



SEND Information Report 2017/18

John Keech – Inclusion Lead & Special Educational Needs Co-ordinator

Cravenwood is a continuously improving primary academy with a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

1) What kind of special educational needs do we have provision to support at Cravenwood?

As an inclusive school, special educational needs and provision can be considered under four broad areas:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and/or physical

2) How does Cravenwood identify and assess pupils with special educational needs?

Each pupil's educational programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. Foremost this will be in the form of 'Mastery' teaching where pre-teaching, gap teaching, corrective teaching and extended learning are used to meet

children's individual learning needs.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need and progress made, with this being constantly monitored and reviewed half termly. The reviews of these interventions, along with assessment, will ascertain the effectiveness of the provision and inform future planning. These interventions will be recorded on the child's Learner Conversation Sheet or Communication Passport, of which a copy will be sent home each term. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCo.

In addition to 'accelerated learning' interventions, Cravenwood offers focused teaching during Literacy and Numeracy outside of their usual classroom provision for children with gaps in their learning in relation to their Age Related Expectations.

Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Principal, the SENCo and or, Head Consultant for Teaching & Learning, to discuss the progress of the pupils in their class. This shared discussion may highlight any potential issues in order for further support to be planned. This will be discussed with and implemented by the SENCo and child's year group lead.

Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech & Language Therapist, Play Therapist etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

3a) How do we evaluate the effectiveness of our provision for pupils with special educational needs?

We evaluate the effectiveness of our provision by using the following criteria:

The school ensures that any child's special needs are identified as early as possible.

The SENCo, along with the Principal, conduct weekly 'drop-ins' to see first-hand 'best practice'.

We take account of the views of the parents and the child.

Progress is monitored and reviewed at half termly intervals by tracking pupil progress data, scrutinising the work books of pupils, and teacher's planning.

There is co-operation between agencies and the school and feedback is positive.

The SENCo compiles regular reports for the Senior Leadership Team (SLT) and Governors with regards to SEND pupil's progress.

The SLT carry out appraisals and instigate Continued Professional Development for all Special Needs Teaching Assistants and

Support Staff.

3b) How do we assess the progress of our pupils with special educational needs?

Your child's progress is continually monitored by his/her teacher, subject leaders, the SENCo and the SLT. His/her progress is reviewed formally every half term sometimes using standardised test, which gives a score which can be interpreted at age expectation. Currently, a set of Key Performance Indicators relating to your child's year group are used to measure their progress. If your child is 2 or more years below Age Related Expectations and has a recognised Special Educational Need, they may also be levelled using another scale called "P-levels" or an Interim Pre-Key Stage assessment. The progress of children with a statement of SEND/Education Health Care Plan (EHCP) is formally reviewed at an Annual Review/Person Centred Review with all adults involved in your child's education. The class teacher will also check that your child is making good progress within any individual work and in any group that they take part in.

3c) How do we teach pupils with special educational needs?

Teachers plan lessons according to the specific needs of all groups of children in their class in relation to the Key Performance Indicators for that year group, and will ensure that your child's needs are met. Support staff and teachers will support with your child's learning in the classroom. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

3d) How do we adapt the curriculum and learning environment for pupils with special educational needs and disabilities?

We ensure that equipment used is accessible to all children regardless of their needs. Specialist equipment is bought or loaned in as and when needed in conjunction with the Paediatric Occupational Therapy team and other Physical/Sensory Disability services. All learning environments within the school are designed to cater for all visual, auditory and kinaesthetic learning styles, with classroom displays always encouraged to be interactive and child led. For children at any age still in need of continuous provision, the nursery, reception and year 1 classrooms/areas are always accessible. There are also many activities that encourage fine and gross motor development for those in need of enhancing such skills.

3e) What additional support for learning is available?

