

Maiden Erlegh Trust

SEND INFORMATION REPORT AND POLICY 2023/24



MAIDEN ERLEGH
TRUST

CRANBURY COLLEGE

(LINKED TO READING BOROUGH COUNCIL LOCAL OFFER)

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Contents

Cranbury College: Key People and Context	3
SEND Budget	3
Compliance	4
Aims	4
Inclusion and SEN at Cranbury College.....	8
Inclusive teaching.....	8
Identifying students who have difficulties with learning and/or special educational needs.....	9
Entering a student’s needs on their records.....	10
Planning for provision: a graduated response.....	10
Assessing needs and reviewing progress.....	11
Involving parents/carers and students in their child’s education.....	12
Working with other professionals and practitioners.....	14
Preparing for transition	14
Adapting the curriculum and learning environment for SEND	16
Possible intervention Programmes for SEND students	16
Arrangements for SEND students taking assessment and examinations.....	17
Accessibility of school facilities	17
Professional Development of Cranbury College staff.....	18
Evaluating the effectiveness of our provision	18
Students’ social and emotional development.....	18
Arrangements for handling complaints about SEND provision.....	20
Appendices A, B, C links to appropriate PDF’s	20
Appendix D: Terms/Acronyms	23

Cranbury College: Key People and Context

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Cranbury College is a registered school and alternative curriculum provider which offers education for students aged 5 –16, who have been permanently excluded from or medically unfit to attend mainstream education.

Our provision includes, but is not limited to, the following:

- Primary, Key Stage 3 & Key Stage 4 Pupil Referral Units
- Hospital Teaching Service
- Medical Tuition
- Primary and Secondary Behaviour Outreach Support
- External Training & Support to Schools and Local Authorities

Students, who attend Cranbury Primary and Secondary are at risk of exclusion or have been excluded from mainstream education. Each student is individual and do not fall neatly into an area of specific need. At Cranbury we accept students for 'who they are'. A fresh start requires all students to engage in an induction process which generates a profile of strengths, needs, aspirations and fears. This ensures that we reinforce our genuine belief- 'You matter'.

Cranbury Hospital Teaching Service and Medical Tuition Service supports students who cannot access mainstream education due to their medical needs. The school caters for students within the Reading community who come from a variety of socio - economic backgrounds.

Cranbury College Secondary is currently commissioned by Brighter Futures for Children to provide 45 spaces and 10 high needs packages.

Cranbury Primary School is commissioned to provide 10 spaces for children to be educated.

SEND Budget

The context of Cranbury means that we access a SEN Budget. We also receive additional funding, on a case-by-case basis, for our 'High Needs' package students.

Our priority is providing quality teaching, pastoral care, and effective interventions to secure the best outcomes for all our students. The overwhelming majority of our SEND funding funds staff (Teaching Assistants, HLTAs) and staff training for teachers and support staff to ensure this happens. In addition, the school funds SEN Leadership costs and provides additional resources as appropriate (e.g.: specialist IT and software, enlarged resources for visually impaired students etc). Our budget also funds a significant number of interventions, to help narrow gaps in learning, as well as alternative provision activities.

Compliance

This policy has been drawn up by Head Teacher and SENCo in collaboration with other key staff/governors stated above. It complies with the statutory requirement laid out in **The Children and Families Act (2014)** and the associated guidance.

It should be read alongside the
SEND Code of Practice 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Reading Borough Council “Local Offer”

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

It has also been written with reference to the following documents:

Statutory Documents

Special Educational Needs (Information)
Regulations (2014)
Supporting students at school with medical
conditions April (2014)
Keeping Children Safe in Education (2014,
updated 2018)
Teacher Standards (2011, updated 2013)
Equality Act (2010) and the Advice for schools
(2013)

Cranbury College Documents

(All available on the school website)

Admissions Policy
Behaviour Policy
Curriculum Plan
Equality Policy and Accessibility Plan
Funding Agreement
Learning & Teaching Framework
Physical Intervention Policy
Safeguarding Policy

We aim to follow the guidance and meet expectations of the Local Authority’s expectations in relation to provision for children with special educational needs and/or disability (appendix A).

