

Cranford Park Academy

Special Educational Needs and Disability Information Report

The Cranford Park Academy is a large four-form entry primary school with a nursery on site. The Code of Practice for Special Needs requires us to publish a 'school report' informing parents and carers about the support and provision we currently have in place. Links to Information outlining the Hillingdon SEND local offer, and what the Borough can offer children with special needs, can be found on: <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

The Core Offer

At Cranford Park Academy, we are committed to offering **high quality** differentiated **teaching to all children**, within a classroom setting. We believe children should work alongside peers wherever possible and not be excluded from the classroom unless their learning needs dictate they learn better with fewer distractions.

Student progress is regularly assessed through class-based tests and through on-going assessment checks. The progress of all pupils is discussed termly. In this way, we hope to identify emerging needs and monitor the progress and success of interventions in place for children in need of help.

We consider the **child's parent as part of the team** and cannot emphasise enough the importance of letting your child's teacher know the minute a problem arises. We are a large multicultural school and have members of staff who speak most languages within the school community. We can arrange for them to act as translators if parents would find this helpful in meetings.

In short, we want all children to feel happy to come to school, to feel like they belong, to make friends, enjoy their learning and fulfil their potential at Cranford Park Academy.

The additional offer at Cranford Park Academy for children with special educational needs and/or disability (SEND)

All children are different and some face temporary or long lasting barriers to learning. In addition to good quality teaching in class, some children require special adaptations to learning or the environment. A student is considered to have a SEND (Special Educational Need and/or Disability) if they have a learning difficulty or disability, which calls for special educational provision to be made for them. This provision is deemed 'additional to' or 'different from' the core offer that is made for all students. Students are considered to have SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age at Cranford Park Academy. (Code of Practice 2014).

Currently we are supporting a wide range of children with special needs, related to: hearing impairment, ADHD, autism, speech and language difficulties, elective mutism, learning difficulties, physical difficulties, attachment disorders and health problems (eg asthma, epilepsy, diabetes, allergy). Our approach to SEND is described in [the SEND policy](#).

How are students at Cranford Academy identified as having SEND?

Generally, pupils with SEND are identified in one of these ways:

- Liaison with a previous school.
- Concerns raised by parents.
- Concern raised by a class teacher.
- Liaison with external agencies or a health diagnosis that presents a barrier to learning.
- Internal assessment by the SEND Team.

If a student at Cranford Park Academy has a Special Educational Need, they will be placed on the school's SEND Register. Placement on this register can be short or long term, but parents will always be part of the decision.

Who would a parent's first point of contact be if they want to discuss something about their child or they are worried?

If a parent has a concern they should always approach the class teacher and share your concern. You can approach them in the playground or telephone the school to request a meeting. The class teacher will communicate your concerns to the SEND team if necessary and they will meet with you, initiate an investigation into the difficulty and arrange a follow up meeting to discuss the outcome.

The SEND team consists of:

- Mrs Cathy Howells: Director of Inclusion, SENDCO, SEND link for EYFS (Works Monday to Friday)
- Mrs Claire Matthews: Class teacher and SEND teacher for Years 1 and 2. (Works Tuesday to Friday)
- Mrs Jenny Baker: SEND teacher for Years 3 and 4 (Works Monday to Wednesday)
- Miss Khy Bediako: Class teacher and SEND teacher for Year 5 and 6 (Works Monday to Friday)

If you need to talk to any of the team please call the school on: 0208 573 3453 and ask for one of the SEND team.

It is important that you keep us informed of developments or changes in the child's medical history as **we do not receive information from the Child Development Centre** and so would ask parents to bring in any reports for us to photocopy.

What training will the staff supporting children and young people with SEND have had or receive?

LSAs and staff receive training on issues relating to special needs. We have completed the London Borough of Hillingdon's Inclusion Commitment, with a focus on understanding autism, and continue to develop our training offers. We have also recently completed the PINS project which focussed on neurodiversity. We always seek to develop our provision with advice from the Borough, the educational psychology service and external agencies e.g. (CITS - Children's integrated therapy service - Speech and language therapy, OT and Physio). Our training is continually on-going. We feel it is important to recognise that each child is an individual, not a diagnosis, so for practical advice we also seek training from special schools and experts in their field.

