school?

WHO?	HOW ? They...
<b>Class Teacher</b>	<ul style="list-style-type: none"> <li>• Provide quality 1<sup>st</sup> teaching, ensuring differentiation for all children</li> <li>• Use relevant resources to support each individual need</li> <li>• Use different styles of teaching dependent upon your child's learning style</li> <li>• Share information with parents at appropriate parents evenings</li> <li>• Are the first point of contact for any concerns</li> <li>• Will liaise with the SENCO as needed</li> <li>• Implement and review IESPs and EHCPs alongside pupils, parents and the SENCO</li> </ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"> <li>• Are highly trained and can advise according to their expertise</li> <li>• Are guided by the Class Teacher and /or SENCO</li> <li>• Under direction from the Class Teacher are utilised to lead supporting groups or individuals accordingly</li> <li>• Deliver and assess interventions and progress</li> <li>• Help develop independence within their learning, by modelling and talking through learning</li> <li>• Help break down learning into smaller achievable steps</li> </ul>
<b>Special Educational Needs Co-ordinator</b>  <b>SENCO ( Nicky Olsen)</b>	<ul style="list-style-type: none"> <li>• Co-ordinate, facilitate and assesses provision set for each pupil with additional needs</li> <li>• Review the IESP alongside teaching staff, parents and their child</li> <li>• Update and change the provision map accordingly</li> <li>• Monitor the efficacy of set interventions</li> <li>• Work with the child and parents and lead the review process, including IESP reviews and EHCP Annual Reviews</li> <li>• Work with external agencies that may be involved with your child</li> <li>• Give parental support / advice according to need as a Parent Support Advisor</li> <li>• Monitor emotional and pastoral need and link with the Healthy Minds Team as needed</li> <li>• Undertake further referrals acquiring relevant support according to need, eg Paediatric referrals, Speech and Language referrals etc</li> <li>• Review Policies and the SEN Information Report annually</li> <li>• Monitor progress of pupils on the Inclusion Register and apply for EHCP assessments as needed</li> <li>• Are the Deputy Designated Safeguarding Lead</li> <li>• Designated Teacher for Looked After Children</li> <li>• Schools Operational Lead for Young Carers</li> <li>• Support Lincolnshire's Behaviour Ladder and deliver support according to need</li> <li>• Are the Lead Professional, supporting the Early Help/ TAC process</li> <li>• Develop training for staff according to need</li> <li>• Lead the Epipen Training and support pupils with on going medical needs</li> </ul>
<b>Special Educational Needs Teaching Assistant</b>  <b>SENTA (Sue Bowes)</b>	<ul style="list-style-type: none"> <li>• Deliver a range of interventions linked to reading, writing, numeracy and social communication. Eg Beat Dyslexia, Wordwasp, Power of 2 , Precision Teaching etc</li> <li>• Lead the 'Shine intervention' linked to supporting specific outcomes of the pupils learning</li> <li>• Work with the School's Operational Lead to Lead and support the Young Carers in the school</li> <li>• Support the transition process to Secondary School</li> <li>• Give parental support / advice according to need and adapt Health Care Plans accordingly</li> <li>• Deliver emotional and/or pastoral support, ELSA groups, SMILES groups and My Hidden Chimp Intervention</li> <li>• Carry out specific assessments to gain further evidence of need</li> </ul>

1:1 Learning Support Assistants	<ul style="list-style-type: none"> <li>• Support individuals with complex needs, giving 1:1 support at specific times during the day, ensuring participation in active learning – promoting independence as far as possible</li> <li>• Fulfill EHCP outcomes and support the review process</li> <li>• Support in class or breaktimes / lunch periods as required</li> <li>• Lead specific interventions led by the Teacher or SENCO</li> <li>• Administer precision teaching and other programmes</li> </ul>
Midday supervisors	<ul style="list-style-type: none"> <li>• Are aware of each child's additional needs and support accordingly</li> <li>• Implement 'positive play' and 'emotional coaching techniques' as required</li> <li>• Have good communication with the Teaching Teams, ensure that children are supervised at lunch times and share any concerns as needed</li> <li>• <b>Attend training as needed</b></li> </ul>
SEND Governor	<ul style="list-style-type: none"> <li>• Work closely with the SENCO and SEND Team</li> <li>• Oversee the provision for SEND in the school setting</li> <li>• Over see the SEN Policy</li> </ul>
Parent Helpers	<ul style="list-style-type: none"> <li>• Work closely under direction from the class teacher to support pupils</li> </ul>
Parent Support Advisors  Nicky Olsen	<ul style="list-style-type: none"> <li>• Keep close contact with parents and support any early concerns</li> <li>• Further updating and signposting parents to relevant external agencies</li> </ul>
School Admin Staff	<ul style="list-style-type: none"> <li>• Update pupils with SEND on to the central school system, with direction from the SENCO</li> <li>• Support transitions to and from Cranwell Primary School</li> </ul>