Aims

We provide every student with access to a broad and balanced curriculum, expert pastoral care, adaptive teaching, and a range of extra-curricular activities. We plan provision which removes barriers to learning with appropriate equipment and timely interventions (for example, additional programmes, small group and/ or individual support, as appropriate). We ensure our young people have a provision that can meet their needs and life aspirations no matter what their background. We recognise every student has a right to a fresh start.

Our approach to SEND provision is focused on aspirational outcomes appropriate to each individual student and in line with the SEND Code of Practice. The outcomes focus on:

- Achievement (attainment and progress)
- Attendance and punctuality (e.g.: attendance in enrichment activities)
- Social skills (e.g.: consideration for others and how to live as independently as possible)
- Social behaviours (e.g.: understanding rights and responsibilities, personal safety, healthy living)
- Learning behaviours (e.g.: listening, collaborative and independent learning skills and resilience)

- Preparation for the next phase of education – either special school, mainstream or post 16
- Preparation for adult life, work, and career pathways
- Engagement in education, following historical issues with schooling, as well as prolonged absence and exclusion
- Moving Children and Young people onto Specialist Provision following a review of their needs.

What needs are met at Cranbury College?

The Code of Practice (2014) states:

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”

At Cranbury College, our vision is to meet the needs of all our students through the provision we have available and ensuring our students have a curriculum which can meet their needs. Where this is not reasonably possible, Cranbury College commits to seeking the advice and support of other specialist professionals and practitioners. Cranbury College is committed to supporting bespoke packages for an interim period while the local authority secures appropriate specialist settings to meet need.

Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Although the needs of students often cross more than one ‘area of need’, the SEND Code of Practice uses four main categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

We recognise that students with SEND do not form a fixed group and that the needs of individual students may vary over time. We currently have students with needs in each of the above categories in school.

The link between special educational needs and disability

Many students who have special educational needs may also have a disability. The Equality Act 2010 defines disability as:

“...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

In this context ‘long term’ means over a year and ‘substantial’ means ‘more than minor or trivial’. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer, and sensory impairments. Many students who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

Some of these students with long term health conditions should have an EHCP to address their safety, health and wellbeing and academic progress whilst in school. If with the appropriate non-discriminatory practices and reasonable adjustments and by accessing the resources 'normally available' to their educational setting, they can access education and make progress commensurate with their peers, they will not need an EHCP, however.

“Conditions” which are not special educational needs

Certain other “conditions” are not special educational needs but may impact on progress and attainment. If assessment shows that these students require additional support, they will do so through departmental interventions and/or our Inclusion Structure. Such “conditions” are:

- Disability (the “reasonable adjustment” duty under Equality legislation means that this alone does not constitute special educational need)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman
- Poor behaviour (unless there is an underlying need which is impacting negatively on their behaviour)

Children Looked After

Where students are ‘looked after’ by the local authority, we have an additional role as we are all corporate parents. It is important not to make assumptions based on a student’s care status and to ensure that we are responding appropriately we:

- Have a Designated Lead for Looked After Children who champions these Children in school and provides a point of contact to the students, carers, specialist agencies and to Virtual Schools
- Monitor the progress of all our looked after children at least half-termly
- Collaborate on an up to date and easy to read Personal Education Plan with the relevant Local Authority
- Ensure close working with the specialist services who support CLA Students (e.g.: social worker, Virtual School Head Teacher)
- Normalise life and School experience wherever possible
- Ensure our CLA, especially those with SEND, are fully included in the activities available
- Provided tailored provision and support for these young people to ensure they can access education, removing any social and emotional barriers to access

Students with medical needs

At Cranbury College we will ensure a First Aider is always on site.

In the instance of us having a student with a specific medical condition that will impact on their school day, Cranbury College will contact parents/carers for full details of medical conditions and then prepares a Care Plan based on information supplied. Parents/carers receive a copy of this to agree to and sign and can make amendments to this should they wish to. A signed copy of this plan is kept in the office and an electronic version is made available for all staff to access; these details and any other relevant information are circulated via email to the relevant staff; and the existence of the Care Plan is highlighted on the school's MIS and in our 365 files.

Trained adults are allocated according to individual needs of students, and staff will take on training as needed to support the medical needs of any students. Whole school training will be organised by the SEN & Vulnerable Groups Manager, to ensure all staff working with a student are aware of their specific medical conditions.