How will parents be involved?

Parents or carers of children on the SEND register will be invited to discuss aspects of progress and provision at least twice a year but generally termly. These meetings may be more frequent depending on the needs of each individual child. We can communicate through email, face-to-face meetings or over the telephone depending on the families' preferences and the conversation we need to have. We ask that parents advise us if they need a translator to support their understanding and will try to accommodate this.

When your child is being placed on the SEND register, you will be invited to an initial consultation. During this, we will share our concerns and go through supportive strategies that can be implemented at home. Consistency

during these times is key and we recognise how important a joint working partnership is. We will also discuss a range of strategies which could help to remove barriers to learning, e.g: adaptations to the environment, different ways of learning, supportive materials, targeted interventions or small groups or enlisting the aid of health specialists. Targets will be set for different areas of need, and advice will be given about how the parents can help at home.

You may initially be invited to the meeting by letter in the child's school bag so check regularly! This will be followed up by a phone call. If needed, we can rearrange appointments for more convenient times. Following meetings will be arranged at the first meeting, in order for us to review your child's progress on a regular basis.

How are the School's resources allocated and matched to a child's special educational needs or disability?

When a child is identified as having a special need, we act on the recommendations made by specialist professionals, parents, the child's teacher and the child (where appropriate), to meet the needs of the child. This will be guided by a member of our SEN Team, who will carefully plan appropriate provision. For ideas of what strategies may be suggested, please consult the [Hillingdon borough ordinarily available provision document](#).

How will the school monitor children's progress and how will parents be involved in this?

All children in the school have their progress monitored termly. Children who are working at a level below their peers are assessed with banded objectives (Bands). Your child's progress will be touched upon in your meeting with your SEND teacher, but also during parents evening with your Class Teacher. Children that are not able to access subject specific learning will be assessed using the engagement model.

Interventions are monitored through evaluation sheets, progress in curriculum assessments, book scrutinies, observations of the teachers, child pursuits (where children are followed through a day) and lastly through discussions with the children themselves on a termly basis. This is overseen by the SEND Lead and used to inform future intervention planning.

How will the school support parents to help their child's learning?

The child's class teacher will provide homework on a regular basis, liaising with the SEND teacher where necessary. Each term, the class teacher will advise the SEND teachers on progress and be asked to make suggestions of things that could help at home and at school, they will also be asked to contribute to the child's targets.

1. What support is available to promote the emotional, social or medical needs of children with Special Educational Needs and disability?

- We have a family support worker (Margaret O'Donovan) who helps families within the school. For parents with SEND children she offers support with associated behaviours, will help parents set up appointments and run parenting schemes. You can meet her at the weekly 9am Friday coffee morning, phone the school, or ask to make an appointment at the reception.
- We have learning mentors who support children who are experiencing a difficult time at home or who just lack the confidence to make the most of school.
- We have a trained counsellor who works with children experiencing a difficult time.
- We have staff who are familiar with the 'Seasons of Growth' training, a programme designed to help bereaved children or those with parents who have separated.

- We offer a sanctuary at lunch time for children who find the playground situation overwhelming or a lonely place.
- We have 1:1 help available for children who are acting out because of the difficulties they are facing in their life.
- We have social skills groups, following recognised programs to help children develop or improve social skills.
- Our welfare assistants ensure teachers know about the medical needs of pupils and maintain a register.
- The whole staff have asthma and EpiPen training, annually.
- Children with medical conditions have their difficulties explained in a care plan. When needed, these are formed in conjunction with other medical professionals, such as the school nurse. Training is given as needed for appropriate adults.
- The children at school are regularly taught about bullying and all teachers are aware of the signs of bullying. In this way, we can ensure that all is being done to protect vulnerable children from being bullied. If a case of bullying is identified, the school will deal with it effectively and efficiently to make sure as little damage as possible is done to the victim. This is an area that we take very seriously as a school and we are committed to preventing the bullying of all children, regardless of whether or not they have a special educational need. Children can ask to speak to their teacher privately or a member of staff they are happy to talk to.

How does the school help with personal care where this is needed, e.g. help with toileting or eating?

