

CRANMORE



Special Educational Needs and Disability Policy (Including EYFS)

Please also see the English as an Additional Language and Gifted and Talented Policies

Cranmore's Mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering the individual talents and providing for their needs within its caring Christian community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect.

INTRODUCTION

The Special Educational Needs and Disability (SEND) policy is a working document to enable the school to monitor the on-going effective decisions regarding the needs of pupils with special educational and disability needs. It will outline the aims, principles and strategies for referral, assessment, support and monitoring of pupils with special educational needs (SEN) showing due regard to the new Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014 and the Equality Act 2010.

Cranmore is an Independent Catholic school that welcomes children from all religious denominations and those of none, offering education to children from Nursery to Year 10. Cranmore's Christian ethos is central in supporting a child's spiritual, personal and social development. Its prime role is to provide an excellent foundation for senior school and future life as well as fostering a positive attitude towards learning.

This policy at Cranmore takes account of the Catholic ethos of the school, its mission statement and its admissions policy. The school recognises that a child with a Special Educational Need or Disability is entitled to access a broad, balanced and relevant curriculum. However, they may require provision which differs from, or is additional to, that normally provided for other pupils. The school has a policy of inclusion as long as adequate provision of a teaching and practical nature can be resourced in common with all pupils.

We strive to do our best for all pupils within the constraints of the physical environment, class sizes, quality of all staff, financial constraints and the economic environment the pupils come from. All these constraints need to be considered in light of the Mission Statement.

It is the intention of this policy document to outline how pupils with special educational needs will be identified and how their needs will be met on a collaborative basis by acknowledging the role of the Head, the Governing Body, Head of Progress, Senior Leadership Team, Head of EYFS, class teachers, parents, outside agencies and other parties. Thus, the responsibility for meeting SEND is shared by the all those involved with the education of these pupils.

The Special Educational Needs and Disability provision is coordinated through the Progress Department and support allocated on a priority basis. Support is offered to those pupils that have been assessed either externally by an Educational Psychologist, a specialist teacher, a speech and language therapist, occupational therapist or any other professional involved in educational decision making, or internally by a member of staff of the Progress Department. Pupils will normally only be offered support if the formal process of assessing their needs has been undertaken but on occasions it may be decided on the basis of class work and more informal testing.

Our aim is to ensure early screening, identification and reporting of learning difficulties to enable intervention in the form of appropriate remediation at the earliest possible stage without labelling a child unnecessarily.

Aims and Objectives

- For all pupils to achieve their full potential within a supportive environment where all needs are recognised and respected throughout the learning environment.
- For all pupils to become confident learners and develop a positive self-image to achieve their full potential.
- To ensure that the special educational needs or disabilities (SEND) of pupils are identified and supported
- To disseminate information about pupils to all staff thereby making clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for the pupil's SEND.
- To make effective use of specialist support services, where it might improve our provision.
- To fully liaise with parents and ensure that they are able to play their part in supporting their child's education.
- To ensure that the pupils participate in the process and enable them to experience success.

Principles

The needs of any pupil who may have special educational needs or disabilities during, or throughout, their time at Cranmore must be addressed.

- There is a shared sense of responsibility for the education of students with special educational needs and disabilities throughout the school.
- For all teachers to have high expectations of their pupils
- To create an environment that meets the SEND of each pupil wherever possible.
- All pupils with special educational needs or disabilities should be offered full access to the curriculum of Cranmore wherever possible.
- To assess the need and provide for either internally and/or externally, as appropriate.
- There should be careful recording of a pupil's special educational needs or disabilities, the action taken and the outcomes. There should be a graduated approach of regular assessment, planning, monitoring and review.
- The knowledge, views and experience of parents form a vital part of the partnership process.
- There is shared collaboration between school, family and external practitioners to meet the pupils' needs effectively.
- Special educational needs and disability provision will be most effective when those responsible take into account the wishes of the pupil concerned, considered in the light of their age and understanding.

Admissions Policy

Cranmore is an Independent Day School offering education to children from Nursery to Year 10. The School welcomes children from all religious denominations and those of none.

Children can be accepted at any age provided they fulfil entry requirements and space is available. Pupils seeking to join the EYFS (Pre-Nursery – Reception) will be invited in for a taster session and assessed by the Head of Nursery/Early Years particularly in the Prime Areas of learning (communication and language, physical development and personal, social and emotional development). Pupils seeking admittance into Year 1 or Year 2 will undertake a taster session in a class with some basic assessments in English and Mathematics to establish the child's level of development.