6. What training and experience do staff have for the additional support of my child's needs?

Training includes:

Head Teacher	Child Protection / Safeguarding
Assistant Head/ Acting Deputy Head	Child Protection / Safeguarding/ Designated Safeguarding Lead/ National SENCO Award / Postgraduate certificate to Masters level
SENCO/ Deputy DSL and Parent Support Advisor	<ul style="list-style-type: none"> <li>• Child Protection / Deputy Safeguarding Lead</li> <li>• National SENCO Award / Postgraduate certificate at Masters level</li> <li>• 'Smiles' Programme Training/ CAMHS intervention supporting self-esteem and anxiety</li> <li>• Designated Teacher for Looked after children</li> <li>• Training, linked to SEND reforms /Training linked to 'Emotional Coaching'</li> <li>• Early Help Support Training/ Lead Professional for the Team Around the Child (TAC) process</li> <li>• Medical training for certain medical conditions</li> <li>• Completed training linked to the 'Whole School Approach to Wellbeing and Identifying Concerns and Supporting Recovery in Children and Young People' during COVID 19</li> <li>• Lead Pastoral support for pupils</li> <li>• Lead Staff Well- being support</li> </ul>

<p><b>SENTA</b></p>	<ul style="list-style-type: none"> <li>• NVQ 3 level trained</li> <li>• Child Protection/ Safeguarding trained</li> <li>• 'Language for Thinking' trained</li> <li>• 'Smiles' programme /CAMHS intervention training</li> <li>• ELSA trained</li> <li>• Training linked to 'Talk time' / S&amp;L support</li> <li>• Links with 'Specialist Teaching Team' recommendations</li> <li>• Structured 1:1 support/ small group work for specific interventions, eg, Beat Dyslexia, Wordwasp, Power of 2, Smiles and Sensory Circuits</li> <li>• Transition support to Secondary School</li> <li>• Manager of the ' Before and After School Club'</li> <li>• First Aid and Paediatric First Aid trained</li> </ul>
<p><b>Teachers/ Teaching Assistants</b></p> <p><b>Training accessed according to need</b></p>	<ul style="list-style-type: none"> <li>• All Teachers have Qualified Teacher Status</li> <li>• Teaching Assistants are NVQ 2 or 3 Trained</li> <li>• Child Protection/ Safeguarding</li> <li>• Supporting pupils emotionally and pastorally, alongside academic goals</li> <li>• Buccolam and Epilepsy Annual Staff Training as needed</li> <li>• First Aid training/ Epi-pen training</li> <li>• Sensory impairment intervention training</li> <li>• Training to support pupils with Autism</li> <li>• Workshops- using and writing social stories Workshops- implementing visual structures</li> <li>• Dyslexia Training undertaken by Outreach team /</li> <li>• Team Teach training</li> <li>• Lead 1:1 and small group work relating to specific needs</li> <li>• Makaton training / S&amp;L Training</li> <li>• Developmental Language Delay (DLD) Training</li> <li>• Access the Working Together Team (WTT) workshops to support pupils with ASD</li> <li>• Access the Caring2 learn training, supporting trauma</li> <li>• BOSS training linking to positive behaviour</li> <li>• Emotional coaching training</li> <li>• Attend SEND training g as a part of professional Development</li> </ul>

## 7. Who else might be involved in supporting my child?

These services may be asked to work with the school, you and your child. You will be informed of this support .

