

Cranford Primary School SEN Information Report

Who are the best people to talk to in this school about my child’s difficulties with learning or Special Educational Needs (SEN)?		Special Educational Needs Co-ordinator: Mrs Baljit Santa Mrs Baljit Santa is a qualified teacher and a member of the Senior Leadership Team. Mrs Santa has achieved the National Award in Special Educational Needs Coordination. Contact via the school office or at sendco@cranfordprimary.com
Welfare Assistants: Mrs Aishia Chaudrey and Mrs Lisa Shew		Responsible for: Administering some medication prescribed by doctors. Please see the school’s policy on the administration of medicines. Preparing Health Care Plans (in collaboration with Head teacher and medical professionals) for children with diagnosed medical conditions and working with parents to make sure that these are kept current. Giving medical assistance to pupils when required.
	Question	School response
1.	How does the school know if my child needs extra help, and what should I do if I think my child has special needs?	At our admission meetings, we offer parents and carers the opportunity to share with us information and/or concerns about any special needs their child might have. We may receive information from a previous setting, e.g., pre-school nursery, childminder, and other outside agencies. If a class teacher has concerns about a child, they can raise them with the year group leader, leadership team, or Special Needs Co-ordinator (SENCO) We track the progress of our children closely so we can quickly identify, at our regular progress meetings, children who may benefit from extra support.

		Initially, parents should bring concerns or information about their child to the class teacher • You can also contact the SENCO via the school office The school will use the SEND Code of Practice; Graduated Approach to Assess, Plan, Do, and Review all the concerns, interventions, and the impact of the intervention.
2.	What is the Graduated approach?	The graduated approach is a 4-part cycle of assess, plan, do, review. <u>Assess</u> If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for your and your child's input, as well as getting help from external professionals where necessary. <u>Plan</u> In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff. <u>Do</u> We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis and making sure the support we put in place is having the impact we intended. <u>Review</u> We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. This will be in the form of a learning support plan (LSP). Which will be shared with you and reviewed on a termly basis. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

		We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies, and provisions will be revisited and refined.
3	How will school staff support my child?	The class teacher will ensure that the work planned is matched to the individual child's needs and abilities Extra support will be provided in the classroom under the teacher's direction.

		If needed, additional support will be provided through a specific teaching/learning programme. Additional advice and support may be sought from outside agencies, e.g, a specialist reading teacher, and the child will then have specific targets set.
4	How do we develop our teaching and curriculum to ensure that they will support your child?	Quality First Teaching is our foundation - all teachers plan lessons that are inclusive and accessible, with reasonable adjustments made for pupils with SEND We adapt our teaching through varied resources, scaffolding, visual supports, and adapted tasks to meet individual needs Learning opportunities are designed so that all children can take part Varied resources, adapted to meet the needs of all learners Sometimes children are grouped with others of similar ability Additional adult support is used in a variety of ways: small groups, additional individual support, or shared support either in or out of class as needed.

5	How does the school let me know if my child is making progress, and how can I become better informed?	Parents' evenings are in Autumn term and Spring term; an end-of-year report goes out in the summer term. Information is also provided through meetings with professionals and a Learning Support Plan. Curriculum information is provided each half term, which details activities you can do to support your child's learning. You will be able to discuss your child at Parents' meetings each term or by making an appointment through the school office.
6	What support will there be for my child's overall well-being?	All staff have responsibility for the welfare of all children. Some staff are trained to support the medical needs of children. Medical care plans are used where appropriate. We have a teaching assistant who is trained in providing Emotional Literacy Support to children. Our pastoral lead monitors and reviews support for pupils with social, emotional, and mental health needs. Delivering personalised pastoral support based on individual needs. Social skills are taught through the RSHE programme of learning, which is adapted by teachers to ensure it meets the needs of their classes, or by adults delivering interventions to individual children. We have a behaviour mentor who runs group or 1:1 sessions depending on the needs of the children, aimed at building resilience, supporting emotional regulation, and developing social skills.

7	What specialist services and expertise are available or accessed by the school?	Sometimes we need to consult an outside agency for their more specialist expertise. The agencies consulted by the school include: ● Hounslow Educational Psychology Service - for learning difficulties and complex needs ● Speech and Language Therapy - for communication difficulties ● Occupational Therapy - for sensory and physical needs ● Hounslow Inclusion Service - for specialist teaching and SEND advice ● CAMHS - for mental health support ● School Nurse - for medical needs ● Autism Outreach Service - for autism-specific support ● Sensory Support Service - for vision and hearing impairments ● Social Care and Early Help - for family support
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		● Learning and behaviour consultants- Woodbridge school We obtain parental permission before referring pupils to outside agencies, unless doing so would put children at risk.
8	What training will the staff supporting children and young people with SEND have?	All staff receive regular training on SEND, including: ● Whole-school training on Quality First Teaching and adaptation strategies ● Training on specific needs (e.g., autism, ADHD, dyslexia, speech and language difficulties) ● Training on using visual supports and communication aids (Widget symbols, communication boards) ● Safeguarding training, including recognising additional vulnerabilities of pupils with SEND Our SENCO has achieved the National Award in Special Educational Needs Coordination Individual staff members have undertaken specialist training in: ● Emotional Literacy Support ● Speech and language interventions ● Sensory processing and regulation strategies ● Specific learning difficulty interventions (e.g., phonics, numeracy)