Toileting is a very personal issue, particularly with older children. We try to keep the number of adults changing children to 3 to ensure someone is always available, but keep the numbers low to protect a child's privacy. The child and family will have a degree of choice in how personal care is delivered. For example:

- Parents can choose to take their children home during lunch time to toilet there
- They will be asked to provide their preferred brands of undergarments, e.g. pull ups, nappies, wipes.

If you are worried about your child and toileting, contact our welfare assistants in the medical room.

If a child has difficulty with eating, the parents must inform the class teacher. Depending on the difficulty, we will assign a lunch time supervisor to monitor them. If they have a medical difficulty, please contact the Welfare Team. At all times we are guided by the parent's views and that of the professionals where they are involved.

How will the children's views be sought about the help they are receiving and the progress they are making?

Children are regularly surveyed on varying aspects of our SEND provision. We are interested in any suggestions they have for improvement and encourage them to consider their lives in the future, asking them what they want to do when they grow up. We will share these with parents.

The SEND team also undertakes child views termly to obtain children's views as part of the Assess, Plan, Do, review cycle each term.

How do we cater for Looked After Children

Children who are in care or being fostered have a special set of needs, which we feel it is very important that we meet. In previous years, we have been able to support Looked After Children through: 1:1 support for the child and securing an EHCP. However, this provision is tailored to individual cases. Constant checks on how the child is feeling and problems or worries they may have, need addressing immediately. Through training and experience, we have become a nurturing, caring school with a strong child protection team who are dedicated to helping transitions between homes as smoothly and supported as possible.

Steps taken to prevent pupils with SEND for being treated less favourably than other pupils

We have a strong ethos of equality for all children, from all backgrounds with all needs. To ensure that all SEND children are treated as equals to other children we monitor and observe the aspects of school life which might impact on a child during the school day. If parents feel their child is being discriminated against because of their special needs we would ask them to contact a member of the Inclusion team or Senior Leadership Team with their worries as soon as possible. This will be investigated thoroughly and swiftly. A follow-up conversation will then be arranged with parents to go through any findings from this investigation.

3. What kinds of provisions do we make?

1. Communication and Interaction

Children with communication problems may have difficulty with saying what they want to, understanding what is said or have difficulty understanding and using social rules of communication.

What do we might do:

- Speech Links and Language Links programs to identify areas of strength and weakness and to monitor progress in areas of speaking and listening.
- Trained LSAs work either individually with children or in small groups on set outcomes.
- Pre-teaching groups are run to support teaching of new vocabulary.
- Visual support for vocabulary is used in class on a regular basis.
- Use of Widget symbols

Involving specialist help

We work closely with the Borough Speech and Language Therapist to ensure targets are achievable and appropriate. This is a statutory referral process and children will be assessed independently by the service to see if they meet its threshold.

If you would like to complete a parental referral to this service please follow the information on their [website](#).

2 Cognition and Learning

A minority of students will not be able to learn successfully in class because the pace of learning is too fast, there is not enough repetition or a large group is too distracting.

What we might do:

- Alternative provision such as a small group learning environment for some lessons
- Well-matched learning experiences which make them feel successful.

- 1:1 support
- Over-learning opportunities, e.g. flash cards, mini tests
- Planned activities linked to the curriculum, which match the learning needs of the child and take into account their next step of learning.
- Access to play based learning for children who are on an individual learning path.
- Children with ASD experiencing cognitive challenges are heavily supported, their learning is often supported by adult help and well matched activities.

Involving Specialist Help

If your child is not responding to any intervention in school, we may seek advice from the Educational Psychologist.

We may also seek advice from our local special schools (Hedgewood and Pentland Field school) to learn strategies and techniques for children learning at a slower pace.

3. Social, Mental and Emotional Health

There are many situations and causes that could result in children who struggle socially or to regulate with their mental wellbeing or emotional needs. Children may have needs arising from a medical condition, a delay in development or a personality disorder. They may also experience difficulties in these areas due to life affecting situations such as a death in the family, divorce or separation.

