



SEN Information Report / Local Offer Submission 2018/19 (all schools)

Please submit your responses to Disc@reading.gov.uk

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

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Website: <http://www.cranburycollege.reading.sch.uk/index.html>

Ofsted link:

<http://www.cranburycollege.reading.sch.uk/pdfs/Cranbury%20College%2010040939%20PDF%20Final%20Report.pdf>

Head teacher & SENCo: Mandy Wilton

SEN and Vulnerable Groups Manager: Luke Baker

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Date of latest Accessibility Plan: June 2018

Date completed: Sept 18

By whom: Luke Baker

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-produced by the Headteacher, Governor's and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

General Statement -

Cranbury College is a multi-site Alternative Curriculum Provider, delivering education and support services to 5-19 year olds, up to 25 with an EHCP. The provision consists of a Primary Provision, Key Stage 3 “Pathways” Provision, Key Stage 4 “Futures” Provision, Post 16 “Vision” offer, Hospital Teaching Service and Outreach Services training to schools.

	Regulations		School Response
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>Cranbury College is a provision for children and young people with Social, Emotional and Mental Health Needs who do not have an EHCP. Cranbury College makes assessments for those in need of additional support with an EHCP through the normal process.</p> <p>On occasion we can be commissioned to work with children and young people with an EHCP on manage moves, complex packages and on an interim basis.</p>
2	Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>All students, by means of entry, are classed as SEN Support.</p> <p>All students upon entry are assessed using a variety of assessment programmes in particular maths and literacy skills. Assessments are reviewed and re-analysed as the year progresses to ensure the correct provision is in place and progress is being made.</p> <p>The information is collated and shared with staff and triggers the SENCO & Keyworker to formulate a plan of interventions educationally & emotionally.</p>

			All information is shared with the parent regularly through the review meeting process.
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	The SEN Policy is on the schools website under "our policies"
3a.	How the school evaluates the effectiveness of its provision for such schools	How do you make sure that the SEN provision is helping pupils make better progress? How do you check other outcomes for children with SEND, such as independence and well-being?	All assessment data is tracked and termly monitoring of data will show patterns of lack of progress. All teachers are held to account for pupil progress data and barriers to learning and strategies to overcome them are discussed termly with teachers and the subject leads. Cranbury College encourages independence at all times which includes many opportunities for independent study at dedicated times and in dedicated learning areas.
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	How do you check and review the progress made by pupils with SEN? How will I find out about the progress my child is making? How will I be involved in those reviews? Who else will be there?	All Cranbury College students have SEN so the processes previously mentioned applies for all our pupils Parents are invited in to regularly speak with Key workers and to discuss the progress of their child. Any form of review could be attended by a variety of people both from within and outside of the college due to our collaborative and multiagency working.

	<p>Parents will always be informed of attendees and asked if there is anybody in particular they wish to attend before a meeting is arranged.</p> <p>Cranbury College ensures all statutory guidelines are followed in regards to annual reviews.</p>
<p>3c</p> <p>The school's approach to teaching pupils with SEND</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p> <p>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. The Leader of Learning monitors teaching and learning throughout the whole college to ensure positive outcomes and progress, through quality first teaching and learning, for pupils with or without an EHCP.</p> <p>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 groups are run using Nurture principles applying consistent secure boundaries for learning to be achieved through a diverse programme of subjects and alternative provision.</p> <p>KS4 work towards their work</p>

	<p>pathway and, along the the Work Experience Co-Ordinator, prepares our young people for the world of work ensuring they gain the relevant qualification and experiences needed to be successful.</p> <p>All staff have experience in Behaviour Management and apply it consistently on all sites</p> <p>Academic & Boxall data is 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 all sites 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</p>	
<p>3d How the school adapts the curriculum and learning environment for pupils with SEND</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>All pupils at Cranbury College have SEN, the buildings have safety doors with access buttons.</p> <p>All of our sites have enough space to ensure children and young people have a quiet and safe space if needed to go to. All children are welcomed by staff and their work and photographs, as well as inspirational quotes, are displayed throughout all buildings at all sites to ensure they feel welcomed and part of something. Where needed adaptations can also be made for those</p>

		<p>with disabilities to ensure they can access a full and varied timetable. These changes are made on a case by case basis.</p> <p>This curriculum has been built with the pupil’s voice at the centre with not only their views and aspirations taken into account but their needs, with timetables adapting to their requirements.</p>
<p>3e Additional support for learning that is available to pupils with SEND</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school’s resources allocated and matched to children’s special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>Every student on all sites 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>We work closely with other targeted services including Youth Offending, Drug and alcohol support services and youth support services to ensure the emotional needs of our young people are met.</p> <p>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.</p> <p>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>The amount of support received is on a case by case basis. EVERY child has</p>

			access to a key work and most lessons across all sites have the support of a class teacher and an HLTA, with small classes of maximum 6.
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All activities are open to all children as all our pupils have SEND.</p> <p>Activities in the past have included Cranbury College Festival, reward trips to Thorpe Park, enrichment trips to museums and individual rewards for good progress, attendance and attainment.</p>
3g	Support that is available for improving the emotional and social development of pupils with SEND	<p>What support will there be for my child's overall well-being?</p>	<p>The wellbeing of all of our students is our main priority and we strive to meet their Social, Emotional and Mental Health Needs and recognise these are important to address so they are able to access a wider curriculum.</p> <p>We offer opportunities for breakfast club, a free lunch for all of our pupils, smaller nurture groups and encourage our young people to support each other at times of need.</p> <p>Centres 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</p>