All medication is stored safely and securely within the main office but is available quickly if needed by the student. Written consent must be provided by parents/carers before the school is permitted to administer or store any medication. Cranbury College will work with parents to ensure enough medication is on site and this medication is in date, more information can be found in the school medication policy.

To support students who need help with personal care (e.g., help with toileting, eating etc.) we have:

- An accessible toilet.
- Quiet areas available for lunch or break
- Staff trained in nurture and sensory therapy
- Equipment on site as required, or as outlined within care plans

Cranbury College also provides medical tuition for students unable to access their education due to their medical needs; this is overseen by the Outreach Team. These students have a tailored timetable, whereby they continue to follow their school curriculum, whilst having access to 1:1 teaching. Staff have specific information available to ensure their needs can be met.

Cranbury College also has a Hospital Teaching Service. Children, who are in Hospital and can't attend school because of their medical needs, have a legal right to a full-time education. The Cranbury College Hospital Teaching Service is a small team of two teachers and two HLTAs who teach children admitted to Dolphin and Lion wards of the Royal Berkshire Hospital.

Children are offered 1:1 teaching from day one of their stay in hospital. Staff are trained to teach a wide range of subjects. Staff are also trained to work with children of all abilities including those with complex special needs. Reading is a very important part of all our teaching; we are fortunate to be supported by Read for Good and Listening Books. Many children are given a new book to take home and audiobooks are used when children are unable to read.

Staff create personalised curriculums for students and use a range of excellent resources to engage children including iPads and laptops; work is tailored to the child's interests and ability.

Links are made with home schools and keep children up to date with their schoolwork. Our aim is that when the children are well enough to return to school, they can do so without having fallen behind and without feeling anxious.

Inclusion and SEN at Cranbury College (Key Contacts)

Ceri Burns – Headteacher

Claire Willmott – Deputy Headteacher (Curriculum and Standards)

Charlotte Baggley – Assistant Headteacher (Personal Development)

Kayleigh Forbes – Assistant Headteacher (SENCo)

Abi Kendall – Business Manager

Lorraine Oliver – SEN Manager

Helen Clarke – Primary Lead Teacher and Primary SENCo

Gill Albone – Lead Teacher Hospital Teaching Service

Nicky Dziewulska-Miles – Safe Lead

William Baggley – Leader of Careers and Alternative Provision.

Melanie Thomas – Student Welfare and Attendance Officer

Inclusive teaching

We expect teaching across the school to be of the highest quality.

Our inclusive teaching is based on the following strategies:

- Understanding of the needs and aspirations of each student
- Deployment of expert and dedicated teachers and Teaching Assistants
- Targeted interventions and support if necessary
- Varied activities and resources – including the use of Alternative Provision activities
- High quality, differentiated questioning
- A safe and orderly learning environment
- Clear, aspirational Benchmarks and Student Targets

Where appropriate we also employ the following strategies:

- Differentiated activities.
- Visual support including pictures, writing frames or word banks.
- User friendly timetables.
- Personalised reward systems.
- ICT support.
- Small steps with specific achievable objectives.
- Multi-sensory approach to activities.
- Advice from outside agencies.
- Personalised timetables in line with student needs and aspirations

- It is underpinned by:
- Regular monitoring
- On-going professional development and information for staff
- Liaison with parents
- Appropriately challenging and supportive curriculum pathways
- Regular review meetings
- Appropriate progress reporting and data

The quality of teaching is monitored in a variety of ways: observing lessons, looking at students' work, auditing student views and looking at rates of attainment and progress.

Alternative Provision and Trips

Several of our students access a variety of alternative provision activities to enable them to meet their outcomes and aspirations. These activities can happen any time during the school day and beyond, dependent on need, interest, and aspiration.

Subject to risk assessment, we ensure that all our students, are included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. For example, sometimes one-to-one support on trips may be provided, depending on the level of need.

