



SEND Information Report for Cranwell Primary School

September 2025

1. School Context

a) The kinds of SEND that are catered for at our school

As is stated in the SEND Code of Practice, SEND may be defined as the following:

- If a child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she:
 - has a significant greater difficulty in learning than the majority of others the same age or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- Disabled children and young people
 - Many children and young people who have SEND may have a disability under the Equality Act 2010 that is '...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.'
- Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The 2015 Code of Practice identifies four broad areas of special educational needs. These are:

- Communication and Interaction Difficulties
- Cognition and Learning Difficulties (e.g. Difficulties with English and Maths skills)

- Difficulties related to Social, Emotional and Mental Health (SEMH) difficulties (e.g. Anxiety)
- Sensory and/or physical difficulties

b) The name and contact details of the SENDCO at our school

Our SEND team is led by Mrs Nicky Olsen (SENDCO) who can be contacted on 01400 659001 or via email: nicky.olsen@cranwell.lincs.sch.uk

2. Identification and Assessment

a) Policies for identifying children and young people with SEND and assessing their needs

Our SEND Information Report details how we support children and young people with a Special Educational Need and/or Disability. Please read this alongside the following policies, which can also be found on our website:

- SEND Policy
- SEND and Disabled Access Policy
- Equality and Diversity Policy
- Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Supporting Children with Medical Needs Policy
- Behaviour Policy
- Intimate Care Policy
- Mental Health and Wellbeing Policy
- Looked after Child Policy

Further information regarding SEND may be accessed by reading:

- The Special Educational Needs and Disability Code of Practice 0-25yrs (Updated September 2024)
- Children and Families Act 2014
- The Equality Act 2010 (updated October 2024)

b) The arrangements for assessing and reviewing children and young people's progress towards outcomes

What should I do if I think my child has special educational needs?

If you have concerns regarding your child's progress academically or socially, or you feel there has been a problem of some kind for a while, please contact your child's class teacher in the first instance and discuss your concerns with them. This will give you the chance to plan early support together and possibly fill in an internal SEND referral form.

A meeting will be arranged to discuss any concerns. The voice of your child is really important to us and your child may be invited to this meeting if it is felt appropriate. Your child's progress will be discussed in line with Quality First Teaching and recent assessment results.

How will school respond to my concern?

Initial concerns will be shared during a Teacher/Parent Consultation.

Further observations and additional assessments will be undertaken with your child.

You may be asked to discuss the issue with the School's Special Educational Needs and Disabilities Coordinator (SENDCO.)

Further observations and additional assessments will be undertaken with your child.

Your child's thoughts will also be taken into consideration at this point. They will have a chance to ask any questions regarding support and interventions.

It is very important that parents, the child and the school, work closely together, ensuring a 'child centred' focus.

A plan of action will be mutually decided, individual targets will be set, and your child's progress will be monitored termly. An Individual Educational Support Plan and/or an Individual Profile will be developed as needed.

Further observations or assessments may be needed. The SEND Team will work with pupils and parents alongside any external agencies that may need to be involved.

From all this information, a decision will then be made to distinguish if your child may have Special Educational Needs or in fact if your child is underachieving.

How will the school decide if my child needs extra support?

Any new pupils needing SEND support will be supported from transition and information will be shared in a timely manner.

Emotional and Mental Health Well-being is a priority, and our school ethos ensures that all pupils have access to support. Pastoral and PSHE lead staff ensure that all are assisted in building relationships as appropriate. The school work alongside the Working Together Team, the Mobilise Team, BOSS support teams and Healthy Minds to ensure that pupils additional needs are met. A member of the SEND Team is also a qualified Mental Health First Aider.

Observations of your child, their work and social interaction may be undertaken.

A review of current assessment will take place.

Attainment and progress data will be analysed and further interventions outlined. Parent and child discussions will continue, to gain any further information of the child's need.

What will school do to support my child?

A provision map is implemented by the SENDCO and Assessment Co-ordinator, to monitor the child's intervention.

An Individual Education Support Plan (IESP) may be initiated, appropriate to each individual need. This IESP will include targets and support linked to the 4 broad areas of Special Educational Need identified in the 2015 Code of Practice (see **1. School Context** above).

The school then follow the **Assess, Plan, Do, Review** method of support which is explained below.