- At age 7 (Year 3) as above but provisional upon satisfactory entrance tests and an interview.
- From age 8+ (Upper Prep and Senior School) children are accepted, if space is available, provisional upon satisfactory entrance tests and an interview. Pupils will be expected to show the potential of being able to cope with the academic demands and to fit in with the general ethos of the school.
- A pupil with an Educational Psychologist's report or similar will be required to submit copies of such papers.
- Pupils will be allocated extra time or other support in the English Entrance Examination dependent on the contents and suggestions in these pupil's educational or similar reports.
- Information concerning the child's academic status may be sought from their present school with additional information from their parents.
- Children with SEND may be accepted provisional upon satisfactory entrance tests and an interview and/or trial day. It is a condition of entry that a pupil is likely to thrive with the normal provision and procedures which are the custom and practice at Cranmore. Where it appears that a pupil may require special provision for any reason, the school will carefully consider the needs of the applicant. A place will be offered if the school believes that a reasonable adjustment(s) can be made to allow the applicant to join the school without any adverse effect on the educational opportunities and welfare of other pupils.

Access Arrangements

For students to qualify for access arrangements (25% extra time, rest breaks, reader, etc,) in their external and internal exams, SEND team reviews a range of data from standardised psychometric testing carried out by the SENCO or Learning Support qualified to do this, alongside ongoing evidence from their subject teachers which together paint a picture of need. This evidence must be obtained no earlier than the start of year 9. To ensure that we are following their regulations, we follow the guidelines and inspections policies set out by Joint Council for Qualifications board.

On some occasions, the SENCO will recommend further assessment of needs from professionals such as Educational Psychologists, Specialist Teachers, Occupational Therapists, Speech and Language Therapists, and Clinical Psychologists. The cost of such private external assessments will be borne by the parents.

General

Special Educational Needs and Disability – Definitions

This policy shows due regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014 and the Equality Act 2010.

A Special Educational Need: is where 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 they:

- Has a significantly greater difficulty in learning than the majority of others of the same age,
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. (Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014)

Children must not be regarded as having a Learning Difficulty and/or Disability solely because the language or form of language of their home is different from the language in which they will be taught. These are regarded as pupils with English as an Additional Language (EAL).

Disability: According to the 2010 Equality Act, a person is disabled if he or she has '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'. 'Long term' is defined as a year or more; 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN.

Special Educational Needs at Cranmore

A pupil may need support at Cranmore:

- If there is a discrepancy between his or her attainments and ability.
- If he or she has a greater difficulty in learning than the majority of their peer group.
- If he or she is new to the school and is at a disadvantage in relation to the high standard of literacy and mathematics of same age pupils in Cranmore as well as taking into account the high demands of the school's curriculum.

Special educational needs at Cranmore takes account of:

- Specific learning difficulties (e.g. dyslexia, dyspraxia)
- Social, emotional and behavioural difficulties
- Medical difficulties- e.g. diabetes, asthma etc.
- Speech and language and communication difficulties
- Sensory and/or physical needs
- Bereavement i.e. pastoral care issues
- Gifted pupils

Provision regarding Statements and/or Education Health Care Plans (EHCP)

Parents of a prospective pupil with an existing statement of special needs or Education, Health and Care Plan (EHCP) will be requested to give full disclosure of all documentation regarding their child. Screening and due consideration will be undertaken to ensure as to whether the child's special educational needs can be properly met by the school within its resources, that the child will benefit and fit into the Cranmore community, and that existing pupils will not be disadvantaged.

If a pupil is accepted into the school and their special needs become apparent at a later stage, the school will assess whether it is able to meet those needs. If the needs of the pupil cannot be met, it may be necessary to ask the parents to provide additional outside support or, in very exceptional circumstances, withdraw the pupil whose needs require a more specialised provision.

Referral for Statutory Assessment

Should an existing pupil demonstrate substantial and significant difficulties in relation to their chronological age it may be appropriate to apply to the LEA for a Statutory Assessment. The referral process will follow those guidelines set out by the LEA which include the views of the parents, the ascertainable views of the child, support plans, evidence of progress and interventions, assessment data and the involvement of outside professionals.

Reviewing Progress and Provision

All pupils with a Statement or EHCP will have an Annual Review attended by the Head of Progress, relevant teaching staff, relevant outside agencies and parents. The pupil will have a Support Plan in place which is reviewed and updated.

Roles and Responsibilities

The role and responsibility of the Headmaster

The Head Teacher is Mr Barry Everitt

- Responsibility for day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs and disabilities.
- Be the named person, i.e. Responsible Person, as defined within the Code of Practice for SEND provision.
- Evaluates and provides INSET for staff to meet the special educational needs of pupils as appropriate.
- Ensures that pre-entry assessment identifies needs of new pupils.
- Liaises with external agencies, particularly the ISC and their recommendations for special educational needs provision within independent schools.
- Familiarises staff with the SEND policy and its implications.
- Ensures that stages of the Code of Practice are followed and checks that required documentation is kept and the appropriate action taken.

Role and Responsibilities of the Head of Progress

The current Head of the Progress Department is Ms Lori Dowlman who is responsible for the co-ordination of all staff and children within the department. Her job description outlines in detail his role and responsibilities.

- To offer support to pupils either individually or in small groups who have been identified as having SEND.
- To assess and plan appropriate work for individual children.
- To ensure all relevant paperwork on the referral procedures are in place as outlined in the Progress Department Handbook.
- To be actively involved in the identification of pupils with SEND throughout the school.

