



SEN Information Report / Local Offer Submission 2017/2018 (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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Email: shoneybourne@cranburycollege.reading.sch.uk



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

Ofsted link:

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

Head teacher: Mandy Wilton

SENCo: Sheila Honeybourne

Name:

Contact:

Date of latest Accessibility Plan:

Date completed: June .2017

By whom: Mandy Wilton & Sheila Honeybourne

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. The provision includes, a Primary PRU, Secondary PRU, Post 16 offer, Individual Learning Programmes, Hospital Teaching Service and Outreach Services to schools.

	Regulations		School Response
1	The kinds of special educational needs for which provision is made at the school	Do you have children with SEND in your school? What kinds of SEND do those children have?	Cranbury College is a provision for children and young people with Social, Emotional and Mental Health Needs who do not have an EHCP.
2	Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND	How do you know if a pupil has SEN? How will I know if my child is receiving SEN support?	All students are assessed prior to admission. 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), Access Reading and Access Maths. The information is collated and shared with staff and triggers the SENCO & Keyworker to formulate a plan of interventions educationally & emotionally.
3.	Information about the school’s policies for making	Where can I find information about the school SEN Policy?	All Students at Cranbury College have Special Educational Needs. Education provision and additional interventions are

	provision for pupils with SEND whether or not pupils have EHC plans		delivered according to the outcomes of assessment on entry.
3a.	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	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.
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>All Cranbury College students have SEN so the above applies.</p> <p>Parents are invited in to regularly speak with Key workers and to discuss the progress of their child.</p>
3c	The school's approach to teaching pupils with SEND	<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.</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</p>

			<p>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</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 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</p>
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<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>The curriculum is being developed to a skills based curriculum, to meet the needs of pupils with SEMH. This curriculum has been built with the pupil’s voice at the centre.</p>
3e	Additional support for learning that is available to pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school’s</p>	<p>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</p>

		<p>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>needed. Parent/carers are required to attend review meetings either in school or more locally.</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>
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>
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 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 & Needs Assessment requests.</p> <p>Centres also welcome Social, Youth & PASS</p>

			<p>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 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>
4.	<p>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>shoneybourne@cranburycollege.reading.sch.uk</p>
5.	<p>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 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</p>

			<p>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 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 of young people.</p> <p>All staff are included on the compulsory LA training programmes.</p>
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	It will be provided as long as it is in their plan and an assessment has been carried out recommending equipment and facilities above and beyond what is deemed normal for an educational setting. The cost would need to be met by the local authority for anything over and above what is deemed reasonable.
7.	The arrangements for consulting parents of children with SEND about, and involving such	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<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</p>

	<p>parents in, the education of their child</p>		<p>parents include; 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 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.	<p>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>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.</p>
9.	<p>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made</p>	<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>	<p>Please contact the Management Committee through the college office.</p>

	at the school.		
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 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>
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>The college welfare officer.</p>
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<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; Moving between different programmes and using AP-all relevant information is shared including Risk Assessments</p>

			<p>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</p> <p>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</p> <p>Moving to either Post 16 or college providers</p> <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 school roll. The college welcomes families to return and share their experiences and collates feedback on their time at Cranbury College.</p>
13.	<p>Information on where the LA’s SEN Information Report / Local Offer is published</p> <p>ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)</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>

<p>14.</p>	<p>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</p>	<p>What opportunities will we as parents and our child have to review our child’s progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</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. The college has strengths in the following areas: 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</p>

15	Who can I contact for further information?	SEN Manager - Sheila Honeybourne
	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	Keith Wilshire
EWO	Julie Stephen
CAT Team Reading	
Peer Massage/Aromatherapist Therapist	Susan Millar
Art Therapist	
School Nurse	
Primary Mental Health Worker	
School Police Liaison Officer	
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 Small Animal care	Dawn Dingwall
Outdoor Academy	
Path Hill Outdoors	Mark Hillyer
Reading YMCA Woodwork	Stephen Ritchie
SKIDZ Motor Education Project	Angus Vinnicombe
RAW Health & Fitness	Roddy Slater
Plug n Play	
Head high hairdressing & beauty	Kate Swinn
Singing	
THRIVE	Paul Scott
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	Training staff in Catch Up Literacy & Numeracy
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developed during the year?	
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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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