Assess and Plan (targets linked to the child's IESP are formulated)

- Assessments are undertaken to find the starting point of an intervention. This may involve formal and informal assessments.
- Specific, measurable, attainable, realistic and time bound (SMART) targets are planned for the child. This is done as a result of all further assessments and observations undertaken. These targets are the basis of the Individual Education Support Plan (IESP)
- It is a child centred process, involving the individual, parents and key staff.

Do (The child has additional interventions set over a specific timescale)

- The Individual Education Support Plan (IESP) is formed and has relevant information outlined on it. It includes the name of the intervention, its frequency and who is responsible for carrying out the intervention.
- The targets/interventions on the IESP are carried out over a set period. These targets may include small group work, or 1:1 support.
- The interventions may be carried out with the Teacher, Teaching Assistant (TA), Learning Support Assistant (LSA), Special Educational Needs and Disabilities Teaching Assistant (SENDTA) or Special Educational Needs and Disabilities Coordinator (SENDCO).

Review (This is undertaken after a set time. The effectiveness of the intervention is analysed)

- Targets on the IESP are reviewed after a set period. These are currently assessed at least once per term, however, they can be reviewed and amended earlier if appropriate.
- The effectiveness of the intervention is reviewed and progress and attainment measured.
- The intervention may be adjusted accordingly at any time.
- Progress and outcomes are investigated and shared with the pupil, parents and staff.
- Parents and pupils are asked to attend review meetings 3 times a year. These may be carried out via phone calls, 'teams' meetings or via school visits, depending on the circumstances at the time.
- If external agencies are supporting your child, they may make appointments directly with you to discuss their progress.

Early intervention is essential in supporting pupils as is highlighted by the recommendations from the **SEND and Alternative Provision Improvement Plan (March 2023)**. The schools main aim is to improve outcomes for all children with Special Educational Needs & Disabilities (SEND).

We have high aspirations and expectations for all!

3. Co-Production

a) Arrangements for consulting parents of children with SEND and involving them in their child's education

What opportunities will there be for me to discuss my child's achievement? How will I know how my child is progressing?

You will have the opportunity to discuss your child's achievements during parent/teacher meetings held in school throughout the academic year. These give the opportunity to discuss how your child is progressing.

If your child has an Individual Education Support Plan (IESP) for Special Educational Needs, then you will have the opportunity to meet the SENDCO to analyse these targets. These meetings will allow the child, yourselves, class teachers and the SENDCO to consider the next steps in your child's progression. (Assess, Plan, Do, Review – see above, **2: Identification and Assessment**).

If external agencies are supporting your child, they may make appointments with you to discuss their progress.

If your child has an Individual Education Support Plan (IESP) for Special Educational Needs or Disabilities, then you will have the opportunity to meet the SENDCO to analyse these targets.

The school operates an open-door policy. You may make an appointment to discuss your child's achievement at any time throughout the year. If you would like an appointment with the Class Teacher or SENDCO, please contact the School Office in the first instance on 01400 659001 or email on enquiries@cranwell.lincs.sch.uk

How will I be involved in supporting my child?

Parents/Carers are key to helping their children develop academically and socially. The school supports this by:

- Sharing a class letter at the beginning of each full term, outlining key topic areas that will be completed during each term
- Promoting homework, differentiated accordingly and encouraging parents to read daily with their child
- Offering termly SEND coffee mornings/SEND 'Drop in' weekly meetings to support your child
- Conducting Parent Meetings and Individual Educational Support Plan reviews, allowing information to be shared between home and school. Parent/carers views are vital at these meetings. The sharing of targets

also encourages the optimal likelihood to succeed. Talents and successes should be shared at these meetings

- Sharing of appropriate curriculum online games, useful websites and apps to help develop spelling, numeracy, literacy and memory
- Sharing reading strategies and writing criteria - this allows all stakeholders to be aware of strategies used in school to enhance skills
- Acknowledging the conduct and high aspirations for all by asking parents to sign Home School Agreements with their child
- Encouraging parents with DBS accreditation to come into class and listen to readers or aid with small group work - they may be requested to attend school trips
- Developing pupil's personal development - children's successes are celebrated and they are encouraged to share successes in specific assemblies, newsletters etc
- Offering e-safety training in the Autumn Term
- If appropriate, offering meetings with external agencies who may also share further interventions that may be beneficial to your child's needs
- Signposting Family Learning and inviting parents/carers to attend school with their child to share learning experiences
- Offering Information Evenings for example Phonics, Literacy and Numeracy

b) Arrangements for consulting young people with SEND and involving them in their education

How will my child be involved in the process?

