

Local Offer Submission 2014-15

Early years, schools (mainstream & special), UTCs and other educational providers (except FE): using the descriptors from the self-audit grid to cut and paste your responses into the questions below. Convert to pdf file format and submit to Disc@reading.gov.uk Copied to Jenny.Tuck@reading.gov.uk

Please insert: **Local Offer Submission 2014-15** in the subject heading

Please note: settings will be encouraged to undertake the full Provision Management process in Autumn 2014 and review their Local offer in December 2014, as agreed at the SENCo Conference (March 2014)

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Cranbury College

Address: Main site (Secondary): Cranbury Road Reading RG30 2TS

Primary Site: 28 College Rd Reading RG6 1QB

**Vision Post 16 site: Brook Henderson House 37-43 Blagrove Street Reading
RG1 1PZ**

Telephone: Secondary 01189376847

Primary 01189375582

Vision 01189015644

Email: catherine.cassidy@reading.gov.uk

Website: www.cranburycollege.reading.sch.uk

Ofsted

link:http://cranburycollege.reading.sch.uk/files/1313/8486/4981/Cranbury_College_Inspection_Report_Nov.pdf

Head teacher: Gill Dunlop until August 2014

Marianne Best from Sept 2014

SENCo:

Name: Sheila Honeybourne

Contact: sheila.honeybourne@reading.gov.uk

Phone: 01189376847

Date of latest Accessibility Plan: September 2012

Date completed: 20.9.12

By whom: Gill Dunlop

Name: Gill Dunlop

Role: Headteacher

	Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)
1	How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have.</p> <p>We have in-house specialist expertise in a number of areas of special educational needs (particularly Behaviour, Emotional & Social Difficulties BESD) and this is recorded on our provision map.</p>	<ul style="list-style-type: none">• All students are assessed following permanent exclusion. Data from their previous school is collated and shared. The assessment is academic based using LUCID-LASS at secondary & post 16 & emotional needs are measured using PASS (Pupils Attitude to Self & School) and BOXALL. The information is collated and shared with staff and triggers the SENCO & Keyworker to formulate a plan of interventions educationally & emotionally/socially via CAMHS or counsellors• Progress data from starting points is placed on the school tracker (CLA) termly and shared with the student & family. Targets are reviewed to ensure progress academically and emotionally/socially. Systems are 'ragged' to ensure support is offered to the most vulnerable students. Keyworkers meet weekly to discuss targets/ progress and comments added to daily progress records• Lesson Plans reflect the needs

			<p>of individual students on each site</p> <ul style="list-style-type: none"> • Keyworkers and SLT are committed to regular contact with parents/carers at least weekly or more frequently. The preferred communication is by phone but some parents prefer email, text or home visits • The SENCO has many years experience with Cranbury College and has been awarded the Masters Level SENCO Accreditation completed in January 2013 • The college encourages Continuous Professional Development with staff gaining expertise in Counselling including CBT and Behaviour Management (all staff are Team Teach trained with additional staff Team Teach Trainers). The college has calendared training sessions led by SLT or SENCO covering a wide range of topics including Autism Awareness, Dyslexia, Behaviour Management & Healthy Eating. A college target until the end of 2015 is to train all staff in Mindfulness.
2	<p>How will setting / school support my child/young person?</p>	<p>Our governors/trustees & play an active role in monitoring the quality of our special educational needs provision. As does the Head teacher, senior leadership team and SENCo. We have high expectations of all our teachers in meeting a range of needs. All interventions we put in place are research informed and evidence based and are measured to monitor impact & attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support</p>	<p>From the outset the young people attending Cranbury College have not selected Cranbury College such as at Yr 6 transfer. The route into Cranbury College is most commonly through Permanent Exclusion from a mainstream or special school or by admission via a medical referral to the Cranbury College Admission Panel. At Vision the students are admitted to the Post 16 programme following a successful interview. Supporting the student is achieved in the following ways</p> <ul style="list-style-type: none"> • The quality of teaching is monitored on a cycle and reported via appraisals and 1:1 meetings. Consistent good quality teaching is required that supports students with SEN and emotionally behaviour difficulties.

		<p>programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs.</p>	<ul style="list-style-type: none"> • Support is graded according to need and importance is placed on a successful transition and regular monitoring. It is not only educational need in many cases but identifying solutions to help a student manage challenging behaviours and breaking cycles of negativity either using college staff or bringing in agency support such as Children's Services. • Primary and KS3 at secondary groups are run using Nurture principles applying consistent secure boundaries for learning to be achieved • All staff have experience in Behaviour Management and apply it consistently on all sites • Academic & Boxall data are examined on a termly basis and shared with staff and HOD. Challenges are discussed regularly on each site and changes are made based on both experience and what the data is telling us. Progress records on the secondary site & Vision are colour coded and if a student is on red the parents/carers are involved in the planning of provision. • Students may be moved to alternative provisions to break the cycle of poor behaviour but at all times the student & their family are consulted with a review process in place
3	<p>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</p>	<p>Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.</p>	<p>On each site the national curriculum is taught. Due to the SEND needs of the student and particularly their BESD needs, the teaching is tailored to build on each student's strengths and over time as relationships are built and behaviour issues addressed, some students make accelerated progress from their entry point. When a student has an additional undiagnosed learning needs the SENCO is alerted and further tests used, concluding with an E.P. assessment</p>