What we might do:

- Exploratory 1:1 sessions to see how the child feels about school and life outside of school to identify barriers and make actions to remove them.
- Inclusion in a social skills programme
- Access to a learning mentor 1:1 where they can talk about their problems.
- 1:1 support.
- 5 and 5 with our sports coach/mentor for children finding it hard to cope.
- Nurture Groups.
- Access to a safe space at lunch time – the sanctuary
- A set period of play-therapy sessions

Involving specialist help

We seek support from the Hillingdon SAS Inclusion Team, with whom we work closely to address individual needs that may be resulting in difficulties in this area.

When the problem may be related to a factor of home life, such as a sudden change in home circumstances, or when more of the behaviours are seen at home, we may refer you for an Early Help Intervention through the borough.

If we believe there is an underlying medical condition, we may refer you to your GP, who in turn may refer you to the Child development Service.

4 Sensory or Physical needs

Children in this group have a disability, which prevents them from making use of the educational facilities provided. It can be physical, sensory (visual or hearing) or be multisensory.

What we might do:

- Differentiate the PE curriculum – for example providing an adult to go in the swimming pool with children.
- Provide lifts in school.
- Provide resources recommended by external services, such as braille dictionaries, microphones for hearing aids etc.
- Use sensory breaks.
- Provide sensory learning opportunities.

Involving specialist help

We may seek support from the sensory impairment team in the London borough of Hillingdon. Where appropriate, we will seek medical support as well, most commonly through the school nurse. We can also seek support from CITS (speech and language therapists, Occupational therapists and Physiotherapists).

If parents would like to self-refer to the occupational or physiotherapist, this can be done through their [website](#).

5 What SEND support services does the school use?

What arrangement does the school have for signposting parents/ carers to external agencies, which can offer support such as voluntary agencies?

On the SEN page on the school website there is a list of associated agencies, websites and groups, which support different needs. This will be updated regularly.

Also, Hillingdon Borough has an extensive list of support available in their [local offer](#).

What can a parent do if they think that their child needs one of these services?

If you have a concern about the support your child needs, you can discuss this with the school, through your SEND Teacher. If it is jointly agreed that this support is needed, the SEND Teacher will fill out the appropriate paperwork and send it off to the professional service needed.

Hillingdon Borough has also recently opened up the ability for parents to self-refer to the Speech and Language service, Physiotherapist and Occupational Therapist through the CITS [website](#). They may require information from the school as well.

6 Activities and accessibility

How is the learning Environment adapted for children and young people with Special Educational Needs or Disability to ensure everyone has access?

As a school, we try to be as accessible as possible, and always take on the recommendations of external advisory services. Our school is wheelchair accessible, with a lift, platforms to move chairs up short flights of stairs and a

large disabled toilet. We have a ramp entrance to the front of the school and into the playground. We have a range of therapy equipment to support the development of motor skills. We have small group rooms for specialist teaching, therapy or for providing access to learning not provided for in class.

Our equality and accessibility plans is available on the school website and includes the following areas:

- Increasing the extent to which pupils with disabilities can participate in the curriculum.
- How we adapt the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide or offer.
- How we ensure that information is delivered to pupils with disabilities that is readily accessible to pupils without disabilities.

How do you ensure that children with SEND or disability can be included in out of school activities or trips?

We take into account the needs of the children whilst considering possible trips to ensure all can be included. Staff visit the site and consider any risks, obstacles or difficulties the children might face, for example, local walks can be too long for some children but are part of the curriculum. We might let them walk as far as they can, then take them in the car or bus to the meet up point, then back to school.

When needed, we will create individual risk assessments for children with SEND and/or a disability to address their needs for any school outing. These risk assessments will outline appropriate precautions for taking the child on the trip and will vary in nature between children. This risk assessment will be made in conjunction with parents, as at times we find parents would feel more comfortable in complex cases accompanying their child.

We endeavour to make all after-school activities available to all children but if a child has a medical need that needs 1:1 attention, then this is not presently possible unless a trained carer volunteers.

7 Transition and Parent support

Admissions Policy

When a child has an EHCP and the Child or the parents have requested a space at Cranford Park Academy, the London Borough of Hillingdon has a duty to consult with us. Once we have received a consultation, we will read through all documentation and respond within 15 days on whether or not we can meet the needs of that child and therefore offer them a space.