To determine if specific access arrangements need to be made, we:

- discussing support and risk control measures with parents/carers and involve them in decision making
- taking advice from the place to be visited in terms of their facilities and accessibility
- Reviewing the students Risk Assessment and Formulation
- Talking with staff members to determine appropriate support

Identifying students who have difficulties with learning and/or special educational needs

Students, who come to Cranbury College tend to have had a large amount of intervention within their mainstream or special school. Therefore, many our students are registered as SEN support. With all students, we use some or all the following information and strategies to assess ability and potential need on entry:

- Key Stage 1 or 2 results
- Predicted GCSE results, or actual GCSE results (for Post 16 Students)
- Reviewing the chronological events of a student's educational history
- Information gathered from previously school staff, including the school SENCo and Inclusion Leads
- Reviewing other external agency involvement such as Educational Psychologists or Children's Social Care

- Listening to the views, thoughts and wishes of the young person and their parents, predominately through and initial interview.
- Baseline testing in reading, spelling, handwriting, maths and SNAP-SPLD.

Identification of students who may need additional interventions, a more bespoke timetable or additional support – including Alternative Provision activities - is based on a range of information and a professional dialogue. Examples of sources of information and strategies used to help identify need include:

- Experiences shared from previous schools and settings
- Induction system before first day of attendance
- On-going teacher observations, assessments, experience
- Half-termly progress tracking
- Information from parents/carers
- Outside agency reports
- Liaise with parents/carers and use their knowledge
- Intervention identification system
- Internal assessments, where appropriate
- Formulations, Chronologies and Risk Assessments

For students with higher levels of need, we would take into consideration information in reports from appropriate agencies.

Entering a student's needs on their records

In line with the Code of Practice, students whose needs are being met through effective teaching and interventions/ adjustments and quality pastoral support will be making adequate progress. They will have their needs identified on our management information system (BromCom), so teachers and pastoral staff are aware of their needs. Teaching staff and tutors will monitor progress and refer to the SENCo/ Head of Inclusion if they have concerns about progress and/or well-being.

Cranbury uses Edu-key: Provision Map as a SEND information log for students. Edu- key is used in the following ways:

- Create classroom support plans
- Log and review interventions
- EHCP students have termly plans identifying SMART targets linked to section F outcomes.
- Provision costings (if a student requires alternative provision). This is sent of to Local authority to secure funding.

Planning for provision: a graduated response

To support children, young people and their families, the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to students who have SEND; it also signposts how services can be accessed and any criteria for accessing them. Cranbury College contributes to the Local Offer in the Reading Borough.

Cranbury College seeks to identify the unique qualities of each student and put in place programmes of academic or emotional support so that exclusion does not mean the end of their education.

For all students, we use a cycle of “assess, plan, do, review” which is typically overseen by key stakeholders.

Assessing needs and reviewing progress

Our ‘graduated response’ ensures that there is a detailed analysis of the student’s needs using a range of data from the following:

- data on progress, attainment, and engagement to learning
- on-going formative assessments shared with students through marking and feedback.
- data from any additional testing
- a review of approaches to learning
- a review of attendance/punctuality patterns
- a review of behaviour patterns
- the views of the student and their parent/carers
- advice from any other support staff
- a summary of previous interventions
- a review of responses to prior interventions
- a review of information from former schools
- information from ECHP

- Annual Reviews

This analysis is completed by SEN, phase, and subject Leads in collaboration with teachers and support staff who work regularly with the student.

Progress is reviewed using:

- End of Term and Start of Term progress meetings
- Meetings to review issues and problems to look for a resolution
- On-going teacher assessment
- Academic assessments
- Progress Meetings
- Annual Review meetings for students with an EHCP – parents/carers invited to attend and supply a report

The class teacher retains the responsibility for the learning of the student even if the student is receiving support away from the rest of the class, for example, in a small group.

Involving parents/carers and students in their child's education

Parents/carers

Parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together in partnership.

At Cranbury College we involve our parents every step of the way. Due sensitive nature of how students become on our roll, we need to ensure that we work hard to build trust with our children and their families to feel supported. We provide progress information to all parents through termly reports and regular progress meetings. All parents and carers have access to key contacts for their child.

All parents and Carers:

- Are encouraged to discuss targets with their child
- Are encouraged to attend meetings and are given to tools to enable them to attend (additional support, taxis, bus ticket money returned etc.)
- Can make an appointment to meet with their child's Key Worker, Teacher or Phase Leader as well as the SEN Manager, SENCo or a member of Senior Leadership as requested or required
- Are kept up to date throughout the day, week, and month with both positive and negative progress via text message, email, or telephone

We commit to the following support for our student's parents and carers by:

- Naming a main contact
- Communicating any concerns with parents/carers proactively (e.g.: through formal or informal meetings, by email, telephone or home-school books)
- Identifying and communicating desired long- and short-term outcomes with parents/carers
- Involving parents/carers in planning adjustments, timetables, provision interventions and support
- Reviewing progress against benchmarks and outcomes with parents/carers through annual review meetings for students with EHCPs
- Being open and transparent about what we can deliver and why we are delivering something

If a parent/carer has a disability, in addition to the main communication mechanisms, the school will endeavour to accommodate the needs of parents on an individual basis.