A child centred approach is vital, and your child will be involved throughout the process including having the opportunity to:

- Discuss their IESPs with their teachers and SEND Team, as well as regularly reviewing them - to also develop their 'All About Me' pupil profiles
- Share these views at the parent review meetings
- Be able to celebrate their successes regularly with key staff
- If necessary, have 1:1 support with the SENDTA
- Analyse the support strategies already in place for them and aid analysis of their future targets
- Be involved in 1:1 support or small group work in or outside the classroom depending on need
- Have their comments recorded through IESP review meetings
- Always know what they need to do and how they are going to get there

- Celebrate their successes

c) Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND, concerning the provision made at the school

Who can I contact if I have a concern or a complaint?

Please see the school's Concern and Complaints policy online for further information. Alternatively contact the school by telephone 01400 659001 or by email at enquiries@cranwell.lincs.sch.uk

4. Transition Support

Arrangements for supporting children in moving between phases of education

How will the school prepare and support my child to join the school?

(Please refer to the School Admission Policy for pupils with SEN or disabilities)

The school has close relationships with the local nurseries and pre-school establishments, and this aims to ensure a smooth, supportive transition.

At an early stage, discussions between the school and pre-school establishments take place and strategies to support your child will be analysed. This ensures continuity of current practice.

Teachers and teaching assistants may have the opportunity to visit these settings if your child has additional needs. This provides key staff the opportunity to discuss relevant information and to meet children and parents if applicable.

Before attending school, children entering the Foundation Stage in September, will have a 'home visit' from a member of our Foundation Team during the previous summer term. This will enable your child to become familiar with key staff. This will give you the chance to ask any questions in relation to your child's transition.

Your child will have the opportunity to visit the 'Foundation Stage' before entering. This includes the 'Rising Fives' afternoon, and the 'Stay and Play' afternoon, which take place in the Summer Term, making sure that the children get to know the Foundation Area and their classrooms before they start in September.

If your child has specific complex needs, you will have the opportunity to meet the SENDCO before your child is due to start and meetings will be arranged to discuss support strategies in detail. If external agencies support your child's additional needs, this information will be shared with key staff as soon as possible and interventions will be monitored accordingly.

If you have moved into Lincolnshire from another county, please contact the school office in the first instance and ask for a meeting with the SENDCO. Communication is key, and you are invited at this stage to discuss your child's additional needs.

Transition is important to all children and happens at different periods throughout your child's schooling. Paperwork and learning journeys are

shared across settings. If you move into the area and would like further information, please contact the school office.

How will school prepare and support my child to transfer to Secondary School?

During Year 5 the children can visit the local secondary schools. From this point they become familiar with the services these schools have to offer.

Staff have close relationships with the local secondary schools and this aids to clear, supportive transition to Year 7.

Transition to Year 7 is extremely important, and to aid this process, the following strategies support pupils further:

- Transition groups are formed for those with SEND. These groups discuss the transition in more detail and focus weekly on different aspects of their new school. These aspects may include travelling on the bus, eating in the canteen, looking at timetables, finding classrooms, etc.
- Passports are created with some pupils to take to secondary school. These passports share successes of the pupil and give them a chance to make others aware of their strengths. It is also a tool to use during transition, highlighting any concerns that the pupil may have.
- Staff from the secondary schools within our catchment area come and talk to pupils who are attending the school, preparing them for the structure of the new school day.
- SENCO meetings between Cranwell Primary School and respective secondary Schools, ensure that the new school have all relevant information relating to your child's additional needs. Paperwork is shared and explored, and previous support strategies and interventions are discussed.
- If applicable, early Annual Review meetings are to be held, ensuring that all objectives related to a child's Statement of Educational Needs or Education Health Care Plan are still current and relevant.
- Subject to availability, pupils with SEND attend extra sessions at the secondary school, ensuring that all pupils are happy with future expectations.
- External agency support may be called upon to aid with transition if appropriate.
- Year 6 class teachers will spend time on transition activities and will address children's worries and concerns.