- To do specialist teacher assessments on the pupils who are referred to the Department by staff.
- To ensure that all the staff in the Progress Department follow the procedures with regard to teaching and assessment.
- To keep staff in the school informed of any pupils who are being supported or monitored and to work closely with staff when supporting individual children.
- To scrutinise any tests results that are done in the school with a view to monitoring the progress of any pupils who are identified as having SEND and as a means of identifying pupils whose progress may be causing concern.
- To be responsible for ensuring that the other staff in the Department are given sufficient guidelines and support.
- To ensure that resources and testing material in the Department is relevant and up-to-date.
- To liaise with outside agencies and other professionals involved with pupils in the Department.
- To ensure that peripatetic staff have written guidelines for teaching at Cranmore.
- To ensure that the 'SEND Policy' of the school gives due regard to current legislation.
- To work closely with the English Department in developing literacy skills throughout the school.
- To liaise with the Maths Department when offering individual maths support in the school.
- To keep in close touch with parents of any pupils who are supported in the Department.
- To give advice to parents with regard to having external assessments by educational psychologists, speech and language specialists etc.
- To ensure that all staff have a copy of the register of all the pupils who are receiving help from the Progress Department.
- To ensure that a synopsis of specialists' reports are given to SLT and relevant staff on pupils who have been assessed by outside agencies and professionals.
- To offer advice and assessments when required to the Head and other staff when they are assessing pupils who wish to join the school.
- To liaise with the Deputy Head when pupils who are receiving help from the Progress Department are coming up to Scholarships and or GCSE examinations.
- To have available written information to give to staff with regard to SEND and give them access to it on the shared network.
- To keep abreast of developments in special needs education by reading, INSET and liaising with other independent schools.
- When possible, to arrange guest speakers to disseminate information to staff and parents and when required, give INSET to the staff on aspects of SEND.
- Overseeing all records for Access Arrangements, showing evidence of need to satisfy JCQ requirements and applying for AA online.

The Role and Responsibilities of the Early Years Specialists

The Head of EYFS, Mrs Lulu Prothero, is responsible for the co-ordination of provision in the Early Years. Her role with regards to SEND is: -

- To work closely with the Head of Progress and take day-to-day responsibility for the operation of the SEND policy and for coordinating provision for children with SEND in the Early Years.
- To liaise with Surrey Education Authority and complete the appropriate paperwork with regard to profiles and send them the appropriate data in the Summer Term.
- To make sure that all planning reflects the Early Years Foundation Stage criteria.
- Indicate in EYFS Profile whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').
- Reasonable adjustments to the assessment process for children with SEND must be made as appropriate.

- To ensure that relevant information on these children is recorded with suitable recommendations in regard to pupils learning needs. This information should be passed on to the parents, the Progress Department and the teachers in Year 1 in writing at the end of Reception.
- Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must flag concern to the Progress Department and discuss this with the child's parents and/or carers, and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support.

Role and Responsibilities of the Class tutor/Subject teacher

- There is a shared sense of responsibility for the education of students with special educational needs and disabilities throughout the school.
- To assess, monitor and review pupil's performance, setting new learning targets so that all students make progress and development in their classes.
- Understand that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- To make reasonable adjustments to lesson plans to meet the learning needs of their pupils.
- To follow the correct procedure for referral to the Department as outlined in the **'Department Handbook' and in the Progress Department file on the staff shared drive.**
- To be aware of which pupils are having progress and who are being monitored. These lists on iSAMS are updated every term in order to make staff aware of the needs of the pupils that they are teaching.
- To be aware of any information on file pertaining to the pupil's special educational needs.
- To alert the Progress Department of any new reports that come in on a pupil.
- Progress staff, once parental consent is received, produce a synopsis of the report which is circulated to form/subject teachers. Form/subject teachers are responsible for implementing recommendations where appropriate in the classroom.
- To use the **'Staff Information Handbook for Special Educational Needs and Disabilities', information in the Progress Department file on the staff network or speak to Progress staff** for guidance on:
 - i. Types of learning difficulties
 - ii. Literacy skills, common problems and useful strategies.
 - iii. The role of memory, learning styles and intelligence.
 - iv. The role of attention and concentration, self-esteem, organisation and note taking.
 - v. Information pertaining to the needs of different subjects.

Identification, Assessment and Provision in Cranmore Nursery and Reception (Early Years)

The Government's Early Learning Goals sets out what most children will have achieved by the end of the Foundation Stage (Reception). Children will progress at different rates during the Foundation Stage. By the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

Progress check at age two

When a child is aged between two and three, early years practitioners **must** review progress and provide parents with a short-written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. The progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners develop a

targeted plan (IEP) to support the child, involving the parents and professionals such as, for example, the Head of EYFS, speech and language therapist and/or occupational therapist. A summary is written which:

- provides a copy for parents and add a copy to the child's learning and development record
- puts in place any agreed actions to meet the child's needs within the setting or at home
- considers any support needed from other agencies – for example, speech and language therapy

The summary must describe the activities and strategies the setting intends to adopt to address any issues or concerns.

