



HOW WE SUPPORT YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision: At Cranbury College is to support every young person who has either experienced permanent exclusion from school, whose medical need prevents them from attending school or who have no school roll. We share a **commitment to learning** and have **high expectations** of all. We believe that **everyone can succeed** and improve on their current performance. We celebrate all students' achievements and are determined to enable our students to become responsible, independent, thoughtful children and young adults who have **confidence and resilience** and are able to re-engage with the challenges of learning.

At Cranbury College, **everyone is valued equally** and we are all aiming to **overcome the barriers that exclusion can pose**.

Type of school: Cranbury College is a successful multisite Pupil Referral Unit working with boys and girls whose ages range from 5-19 years. Entry is via a permanent exclusion from mainstream or special school or through a medical referral via the Pupil Admission Panel. Reading LA also refer students with a Statement or EHCP who have no school roll. Students on the Vision Post 16 site may have experienced exclusion or have become NEET and entry is via an interview process. Cranbury College also provides teaching in Lion & Dolphin Wards at The Royal Berkshire Hospital and runs the Behaviour Support Outreach service to schools in the Reading area.

Our Ofsted rating: following an inspection in January 2016, the college 'Requires Improvement' but is Good in the personal development and welfare of young people and in our 16-19 study programme known as Vision

Inspectors noted that: 'Pupils with additional special educational needs and those who are disadvantaged make progress at similar rates to other pupils in the college'. 'The college helps to restore pupils' positive views of education and learning'. 'Most pupils improve their attendance while at the college'. 'Examination results from 2015 show that a few pupils made much better than expected progress in English and mathematics'

<http://www.cranburycollege.reading.sch.uk/performance/pdfs/Cranbury%20College%20Ofsted%20Report%202016.pdf>

Assessment and Progress: To ensure students who need extra help are identified early, a number of strategies are used:

- Information gathered from primary & secondary schools, including assessments, SATs results & Behaviour data
- A wide range of baseline assessments in reading, maths, Cognitive Ability tests (CATS), LASS (multifunction assessment tests) SDQ (Strength & Difficulties Questionnaire) & PASS (Positive Attitude to Self & School) are completed on arrival at Cranbury College. Boxall scores are completed prior to arrival at primary & secondary & Post 16
- Detailed tracking of student progress using CLA Tracker, attainment and attendance
- Individual target-setting for all students
- Regular updates of SEND Register to reflect and monitor additional learning/behaviour needs
- Whole school focus on Assessment for Learning
- Testing for and provision of Access Arrangements for public examinations in years 10-13 and at the primary site for SATs

- Support group or individual support to develop English skills using Lexia
A review of all tests is underway highlighting in more detail the specific needs a student may be experiencing

What we do to help young people with special educational needs:

All the staff working at Cranbury College are committed to raising standards. The classroom assistants are all Higher Level Teaching Assistants (HLTA) and Coach Mentors on the team support in college and out in the community. Staff support students according to their experience and training. The college encourages Continuous Professional Development (CPD) and many have received training including Autism Spectrum, Specific Learning Difficulties, Behaviour and Mindfulness Practice in the classroom, a current focus over the next two years. In class support is offered within most lessons.

There is some withdrawal to address specific learning needs. This can be individually or in small groups following a Rapid English or similar programme.

On the primary we have a Key Stage 1& 2 Nurture Group and we have a nurturing ethos throughout both the primary & secondary sites.

Strategies to develop literacy

- Whole school literacy focus led by the English Lead Teacher
- HLTA in most English lessons
- Some individual/additional tuition as part of a personalised curriculum
- Literacy/reading programmes as appropriate on all sites

Strategies to develop numeracy

- HLTA in most Maths lessons
- Numeracy programmes as appropriate, including Catch Up Numeracy at KS3
- Some individual/additional tuition as part of personalised curriculum

Strategies to support and modify behaviour

- Team Teach Positive Behaviour Policy is applied by all staff
- Strong Keyworking pastoral system led by Keyworkers, Behaviour Support Staff & Coach Mentors, which also monitors progress
- Following a Code of Conduct linked to the College's reward system

How we adapt our teaching for young people with special educational needs. All students attending the sites are under the SEND category of **SEN Support**. It is acknowledged that all our students are likely to have diagnosed or undiagnosed SEND and will need a level of support over and above students in a mainstream setting.

- Differentiation is a whole college focus, with all members of staff taking responsibility to support learning. We believe that work should provide a challenge, yet be accessible to students, whatever their level of learning need.
- Teachers work closely with support staff to provide work at the correct level for the student but also developing a culture of independent

learning, developing resilience -It is ok to fail-but what are you going to learn from it?

- Development of personalised curriculum when appropriate with an emphasis of being- **Ready to learn-Ready to leave**

How we decide what resources we can give to a young person with special educational needs:

- All students with Statements of SEN receive support as outlined in their Statements. The SEN Manager plans this following advice from staff, parents and the Local Authority (LA). Some students with SEN Statements or Education Health & Care Plans EHCP are attending Alternative Education Programmes (AEP) managed by Cranbury College
- All students at KS3 receive support in core subjects such as Maths, English, Science & ICT
- The college works with a wide range of partners such as PASS Workers, Youth Workers, CAMHS, YOS, Readipop. Reading Rockets, Reading Football Club and Source

The strategies are reviewed termly, after each data entry and in conjunction with subject teachers. Parents/carers are informed whenever an intervention is planned/changed.