5. Teaching, Curriculum and School Life

a) Teaching

WAVE 1/Differentiated First quality teaching

All pupils have wave 1 teaching. This is first quality differentiated teaching in the classroom. Within wave 1 teaching, some children may have 1:1 adult support or small group work to support their learning. The curriculum is cross curricular and includes many different aspects of learning, including visual, auditory and kinaesthetic styles of learning:

- Use of Dyslexia Friendly/ASD and ADHD strategies are used in classrooms
- Visual learning (*see it*) may include the use of mind maps, visual literacy, colour coding, use of post it notes, timelines, drawing and the use of visual cues, use of video clips and vocabulary grids
- Auditory learning (*hear it, say it*) may include the use of discussions, question answer sessions, use of Dictaphones and listening to texts being read and role play, use of seating, paired reading and discussion partners
- Kinaesthetic (*do it*) learning may include working with multisensory equipment, note taking, constructing models, physical movement and the use of props
- Furthermore, it is using concrete apparatus and practical activities seen during 'Safety Day' and 'Experiences Day,' when children get the chance to try new skills
- In addition to writing, modes of recording may include use of ICT, use of Dictaphone, Talk to text and use of smart tablets and talking tins

Wave 2/Interventions

These interventions are usually led in small groups, targeted for specific needs. These are usually literacy or numeracy based. These pupils usually present with 'gaps' in their learning and benefit from these extra sessions. Rising Stars and 'Shine Intervention' support individual bespoke learning.

These interventions may include:

- Early Literacy Support for children in Yr 1 who are working below age range expectations
- Phonic support for children in Foundation Stage/Yrs 1&2
- Yr3 intervention/Quest programme to support writing and reading
- Yr 4 additional literacy support, planned as needed
- Yr 5&6 further tailored literacy support for children who require 'catch up programmes' for reading/writing, spelling and SPaG

- Further programmes introduced, linked to personalised learning and these are adapted accordingly
- Numeracy in all year groups – bespoke tailored support covering aspects of mathematics that a target group of children appear to find difficult

Wave 3 Specific Support for SEND

These are additional highly personalised interventions. They follow the ASSESS, PLAN, DO, REVIEW process. These interventions are usually carried out by Teaching Assistants (TAs) or the Special Educational Needs and Disabilities Teaching Assistant (SENDTA). The interventions are time limited and have specific SMART targets, each child having an Individual Education Support Plan (IESP) in place that is assessed 3 times a year. These targets run alongside class 'Rising Stars' objectives from termly assessments and Wave 2 programmes.

These IESPs may include some of the following interventions, depending on need.

Literacy: Clicker 5, Beat Dyslexia, Toe by Toe, Hornet, Wordwasp, Precision Teaching

Speaking & Listening: Vocabulary grids, Word finding interventions, Relevant computer programmes, Stile Literacy programme, Developmental Language Delay programmes (DLD), Big Book of Ideas support, Rising Stars interventions, Language for Thinking

Numeracy: Personalised numeracy programme, Power of 1, Power of 2, Precision teaching, Dyscalculia programmes, Use of numicon

Auditory/Visual: ICT games, Paired maths, Rising Stars Interventions

Social/Emotional: ELSA support, Talk time/Socially speaking, Smiles programme, Social scripts/stories, Use of Sensory area, Red beast/5 point scale/My Hidden Chimp, Actions/consequences programmes, Counselling, Completing 'signs of safety'/3 houses, as and when needed, Use of Emotional Coaching, Healthy Minds and CAMHS led interventions

Further programmes are carried out depending on the outcome of external agency recommendations and are linked into the provision map accordingly.

Who will support my child in school?