Area of Need	Quality First Teaching	SEND Support (School funded)	Statement of SEND/EHCP (High Needs Block)
<p align="center">Communication and Interaction</p>	<p><i>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words.</i></p> <p><i>Repeated / reworded instructions</i></p> <p><i>Increased visual aids / modelling etc</i></p> <p><i>Visual timetables</i></p> <p><i>Use of symbols</i></p> <p><i>Structured school and class routines</i></p> <p><i>KAGAN structures within lessons.</i></p> <p><i>Access to ICT s</i></p> <p><i>Teacher/TA role modelling</i></p> <p><i>Guided Reading within lessons</i></p>	<p><i>In class support with focus on supporting speaking and listening.</i></p> <p><i>Service Level Agreement with Speech & Language Therapy (Early Intervention focus)</i></p> <p><i>Service Level Agreement with Educational Psychology</i></p> <p><i>Narrative therapy</i></p> <p><i>Speech & Language Therapy</i></p>	<p><i>Small group or 1:1 support for language</i></p> <p><i>Speech and Language support / advice</i></p> <p><i>Signalong trained staff</i></p> <p><i>Visual timetables</i></p> <p><i>Visual prompts / clues</i></p> <p><i>Advice from EP</i></p> <p><i>Advice/support from Camberwell Park, The Grange Outreach and The Birches Outreach Services</i></p> <p><i>Schemes of work linked to P Scales.</i></p>
<p align="center">Cognition and learning</p>	<p><i>Differentiated curriculum planning, activities, delivery and outcome</i></p> <p><i>In-class TA support</i></p>	<p><i>Target group support – Literacy and numeracy.</i></p> <p><i>Toe by toe</i></p>	<p><i>Small group or 1:1 support for language</i></p> <p><i>Speech and Language support / advice</i></p>

	<p><i>In-class targeted teacher support</i></p> <p><i>Increased visual aids / modelling etc</i></p> <p><i>Visual timetables</i></p> <p><i>Illustrated dictionaries</i></p> <p><i>Use of writing frames</i></p> <p><i>Access to ICT</i></p> <p><i>Teacher/TA role modelling</i></p> <p><i>Guided reading within lessons</i></p> <p><i>Teacher/Pupil Learning conversations</i></p>	<p><i>Handwriting</i></p> <p><i>Phonics</i></p> <p><i>Talk Partners</i></p> <p><i>Love Writing</i></p> <p><i>Plus 1</i></p> <p><i>Power of 2</i></p> <p><i>In class support from TA / Teacher</i></p> <p><i>Reduced/ increasingly individualised timetable</i></p> <p><i>Guided reading within lessons</i></p> <p><i>Dyslexia Screener</i></p> <p><i>Dyslexia tuition</i></p>	<p><i>Signalong trained staff</i></p> <p><i>Visual timetables</i></p> <p><i>Visual prompts / clues</i></p> <p><i>ICT – Writing with Symbols</i></p> <p><i>Advice from EP</i></p> <p><i>Advice/support from Lancasterian Outreach Service and Camberwell Park Outreach</i></p> <p><i>Schemes of work linked to P Scales.</i></p>
<p>Social, Mental and Emotional health</p>	<p><i>Conscious Discipline and the School Family</i></p> <p><i>Whole school behaviour policy</i></p> <p><i>Whole school expectations</i></p>	<p><i>Conscious Discipline and the School Family</i></p> <p><i>Group Circle Time</i></p> <p><i>Work-related learning</i></p>	<p><i>Conscious Discipline and the School Family</i></p> <p><i>Small group or 1:1 support for social skills</i></p>