If your children receive SEND support and have a medical condition, for example they are in a wheelchair service, you can request a place based on medical grounds. Further details on this can be found in our admissions policy. This can be found on our website. Please be aware that not all medical conditions will qualify you for this element of admission. It is only for medical conditions that cannot be met anywhere else.

Where a child has a special need or disability it is important that the parents tell us before the child starts school so we can plan appropriate provision from the first day. We will read all the associated paperwork to ensure we understand what the child might find difficult. In some cases it may be possible to make small adaptations to the usual school day to help the child acclimatise to school, for example-starting off with half days.

What support will there be for children before they join school?

In the early years, staff make home visits, which give parents the chance to explain any concerns or bring attention to the difficulties a child has. In this way, we can be prepared before the children actually start.

It is really helpful if you can share any reports you have from external agencies when your child starts with us, so we can best plan our support for them.

How will the school prepare children for moving to the next stage within school and moving onto their next school?

When your child is moving to a new school, we make sure we make contact with the receiving school if a child is about to move on. We send over information promptly to enable the school to prepare. This includes reports and assessments we have made.

If your child is moving to secondary school, a transition meeting will be held between our staff and the new school to discuss all relevant information about your child. In some situations we may be able to arrange additional transition visits to schools to support the transition.

Within school, children meet their new teacher in the Summer Term and may have a 'My new class social story' to reduce anxiety if it is needed. Some children benefit from a daily chat with their new teacher. Records are passed over before the start of the new term.

8 How can parents give feedback about the SEND provision offered by the school, including compliments and complaints?

If a parent is unhappy or pleased with the provision being made for their child, they should first speak with their SEND Teacher alternatively, you can ask to speak to our Director of Inclusion (Cathy Howells) or the Principal (Mrs Evans).

You are able to reach us through the school's phone number: 0208 573 3453 or via emails sent to: sencpa@theparkfederation.org.

9 Frequently asked questions

What does it mean if my child is on the SEND Register?

We maintain a Special Needs Register primarily to identify the children who we feel need additional support to overcome an identified barrier to learning. It ensures the child has an APAR (Assess, plan, action, review cycle) outlining how we will meet the child's needs and reviewing what support is needed moving forward. This includes specific targets in areas of difficulty. It can help staff understand the nature of a child's difficulties. It is not a national register, it is purely for our school.

Some children may fall under the category of Additional Needs on our register. This means that the child has a diagnosed condition - such as partial hearing loss, ASD, etc - but is able to access the curriculum successfully and independently the majority of the time with learnt strategies of support. These children will be monitored termly, but will not have an APAR.

When might a child be removed from the register?

Very often children's needs are temporary because they develop at different rates, overcome difficulties through therapy or simply come to terms with unsettling life experiences. If your child is coming off of the register, you will be asked your opinion about this, your child's progress will continue to be monitored and they can be reinstated at any time.

How will the school communicate with me about my child's SEND?

Parents of students with SEND will be invited to attend a student progress meeting with the class teacher at Parents Evening and a review meeting with a member of the SEND team at least twice a year. The focus of both meetings is different and we would like you to attend both. **You are welcome to request an appointment with the class teacher or SEND Teacher at any time to discuss any concerns you have about your child.**

How are the school's resources allocated and matched to a student's needs?

The school ensures that the needs of all children who have SEND are met to the best of the school's ability with the funds available. A team of Learning Support Assistants, and 5 teachers, are funded from the SEND budget to deliver programs to groups or individuals. The budget is allocated on a needs basis and students with the most complex needs are given the most support.

What are we working on to improve provision?

We are continually reviewing our provision and generally adapt it each year. For example, we are looking at developing play based learning opportunities for children with more complex needs and looking at how best to utilise our outside spaces, such as our garden.

We are also focusing on how to improve the support of children in their non-core learning opportunities.

We have recently developed a parental survey that was sent out at the end of the academic year and found the feedback from this very helpful in helping us tailor our provision.

How do we review this document?

Each year we will send out a parental survey to the parents whose children have barriers across the spectrum of needs. The results of this survey will be published on our website. Based on feedback we will make amendments not only to our provision but also to this document. Any amendments we make to this document are shared with the appropriate people.