		● Team Teach (positive behaviour management) [if applicable] We identify training needs through performance management, pupil needs analysis, and staff requests. Training is provided through external courses, in-house sessions, and support from specialist services.
9	How will children be included in activities outside the classroom, including school trips?	All children will have the opportunity to go on trips, which are risk-assessed first. If necessary, we will request parental support on trips for specific children.
10	How accessible is the school environment?	The school is fully accessible for all as it is on one level. There is a portable ramp that can be used to access the few steps that we do have in the school. Wide corridors and doorways to accommodate wheelchairs There is one accessible toilet with appropriate space and equipment located alongside the medical room. Other toilets are step-free and accessible. We have accessible outdoor spaces with level surfaces There are designated accessible parking spaces near the main entrance We make reasonable adjustments and provide specialist equipment where needed. Our full Accessibility Plan is available on our website.
11	How will the school prepare and support my child when he/she joins the school or transfers to a new school?	When your child joins the school, you will have a tour of the school and receive our school brochure. If your child has been in another setting, information will be requested. We create personalised transition resources (photo books, social stories) for pupils who need additional support with change When your child transfers to a new school, we forward requested information and, if necessary, prepare your child through a photo book and special visits. For children with EHC plans, we hold transition meetings and ensure all relevant information and strategies are shared.

		Children transferring into secondary schools will have a Taster day, and all relevant information will be passed on to the secondary school SENCO.
12	How are the school's resources allocated and matched to children's special educational needs?	We use our resources to support the aims of our school as well as the child's individual learning needs. Where a child needs extra support to access learning in excess of the SEN funding in the school budget, we apply to the local authority for additional funding to meet their needs.
13	How is the decision made about the type and how much support a child will receive?	Each child's need is discussed on an individual basis. Initial support is through an adapted curriculum planned and delivered by the class teachers and teaching assistants. Interventions are used for short periods with groups of children and are flexible. One child may need further support, but other children may only need it for a short time. Progress is regularly reviewed, and support is amended accordingly.
14	How are parents involved in the school, and how can they become involved?	● Termly review meetings to discuss their child's Learning Support Plan ● Annual reviews for pupils with EHC plans ● Regular communication via email, phone calls, and informal meetings ● Working in partnership with school and external agencies ● Parent workshops on supporting SEND at home as well as our termly 'chai and chat' sessions which cover a range of topics.
15	Who can parents contact for further information or to raise concerns?	If you want more information or have concerns, please see your class teacher, the year group leader, phase leader, SENCO, Deputy or Assistant Head teachers via the school office. If your concern is not resolved informally: ● Follow our school's formal Complaints Procedure (available on our website) ● You can contact Hounslow SENDIASS for free, impartial advice and support ● For disagreements about EHC plans, you have the right to request mediation or appeal to

		the SEND Tribunal Contact details: • Hounslow SENDIASS: Hounslow SENDIASS • SEND Tribunal: www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability
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		Information about Hounslow's Local Offer can be found here: SEND Local Offer London Borough of Hounslow
16	How does the school listen to pupils' views?	We have a school parliament where children can contribute ideas Children's views are taken into account when we plan our work to ensure we are following the interests of the children as much as possible Children take part in pupil voice conferences where they are asked about what helps them learn and what they find difficult, among other questions relating to all aspects of school life. Open door policy: our children are able to share their thoughts and ideas with any member of staff, who will then ensure it is passed on to the relevant staff member Pupils contribute to their Learning Support Plans and review meetings (where appropriate) We use child-friendly formats and visual supports to help pupils express their views

		Pupils are asked about what helps them learn and what they find difficult We adapt our communication methods to ensure all pupils can share their views, including using visual aids, symbols, or communication boards
17	What anti-bullying measures does the school have in place?	We aim to create an environment in which children feel happy, secure, and confident, and in which they are able to learn and to cooperate. Any behaviour, including racist harassment, sexist behaviour, and cyber-bullying that undervalues or offends is unacceptable. All forms of child-on-child abuse will not be tolerated. Any form of bullying or behaviour that undermines the confidence and self-image of a child or adult is unacceptable. Bullying may also restrict children's potential to achieve in school. For these reasons, the eradication of bullying is a priority in this school. Our behaviour policy is based on children understanding that our entire school community has Rights, Rules and Responsibilities. Pupils have the following Rights, which stem from the UNCRC: ● To feel safe ● To learn ● To be given respect and fair treatment At Cranford Primary School, we believe that every child should take Responsibility for their actions and behaviour and follow the school Rules. Please see the Positive Relationship policy for further details.

18	How do Governors monitor the attainment and progress of SEN pupils, ensuring their needs are met by the school?	We have an appointed SEN Governor - Mrs Kerry Mulhair, who receives information about the provision of support for pupils with special needs and the outcomes of the provision. The Leadership team presents information about pupil progress to Governors on a regular basis, including that of pupils with special needs. Governors visit the school regularly.
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This document is written with regard to Schedule 1 of The Special Educational Needs and Disability Regulations 2014. Please see:
[Consulta Electoral](#)