How we check that a young person is making progress and how we keep parents informed

- Termly assessment data is entered on to the CLA Tracker by the subject teacher each term (6 times per year), which is shared with key staff, including the SEN Manager, who monitors the progress made by students and advises on interventions
- Reports are sent home to parents/carers. Should a student fail to make expected progress, then parents/carers are invited in to discuss concerns and plan the next steps

Support we offer for young people's health and general wellbeing

There are regular meetings held on each site, attended by staff to identify the needs of students.

The college works with a wide range of partners. We ensure early identification, effective support and monitoring of student learning and progress. Referrals for specialist support are made in consultation with parents. These include:

- School counsellor and Coach Mentor
- Referrals to CAMHS
- Pass Worker/Youth worker

From September 2015 a full time Student Welfare Officer has been appointed to manage the administration of drugs, and parents/carers will be invited in to produce a Care Plan when needed. On the secondary site we have a small medical room available for students who have medical needs. Referrals can also be made to the allocated School Nurse. A member of staff on each site has Epipen training and each site has a trained First Aider (not at RBH).

How we include young people in activities and school trips

- Students are encouraged to participate in school trips and extra-curricular activities, with activities adapted to a student's needs as far as is practicable
- No student is barred from an activity as a consequence of their SEND but all students have a comprehensive Risk Assessment and additional staff may be used to support a student

Specialist external services we use when we think extra help is needed:

The college has a number of links with external agencies providing support in many areas, including speech and language therapists & massage therapists (Primary only), ASD Specialist Teachers and CAMHS. The college can access additional services when they are required e.g. visual/hearing impairment. Some young people are involved with the Youth Offending Service (YOS) or have a Social Worker or PASS Worker

- Cranbury College has access to support, training and interventions from a designated Educational Psychologist and meet frequently with the School Consultation Team a multi-professional group

Staff Training:

- All support staff have continuing professional development (CPD) and are encouraged to develop specialisms in supporting learning needs. Whole school training has included ASD awareness, dyslexia, poor working memory and SEND changes
- SEND workshops are a part of our INSET programme and can be run centrally or delivered on specific sites to meet need we also encourage online learning
- Many support staff have a first aid qualification, including Epipen training
- The SEN Manager has the Masters Level SENCO Accreditation from Reading University

Our school environment

- Cranbury College is a multi-site provision with 132 planned places. The Primary PRU (College Road) takes up to 10 students usually Yr 1-6. The provision is housed on the ground floor of a former residential building. The Secondary PRU (Cranbury Road) is registered to take up to 36 students Yr 7-11. The Post 16 Vision site is registered to take up to 32 students. The remaining 90 students are on individual programmes. Hospital teaching is based on Lion & Dolphin Wards at the Royal Berkshire Hospital (RBH)
- Access by wheelchairs is limited on all sites apart from the R.B.H.
- Disabled toilets are available for student use at Cranbury College secondary & primary sites, not at Vision.

How the Management Committee are involved and what are their responsibilities?

- The College is supported by a Management Committee made up of teaching staff, local authority officers, parents and community members
- A member of the Committee has responsibility for all students with SEND and supports the role of the SEN Manager

How we prepare for young people joining or leaving Cranbury:

As entry into the college is generally by permanent exclusion with very limited preparation it is important that the transition process is as smooth as possible:

- Each student attends an initial interview usually on the teaching site with a member of SLT. This meeting may be the first occasion when the student realises the long term consequence of their exclusion and a great deal of support & advice is offered to the whole family
- The student attending the Cranbury Road site then attends for initial assessments and orientation programmes before starting
- Primary students attending College Road have a phased entry before starting full time
- Information is sought from the sending school usually via personal visits to ensure a full picture of the student's needs is available when planning entry to the college

Leaving the college: Students may be re-integrated to mainstream or special schools especially following a successful application of an EHCP.

- The new 'Needs Assessment' process for an EHCP allows a parent/carer to participate in the co-production meeting sharing what school they would like their child to attend and at the conclusion of the process Cranbury College is privileged to be involved in the transition to a new school
- Students without an SEN Statement or EHCP are placed via the Student Admission Panel and supported into their placement by the Re-Integration Team. The member of staff continues to support in class until the student is successfully placed on roll at their new school

KS4 transition:

Students may remain at Cranbury following an Individualised Programme or college place and move to the Post 16 at Vision. All student with SEN Statement or EHCP have access to specialist support of an Adviza drawing up a Preparation for Adulthood Form outlining their needs.

- Students are assisted in choosing college courses, completing application forms and preparing for interview
- The college continues to support via Taster Sessions, travel training and transition and will maintain this link until at least the end of the first term

How parents are involved in college life:

- All parents and carers are encouraged to participate in the college
- Information is on the school website, including all school policies but the most important dialogue is with the team working with their child
- Parents attend Annual Reviews, target setting/review meetings and any additional meetings required to share their views. To facilitate this, meetings can be held in the student's home, local community or at school
- Open mornings to share good practice are held on each site but parents/ carers are welcome to meet with staff at times convenient to both parties

Who to contact for more information or to discuss a concern:

Mrs Sheila Honeybourne
Assisted Head Teacher & SEN Manager (Masters Level SENCO Accreditation)
Cranbury College
Cranbury Road
Reading
RG30 2TS

Cranbury College's Local Offer is published on:

www.reading.gov.uk Search in SEND Local Offer for Cranbury College

Our offer to children with special educational needs and disabilities was prepared in June 2016

It will be reviewed in June 2017