Identifying Needs in the Early Years

Early years practitioners working with children monitor and review the progress and development of all children throughout the early years.

When a child appears to be behind expected levels, or where a child's progress gives causes for concern, practitioners consider all the information about the child's learning and development from within and beyond the setting, from formal checks, practitioner observations and from any more detailed assessment of the child's needs. We work closely with parents when assessing their child's needs.

Practitioners particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this also informs decisions about whether or not a child has SEN. All the information is brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. However, where there are concerns, there should be an assessment to determine whether there are any underlying factors, such as learning or communication difficulties.

Particular care is taken when identifying and assessing SEN for young children whose first language is not English. Early Years practitioners look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of facilities in the setting and requires special educational provision, the setting will endeavour to make that provision.

Special educational provision should be matched to the child's identified SEN. The special educational provision made for a child is based on an understanding of their particular strengths and needs. Interventions targeted at areas of difficulty will help to overcome barriers to learning and participation. Reviewing the effectiveness of interventions in enabling children to make progress informs the next steps to be taken as part of a graduated approach to SEN support.

Graduated Approach

The graduated approach is led and co-ordinated by the Head of Progress and Nursery working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources. The graduated approach has four stages of action: **assess, plan, do and review.**

Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the early years setting. The Head of Progress will be invited to come into the setting to observe the child and discuss the support that may be appropriate. Informing parents to contribute their knowledge and understanding of their child and raise any concerns that may have about their child's needs and the provision that is being made for them, is an essential initial step.

Assess

In identifying a child as needing SEND support, the early years practitioner, working with the Head of Nursery and the child's parents, will have carried out an analysis of the child's needs. This initial assessment is reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from other agencies, for example Speech and Language Therapist (SALT) or Occupational Therapist (OT). This will be done with the parents' permission.

Plan

Parents will be formally notified where it is decided to provide SEND support. The practitioner and Head of Nursery will agree, in consultation with the parent, interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will be recorded in the form of an Individual Education Plan (IEP). Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The Early Years practitioner (child's Key Family person/teacher) will be responsible for working with the child on a daily basis. With support from the Head of Progress, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The Head of Progress will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

The Head of Progress and the child's teacher, in consultation with parents, will decide on the action needed to help the child progress in the light of their earlier assessment. This *action* will comprise of individualised arrangements for learning and teaching. These arrangements may include:

- extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- the provision of different learning materials or special equipment
- some individual or group support or staff development and training to introduce more effective strategies

- access to LEA support services for one-off or occasional advice on strategies or equipment
- staff training to provide effective intervention without the need for regular or ongoing input from external agencies.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support is evaluated by the practitioner and the Head of Nursery working with the child's parents, taking into account the child's views when appropriate. In light of the child's progress and development and impact of the support provided, the next steps should be planned.

This cycle of action is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. Intended outcomes are shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

Education, Health and Care Plan Assessment

The majority of children with SEN or disabilities will have their needs met within the early years setting. However, some children may require an Education, Health and Care Plan (EHCP) assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

When a child is identified as having a special educational need, arrangements are devised that are additional to those provided as part of the setting's usual curriculum. However, a child may require an EHC needs assessment, who despite receiving appropriate SEN support and early education:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified areas of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas
- presents persistent emotional and/or behaviour difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

A request for an EHCP assessment will be done with the knowledge and agreement of the child's parent. Where a child has an EHC Plan, the local authority **must** review that plan every twelve months.

Transition

SEND support includes planning and preparing for transition, before a child moves between Pre-Nursery, Nursery, Reception and Year 1 or moves to another setting or school. This involves a review of the SEND support being provided or the EHCP. To support the transition, information is shared between the early

years practitioners, teachers and with the receiving setting or school. The class teacher will liaise with the Head of Progress and Year 1 teachers at the end of the Reception year to discuss and plan an appropriate IEP to start at the beginning of the new school year. This will enable the parents to be reassured that an effective and supportive transition will occur.

Involving specialists

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas
- continues working as an early years curriculum substantially below that expected of children of a similar age
- has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Where a child continues to make less than expected progress, despite support and interventions that are matched to the child's area of need, practitioners will consider involving appropriate specialists, for example, health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards desired learning and development outcomes. The decision to involve specialists will be agreed with child's parents.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the pupil will set out new strategies for supporting the child's progress. Delivery of the IEP will remain the responsibility of the Early Years Practitioner/teacher.

Whilst we recognise that each child is an individual, we are mindful of the need to ensure that a child's behaviour does not pose a risk to themselves or others and that we are unable to cater for children whose behaviour has a detrimental effect on the educational opportunities of other children or whose behaviour cannot be managed by reasonable adjustments. All children at Cranmore are subject to the Behaviour and Discipline Policy.