			<p>Following permanent exclusion a young person's aspiration and goal may be shattered, the aim on every site is to create a learning environment which challenges these negative thoughts creating a 'can do' attitude</p> <p>Teachers & Higher Level Teaching Assistants HLTAs support learning without creating dependence.</p> <p>Differentiation is encouraged at every level and daily this is a challenge as each teaching group has varying needs.</p>
4	<p>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. We encourage parents to invest time in developing their parenting skills</p>	<p>Communication with parents/carers is at the heart of what the college does well. Every student on all sites and on Individual Learning Programmes (ILP) have a Keyworker whose weekly task is to contact the family or more frequently as needed. Parent/carers are required to attend review meetings either in school or more locally.</p> <p>When a young person is ready to return to mainstream the student & family work closely with the reintegration team formulating a plan to ensure a successful transition back to mainstream education.</p> <p>The college has strengths in the following areas:</p> <ul style="list-style-type: none"> • Methodically getting to know the needs of the young person & their families creating a 'chronology' of events leading to their permanent exclusion, using this to inform interventions and access tiered support via CAMHS, MST and Children's Services • Linking parents/carers with agencies to support such as BWA, CAMHS and ADHD/ASD Coach and helping on a practical level to overcome any barriers to make change effective such as supporting them at meetings or attending Parenting Programmes with them
5	<p>What support will there be for my child's/young person's overall well-being and</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical</p>	<p>The challenge from a recent Ofsted to move to being an Outstanding PRU is to build on the platform already in place of increasing independent learning and self reflection dealing with their</p>

	<p>to help them develop their independence?</p>	<p>needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. We have a defined rubric to enable support staff to encourage greater independence in all out learners.</p>	<p>emotional social needs. Continuous Professional Development in house and on external courses is building on staff skills. Evidence shows that an over reliance on HLTA & teacher input creates a poor dependent learning environment. All teachers & HLTAs are encouraged to teach in a manner that creates independence including using writing frames, ICT programmes and simplified texts appropriate to their ability. Aspects of the Behaviour Policy are clearly displayed in all centres and high expectations are set. The centres work closely with the student and family to maintain these standards. Resilience in all areas is encouraged. 'Failure is not final' and challenges are discussed in 1:1 Keyworking or Counselling sessions (all centres) and at assemblies celebrating success</p>
<p>6</p>	<p>What specialist services and expertise are available at or can accessed by the setting/school?</p>	<p>Our staff received regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>	<p>Due to the range of difficulties that many of the young people have experienced, the centres have access to a wide range of professionals.</p> <p>The Behaviour Support Manager is an experienced Cognitive Behaviour Therapist (CBT) working across all sites and in schools. Her work includes completing a range of Comprehensive Assessments & formulations that can help the family understand & develop strategies in Behaviour Management, contribute to referrals to CAMHS & Statutory Assessment requests.</p> <p>Centres also welcome Social, Youth & PASS Workers, Edge of Care and specialist support workers from across the local authority. Rigorous procedures are in place to ensure all visitors to the centres have badges and are informed of our Health & Safety requirements.</p> <p>Cranbury does use a range of Alternative Provision (AP) and in line with the LA guidelines follows a strict safeguarding policy requiring the provider to complete a Service Level Agreement (SLA). All AP sites are</p>

			<p>monitored for quality and visits made. Regular progress meetings are held and feedback given to the provider, LA & family. AP not meeting this standard is no longer used.</p> <p>All students with SEN statements have costed provision maps detailing the aim of the provision and the review structure ensuring value for money. The SENCo represents the needs of some individual students at the LA SEN Panel.</p>
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. Every staff meeting, our staff are updated on matters pertaining to special educational needs and disability.</p>	<p>The SENCo a qualified and experienced teacher completed the course successfully in January 2013. The SENCo contributes with other members of the college to deliver training (scheduled on the college calendar) on a range of topics. Some training is site specific as the age range is from KS1 to post 16. The college encourages continuous professional development and that such training cascade down to other staff members. Where possible we develop our own expertise and are responsible within the LA to deliver all Team Teach Training.</p> <p>On the secondary site many HLTAs have been trained to deliver Rapid English to students struggling with literacy a Wave 3 intervention. Through the Appraisal process all staff identifies areas of CPD to work on during the year.</p> <p>2013-2015 the college goal is to train staff & students in the practice of Mindfulness.</p> <p>Some staff have received training on Mental Health needs of young people.</p> <p>All staff are included on the compulsory LA training programmes.</p>
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is</p>	<p>All of the young people at Cranbury College have a range of additional needs and many have experienced not only permanent exclusion but a range of internal exclusions creating barriers to learning. Our chronologies show that they have been barred from trips with peers, playground activities or have</p>