		<p>safeguarding policy requiring the provider to complete a Service Level Agreement (SLA). All AP sites are 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>4. In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</p>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Please Contact the SEN & Vulnerable Groups Manager: Luke Baker lbaker@cranburycollege.reading.sch.uk</p> <p>If you are unhappy with anything to do with your child SEN needs and are not happy with your response from the school you can contact Reading IASS: iass@reading.gov.uk 0118 9373421</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</p>	<p>What training have the teachers and other staff who support children and young people with SEND had?</p>	<p>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>Across the KS3, KS4 and Post 16 site many HLTAs have been trained to deliver Catch Up Literacy and Catch Up Numeracy.</p> <p>Through the Appraisal process all staff identifies areas of CPD to work on during the year.</p>

		<p>Senior leaders have undertaken MITA training to ensure the use of HLTA's maximises learning outcomes.</p> <p>All staff have received training on Mental Health needs and trauma experiences of young people.</p> <p>All staff are included on the compulsory LA training programmes.</p> <p>Training is vast and continuous with regular sessions to all staff including Admin, Kitchen and Cleaning Staff. As well as inviting other schools and attending training within other settings.</p> <p>We are part of the Stonewall School Champion Programme and are proud to be trained in Tackling homophobic language and dealing with and supporting LGBTQ issues.</p>
<p>6. Information about how equipment and facilities to support children with SEND will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Equipment will be provided as long as it is in their Education, Health and Care Plan and an assessment has been carried out recommending equipment and facilities and training has been provided on its use where necessary. The cost would need to be met by the local authority for anything over and above what is deemed reasonable.</p>
<p>7. The arrangements for consulting parents of</p>	<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>Building a relationship with parents/carers is key from the start. Students who are permanently excluded attend a first interview with</p>

<p>children with SEND about, and involving such parents in, the education of their child</p>	<p>How will you help me to support my child's learning?</p>	<p>their parent/carer.</p> <p>We involve our parents in the following ways:</p> <ul style="list-style-type: none"> • Parent/student reviews held at least 3 times each year • reports • Open mornings throughout the year at the Primary Provision with refreshments made by the students • Show & Tell opportunities for parents to see work & meet staff informally on the secondary site • 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
<p>8. The arrangements for consulting young people with SEN about, and involving them in their education</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>We take very seriously the views and feelings of the young people within our provisions. The young people at Cranbury College are asked to provide their views through videos, discussions with Key Workers and opportunities to contribute to group consultations. Young people are often invited to meetings to discuss</p>

			progress and issues there may be within their setting.
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	If the Headteacher has been previously contacted and is unable to help you must contact the chair of the management committee whose details are on the school website.
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>Centres welcome Social, Youth & PASS Workers, Edge of Care and specialist support workers from across the local authority.</p> <p>Referrals are made on a case by case basis and are made by the college, and where possible with parent or young person consent. Parents can gain support themselves through Reading IASS</p> <p>Rigorous procedures are in place to ensure all visitors to the centres have badges and are informed of our Health & Safety requirements.</p>
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	<p>SEN Manager Luke Baker</p> <p>College Welfare Officer Melanie Thomas</p> <p>Students Key Worker or Phase Leader</p>
12.	The school's	How will you help my	Transition plays a huge part

<p>arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>child make a successful move into the next class or secondary school or other move or transition?</p>	<p>in all we do at Cranbury College. This can be transition from mainstream and onto a site here, from Cranbury to Mainstream, from site to site or from Primary to Secondary.</p> <p>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>All relevant information is shared including Risk Assessments and IEPs to ensure the best outcomes for the young person.</p> <p>We will support attendance at induction days and any pre movement visits ensuring high quality, relevant information is passed on</p> <p>We recognise that each transition is a change that is unsettling and staff have training to ensure that the student is well prepared and contact is maintained until the young person has moved onto the new school roll, where this applies. The college welcomes families to return and share their experiences and collates feedback on their time at Cranbury College.</p>
<p>13. Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The Local Authority's Local Offer.</p>

AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)

14. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?

How often will these reviews happen?

Communication with parents/carers is at the heart of what the college does well. Every student on with in each Key Stage and the Hospital Sites have a Keyworker, Key Person or Phase Leader 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. When a young person is ready to return to mainstream the student & family work closely with the team formulating a plan to ensure a successful transition back to mainstream education.

Cranbury College methodically gets 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 as well as offering drop in sessions on sites for Parents.

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
15	Who can I contact for further information?	SEN & Vulnerable Groups Manager Luke Baker
	What is the complaints procedure?	Please contact the Head teacher in the first instance, the complaints procedure is on the website
Our external partners are		
	Educational Psychologist	Jackie Bloyce
	EWO	Julie Stevens
	CAT Team Reading	
	Peer Massage/Aromatherapist Therapist	Sophie Webster
	Art Therapist	
	School Nurse	Helen Snell
	Primary Mental Health Worker	
	School Police Liaison Officer	TVP Schools Team
	Virtual Head teacher Looked After Children	Claire Houlton
	Edge of Care	Various
	ASD Adviser	
	Counselling Daisy's Dream	
	Berkshire Woman's Aid	
	PASS Workers	Various
	Social Worker	Various
	Youth Service	Various
	Alternative Provision (AP):	
		Reading Rockets
		Heroes Animal Farm
		Outdoor Academy
		Path Hill Outdoors
		Reading YMCA Woodwork
		Groundwork Motor Education Project
		RAW Health & Fitness inc. Dance
		Plug n Play and Readipop
		Heads high hairdressing & beauty
		Outpost @ Reading Play
		THRIVE
		Pottery @ New Directions

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

Is there any additional provision you have developed during the year?	Provision is always developing through bespoke programmes for our young people including additional interventions such as catch up literacy and numeracy. Staff have developed their skills with Trauma training and problem solving sessions with the Educational Psychology Service.
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Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?	Yes
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