Where parents/carers' first language is not English, we will endeavour to support communication e.g.: through an on-line service, using staff or students with a shared common language as appropriate. No parent or child will be left behind because of their needs.

Guidelines for Parents/Carers contacting the school:

To discuss a child a parent or carer would need to make initial contact with the child's key worker or phase leader. If your question is relating to Special Educational Needs or Disabilities, please contact the SEND Manager and SENCo.

All contact should be made via Cranbury College main reception on 0118 9376847, where you will be directed to the appropriate person or department. If you wish to make, contact via email please contact: cc-adminteam@maidenerleghtrust.org ensuring you give the nature of your question/query so it can be forwarded onto the relevant person or department. Unless an emergency we aim to respond to all questions in 3 working school days, with an aim for a full response and/or resolution within 10 working days.

Our school Student Welfare Officer is trained in specific support for parent and carers, with all our staff having an awareness in parental support needs, with the ability and knowledge to signpost to services as required. For specific SEND related support parents can contact the Reading Information, Advice and Support Service on 0118 9373421 or via www.readingiass.org for advice and guidance.

Cranbury College tries to keep up to date contacts for agencies and staff are always happy to help parents/carers find support groups as needed.

To support their child's education, we encourage parents to:

- Inform the school of any changes of circumstances that may impact on their child's day at school.
- Establish regular routines about attendance at school and completion of work.
- Offer praise, rewards, and incentives at home for success at school.
- Encourage their child to be as independent as possible.
- Work in partnership with the school.

Where a parent thinks their child has a special educational need and/or disability they should firstly detail the concern in writing to the SEN & Vulnerable Groups Manager, submitting any specialist reports. Following receipt of the above, the SEN & Vulnerable Groups Manager will contact parents/carers. Where a parent thinks their SEN child will be eligible for, and benefit from, an Education Health & Care Plan, we will support the parent, in the first instance, to write to their Local Authority, in application if it is deemed to be in the best interest of the child.

Students

All students are involved in the process of setting up their education package. Their views are listened to during their transition and throughout their time at Cranbury College. Students are given opportunities to review their social, emotional, and academic progress on an on-going basis as part of the formative feedback-student response cycle in lessons. Also, if required during individual learning plan reviews.

At Cranbury College we consult our students through:

- Student Voice opportunities
- Supporting them to attend meetings
- Talking with them and following through on what has been discussed and agreed
- Involving them in decisions about their learning and programme
- Sitting with them and reviewing their own progress data

Where students have an EHCP, we ensure that they are encouraged and supported to make their views known (e.g.as part of their Annual Review). Strategies we use may include, written comments, talking to a preferred adult or mentor.

Any interventions or support strategies will be explained and discussed with students, so they understand their purpose and desired outcomes. Students are encouraged to monitor and judge their own progress towards those outcomes, reflecting what is important to, and for, them.

Working with other professionals and practitioners

At Cranbury College we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions and support whilst minimising duplication and disruption for students, families, and practitioners. To do this, we:

- Listen to parents and students about services they use and are valued by them
- Invite representatives of agencies working with students to relevant meetings and reviews
- Value the contributions from all parties
- Ensure we have positive relationships with all schools within the local area and work closely with leaders to enable successful transition to Cranbury College or out of Cranbury College into another Provision

The school has access to the following support services:

- Cranbury College SEN Team
- Cranbury College Safe Team
- Cranbury College Intervention Program
- Cranbury Careers Lead
- Cranbury Behavior Outreach
- CAMHS
- Reading Borough Local Authority, Brighter Futures for Children
- Occupational Therapists
- In house Student Welfare Officer
- Physiotherapists
- Speech and Language Therapists
- Educational Psychologists
- Adviza (Connexions) advisors and in house careers adviser
- Music Therapy
- Number 5 Councillors
- Sensory Consortium
- Schools Link Project
- Children's Social Care Services
- Children Missing Education Team – Brighter Futures for Children
- A range of Alternative Providers

If a parent thinks that their child needs to be seen by a speech & language therapist, occupational therapist, or physiotherapist, they should get a GP referral. An assessment can also be arranged through the Trust services.