<b>Services</b>	<b>Support</b>
Lincolnshire County Council (LCC) SEN Services Group	If application towards an Educational, Health Care Plan is needed, a key worker could work with you and your child <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page">Lincolnshire County Council Local Offer</a> <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page</a>
Hospital Paediatric Department	If referral is deemed necessary and is accepted, the Paediatric team offer advice and support where necessary to support medical needs
Speech and Language therapists	Implementing and delivering Speech and Language interventions This may include 'block therapy' sessions, outreach work and ECLIPS led work
Children and Young Peoples Nurses	Height and weight checks at relevant ages Advice and support for continence, enuresis Managing long term health conditions Training on anaphylaxis
Sensory Impaired Services (SIS)	To observe your child in class and to advise on further interventions needed to support your child
Lincolnshire Behaviour Outreach Support Service (BOSS)	Their aim is to support schools in a variety of ways to enable them to more effectively support their pupils, that display behaviour that challenges, with a view to delivering a positive, inclusive approach to learning
Parent Support Advisor	Further information given to support a range of needs in the home Contact the School Office for further information
Healthy Minds	Supporting Emotional and Mental Health
CAMHS	If referral is undertaken and accepted, CAMHS may become involved offering support and advice linked to Social, Emotional and Mental Health
Specialist Teaching Team (STT)	Observations and additional testing is undertaken, when required -this may include specific dyslexia support Provide staff with teacher training Further testing linked to 'access' arrangements as normal classroom practice and for SATS
Dyslexia Outreach	Provide staff training Help target setting for IESPs Hold parent workshops
LCC / Grief and loss	Counselling service if referral is accepted Confidential support service between councilor and pupil
Social Communication Outreach Service, including Autism ( Working Together Team)	Give a 'ladder of support' for the school providing staff training, aiding target setting Within the 'ladder of support' to at times work with pupils, parents within the school setting, supporting your child's needs
ICT Outreach Team	Support classroom strategies
Physiotherapy / Occupational Therapy Team	Support children's additional needs Work to give advice and specific programmes for teaching staff to follow Help to adapt the class/ school to support additional needs
Children's Educational Advice Service (CEAS)	Support pupil's and parents, whom are currently serving in the Armed Forces <a href="#">CEAS</a>
Early Help Team	Called upon to support needs for the child and family 'Team around the child' (TAC) support undertaken if necessary, which entails further analysis and further support systems being in place for you and your child
Educational Psychologist	Observations and Assessments for learning Support with target setting for IESP Training and advice on a wide range of areas
Education Welfare Services	Advise on pupil attendance
Physical Disabilities Outreach	Advise and share knowledge of adapted resources for pupils with physical disabilities
Early Support Care Co-ordination (ESCO)	Work with children and families , providing timely support and care co-ordination that places families at the heart of decision making about their child

### 8. What support will there be for my child's Social, Emotional and Mental well-being?

- Mental Health and Wellbeing Policy in place to support all
- Planned set PSHE support, promoting positive emotional health for all
- Pastoral team to work with your child, gaining their voice and supporting any worries
- Use of the Signs of Safety/ 3 Houses tool to help plan for future support
- Deliver planned bespoke interventions, dependent on need and share with parents
- Access to the Smiles group if and when needed to promote positive self-esteem
- Access to Bluey Club if either parent is deployed
- 1:1 support and/ or small group work linked to the 5 point plan, The Read Beast, Volcano in my Tummy , My Hidden Chimp etc, as appropriate
- Use of positive play leaders to support peer 'buddying'
- Use of 'socially speaking' and 'Time to Talk' groups to develop positive social communication
- Contact the here4 you line as needed to determine if a Healthy Minds or CAMHS referral is needed
- Referral to and use of Healthy Minds support – Primary School work book supporting anxiety and supporting anger. Sharing of information to parents regarding Parent workshops. Further updates shared on the SEND support school website and via parent mail
- Use of new Behaviour Policy to support all and further access available to the Working Together Team ( WTT) and Behaviour Outreach Support (BOSS) as necessary
- Staff led training to develop support as needed
- Support Pupils on going medical needs and develop Pastoral support as needed – to develop the 'Early Help' process as needed