Class Teacher will:

- Provide quality 1st teaching, ensuring scaffolded learning for all children
- Use relevant resources to support each individual need

- Use different styles of teaching, dependent upon your child's learning style
- Share information with parents at appropriate parents' evenings
- Be the first point of contact for any concerns
- Liaise with the SENDCO as needed
- Implement and review IESPs and EHCPs alongside pupils, parents and the SENCO

Teaching Assistants:

- Are highly trained and can advise according to their expertise
- Are guided by the Class Teacher and/or the SENDCO
- Under direction from the Class Teacher are utilised to lead supporting groups or individuals accordingly
- Deliver and assess interventions and progress
- Help develop independence within their learning, by modelling and talking through learning
- Help break down learning into smaller achievable steps

Special Educational Needs and Disabilities Co-ordinator (SENDCO) will:

- Co-ordinate, facilitate and assess provision set for each pupil with additional needs
- Review the IESP alongside teaching staff, parents and their child
- Update and change the provision map accordingly
- Monitor the efficacy of set interventions
- Work with the child and parents and lead the review process, including IESP reviews and EHCP Annual Reviews
- Work with external agencies that may be involved with your child
- Give parental support/advice according to need as a Parent Support Advisor
- Monitor emotional and pastoral need and link with the Healthy Minds Team as needed
- Undertake further referrals acquiring relevant support according to need, eg Paediatric referrals, Speech and Language referrals etc
- Review policies and the SEND Information Report annually
- Monitor progress of pupils on the Inclusion Register and apply for EHCP assessments as needed
- Be the Deputy Designated Safeguarding Lead
- Be the Designated Teacher for Looked After Children
- Be the Schools Operational Lead for Young Carers
- Support Lincolnshire's Behaviour Ladder and deliver support according to need
- Be the Lead Professional, supporting the Early Help/TAC process
- Develop training for staff according to need

- Lead the Epipen Training and support pupils with ongoing medical needs

Special Educational Needs and Disabilities Teaching Assistant (SENDTA) will:

- Deliver a range of interventions linked to reading, writing, numeracy and social communication, eg Beat Dyslexia, Wordwasp, Power of 2, Precision Teaching etc
- Lead the 'Shine intervention' linked to supporting specific outcomes of the pupils learning identified in termly class assessments
- Work with the School's Operational Lead (SENDSCO) to lead and support the Young Carers in the school
- Support the transition process to secondary school
- Give parental support/advice according to need and adapt Health Care Plans accordingly
- Deliver emotional and/or pastoral support, ELSA groups, SMILES groups and My Hidden Chimp intervention
- Carry out specific assessments to gain further evidence of need

1:1/Learning Support Assistants will:

- Support individuals with complex needs, giving 1:1/small group support at specific times during the day, ensuring participation in active learning – promoting independence as far as possible
- Fulfil EHCP outcomes and support the review process
- Support in class or breaktimes/lunch periods as required
- Lead specific interventions led by the class teacher or SENDSCO
- Administer precision teaching and other programmes
- Be aware of each child's additional needs and support accordingly
- Implement 'positive play' and 'emotional coaching techniques' as required
- Have good communication with the Teaching Teams, ensure that children are supervised at lunch times and share any concerns as needed
- Attend training as needed

SEND Governor will:

- Work closely with the SENDSCO and SEND Team
- Oversee the provision for SEND in the school setting
- Oversee the SEND Policy

Parent Helpers will:

- Work closely under direction from the class teacher to support pupils

Parent Support Advisors will:

- Keep close contact with parents and support any early concerns
- Further updating and signposting parents to relevant external agencies

School Admin Staff will:

- Update pupils with SEND on to the central school system, with direction from the SENDCO
- Support transitions to and from Cranwell Primary School

What training and experience do staff have for the additional support of my child's needs?

Our staff are well-trained and are experienced. Training includes but is not limited to:

Head Teacher: Child Protection, Safeguarding

Acting Deputy Head: Child Protection, Safeguarding, Designated Safeguarding Lead, National SENCO Award, Postgraduate certificate to Masters level, Lead Staff Well-being Support

SENDCO: Deputy Designated Safeguarding Lead and Parent Support Advisor, Child Protection, National SENCO Award, Postgraduate certificate at Masters level, 'Smiles' Programme Training, CAMHS intervention supporting self-esteem and anxiety, Designated Teacher for Looked after Children, Training, linked to SEND reforms, Training linked to 'Emotional Coaching', Early Help Support Training, Lead Professional for the Team Around the Child (TAC) process, medical training for certain medical conditions, training linked to the 'Whole School Approach to Wellbeing and Identifying Concerns and Supporting Recovery in Children and Young People' during COVID 19, Lead Pastoral Support for pupils