Record Keeping

The Head of Progress and Head of Nursery keeps a register of children receiving SEN support or with an EHCP. When a child in the setting is receiving SEN support or has an EHCP, information is collected and

recorded electronically by Surrey County Council. Strategies employed enabling the child to progress will be recorded within an Individual Education Plan (IEP). This should include information about:

- the short-term targets set for the child
- the teaching strategies
- the provision that can be put in place
- when the plan is to be reviewed
- the outcome of the action taken

The IEP will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The IEP will focus on three or four key targets and will be discussed with parents and the child (if appropriate). The IEPs will be continually kept 'under review,' but are formally reviewed three times a year. Parents will be consulted as part of the review process.

Identification, Assessment and Provision in the Lower Prep, Upper and Senior School

The emphasis is on the early identification of specific learning difficulties with regard to language, literacy and numeracy. We follow a graduated approach and our screening process is ongoing throughout the school.

Screening Process - Assessment

In identifying children with special needs, children's progress is measured by referring to:

- Evidence from teacher observation and assessment.
- The child's performance against standardised tests in spelling and reading.
- Their progress measured against the objectives specified within the School's curriculum with regard to individual subjects.

Monitoring Children's Progress.

Cranmore monitors the needs of all its pupils. Children are carefully monitored through the formal and informal assessment procedures set up within the School and the Department. The form tutors and subject teachers liaise closely with the staff of the Progress Department and refer pupils whom they feel could benefit from extra support. Decisions about whether to offer support or not are based on whether it is believed that the pupil profile suggests that the child potentially has a specific learning difficulty or a speech and language consideration or is currently having a particular difficulty accessing the curriculum.

These Procedures involve:

- Early years monitoring with a designated member of staff who liaises with the Head of the Progress Department in accordance with the Code of Practice. Termly phonics assessments to identify any early phonics difficulties and small group intervention.
- Whole year group phonics and Maths tests in Year 1 to ascertain those children who are causing concern or who are having unexpected difficulties and may therefore need additional individualised support in Year 2.
- Regular standardised spelling and reading tests for those receiving literacy progress lessons from Year 1 onwards.
- Regular online assessment of pupils from Year 2 onwards in reading and spelling. Termly written

Maths assessments.

- The formal monitoring of children who are causing concern.
- Extra help in Year 1 for children who are deemed to need it. This work is done in small groups on a withdrawal basis. Occasionally, when there is a need, this is done on a one to one basis.
- At this stage an IEP is drawn up in order to target a child's needs.
- There may be a specialist teacher assessment if it is felt necessary. As a precaution, most children receiving help in Year 3 and above are given a specialist teacher assessment.
- Referral to an external suitable professional such as an Educational Psychologist, Occupational Therapist or Speech and Language Therapist when deemed necessary and after consultation with the parents.

Staff are encouraged to note areas that might be indicative of a learning difficulty such as:

1. Written skills do not reflect verbal ability.
2. Difficulties with reading.
3. Weak comprehension.
4. Difficulties with spelling.
5. Difficulties with organisational skills.
6. Problems with times tables in Maths.
7. Problems with acquiring age appropriate numeracy skills.
8. Difficulties with focus and/or concentration.
9. Difficulties with speech and language processing.
10. Poor information processing that may be assessed as much slower than expected.
11. Sensory processing issues.
12. Difficulties in social communication skills.

The Progress Department aims to establish referral through a number of avenues:

1. The form teacher/class tutor
2. Subject teachers
3. Parents

Initial Concern

- If a member of staff is concerned about a pupil, they should inform the Head of Lower Prep or in the Upper Prep and Senior School a member of SLT or Head of Department.
- The form/subject teacher will make contact with the parent to outline some of the difficulties that they have noticed or have been brought to their attention. A meeting should then be arranged with the parents and form teacher/subject teacher if necessary.
- The pupil will then be monitored and strategies will be implemented by the form teacher/subject teacher.
- The Progress Department can be consulted by the form/subject teacher for advice on strategies to implement in class.

Referral Process

Should a pupil continue to cause concern then he/she can be referred to the Progress Department.

- An 'Expression of Concern' referral form, available from the Progress Department, is completed by the form or subject teacher and returned to the Department.
- The Head of Progress makes a decision as to whether an internal assessment is appropriate or what other action to take. This is recorded on the 'Expression of Concern' form and the form/subject teacher advised.
- Should an assessment be appropriate, parents are informed of the reasons and must give written permission.
- **Assessment Process**

If a pupil is referred to the Progress Department for a full specialist teacher assessment the appropriate paperwork needs to be in place. (See **Progress Department Handbook**) The aim of the assessment is to establish a pupil's cognitive profile and levels of attainment in literacy and/or numeracy. This will usually consist of:

- A detailed reading and comprehension analysis.
- Report from the form teacher or subject teacher on the child's written language skills or an example of an unaided piece of writing.
- Aspects of the child's cognitive profile such as non-verbal ability receptive and expressive vocabulary.
- Tests to investigate the child's underlying skills with regard to literacy in order to establish whether there are any dyslexic tendencies. The main areas that will be investigated are auditory and visual processing and phonological ability.
- After the tests are completed parents are invited to come and discuss the test results with the subject/class tutors. Recommendations will be made as to what is deemed to be appropriate intervention.
- A list of the tests available and the assessment profile forms can be found in the '**Progress Department Handbook**'.