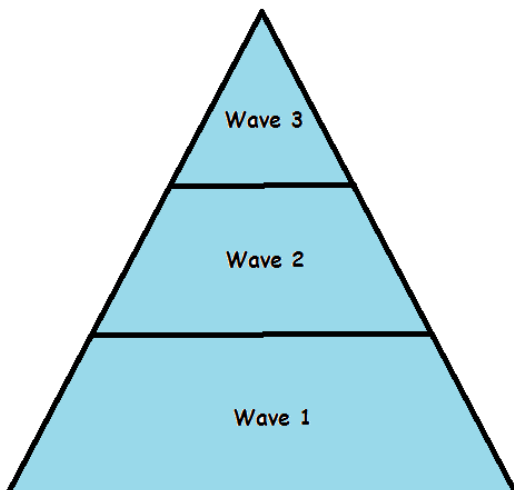
### 9. How will my child be involved in the process?

A child centred approach is vital and your child will be involved throughout the process including having the opportunity to:

- a. Discuss their IESPs with their teachers and SEND Team , as well as regularly reviewing them- to also develop their 'All about me' pupil profiles
- b. Share these views at the parent review meetings
- c. Be able to celebrate their successes regularly with key staff
- d. If necessary, have 1:1 support with the SENTA
- e. Analyse the support strategies already in place for them and aid analysis of their future targets
- f. Be involved in 1:1 support or small group work in or outside the classroom depending on need
- g. Have their comments recorded through assertive mentoring or IESP review meetings
- h. Always know what they need to do and how they are going to get there
- i. Celebrate their successes

### 10. How will the Curriculum be matched to my child's needs?

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#### WAVE 1 / Differentiated First Quality Teaching

All pupils have wave 1 teaching. This is first quality differentiated teaching in the classroom. Within wave 1 teaching, some children may have 1:1 adult support or small group work to support their learning.

The curriculum is cross curricular and includes many different aspects of learning, including visual, auditory and kinaesthetic styles of learning. Use of Dyslexia Friendly/ ASD and ADHD strategies are used in classrooms

Visual learning (see it) may include the use of mind maps, visual literacy, colour coding, use of post it notes, timelines, drawing and the use of visual cues, use of video clips and vocabulary grids

Auditory learning (hear it, say it ) may include the use of discussions, question answer sessions, use of Dictaphones and listening to texts being read and role play, use of seating, paired reading and discussion partners Kinaesthetic (do it) learning may include working with multisensory equipment, note taking, constructing models, physical movement and the use of props. Furthermore, it is using concrete apparatus and practical activities seen during 'Safety Day' and 'Experiences Day,' when



children get the chance to try new skills.  
In addition to writing, modes of recording may include; use of ICT, use of Dictaphone and use of smart tablets

**Wave 2 / Interventions**

These interventions are usually led in small groups, targeted for specific needs. These are usually literacy or numeracy based. These pupils usually present with ‘gaps’ in their learning and benefit from these extra sessions. Rising Stars and ‘Shine Intervention’ support individual bespoke learning

These interventions may include;

Early Literacy Support for children in Yr 1 who are working below age range expectations. Phonic support / Foundation Stage/ Yrs 1&2

Yr3 – intervention / Quest programme / to support writing and reading

Yr 4 Additional Literacy Support , planned as needed

Yr 5& 6 Further tailored Literacy Support for children who require ‘catch up programmes’ for reading/writing, spelling and SPAG. Further programmes introduced, linked to personalised learning and these are adapted accordingly

Numeracy/ all year groups – Bespoke tailored support covering aspects of mathematics that a target group of children appear to find difficult

**Wave 3 Specific Support for SEND**

These are additional highly personalised interventions. They follow the ASSESS, PLAN, DO, REVIEW process. These interventions are usually carried out by Teaching Assistants or the Special Educational Needs Teaching Assistant. The interventions are time limited and have specific SMART targets, each child having an Individual Education Support Plan, (IESP)in place that is assessed 3 times a year. These targets run alongside class ‘Rising Stars’ objectives and Wave 2 programmes

These IESPs may include some of the following interventions, depending on need:

