

## Cranbury College Primary Handbook

The following information gives an overview of Cranbury College Primary unit.

Cranbury College Primary is a 10 place pupil referral unit to support pupils aged 4 to 11 years old, with complex social, emotional and behavioural difficulties and associated learning difficulties. Pupils are referred by the LEA because their needs cannot be met in their current mainstream setting and/or they have been permanently excluded from their mainstream school.

The primary is based on nurture group principles, providing a supportive environment for pupils to overcome barriers to learning and become successful learners. Following breakfast and CMSC, the day is divided into 3 sessions and includes a structured lunch period. It provides education for pupils who require more intensive levels of assessment and intervention.

- ☉ Pupils are taught the new Primary National Curriculum, personalised to meet their individual learning, special educational, social, emotional and behavioural needs and to prepare them to transition to mainstream schools or specialist provision. Refer to curriculum overview and the KS1 and KS2 curriculum maps for details of the curriculum offered at the primary site.

Pupils are supported to develop social communication and behavioural skills, personal and emotional skills, problem-solving and thinking skills.

Placements can be time-limited or extended according to need. Time-limited placements involve working in partnership with parents, mainstream schools and other professionals to support, assess and address the child's emotional, social and behavioural difficulties. Re-integrations at the end of the placement are planned to include (where appropriate) time limited, personalised support in school.

Extended placements involve full time provision for children who are not attending school, for instance, following permanent exclusion. Education Health and Care Plan assessments are facilitated where appropriate, with consideration for relevant thresholds.

### **Premises**

Cranbury Primary site is situated in a large Victorian House with an all-weather garden, in College Road, Reading. The site is accessible by car or via 17 bus from Reading. Its situation near Palmer Park means that we are able to make use of the park and stadium for sports facilities, outdoor learning and reward play. Parking is not available on site, but cars can be parked on the street outside for up to 2 hours.

### **Staff**

Nuala Hemphill – Lead Teacher and Unit manager

Sarah Oxley – Business Support

Katie Gumball – Teacher & Maths / Music Lead from January 2015

Cheryl Carvill – HLTA with responsibility for cookery and special interest in Science, Maths and support for gifted and talented pupils

Lorraine Oliver – HLTA, Key worker and responsibility for KS1 nurture and ASC support strategies

Becki Wilcox – Key Worker, HLTA with responsibility for Art/DT and family support

Ben Fisher – PE instructor

Sue Millar – visiting OT, Aromatherapist

### **Enrichment Activities**

Throughout the year, pupils have the opportunity to make use of the outdoor environment for learning experiences at the college site, the local park and other local facilities to stimulate imaginative, creative and investigative activities. Pupils are rewarded for effort with behaviour and work by play in the park sessions. The local stadium and park is used to support the PE curriculum activities. Pupils are supported to take risks safely, take care of themselves and others and take responsibility, to develop their personal and social skills and grow greater self-confidence and self-esteem.

### **Home Learning Policy**

Homework to support learning in Literacy in Maths is encouraged. Tasks are set on Mondays to be returned on Fridays each week. Further home-learning activities are available via recommended sites on the college website.

### **E-safety**

E-safety policy with advice for parents regarding safe use of computers and the internet is available on the college website.

### **Alternative Provision**

Pupils attend external alternative provision and/or therapists and providers in college based on need:

Reading Rockets – Sports 2 x per week – Palmer Park or college site – planned with lead teacher (all KS2)

Reading FC – leadership skills course – Madejski Stadium Reading (2-3 pupils weekly)

Heroes – therapeutic work with horses (2 pupils 1 x per week)

Aromatherapy – all pupils 1 x per fortnight

Music Therapy – 4 pupils (1:2) 1 x per week

### **SEN**

Each pupil has an individual provision map and behaviour plan detailing provisions and individual and/or group interventions. Requests for EP, OT, CAMHS, SALT and/or EHCP assessments are made via college SENCO.

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## SMSC At Cranbury Primary

Strong emphasis is placed on developing the pupils' spiritual, moral, social and cultural development. Provision is based on nurture group principles at Cranbury Primary.

The day starts with targeted SMSC discussion at breakfast time. Topic and individual subject teaching promote aspects of SMSC provision. SMSC is promoted in English, Art, RE and Humanities work linked to topic themes, such as Terrible Tudors health, crime and punishment in Term 1, Inside Out Emotions and feelings in term 2. PSHE is taught daily through circle time activities based on PATHS programmes, with aspects of SEAL and TAMHS projects incorporated.

Children are encouraged to take part in their assessment of achievement and progress with academic and social, emotional and behavioural work. Each child has a key worker who supports the pupils to build a personal profile of their strengths, areas to develop and support needs. Social emotional and behavioural targets are developed from Boxall assessments. Targets are displayed in the home room along with compliments/recognised effort towards targets; ongoing progress towards these targets is reviewed in weekly key worker sessions and in Friday circle time.

Pupils assess progress against success criteria in core lessons and targets recorded in their books. Work and achievement are celebrated weekly in group circle time on Thursdays and by a system of compliment awards each session. Wow work is displayed and recognised along with photographic record reminder of good social skills and behaviours for learning. Pupils are rewarded with tokens for session achievement, choosing time, weekly park play and treats to town bookshop to buy books. Work trawls are stored as an ongoing record to inform termly assessments of progress and pupils. Pupils are involved in their assessments. A personal passport is developed in PE to record bronze, silver and gold progress towards achievement of PE skills, as well as personal communication, social interaction, teamwork and other behavioural skills.

Opportunities are created for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological events and activities that promote pupils' SCMC development. The week starts with Arts afternoon with a visiting Art teacher; performing arts and music/vocal coaching are taught weekly; trips to the theatre are arranged, such as pantomime at Christmas. Food science/cookery is taught weekly. Successful curriculum workshops and educational visits have included a Science/chocolate workshop and a visit to a Falconry to experience handling falcons. The all-weather garden, nearby town centre, cemetery and park have been used to support work in Maths, Science, RE and Literacy. Local sports facilities and the park are used for PE lessons, along with the all-weather astro-turf garden. Pupils take part in termly sports tournament games.

Weekly alternative provision sessions, such as Heroes therapeutic work with animals and cooperative, leadership skills with Reading Football Club target the needs of individual pupils. Daily sensory circuits and weekly aromatherapy help pupils to develop skills to support emotional regulation and ability to communicate and participate and develop social skills. A music therapist works with small groups and individuals weekly; pupils are able to explore feelings and emotions through musical expression. Vocal coaching and music is also taught in primary weekly.