A Graduated Response to Learning Difficulties

Cranmore aims to respond to the needs of pupils giving due regard to the Code of Practice within the context of Cranmore School.

Pupils Receiving Support – The Progress List

These pupils are referred to as being 'on the Progress List'. This may be for Literacy, Mathematics, Speech & Language (SpLD) or Occupational Therapy. Occasionally, this may be for study skills, general motor skills, social and emotional difficulties or Visual Perceptual skills.

Individual or Group Work for Literacy or Mathematics

- If the pupil is deemed to have SpLD tendencies further diagnostics tests are done in order to draw up a suitable programme of work.
- The pupil is formally taken on by the Progress Department to work either on a one to one basis or in a small group on a withdrawal basis.
- An IEP is set up which is reviewed twice a year in the Upper Prep and Senior School. The individual education plan will contain the following information:
 - i. The nature of the pupils' learning difficulties.
 - ii. The targets - with performance/success criteria and outcomes.
 - iii. The nature of provision and monitoring procedure.

- iv. Suggested strategies to support the child at home and in the classroom.
- v. The review arrangements.

The Monitor List

Pupils are placed on the 'Monitor List' if they have had Progress support in the past, have support out of school, have had an internal or external assessment, have specific needs but do not require Progress support or concerns have been raised that require staff to monitor closely.

External agency and professionals

Some pupils may be referred to an external agency or professional for a formal assessment.

The form/subject teachers will have access to all the information relating to a pupil's external assessment once parental consent is provided. It is their responsibility to ensure that they read the synopsis of the report that will be prepared by a member of the Progress Staff.

Staff Access to Information

All members of staff have:

- A list of the pupils who are receiving help from the Progress Department. This list tells them who is supporting the pupil, the area that is being supported and what documents are on file. The list is updated throughout the term on the staff network.
- A list of the pupils in the Upper Prep and Senior School whose progress is being monitored. This is updated every term.
- A transition document summarising main areas of need and main strategies to help in class for all progress pupils and monitored pupils with a SEN.
- Information regarding pupils on the staff shared area in the 'Progress Department' file. This includes Progress Unit assessments, a summary of any Educational Psychologist report (once parental consent has been granted), information sheets on ways to support pupils with specific needs and information sheets for parents. Pupils are also starred on the **iSAMS register** with direct access to pupil assessments and reports on iSAMS.
- **'Staff Information Handbook for Special Needs'**. This handbook is divided into five sections:
 1. General information relating to SEND.
 2. Literacy skills, common problems and useful strategies.
 3. Memory, learning styles and the nature of intelligence.
 4. Attention, concentration, self-esteem, organisation and note taking.
 5. Information pertaining to the needs of children in different subjects.

Social, Emotional and Mental Health - Behavioural and Pastoral Issues

It is the class tutor's responsibility to guide other staff on the social, emotional, mental health, behavioural or pastoral concerns of any pupil in their form. The Head of the Lower Prep, Designated Safeguarding Lead and the Deputy Head may liaise with staff and the Head of Progress when appropriate, regarding the special needs of pupils requiring social, emotional, mental health, behavioural or pastoral support. It may sometimes be appropriate for external agencies to take a lead role in order to guide staff in handling a pupil's needs. Whilst we recognise that each pupil is an individual, we are mindful of the need to ensure that a pupil's behaviour does not pose a risk to themselves or others. We are also mindful that we are unable to cater for pupils whose behaviour has a detrimental effect on the educational opportunities of other pupils or whose behaviour cannot be managed by reasonable adjustments. All pupils at Cranmore

are subject to the Behaviour and Discipline Policy.

Partnership with Parents

Parents play a vital role in the identification and support of their child if he/she has special educational needs. At all stages parents' knowledge, guidance and views are sought. Parents have much to contribute to the combined support of pupils with special educational needs. Progress staff are available to meet with parents in the autumn and spring terms and a written report is sent to them in the Summer Term. In practice, staff keep in close contact with the parents by either telephone or email and parents are free to request a meeting at any time.

Pupil Participation

In addition, the pupil's views also form an important part of the whole process of meeting his/her needs. Almost all the pupils seen for assessment can articulate their difficulties to a degree, dependent on age and self-awareness. This becomes more relevant as the child becomes older. We encourage active participation and try to foster an awareness of how each pupil can work towards improving his/her skills with our help. We encourage each child with special needs to make judgments about his/her own performance against those set in both the IEP and personal targets and to offer him/her an opportunity to put forward their own suggestions.

Allocation of Support

There has always been a policy of allocating support on a priority basis to pupils who cannot otherwise be supported in class. Various factors affect whether or not support is offered, and indeed the amount of time allocated. We are always mindful of the wishes of the parents and the individual child concerned. It may be that support in school is not the better option, in which case a recommendation will be made for the parents to seek an external, specialist tutor. Care in timetabling the pupils for support is critical. Pupils are usually withdrawn from lessons on a rotational basis and the flexibility of provision varies dependent on availability of the member of staff allocated to provide support. Where the intrinsic problems specific to the pupil lies outside the area of expertise of the current Progress Department staff, external help will be sought. A speech and language specialist and an occupational therapist come in on a weekly basis to work with children who are in need. Some new pupils may need extra help in order to reach the same level of attainment as Cranmore pupils.