<b>Literacy</b>	<b>Numeracy</b>	<b>Social / Emotional</b>
Clicker 5	Personalised numeracy programme	ELSA support
BeatDyslexia	Power of 1	Talk time/
Toe by toe	Power of 2	Socially speaking
Hornet	Precision teaching	Smiles programme
Wordwasp	Dyscalculia programmes	Social scripts/stories
Precision	Use of numicon	Use of Sensory area
Teaching S&L	Auditory/ visual ICT games	Red beast / 5 point scale/ My Hidden
Vocabulary grids	Paired maths	Chimp
Word finding interventions	Rising Stars Interventions	Actions/ consequences programmes
Relevant computer programmes		Counselling
Stile Literacy programme		Completing ‘signs of safety’/ 3 houses, as and when needed
Developmental		Use of Emotional Coaching
Language Delay programmes (DLD)		Healthy Minds and CAMHS led interventions
Big Book of ideas support		
Rising Stars interventions		
Language for Thinking		

Further programmes are carried out depending on the outcome of external agency recommendations and are linked into the provision map accordingly.

**11. What opportunities will there be for me to discuss my child’s achievement? How will I know how my child is progressing?**

- You will have the opportunity to discuss your child’s achievements during parent/teacher meetings held in school throughout the academic year. These give the opportunity to discuss how your child is progressing
- If your child has an Individual Education Support Plan (IESP) for Special Educational Needs, then you will have the opportunity to meet the SENCO to analyse these targets. These meetings will allow the child, yourselves, class teachers and the SENCO to consider the next steps in your child’s progression. (Assess, plan, do, review)

- If external agencies are supporting your child, they may make appointments with you to discuss their progress
- The school operates an open-door policy. You may make an appointment to discuss your child's achievement at any time throughout the year. If you would like an appointment with the Class Teacher or SENCO, please contact the School Office

### **12. How does the school know how well my child is doing?**

- By analysing assessments and observing progress made
- By having regular meetings with the pupil in regard to these targets. This gives the opportunity to celebrate success as well as being able to analyse any concerns that your child or the teacher may have
- Areas of development linked to learning objectives monitored through 'Tapestry' for children working in the Foundation phase
- Assessment for Learning- Individuals to focus on their learning, in class, commenting on others work as well as their own
- Regular meetings held, involving the Assessment Co-ordinators and the SENCO, analysing interventions and progress each child has made in accordance with their starting point
- Assessment using optional SATS may be undertaken during the year. Key Stage 1 and 2 have their attainment and progress measured against National Curriculum expectations. Foundation Stage use the EYFS/ Developmental milestones and Early learning Goals for assessment
- By assessing and discussing Individual Educational Support Plans with the child and parent three times a year
- By using the 'Engagement Model' (July'20) for pupils that are making small steps of progress. This is an assessment of learning, performance monitoring and effective target setting for pupils well below expectations for their age
- It is developing its use of the 'progression framework' to monitor progress for pupils with social communication difficulties
- By observing results of specific additional tests that are undertaken with some pupils who have Special Education Needs, examples include Wrat 4, Lucid and Schannel. Further analysing of the results of tests may be undertaken by external agencies, who may provide appropriate advice.
- Progress against their personalised targets with the Individual Education Support Plan.
- Pupil progress meetings are undertaken between staff during transitions to the next year group or if they are concerned about a child's progress

### **13. How will my child be included in activities outside the classroom including school trips?**

- The school has an inclusive ethos promoting that all pupils have equal opportunity to succeed. This includes being able to access school trips and residential holidays wherever possible
- Reasonable adjustments are made for individual needs and further risk assessments are formed to make sure of safety and inclusion. Meetings are arranged with parents when residential visits are undertaken if further specific complex needs are an area of concern. Further 1:1 support can be accessed if required and Personal Support Plans can be adapted accordingly
- With all reasonable adjustments in place the school strive to ensure that all pupils can access the after school clubs and their support is differentiated according to need, eg using different equipment as needed

### **14. How accessible is the school environment?**

The school aims to be inclusive ;

- The school building is on one level, so there is good physical access to all classrooms
- There is a disabled toilet that includes a 'changing bed'
- Playgrounds are accessible directly from the classrooms
- The school is continually monitored to ensure any difficulties are identified and action taken to resolve them.
- For more details, please see the SEN and Disabled Access Policy

### **15. How will the school prepare and support my child to join the school?**

(Please refer to the School Admission Policy for pupils with SEN or disabilities.)