If a parent thinks their child needs support from one of the other services, they should write to our SEN Manger or SENCo. Parents are also able to make their own referrals directly.

Preparing for transition

A key aim of our transition processes is to:

- ensure that students develop the skills they will need for the next part of their education
- prepare them for adulthood and the world of work

When a student is joining Cranbury College, due to exclusion or breakdown of placement, this can be an unsettling time. We have a robust procedure in place to ensure students transition in successfully, that includes:

- An initial interview with the phase leader, creating a next steps action plan and setting out school information and expectations
- Meeting and communication with external professionals as required to discuss individual needs of family and young person
- Visits to sites that will be accessed and alternative providers that will be accessed before starting
- A getting to know you document is completed with students to ensure staff know their wants, likes and interests
- Photos of key areas and key staff can be made available
- Booklets with school information can be provided and are available
- Appointment with SEN team can be made to discuss SEND Needs
- A phased transition and timetable can be created as required
- Analysis of attainment data is used to inform as to the most suitable curriculum pathway for a student.
- Previous progress data and incidents are reviewed with the whole team to see what strategies are required for planning purposes

Preparing students to move on to a new school setting

Cranbury College always aims to re-integrate students into a mainstream or special setting as appropriate. We will work with parents, families, and young people to ensure the setting is appropriate and able to meet the needs of the young person. We ensure we take guidance from parents/carers and new setting in this respect and support as appropriate. The relevant staff will liaise with the key staff at the new school / college to supply them with all the relevant information needed to support with the student's smooth transition to their new setting. In discussion with parents/carers, school will share records of interventions, reports, assessments carried out and any other relevant information. Support will continue as appropriate and required.

Preparing students for the transition to further education or employment

- Opportunities to visit and attend further education environments – including university
- Work experience opportunities
- Attendance at careers fairs and events
- School works with Adviza and College careers lead to support students at key transition periods, specifically Post 16 college placements.
- Students have a careers interview in Year 11
- Students are well prepped for interview and are supported with getting smart clothes

- Guidance can be given from an independent advisor at key transition times, when necessary.
- Support with applications and visits to college, jobs, or apprenticeship

Preparing students for adulthood

Preparing students for adulthood involves working towards outcomes which will support independence and choice making. Some of the ways we do this are:

- Providing practical and lifelong learning subjects such as financial awareness, cooking, princes trust achieve programme etc.
- Work on organisation skills
- Transport and Travel Training
- Small group input or support, as deemed necessary and at the discretion of the school
- PSHE program covering e.g.: managing money, relationships, keeping yourself safe

We provide opportunities for students to practise developmental and transferable skills which will prepare them for life as members of their community and for success in the world of work. This is done continuously throughout a young person's time at Cranbury College.

Adapting the curriculum and learning environment for SEND

At Cranbury College we have adapted our curriculum offer to ensure that there are opportunities for ALL to succeed and achieve.

The delivering of the curriculum is differentiated by the subject teacher within the classroom based on each individual student's need, taking in to account teacher assessment and advice from outside agencies. Short term, small groups, 1:1 or specific interventions may be employed, when deemed necessary by the school.

The school aims to provide resources as reasonable to support our students. Any resources and equipment that a student need will be considered based on recommendations made by specialist services. Currently we have the following resources and equipment in school.

For more information regarding Cranbury's Curriculum offer:

<https://www.cranburycollege.co.uk/page/?title=CURRICULUM+STATEMENT&pid=25>

Where necessary and reasonable we make physical adaptations to the learning environment to support students with physical needs (see Equality Policy and Accessibility Plan).

Possible intervention Programmes for SEND students

Where appropriate and necessary, we provide a range of interventions for all our students. These interventions are tracked on our interventions tracker and are identified following observations from class teachers, through baseline testing or as outlined within their SEN Support or EHC Plan.

Furthermore, class teachers differentiate and adapt all teaching based on the needs of the young people within their class, several ad hoc and classroom-based interventions happen as part of daily learning.