Headmaster

Named Governor (Acting)

Head of the Progress Department

Learning Support Teacher for Upper Prep & Seniors

Learning Support Teacher for Upper Prep & Seniors

Learning Support Teacher for Lower Prep & Upper Prep

Learning Support Teacher for Lower Prep & Upper Prep

Peripatetic Staff for Seniors

Speech and Language Therapists

Occupational Therapists

Occupational Therapist Assistant

Barry Everitt

Sally Hayes

Lori Dowlman (FT)

Hannah Marsden (PT)

Ruth Roberts (FT)

Clare Lebus-Smith (FT)

Sophie Yeates (FT)

Camilla Mort

Harriet Morris

Ellie De Abreu

Sue Rowley

Reviewed: LD, SG, JP, JS September 2023

Next review date: September 2024

The Local Offer

This document aims to give a clear and informed picture as to the inclusive curriculum and provision available to all pupils at Cranmore EYFS with specific reference to those with special educational needs.

Our Philosophy and approach for SEND pupils

At Cranmore's Nursery and Reception school we are committed to meeting the needs - academic, social, emotional and behavioural - of all our pupils and ensuring that all pupils, including those with Special Educational Needs or Disabilities (SEND) and English as an Additional Language or Gifted and Talented pupils, have the opportunity to reach their full potential and make good progress within a positive and stimulating environment.

We provide a high quality, flexible curriculum for all children through an inclusive approach, commensurate with meeting individual needs, and enabling all pupils to be included fully in the life of our school and its community.

Our school offer

Our school offer for SEND follows in the form of answers to questions that we are frequently asked by parents and carers when considering schools for their children, both with or without additional needs.

We believe that these will give you a clear and informed picture about the curriculum and provision available for our pupils at Cranmore. With our proud and inclusive ethos, this refers to all pupils - those with or without additional needs.

If you would like any further information please refer to the contacts section at the end of the document.

How do you support and meet the individual needs of pupils?

Every pupil is important to us and is recognised as a unique individual with particular needs. Staff adopt a range of teaching strategies and approaches, personalising provision to ensure that the needs of all pupils can be met and good progress made.

Should your child need special arrangements to access our building and the curriculum on offer, we have an Accessibility Policy which can be requested from the school office.

Wherever possible, pupils will be personally involved in setting simple targets and reviewing progress. Specific, targeted group work called intervention will be undertaken by staff both inside and outside of the classroom to meet personal targets.

How do you identify children with special educational needs?

All children's progress is tracked and monitored regularly. If concerns are raised about the rate of academic progress or the health, safety and well-being or behaviour of a pupil becoming a barrier to their learning, then informal discussions are undertaken between parents, Heads of Departments, Form Teachers and the Head of Progress (SENCO) if required.

If necessary, internal/external assessments are completed and personalised targets are set for the child.

How can parents raise concerns about their child?

Any concerns can be shared with staff who are available by appointment at the beginning/end of the school day or at our termly parent consultations to discuss any concerns.

Ms Lori Dowlman Head of the Progress Department (SENDCO) is also available to meet with parents and carers by appointment.

Who will oversee and plan the curriculum for my child?

Personalised plans and curricula are planned by the Teachers, and Head of the Progress Department in consultation with parents and other professionals involved with the child.

Plans are regularly reviewed by all involved parties to ensure appropriate and good progress is being made.

Who will explain the provision and curriculum provided for my child?

The Head of the Progress Department, Head of Nursery and Teachers are available to explain the work that pupils will be undertaking.

The Head of the Progress Department has undertaken and achieved national accreditation for the role and is able to explain clearly the provision for your child.

How will I know what progress my child is making?

Progress can be discussed formally at review meetings as well as in parent consultations.

At other times, informal discussions can be made with Form Teachers, Head of Nursery and Head of the Progress Department.

How will you help me to support my child?

We regularly host parent workshops covering a range of academic and non-academic subjects. Private and informal meetings can be arranged with the Head of the Progress Department (SENDCO), Head of Nursery and Form Teachers to provide ideas for resources, techniques and activities that will help pupils to progress effectively.

Regular communication between staff and parents via email, newsletters and Tapestry observations (EYFS only) ensure parents are aware of the learning taking place in School and how it can be supported at home.

We can also provide advice on the availability of and introductions to local support groups and agencies outside of school that can assist you to further support your child.

What specialist services and expertise are available?

- The School provides 1:1 learning support lessons through our Progress Department staff (at an additional cost).
- Our smaller class sizes (low adult to child ratio), allows our teachers more individual time with all students.
- The Head of the Progress Department is able to recommend external agencies such as: Speech and Language Therapy (SALT); Educational Psychology Service (EPS) and Occupational Therapists for parents to engage with directly. The School will support the parents' arrangements by providing time and space in the school day for the support to take place.
- The Head of EYFS and Head of Nursery is happy to implement plans as directed by the parents' specialist support.
- We can signpost you to the services of the local authority. This is a confidential and impartial service that supports families who have children with Special Educational Needs (SEN).