- The school has a close relationships with the local nurseries and pre-school establishments and this aims to ensure a smooth, supportive transition

- At an early stage, discussions between the School and pre-school establishments take place and strategies to support your child will be analysed. This ensures continuity of current practice
- Teachers and teaching assistants may have the opportunity to visit these settings if your child has additional needs. This provides key staff the opportunity to discuss relevant information and to meet children and parents if applicable
- Before attending school, children entering the Foundation Stage in September, will have a 'home visit' from a member of our Foundation Team during the previous summer term. This will enable your child to become familiar with key staff. This will give you the chance to ask any questions in relation to your child's transition
- Your child will have the opportunity to visit the 'Foundation Stage' before entering. This includes the 'Rising Fives' afternoon, and the 'Stay and Play' afternoon, which takes place in the Summer Term, making sure that the children get to know the Foundation Area and their classrooms
- If your child has specific complex needs, you will have the opportunity to meet the SENCO before your child is due to start and meetings will be arranged to discuss support strategies in detail. If external agencies support your child's additional needs, this information will be shared with key staff as soon as possible and interventions will be monitored accordingly
- If you have moved into Lincolnshire from another County please contact the School Office in the first instance and ask for a meeting with the SENCO. Communication is key and you are invited at this stage to discuss your child's additional needs
- Transition is important to all children and happens at different periods throughout your child's schooling. Paperwork and learning journeys are shared across settings. If you move into the area and would like further information, please contact the School Office

#### **16. How will school prepare and support my child to transfer to Secondary School?**

- Staff have close relationships with the local Secondary Schools and this aids to clear, supportive transition to Year 7
- During Year 5 the children have the opportunity to visit the local Secondary schools. From this point they become familiar with the services these schools have to offer

Transition to Year 7 is extremely important and to aid this process, the following strategies support pupils further:

- Transition groups are formed for those with Special Educational Needs. These groups discuss the transition in more detail and focus weekly on different aspects of their new school. These aspects may include travelling on the bus, eating in the canteen, looking at time tables, finding classrooms, etc.
- Passports are created with some pupils to take to Secondary School. These passports share successes of the pupil and give them a chance to make others aware of their strengths. It is also a tool to use during transition, highlighting any concerns that the pupil may have
- Staff from the Secondary Schools come and talk to pupils who are attending the school, preparing them for the structure of the new school day
- SENCO meetings between Cranwell Primary School and respective Secondary Schools, ensure that the new school have all relevant information relating to your child's additional needs. Paperwork is shared and explored and previous support strategies and interventions are discussed
- If applicable, early Annual Review meetings are to be held, ensuring that all objectives related to a child's Statement of Educational Needs or Education Health Care Plan are still current and relevant
- Pupils with SEN attend extra sessions at the Secondary School, ensuring that all pupils are happy with future expectations
- External agency support may be called upon to aid with transition if appropriate

#### **17. How will I be involved in supporting my child ?**

Parents/Carers are key to helping their children develop academically and socially. The school supports this by:

- Sharing a class letter at the beginning of term, outlining key topic areas that are to be completed during each term
- Promoting homework, differentiated accordingly and encouraging parents to read daily with their

- child
- To attend termly SEND coffee mornings/ SEND 'Drop in' weekly meetings to support your child
- Conducting Parent Meetings and Individual Educational Support Plan reviews, allowing information to be shared between home and school. Parent/ Carers views are vital at these meetings. The sharing of targets also encourages the optimal likelihood to succeed. Talents and successes should be shared at these meetings
- The Sharing of appropriate curriculum ICT games, useful websites and apps to help develop spelling, numeracy, literacy and memory.
- Literacy Coordinators may share reading strategies and VCOP criteria. This allows all stakeholders to be aware of strategies used in school to enhance skills
- Signing Home School Agreements with the child, acknowledges the conduct and high aspirations for all
- Parents with DBS accreditation are encouraged to come into class and listen to readers or aid with small group work . They may be requested to attend school trips
- By developing pupil's Personal Development -Children's successes are celebrated and they are encouraged to share successes in specific assemblies, newsletters etc
- Attending e-safety training in the Autumn Term
- If appropriate, attending meetings with external agencies who may also share further interventions that may be beneficial to your child's needs
- Signing up for Family Learning and attending school with your child and sharing learning experiences
- Attending information evenings led by the school eg Phonics Training linked to the new phonic scheme