	<p>Circle Time</p> <p>In class assembly</p> <p>Whole school assembly</p> <p>KS celebration assembly</p> <p>Lunchtime clubs</p> <p>After school clubs</p> <p>PSHE focused work</p> <p>Social and Emotional Aspects of Learning (SEAL)</p> <p>Teacher/Pupil Learning conversations</p>	<p>In class support for supporting behaviour targets, access, safety</p> <p>Safe Place rooms and areas in every class</p> <p>After School Clubs</p> <p>Parent groups and classes</p> <p>Play Therapy sessions</p> <p>Nurture group</p>	<p>Individual support or mentoring</p> <p>Advice from EP</p> <p>Advice from Camberwell Park and BridgeLea Outreach Services</p> <p>CAMHS attendance with parents.</p> <p>Parent behaviour groups</p> <p>Play Therapy sessions</p> <p>Nurture Group</p>
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<p>Sensory and/or Physical</p>	<p><i>Flexible teaching arrangements</i></p> <p><i>Sound field systems</i></p> <p><i>Use of visualiser to enlarge print</i></p> <p><i>Staff aware of implications of physical impairment</i></p> <p><i>Whole staff training of signalong</i></p> <p><i>Accessibility of building</i></p> <p><i>Physical activity – variety of equipment</i></p> <p><i>EYFS outdoor provision area</i></p> <p><i>Moving and handling training (Team teach)</i></p> <p><i>Deaf awareness trained staff</i></p> <p><i>Full P.E per week</i></p>	<p><i>Additional fine/gross motor skills practice – with TA</i></p> <p><i>In class support for supporting access, safety</i></p> <p><i>Writing slopes</i></p> <p><i>Writing/reading coloured overlays</i></p> <p><i>Pencil grips</i></p> <p><i>Liaison with Occupational Therapy</i></p> <p><i>Sensory Support monitoring and advice</i></p> <p><i>Motor skills group</i></p>	<p><i>Individual support in class during appropriate subjects e.g. Science, PE and lunch time</i></p> <p><i>Occupational therapy liaison</i></p> <p><i>Use of appropriate resources e.g chair, changing bed</i></p> <p><i>Advice from EP</i></p> <p><i>Advice from Lancasterian Outreach Service</i></p> <p><i>Advice from Speech & Lang. Therapy</i></p> <p><i>Signalong.</i></p> <p><i>Sensory support working with individual children on specific programmes.</i></p>
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3f) Accessing the High Needs Block of funding / Obtaining an EHC Plan

Specified Individual 1:1 Support

This is usually provided via an Education, Health and Care Plan (EHCP and formally a Statement of Special Educational Needs). This means that your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or

small group teaching (more than 20 hours a week), which cannot be provided from the budget available in school. Usually your child will need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as Lancastrian or Camberwell Outreach and/or outside agencies such as Speech and Language Therapy service.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. Whether school or the child's parents instigate this process, the parents will remain involved from the outset.

After school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place.

After the reports have all been sent in, the Local Authority will decide whether or not your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress.

If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

3g) What support is available for improving the emotional and social development of pupil with special educational needs?

As well as the school employing a Play Therapist, the school itself (if substantial evidence of alternative methods tried) can write to your child's G.P or Paediatrician to suggest a referral to the Child/Adolescent Mental Health Service (CAMHS). It is also possible for this referral to be obtained via the Educational Psychologist or school link Speech & Language therapist. If you are worried about your child's emotional and/or mental health please speak to the class teacher or SENCo who will support your concerns by writing a letter of support to take to the relevant professional. At school level, the Play Therapist has a designated period within the week to work 1:1 with children who may be suffering from an internalised issue, possibly deriving from bereavement or some other emotional trauma.

Other ways in which children are supported in this sense are as follows:

1:1 conscious discipline routines to help children learn to understand and regulate their emotions

Art Therapy groups

Lego therapy groups
 Priority for identified children to join school clubs and encourage friendships.
 1:1 and small group programmes as advised by outside agencies (such as Speech & Language Therapy or Educational Psychology).

4) Who are the best people to talk to at Cravenwood about my child's difficulties (SEND)?

Staff	Summary of responsibilities
Class teacher	For current and immediate concerns about your child's education, the first port of call should be their class teacher who you can access before or after school each day. The class teacher is responsible for the educational and pastoral support of every child in their class on a daily basis.
SENCo- Mr John Keech Shadow SENCo – Miss Hall	Co-ordinating all the support for children with special educational needs & disabilities (SEND) and developing the school's offer to make sure all children get consistent, high quality response to meeting their needs in school. Ensuring that you are: *Involved in your child's learning *Kept informed about the support your child is getting *Involved in reviewing how they are doing *Part of planning ahead for them Liaising with all the other professionals who may be coming into school to help support your child's learning. Updating the register of children who have SEND and making sure there are accurate and up to date