		put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	been on reduced educational programmes. To avoid repeating the same patterns every student has a Risk Assessment that is reviewed regularly. Activities that are planned outside of the centres are Risk Assessed and approved by the LA. Parent/carers and all staff are consulted in advance and additional staff from other areas of the college can be brought in to support in activities.
9	How accessible is the setting/school environment?	Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	The Accessibility Plan has been drawn up in September 2012. The centres are not purpose built as education centres and this can provide a challenge. The LA supports making changes to buildings as required and the Management Committee support refurbishment as needed with Health & Safety a priority
10	How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?	We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto.	<p>The college experiences a wide range of transitions. The most traumatic is to support the young person and family following the permanent exclusion as this transition is unplanned and sudden. A high level of support is available at this stage to help the families make this adjustment.</p> <p>Transitions within college include;</p> <ul style="list-style-type: none"> • Moving between different programmes and using AP-all relevant information is shared including Risk Assessments • Moving back to school managed by the Reintegration Team-a file is compiled collating all relevant reports informing the new placement of the needs of the student • Moving from KS2 to KS3- students & families are supported making application to mainstream & special school, attending induction days and ensuring high quality, relevant information is passed on • Moving to either Post 16 or college providers <p>Each transition is a change that is unsettling and staff have training to ensure that the student is well prepared and the contact is maintained until the young person has moved onto the new</p>

			school roll. The college welcomes families to return and share their experiences and collates feedback on their time at Cranbury College.
11	How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?	Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated.	<ul style="list-style-type: none"> • The college Business Manager works closely with the LA monitoring the budget • Pupil premium statement shows breakdown of spend and evaluation of outcomes and is used for a range of activities • Provision maps are in place for all students with SEN. The SENCo liaises directly with the SEN Panel prior to making changes for students on complex individualised packages
12	How is the decision made about what type and how much support my child/young person will receive?	Quality First inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the Management Committee	<ul style="list-style-type: none"> • Provision maps show wave 1,2,3 interventions at the primary & secondary centres • Monitoring of these provision maps are in place especially if the emotional & social needs change • Pupil progress meetings review support regularly • Families are consulted over provision maps for all SEN students • Interventions monitored through pupil progress meetings and intervention tracking • Information of the types of support a student has accessed will be shared on transition to their new schools • The SENCO reports to the Management Committee annually and submits reports at least biannually
13	How are parents involved in the setting /school? How can I be involved?	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We host regular parent focus groups in order to listen to any parental	<p>Building a relationship with parents/carers is key from the start. Students who are permanently excluded attend a first interview with their parent/carer. Further ways to involve parents include;</p> <ul style="list-style-type: none"> • Parent/student reviews held at least 3 times each year • Biannual reports • Open mornings throughout the year at the Primary PRU with refreshments made by the students • Show & Tell opportunities for

		concerns. Our Governing Body includes Parent Governors/representatives.	<p>parents to see work & meet staff informally on the secondary site</p> <ul style="list-style-type: none"> • Yr 11 & Post 16 Leavers Celebration at Cranbury College & Vision celebrating successes • Art Exhibitions • Parenting Workshops • Questionnaires • Communication by any preferred means; phone, text, email or visit • Open door-parents are welcome to share their concerns • Parent Governor on the Management Committee
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	In addition to our notice board and updating our staff regularly, we have named person who will support families access services through the Local Offer. An appointment with this person and the SENCo jointly can be obtained by contacting Cranbury College in the first instance.	The college acknowledges that each student and their families may be experiencing unique difficulties with school unable to solve all their problems. Each centre at Cranbury College has a named person with Middle Leader responsibilities able to signpost families to the correct agencies. The college has a good reputation championing the needs of the young person

15	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher/keyworker. Further information and support can be obtained from the college's SENCo.
	What is the complaints procedure?	A complaints procedure is in place

Our external partners are
Educational Psychologist
EWO
Behaviour Ambassador
CAT Team Reading
Peer Massage/Aromatherapist Therapist
Art Therapist
School Nurse
Primary Mental Health Worker
School Police Liaison Officer

Virtual Head teacher Looked After Children
Edge of Care
ASD Adviser
Counselling Daisy's Dream
Berkshire Woman's Aid
Turnaround Families
PASS Workers
Social Worker
Youth Service
ADHD/ASD Coach
Adviza (Careers)
Children's Commissioning Team
CBEBP
Alternative Provision (AP)
Reading Rockets
Heroes Small Animal care
Outdoor Academy
PathHill Outdoors
Reading YMCA Woodwork
SKIDZ Motor Education Project
RAW Health & Fitness
Plug n Play
Head high hairdressing & beauty
Singing
TLG alternative education
Gym sessions @ Hamilton Rd
Pottery @ New Directions

Any other comments: (Please add any additional features/resources in your school, which helps meet learner's needs, which are not recorded above).

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

<p>Is there any additional provision you have developed during the year?</p>	<p>All staff to be trained in the practice of Mindfulness</p> <p>Work shops planned:</p> <ol style="list-style-type: none"> 1. Differentiation 2. Autism Awareness (Vision & Primary) 3. Poor Working Memory (Vision & Primary)
---	--