Please note that we continually aim to expand on the interventions provided.

Wave 1 – Internal	Wave 2 – Internal +	Wave 3 - External
Key worker	Alt Prov Mentoring	RAW
ELSA	Alt Prov Boxing	Alt Prov
1.1 Tuition	Brighter Futures Scott Bennett	Pathhill
Restorative/Mediation	Academy 21	Aurora Family
Careers/Destinations/Job Applications	Tutor Dr's	Auto Skills
School Nurse	Young Giants	Challengers
Access Arrangements Testing	WEX (KS4/5)	Enemy of Boredom
Youth Worker?	Police Liaison	Fresh Start
Counsellor	Drug and Alcohol - Source	Heads High Hair and Beauty
Sports Mentor	EWO	Just around the Corner
Anger Management Package	Berkshire Childrens Eating Disorder Service	New Meaning
Empathy/Perspectives Package	Speech and Language referral	Orchard Therapeutic Farm
Healthy Relationships Package	SAFE (Victims of crime and bullying)	Rabble Theatre
Anxiety Package	NHS Sexual Health Outreach	Readipop
School Refusal Package	Educational Psychologist	Reading FC
Risk Taking Behaviours Package	CAMH's referral	Satro
Responding to Authority Package		Stable Futures
Classroom Support Package		Starting Point
Ready to return to mainstream report card		Team Sport Karting
Attendance Team		The Annex Project
Risk Assessment		The Outdoor Mentor
Handwriting Support		
Access Arrangements Testing		
Lexia		

Arrangements for SEND students taking assessment and examinations

The Joint Council for Qualifications (JCQ) publishes a comprehensive guide regarding Access Arrangements, which outlines their criteria and threshold for qualifying for concessions. For a concession to be awarded, the student must meet the stringent criteria outlined by the JCQ. Cranbury College employs an assessment process in line with JCQ criteria to assess qualification. The Centre's decision is final and external professional reports can only be used as supporting evidence.

The following are some of the concessions available: Extra Time; Scribe; Reader; Laptop; Prompter; Practical Assistance; Supervised Rest Breaks.

Accessibility of school facilities

Every effort is made to ensure all students can access the school's facilities (see our Equality Policy and Accessibility Plan on the website).

Much of the main site is fully accessible to students with restricted mobility, as it is all on one level. Our Primary Site has narrow corridors so there may be some access issues. Both Sites have an accessible toilet.

Professional Development for Cranbury College Staff

Across the Maiden Erlegh Trust, we provide a continued programme of professional development to all our staff and have high levels of expertise in the school.

SEND professional development is provided for teachers through regular staff meetings, shared information, external speakers, and professional discussion, dependent on current needs on roll. All our staff have access to all training opportunities, with our Senior and Middle Leaders having an extensive knowledge of SEND, Trauma and Behaviour Management.

SEND training is provided staff as follows:

- Training with individual staff, teams and phases as required based on need and requirement
- All Staff are included in whole school training day programmes
- All staff can access the Reading Borough "Link Project" training sessions

Evaluating the effectiveness of our provision

A similar process of "assess, plan, do, review" takes place at whole school level as part of the school's Self-Evaluation and this informs the school's Improvement Plan and SEND strategy and ensures we can meet the needs of the students in our care. The school evaluates the overall effectiveness of its Inclusion/SEND provision by analysing a range of data e.g.:

Appraisal review	3 times a year
Attendance data	Weekly
Behaviour for learning data	daily
Continuing Professional Development Review	annually
Discussions with students/parents/carers	variable
Examination data	annually
Intervention impact data	half-termly/end of short course
Lesson observations	on-going
Parent Surveys	annual and as required
Progress data	half-termly
Recommendations from outside agencies	variable
Student Surveys	variable
Targeted questionnaires	variable

Students' social and emotional development

Pastoral care

All Students at Cranbury College have an allocated Key Worker who ideally stays involved with the young person for their duration of time at the college, or within a key phase or provision. Key Working is overseen by individual phase leaders and aims to provide the following:

- care for the well-being of all students

- promote all aspects of a student's development
- monitor personal development, behaviour, academic progress, and attendance
- help with personal and learning problems when the need arises
- provide guidance in making choices, e.g., for GCSE options, careers etc.
- support the delivery of Personal, Social and Health Education and Careers Education Programmes
- celebrate student achievement and success both in and out of school

Anti-bullying

Cranbury College has a zero tolerance on bullying and our expectation is that all our students should feel included, and be included, in the everyday life of our school. No student should experience discrimination or bullying. Our ethos of inclusion underpins our Anti-Bullying Policy which can be found on the website.