SENDTA: NVQ 3 level trained, Child Protection, Safeguarding trained, 'Language for Thinking' trained, 'Smiles' programme, CAMHS intervention training, ELSA trained, training linked to 'Talk Time', Speech & Language support, links with 'Specialist Teaching Team' recommendations, structured 1:1 support/small group work for specific interventions (eg Beat Dyslexia, Wordwasp, Power of 2, Smiles and Sensory Circuits), transition support to secondary school, manager of the 'Before and After School Club', First Aid and Paediatric First Aid trained

Teachers/Teaching Assistants: All teachers have Qualified Teacher Status (QTS), teaching assistants are NVQ 2 or 3 trained. Other training: child protection, safeguarding, supporting pupils emotionally and pastorally alongside academic goals, Buccolam and Epilepsy annual staff training as needed, First Aid training,

Epi-pen training, sensory impairment intervention training, training to support pupils with Autism, workshops using and writing social stories, workshops implementing visual structures, dyslexia training undertaken by the outreach team, Team Teach training, Makaton training, Speech & Language training, Developmental Language Delay (DLD) training, access the Working Together Team (WTT) workshops to support pupils with ASD, access the Caring2Learn training supporting trauma, BOSS training linking to positive behaviour, Emotional Coaching training, attend SEND training as a part of professional development.

b) Curriculum

The curriculum can be adapted accordingly for pupils with complex additional needs and the school are supported by The Physical Disability Outreach Team at St. Francis Specialist School to help develop an equal/semi-formal curriculum for some pupils – linking also to the Cherry Tree Branch maps of learning as needed.

c) School Life

The school has an inclusive ethos promoting that all pupils have equal opportunity to succeed. This includes being able to access school trips and residential holidays wherever possible.

Reasonable adjustments are made for individual needs and further risk assessments are formed to make sure of safety and inclusion. Meetings are arranged with parents when residential visits are undertaken if further specific complex needs are an area of concern. Further 1:1 support can be accessed if required and Personal Support Plans (PSPs) can be adapted accordingly.

With all reasonable adjustments in place the school strives to ensure that all pupils can access the after-school clubs, and their support is differentiated according to need eg using different equipment as needed.

The school aims to be inclusive through other ways too. For instance:

- The school building is on one level, so there is good physical access to all classrooms
- There is a disabled toilet that includes a 'changing bed'
- Playgrounds are accessible directly from the classrooms.
- SEND Hub and sensory spaces are being developed accordingly

The school is continually monitored to ensure any difficulties are identified and action taken to resolve them.

For more details, please see the SEN and Disabled Access Policy

6. Evaluation

Evaluating the effectiveness of the provision made for children with SEND

How does the school know how well my child is doing?

- Teachers analyse assessments and observe progress made. Subject leaders for English and Maths meet with all class teachers to discuss reasons why the expected progress is not being made if this is the case.
- By having regular meetings with the pupil in regard to their targets. This gives the opportunity to celebrate success as well as being able to analyse any concerns that your child or the teacher may have.
- Areas of development are linked to learning objectives monitored through 'Tapestry' for children working in the Foundation phase.
- Regular meetings held, involving the Assessment Co-ordinators and the SENDCO, analysing interventions and the progress each child has made in accordance with their starting point.
- Assessment using optional SATS may be undertaken during the year. Key Stage 1 and 2 have their attainment and progress measured against National Curriculum expectations. Foundation Stage use the EYFS/ Developmental milestones and Early learning Goals for assessment.
- By assessing and discussing Individual Educational Support Plans with the child and parent three times a year.
- By using the 'Engagement Model' (April 2024) for pupils that are making small steps of progress. This is an assessment of learning, performance monitoring and effective target setting for pupils well below expectations for their age. It is developing its use of the 'progression framework' to monitor progress for pupils with social communication difficulties.
- By observing results of specific additional tests that are undertaken with some pupils who have Special Education Needs, examples include Wrat 4, Lucid and Schonell. Further analysing of the results of tests may be undertaken by external agencies, who may provide appropriate advice.
- Progress against their personalised targets with the Individual Education Support Plan (IESP).
- Pupil progress meetings are undertaken between staff during transitions to the next year group or if they are concerned about a child's progress.