	<p>records of your child's progress and needs.</p> <p>To provide support for teachers and support staff in the school, so they can help your child (and other pupils with SEND in the school) make the best possible progress.</p>
Subject Leaders/SLT	<p>They are responsible for:</p> <p>Checking on the progress of your child and working with class teacher in identifying, planning and delivering any additional help your child may need.</p> <p>Ensuring that the school's SEND offer/policy is followed in the classrooms.</p>
<p>Principal</p> <p>Senior Vice Principal</p> <p>Vice Principal(s)</p>	<p>The Principal is responsible for:</p> <p>The day to day management of all aspects of the school, this includes the support for children with SEN.</p> <p>Giving responsibility to the Inclusion Lead and class/subject leaders but is still responsible for ensuring that your child's needs are met.</p> <p>Making sure that the Governing Body is kept up to date about issues in the school relating to SEN.</p>
SEN Governor	<p>SEN Governor is responsible for:</p> <p>Making sure that the necessary support is made for any child who attends the school who has SEN.</p>
5) How are the teachers in school supported to work with children with an SEN and what training do they have?	
<p>The SENCo's job is to support the teachers in planning for children with SEN. The school has a training plan for all staff to continually ensure that the teaching and learning of children including those with SEND is of high quality. This includes whole school training on SEND issues such as ASD, Dyslexia etc.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. These training opportunities are co-ordinated by the CPD COORDINATOR, in conjunction with the SENCo.</p>	
6) How are equipment and facilities allocated to support children with special educational needs?	
<p>The school budget includes a notional budget for supporting children with SEN.</p> <p>The Principal decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in</p>	

the school.

The Principal and the SENCo discuss all the information they have about SEND in the school, including; the children getting extra support already, the children needing extra support, and the children who have been identified as not making as much progress as would be expected.

Also decided is what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

7) How will the school let me know if they have any concerns about my child's learning in school?

*When a teacher or a parent has raised a concern about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCo.

* At Cravenwood there are half termly assessments and subsequent meetings between class teachers and members of the Senior Leadership Team to ensure all children are making good progress.

*If your child is then identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail, for example;

- to listen to any concerns you may have too
- to plan any additional support your child may receive
- to discuss with you any referrals to outside professionals to support your child's learning.

8) How will you consult with my child and involve them in their education?

As part of our approach to teaching and learning for all pupils we discuss with our children their progress and attainment via teacher/pupil mentoring meetings, giving verbal feedback and writing comments including next steps in their books, self/peer assessment, and target setting.

9) How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's teacher initially.

*If you still feel that things are not changing and that your child is still not making progress you should speak to Mr Keech (SENCo)

*If you still have concerns and your child is still not making progress you should speak to Ms Rogers (Senior Vice Principal) in the first instance or you may make an appointment to see Mrs Garratt-Simpson (Principal).

10) How does the governing body involve other people in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

Directly funded by the school	Teaching Assistants Special Needs Assistants Additional Speech Language Therapy input to provide a higher level of service to the school Play Therapist Additional Educational Psychology input to provide a higher level of service to the school SENCo Shadow SENCo Head Consultant for Teaching & Learning
Paid for centrally by Local Authority but delivered in school.	Lancastarian Outreach Inclusion Support Service Camberwell Outreach Service BridgeLea Outreach Service The Grange Outreach Service Lancasterian Sensory Support Service Rodney House Outreach (Early Years Special Need Intervention) Special Needs Assistants (part LA funded to work with children with EHCPs).
Provided and paid for by the Health Service but delivered in school	School Nurse Healthy Schools Programme Occupational Therapy

Speech & Language Therapy Physiotherapy Community Paediatrician advice				
11) Contact details of support services				
Speech & Language Therapy – 0161 224 0694	Occupational Therapy Service- 0161 230 0301	Sensory Support – 0161 445 0123	School Nursing Service – 0161 2028750	Physiotherapy – 0161 230 0301
12) How will we support your child when they are leaving this school or moving to another year?				
<p>We recognise that change in circumstances can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible, working in partnership with parents and outside agencies where appropriate.</p> <p>If your child is moving to another school: *We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. *We will make sure that all records about your child are passed on as soon as possible</p> <p>When moving years in school: *Information about your child will be shared with their new teachers *If your child would be helped by a personalised plan for moving to another year, we will put this in place.</p>				
School Offer as of 01/09/17 - John Keech (SENCo) Review date 31/08/18				
Local authority's offer.				
https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7				
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