To help our SEND students, learn to make, and maintain positive relationships with others we offer:

- Opportunities to mix with others during break, lunch and before school
- Enrichment activities within a group
- Mediation between students experiencing issues with each other
- Social Skills and Emotional Literacy Support
- A nurture- based curriculum

Click here to access the anti-bullying policy:

<https://www.cranburycollege.co.uk/page/?title=KEY+POLICIES&pid=22>

Behaviour and Conduct

Being able to follow our Code of Conduct is an expectation of all students, we ask that students are safe, respectful, and ready to learn. It is important for the progress and well-being of individual students, but also because poor behaviour impacts on the education and well-being of others. It is also an important life-skill which students need to demonstrate before they go into the world of work.

To support and make reasonable adjustment students who find meeting our expectations challenging, and to endeavour to prevent exclusions we offer:

- Dynamic planning
- HLTA and/or TA Support
- Risk Assessments
- Formulations

- Quiet areas can be set up
- Safe room/space
- Clear guidelines of choice
- External support where appropriate
- Key Worker
- Staff trained in de-escalation and physical handling
- Ensuring all our trained in Trauma, we pride ourselves in being a Trauma informed school
- Alternative Provision
- Individual Learning Program's

Arrangements for handling complaints about SEND provision

If you want to complain about the school's SEN support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's SEN statement or education, health, and care (EHC) plan.

In line with the Trust Complaints Policy which can be found on the website, you should follow these steps in order and move on to the next step if your complaint is not resolved.

1. Talk to the SENCo.
2. Follow the school's complaints procedure.
3. If your complaint is about an SEN statement or an EHC plan you should contact the SEN Service in the issuing Local Authority. Otherwise, you should complain to the Education Funding Agency.

Reading Area: Special Educational Needs and/or Disability (SEND) strategy 2022-2027

'Following a consultation exercise in the Spring 2021, the development of the strategy has ensured that it is both data driven and focused on Key Performance Indicators and that the lines of accountability for delivering on each strand are clear. It is hoped that each work strand will have a strategic performance indicator (where will we be by 2027) to sit alongside the annual action plans. The SEND Strategy will be delivered through 7 Key Strands set out in the strategic framework set out below. Each strand will be supported by a workstream which will set out specific yearly action plans to deliver the priorities identified through the Self Evaluation and data analysis, and include key performance indicators (KPIs), timescales and intended impact/outcomes. All workstreams will ensure that the work is coproduced and informs opportunities for joint commissioning. The delivery of the actions will be kept under regular review, reporting progress and recommendations to the SEND Strategy Group.

The SEND Strategy delivery will be supported by an overarching communication plan that:

- communicates data and information to inform all partners actions*
- provides a summary of feedback received from parent / carers and young people*
- communicates progress of different strands of work and its impact.'*

[send_strategy_2022-2027.pdf \(openobjects.com\)](#)

Appendix B:

DFE: Special educational needs and disability A guide for parents and carers.

[Advice template \(openobjects.com\)](#)

Appendix C:

DFE: Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Appendix B: Terms/acronyms

ADHD	Attention Deficit Disorder
AHT	Assistant Head teacher

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
CSP	Classroom Support Plan
EAL	English as an Additional Language
EHCP	Education Health and Care Plan (will replace Statements over next 4 years)
EWO	Education Welfare Officer
HLTA	Higher Level Teaching Assistant
HOY	Head of Year
K	SEND Support (will replace School Action & School Action Plus)
LAC	Looked After Children
MLD	Moderate Learning Difficulty
NSA	No Specific Assessment (e.g., student who we support but who does not have a diagnosis)
OH	Occupational Health
Pupil Premium Grant	Additional funding for schools to raise the attainment of disadvantaged students & close the gap between them and their peers.
SENCO	Special Educational Needs Co-ordinator
SMEH	Social, Mental and Emotional Health
SpLD	Specific Learning Difficulties (e.g., dyslexia, dyspraxia)
TA	Teaching Assistant