### 18. How can I access support for myself and my family ?

Organisation	Telephone	Web address
Cranwell Primary School	01400 659001	<a href="http://www.cranwell.lincs.sch.uk">www.cranwell.lincs.sch.uk</a> Access to relevant policies including the SEND Information report
Lincolnshire County Council Local Offer	Family Information services 0800 1951635	<a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page</a>
ESCO Early Support Care Co-ordination	01522 552389	<a href="mailto:esco@lincolnshire.gov.uk">esco@lincolnshire.gov.uk</a> Early support care coordination – Lincolnshire County Council
Lincolnshire Parent Carer Forum	07925 232 466	<a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=RNKYgxDvQyk">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=RNKYgxDvQyk</a>
LIAISE- SEND Information, advice and support service in Lincolnshire	contact via Family Information Service/ 0800 195 1635	<a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_11">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_11</a>
Local Children's Centres	01529 306888 (Sleaford)	<a href="https://www.lincolnshire.gov.uk/directory-record/62619/sleaford-childrens-centre">https://www.lincolnshire.gov.uk/directory-record/62619/sleaford-childrens-centre</a>
<b>Safeguarding of Children</b>	Children's social care/ Lincolnshire's Safeguarding Childrens board Please ring this number is you are concerned about a child <b>01522 782111</b>	If you think a child might be a victim of abuse or neglect contact children's services on: <b>01522782111</b> <a href="#">Make a safeguarding referral   Privacy notice and consent – Lincolnshire County Council</a>

Safeguarding - e safety		<a href="#">please follow related links for further information</a> <a href="#">Staying safe – Online safety - Lincolnshire County Council</a>
National Society for the Prevention of Cruelty to Children (NSPCC)	0800 800 5000- main helpline	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> <a href="https://www.nspcc.org.uk/">https://www.nspcc.org.uk/</a>
Safeguarding- concerns linked to Female Genital Mutilation	0800 0283550- helpline	<a href="mailto:fmghelp@nspcc.org.uk">fmghelp@nspcc.org.uk</a> Please phone the police in the first instance if a child discloses that FMG has taken place
Domestic Abuse – ‘together we can stop it in Lincolnshire’	North Kestevan/ South Kesteven 01427 616219/ 01522 510041	<a href="http://www.lincolnshire.gov.uk">www.lincolnshire.gov.uk</a> then enter Domestic abuse <a href="https://www.lincolnshire.gov.uk/crime-prevention/domestic-abuse/2">https://www.lincolnshire.gov.uk/crime-prevention/domestic-abuse/2</a>
Early help and Team around the child (TAC)	Lead Professional /Senco at Cranwell Primary School 01400 659001	<a href="http://www.lincolnshire.gov.uk">www.lincolnshire.gov.uk</a> Please then search Early Help or TAC, as required <a href="#">Team Around the Child – Professional resources (lincolnshire.gov.uk)</a>
Lincoln ADHD Support group	01522 539939 07940290365	<a href="mailto:Lincoln.adhd@btconnect.com">Lincoln.adhd@btconnect.com</a> <a href="#">ADHD Lincs</a>
Contact a Family- A UK based registered charity – offering support and advice for families with a child with a disability	020 7608 8700	<a href="mailto:info@contact.org.uk">info@contact.org.uk</a> <a href="https://contact.org.uk/">https://contact.org.uk/</a>
Gingerbread Single Parent Helpline	0808 802 0925	<a href="http://www.gingerbread.org.uk">www.gingerbread.org.uk</a>
Family Fund- if you are raising a disabled or seriously ill child , you may be eligible for a grant from the Family Fund	01904 550055	<a href="mailto:info@familyfund.org.uk">info@familyfund.org.uk</a> <a href="http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=S5fasFuCyL4&amp;familychannel=1109">http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=S5fasFuCyL4&amp;familychannel=1109</a>
Short breaks information (LCC) Lincolnshire Short Breaks Services Statement 2018-19	01522 553536	Further information at ; <a href="http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=BnkVdk19MuA&amp;familychannel=2_3_4">http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=BnkVdk19MuA&amp;familychannel=2_3_4</a>
BRIC – Building Resilience in Communities	01507 308030	<a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=8RPg2Abvz7!">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=8RPg2Abvz7!</a>
Relate Lincolnshire Relationship counselling service	0845 166 4110	<a href="http://www.relate.org.uk">www.relate.org.uk</a>
The National Autistic Society  Lincolnshire Autistic Society  Grantham Autistic Information Network (GAIN)	0808 800 4104   01476 855070	<a href="http://www.autism.org.uk">www.autism.org.uk</a>  <a href="http://www.lincolnshireautisticsociety.org.uk/">http://www.lincolnshireautisticsociety.org.uk/</a>  <a href="http://www.gain-grantham.co.uk">www.gain-grantham.co.uk</a>
Healthy Minds Support	Lincolnshire Here4You Line on 01522 309120	<a href="https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire">https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire</a>
Attention Deficit Disorder Information and Support Service (ADISS)	020 8952 2800	<a href="http://www.addiss.co.uk">www.addiss.co.uk</a>
Children’s Education Advisory Service (CEAS)- supports operational effectiveness through the provision of support to service and eligible MOD civilian families	01980 618 244	<a href="https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas">https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas</a>
SSAFA Lifelong support for our forces and their families	0800 731 4880	<a href="http://www.ssafa.org.uk">www.ssafa.org.uk</a>