7. Emotional and Social Development

Support for improving emotional and social development – including extra pastoral support arrangements for listening to the views of children with SEND and measure to prevent bullying

At Cranwell Primary School we have a number of systems in place to support the Social, Emotional and Mental Health (SEMH) of our children:

- Mental Health and Wellbeing Policy in place to support all
- Planned set PSHE support, promoting positive emotional health for all
- Pastoral team to work with your child, gaining their voice and supporting any worries
- Use of the Signs of Safety/3 Houses tool to help plan for future support
- Deliver planned bespoke interventions, dependent on need and share with parents
- Access to the Smiles group as needed to promote positive self-esteem
- Access to Bluey Club if either parent is deployed
- 1:1 support and/or small group work linked to the 5 point plan, The Red Beast, Volcano in my Tummy, My Hidden Chimp etc, as appropriate
- Use of positive play leaders to support peer 'buddying'
- Use of 'socially speaking' and 'Time to Talk' groups to develop positive social communication
- Contact the here4you line as needed to determine if a Healthy Minds or CAMHS referral is needed
- Referral to and use of Healthy Minds support – primary school workbook supporting anxiety and supporting anger
- Sharing of information to parents regarding parent workshops
- Further updates shared on the SEND support school website and via parent mail
- Use of the Behaviour Policy to support all and further access available to the Working Together Team (WTT) and Behaviour Outreach Support (BOSS) as necessary
- Staff led training to develop support as needed
- Support Pupils ongoing medical needs and develop pastoral support as needed – to develop the 'Early Help' process as needed

8. Other bodies

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND needs and supporting their families?

Lincolnshire County Council [Local Offer](#)

[Family Information services](#)

[ESCO Early Support Care Coordination](#) 01522 552389 or email on esco@lincolnshire.gov.uk

[Lincolnshire Parent Carer Forum](#) contact: admin@lincspcf.org.uk

[LIAISE- SEND Information, advice and support service in Lincolnshire](#) contact via 0800 195 1635

[Local Children's Centres](#) 01529 306888 (Sleaford)

Safeguarding of Children:

- Children's social care/Lincolnshire's Safeguarding Children's board - Please ring this number if you are concerned about a child 01522 782111
- If you think a child might be a victim of abuse or neglect contact children's services on: 01522782111

Staying safe – [Online safety](#) - Lincolnshire County Council

[National Society for the Prevention of Cruelty to Children \(NSPCC\)](#) main helpline: 0808 800 5000 or email: help@nspcc.org.uk

Safeguarding concerns linked to [Female Genital Mutilation](#) main helpline: 0800 0283550 or email: fmghelp@nspcc.org.uk *Please phone the police in the first instance if a child discloses that FMG has taken place.*

[Domestic Abuse – 'together we can stop it in Lincolnshire'](#) North Kesteven call: 01522 510041 / South Kesteven call: 01427 616219

Early help and Team around the child (TAC) Lead Professional/SENDSCO at Cranwell Primary School 01400 659001

[Early Help or TAC](#) information

[ADHD Lincs](#) a local support group. Contact: 07483 166042 or email: info@adhdlincs.org

[Contact a Family](#) - A UK based registered charity – offering support and advice for families with a child with a disability. Contact: 020 7608 8700 or email on: info@contact.org.uk

[Gingerbread](#) Single Parent Helpline 0808 802 0925

[Family Fund](#) - if you are raising a disabled or seriously ill child, you may be eligible for a grant from the Family Fund. Contact on: 01904 550055 or email on: info@familyfund.org.uk

[Lincolnshire Short Breaks Services](#) contact on: 01522 553536

Lincolnshire Relationship counselling service contact on: 0845 166 4110
www.relate.org.uk

[The National Autistic Society](#)

[Lincolnshire Autistic Society](#) Contact on: 0808 800 4104

[Grantham Autistic Information Network](#) (GAIN) Contact on: 01476 855070

[Healthy Minds Support Lincolnshire Here4You](#) Line on 01522 309120 or 0800 234 6342

[Attention Deficit Disorder Information and Support Service \(ADDISS\)](#) Contact on: 020 8952 2800

Children’s Education Advisory Service (CEAS)- supports operational effectiveness through the provision of support to service and eligible MOD civilian families 01980 618 244

<https://www.gov.uk/government/groups/thechildrens-education-advisory-service-ceas>

