



	Questions	School Response	
1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>At Cranmere Primary School we:</p> <ul style="list-style-type: none"> • Meet weekly in our Year teams to discuss individual children's needs both in terms of pastoral as well as academic development. • Foster a climate of open and honest dialogue so that all staff members feel able to identify issues which may impact on a child's progress and development so that they can be attended to as soon as possible. • Encourage parents to speak to the class teacher about any concerns they have. These can then be referred onto the SENCO if appropriate. • Ensure staff receive relevant training to ensure the individual needs of children are met. • Use on-going assessment processes on a daily basis and use these evaluations to inform the next sequence of learning. • Track the progress of all our learners and collect assessment data weekly. • Support our Key Stage Leaders and teachers to analyse the data collected to help identify any issues regarding progress and attainment. We use data and other forms of assessment to identify additional needs and celebrate achievement. Children who are significantly below age related expectations or significantly above age related expectations are highlighted on the data. 	
2	<p>How will school staff support my child?</p>	<p>Having identified needs we:</p> <ul style="list-style-type: none"> • Seek to match provision to the need through providing relevant in- 	

		<p>class differentiation, small group intervention programmes and 1:1 support.</p> <ul style="list-style-type: none"> • Use interventions that are tried and tested and known to support children to make increased progress. Our school provision map shows the range of interventions used in our school. • Inform parents when their child is taking part in an intervention group • Share information about the impact of specific interventions with parents. • Monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Seek support and insight from outside agencies when necessary e.g. Speech & Language, Educational Psychology, Behaviour Support Service, Occupational Therapists. 	
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Differentiation is embedded in our teaching practice, ensuring that we provide a personalised curriculum to every learner. • Pupil Progress Meetings between class teachers and Senior Leaders take place termly to help monitor and develop the provision for individuals as necessary. • All classroom and additional intervention provision is rigorously monitored by the Senior Leadership Team through lesson observations, planning scrutiny, book scrutiny, analysis of provision mapping, data analysis and pupil progress discussions. 	
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • We regularly share progress feedback with all our learners and their families through termly parent consultations, meetings after school by appointment and telephone calls. • Parent consultations are held in the Autumn and Spring terms during which parents are given information about their child's progress and attainment along with an explanation as to where their child's achievement sits within end of year expectations. In the Summer 	

		<p>term a formal written report for each child is written by the class teacher.</p> <ul style="list-style-type: none"> • Our website gives information about the curriculum framework for each year group so that parents can support their child. Each Year Group also distributes its own newsletter each term, highlighting the topics that will be covered. • We buy into a Home School Link Worker Scheme to support parents and pupils and liaise with the North East SEN specialist teacher service to provide further support to parents/carers. (Beginning November 2016). 	
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Through the expectations and ethos of the school, all staff provide a high level of pastoral support. • Through the PSHCE curriculum, children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. This is further developed through assemblies and through the shared language used in school. • All our staff are supported by our Home School Link Worker (HSLW) and our ELSA (Emotional Literacy Support Assistant). • The majority of our staff are trained to support specific medical needs e.g. diabetes, epilepsy. • We have a medical policy in place. • Our Behaviour Policy includes guidance on expectations, rewards and sanctions and is fully understood and implemented by all staff. Where necessary staff may develop individual behaviour support strategies for pupils. • Attendance is monitored rigorously and necessary actions taken to prevent prolonged unauthorised absence. • Learner voice is central to our ethos and encouraged through the school council, and monitors playground buddies and peer mentoring. We have a school council to elicit the views of the learners and ensure they play a part in school development planning. • As a staff, we follow the guidelines set out in 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 	

		2016' to ensure the safety and well-being of all pupils.	
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Our staff receive training specific to meeting Special Educational Needs and our teachers all hold qualified teacher status. • We have well established relationships with professionals in health and social care and these are recorded on our provision map. • We are able to contact the following agencies, dependant on the needs of individuals: the Educational Psychologist, Behaviour Support Service, Learning and Language Support, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service and the Children and Adolescent Mental Health Service. • All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. 	
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • All teachers are teachers of SEND and hold responsibility for all children in their class. They are supported by the SENCO, Headteacher and Subject Leaders. • We regularly invest time and money in training our staff to improve wave 1 provision and delivery and to develop enhanced skills & knowledge for delivery of wave 2 and 3 interventions. • Our staff are kept up to date on matters pertaining to special educational needs and disability. • Support staff meet with class teachers to discuss planning and training is planned according to staff needs. • We are responsive to the needs of our staff and train them accordingly. 	
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We are a fully inclusive school. • Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. 	

9	How accessible is the school environment?	<ul style="list-style-type: none"> • The site is accommodated on one floor, making accessibility easier. • We have a robust Accessibility Plan and make reasonable adjustments to our school as necessary. • We value and respect the diversity in our school and we do our very best to meet the needs of all our learners. We take a pride in all our children's achievements and this is reflected in displays and events in school. 	
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • We have a robust induction programme for our Reception pupils involving nursery and home visits by staff as well as introductory pupil visits to school. • We invest time making new pupils feel welcome, encouraging buddies to support their induction. • We communicate effectively with other schools to ensure that individual records are passed on. • We engage with our partner schools to ensure that pupils are well prepared for the transition to secondary school. We identify pupils who may have additional needs during this transition and support them appropriately. 	
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure value for money service, so all interventions are costed and evaluated. • Our budget is allocated according to our Provision Management system. 	
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Quality First Inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. • Should additional support be required, short term interventions will be put in place and are listed on the school Provision Map (Wave 2). This is undertaken after consultation with the relevant staff, the learner and their families. • Depending on the level of need a one page profile, enhanced profile or SEND support arrangements document is used to capture the 	

		<p>child's next steps and person centred outcomes.</p> <ul style="list-style-type: none"> • All interventions are monitored for impact and outcomes are defined at the start of any intervention. • Where a child is at Wave 3, the SENCO co-ordinates with outside agencies to ensure that individualised support is given through the advice and suggestions of the relevant professionals. 	
13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We take every opportunity to strengthen this dialogue. • We operate an open-door policy, communicating with parents by phone, email and meetings in person. • Parents are invited to become involved through a number of means such as coffee mornings, "meet the teacher" events and curriculum meetings. Parents are also encouraged to help in class and we are always looking for adults to read with children on a regular basis. • Our Governing Body includes Parent Governors and we have an active and supportive PTA "The Friends of Cranmere". 	
14	<p>Who can I contact for further information?</p>	<p>Sue Gooden SENCO sen@cranmere.surrey.sch.uk 0208 398 5580</p>	