Lincolnshire Young Carers	01522 553275	<a href="#">Young carers – Young carers service - Lincolnshire County Council</a>
Carers First –provide a wide range of services to carers across the County	Carers First 0300 303 1555	<a href="http://www.carersfirst.org.uk">www.carersfirst.org.uk</a>
Linkage, Sensory Library Team		<a href="https://www.linkage.org.uk/sensory-library/">https://www.linkage.org.uk/sensory-library/</a>
MindEd for Families has advice and information from trusted experts		<a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a>
Young minds – support for a child’s behaviour, emotional wellbeing, or mental health condition	Help line 0808-802-5544	<a href="https://youngminds.org.uk/find-help/for-parents/parents-helpline/">https://youngminds.org.uk/find-help/for-parents/parents-helpline/</a>
Support for Parents and Autistic Children Together	<b>07840 569 368</b>	<a href="http://paactsupport.com">Parents and Autistic Children Together – PAACT (paactsupport.com)</a>

### **19.Support after the Covid 19 Pandemic**

During this period the curriculum has been developed to support pupils with a strong emphasis on supporting emotional well-being. Building relationships again has been paramount, helping children ‘feel safe’ as they have come back to school. Small group support is in place to deliver ‘catch up’ programmes for pupils. The Teaching Teams and SEND team have supported all pupils with SEND, following Government guidelines and they continue to do so.

Further information on our curriculum can be accessed via ; <https://www.cranwell.lincs.sch.uk/curriculum.asp>

The curriculum can be adapted accordingly for pupils with complex additional needs and the school are supported by The Physical Disability Outreach Team at St. Francis Specialist School to help develop an Equals/ semi- formal curriculum for some pupils – linking also to the Cherry Tree Branch maps of learning as needed

### **Who can I contact for further information?**

If you would like further information related to Cranwell Primary School’s SEND Information Report please contact the School Office or [Nicky.Olsen@cranwell.lincs.sch.uk](mailto:Nicky.Olsen@cranwell.lincs.sch.uk) ( SENCO)

### **Who can I contact if I have a concern or a complaint?**

Please see the school’s Concern and Complaints model on line for further information



Telephone: Cranwell (01400) 659001 Email: [enquiries@cranwell.lincs.sch.uk](mailto:enquiries@cranwell.lincs.sch.uk)