SSAFA Lifelong support for our forces and their families 0800 731 4880
www.ssafa.org.uk

[Lincolnshire Young Carers](#) 01522 553275 Young carers –provide a wide range of services to carers across the County

[Carers First](#) contact on: 0300 303 1555

[Linkage, Sensory Library Team](#)

[MindEd for Families](#) has advice and information from trusted experts educational resource on children and young people's mental health for all adults

[Young minds](#) – support for a child’s behaviour, emotional wellbeing, or mental health condition Help line 0808-802-5544

[Support for Parents and Autistic Children Together](#) PAACT

9. Looked After Children

All at Cranwell are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment; As Governors and teachers of Cranwell School, we aim to:

- make a real difference in helping to provide the best possible education for care experienced –formerly known as looked after (LAC) and previously looked after (PLAC) - children as much as any other
- seek to give our young people in care professional help, encouragement and support, so they find our school a welcoming and friendly place
- be fully inclusive and to challenge negative views and stereotypes
- develop co-production through offering support to and working with their foster carers and relevant local authorities on how to assist the young person's learning and enhance educational opportunities

To fulfil our responsibilities as a school to all looked-after and previously looked-after children, we have a Designated Teacher to undertake the recommendations set out in 'The Role and Responsibilities of the Designated Teacher for Looked-After Children/Feb 2018'. In our school, the Designated Teacher is Nicky Olsen (SESCO), with Charlotte Mulhall (Deputy Head Teacher) taking the Lead Professional role. The following tasks are all carried out by the Designated Teacher and the Lead Professional:

- The Designated Teacher becomes the central point of contact at this school for all professionals and agencies working with, and supporting the individual looked-after and previously looked-after children we have on roll.
- Designated Teacher (DT) and Lead Professional (LP) take the lead role in the professional assessment and preparation of the educational targets, and subsequent reviews, to be recorded into the relevant sections of the child's Personal Education Plan (E-PEP) which is electronic for Lincolnshire children. The E-PEP should be established within a 20 school working day period for any looked-after child starting on roll. This is to include the gradual addition and updating of further information over time, eg attendance, attainment and progress results.
- Promote high expectations for looked-after and previously looked-after children's learning and set targets to accelerate educational progress.
- Advise teachers about differentiating teaching strategies appropriate for individual pupils who are looked-after or previously looked-after.
- Use internal assessments, 'Shine Intervention' and Individual Educational Support Plans (IESP's) as needed to support the learning of these pupils.

- Support Social, Emotional and Mental Health, promoting a sharing of worries, and building relationships with key workers as needed. The DT ensures that staff are aware of the emotional, psychological and social effects of loss and attachment theory and develops training alongside the LP for the whole school to be aware of the government departmental advice within the 'Mental Health and Behaviour in Schools/Nov 2018'/DfE.
- DT and LP undertake relevant updated training and cascade information for staff development regarding looked-after and post looked-after children.
- All staff ensure that personal information is handled carefully and sensitively, and that the child's wishes and preferences are considered.
- DT and LP establish good working relationships and communications with foster carers, ensuring information is received and early notification is provided for them to attend meetings and reviews.
- All staff provide support and sanctuary to help settle a looked-after child into the school, and at other times to ensure the looked-after child feels safe, knows who to trust and who to go to if they feel the need for support.
- The SENCO/DT ensures the transfer of records if a looked-after or previously looked-after child moves school.
- The DT provides written information to assist planning, reviews and reporting as required.
- The SENCO/DT seeks and prioritises meetings with and writes referrals to appropriate external agencies in situations that require external support.
- The DT ensures that there are no unintended barriers to the admission of looked-after and previously looked-after children either at normal transition or at any other point in the school year.
- Ensure that any pupils with SEND have immediate support by identifying additional needs via the graduated support for SEND within school.
- Appropriately support the pupils who are gifted and talented.
- Ensure the Safeguarding Team to be aware of any safeguarding challenges and work closely with the Virtual School to support pupils.
- Track attendance and suspensions as required and share with the Governing body.

The SEND Team reports our finding to the Governors annually.

Who can I contact for further information?

If you would like further information related to Cranwell Primary School's SEND Information Report please contact the School Office or Nicky.Olsen@cranwell.lincs.sch.uk (SENDSCO)