- The School nurse and Designated Safeguarding Lead can also refer to CAMHS (Children, Adolescents, Mental Health Services).

How will you support my child when they are leaving this school or moving on to another class?

Transition meetings may be held with yourself, your child's current teacher, their new teacher and or your child's new school as appropriate.

Information is passed on about the effective strategies in place for your child along with their personalised targets.

New strategies, such as visits to new classes/schools and social stories, are put in place to ensure a smooth a transition to the new phase in your child's education.

What training have the staff had to support SEND pupils?

All staff have had mandatory training in Child Protection and Safeguarding, Fire Safety, Health and Safety and First Aid Training (please see our medical policies for further details).

All of our Learning Support teachers have a range of relevant training to teach pupils with SEND, such as OCR Level 5 or 7 or a Masters in SEND.

We enable parents to engage external staff with expertise in the following area:

- Speech, Language and Communication Needs
- Working with children with specific learning difficulties, such as dyslexia
- Occupational therapy needs

School Nurse, Paediatricians, Occupational Therapy and CAMHS are also used to support our pupils if required.

If your child has been identified as needing more specialist input in addition to our classroom teaching, referrals can be made to outside agencies for advice and support enabling us to ensure your child makes effective progress. The Head of the Progress Department (SENDCO) keeps abreast of the specialist services available nationally and locally, both funded and voluntary. These are accessed as required by individual pupils.

The Head of the Progress Department (SENDCO), keeps track of current issues relating to SEND within the areas of Communication and Interaction Needs, Cognition and Learning Needs, Social, Emotional and Mental Health Needs and Sensory/Physical Needs.

For a more detailed description of what we provide for children with these particular needs please contact the Head of the Progress Department (SENDCO).

Contact information

If you would like to know more about our offer for SEND pupils please contact us: Ms Lori Dowlman- Head of the Progress Department (SENDCO) lori.dowlman@cranmore.org

*Updated: LD, SG, JP September 2023
Next Review Date September 2024*

CRANMORE



E.A.L. (English as an Additional Language) Policy

Cranmore's Mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering the individual talents and providing for their needs within its caring Christian community.

Cranmore's values are: Faith, Character, Community, Compassion and Intellect.

INTRODUCTION

This policy details our arrangements to recognise and meet the needs of E.A.L. pupils at Cranmore. For this purpose, we define E.A.L. pupils as those whose first language is not English.

CONTEXT

Only a small number of pupils at Cranmore are E.A.L. pupils and their details are recorded in our E.A.L. register. These children speak English as a second language and will typically speak their first language at home with their families.

In addition to this, a second register, the Languages Register, records all those children who speak another language or for whom another language forms part of their family or cultural heritage. This includes, but is not limited to, bilingual children.

While Cranmore is non-selective in the nursery and for entry into our reception class, at all other stages pupils undergo entry tests in English and Mathematics. Thus, a certain standard of English and numeracy is required to meet our admissions criteria. Several of our pupils who speak a second language are able pupils and achieve high standards in class.

AIMS AND OBJECTIVES

- To provide our E.A.L pupils with an environment that values their range of language repertoires
- To ensure our E.A.L. pupils have full access to the curriculum
- To ensure that our E.A.L. pupils attain curriculum levels and examination grades appropriate to their abilities
- To ensure that E.A.L. pupils have the knowledge, skills and confidence to understand and express meaning clearly when using written and spoken English

ROLES AND RESPONSIBILITIES

There is a collective responsibility, held by all staff, to identify and remove any barriers that stand in the way of our E.A.L pupils' learning and success.

Admissions Registrar

- To inform the E.A.L Co-ordinator of any new E.A.L. pupils

E.A.L. Coordinator

- Be informed by staff of any E.A.L. pupils
- Ensure all members of the school are aware of the needs of individual E.A.L pupils in school and respond to requests for information about E.A.L. pupils
- Maintain an E.A.L. register and a Languages Register

EDUCATIONAL AND WELFARE PROVISION

E.A.L. pupils have access to the whole curriculum and are usually taught with their peers.

Class/subject teachers

- Are aware that E.A.L. pupils' receptive and expressive vocabulary may not be as developed as their native-speaker peers, that this will have an effect on their written and/or reading work and so use texts and materials when necessary to suit their level of understanding and learning styles.
- Monitor the progress of E.A.L. pupils and their overall achievements within the normal methods of assessment within the school.
- Should a pupil be causing concern, then referral to the Progress Department would be made in the normal manner for assessment of their needs. E.A.L. pupils are not SEN pupils but provision for support is available if appropriate and if resources allow. This might focus on developing comprehension, vocabulary and writing skills. A visiting Speech and Language Therapist is also available to provide advice.
- Form Teachers are responsible in the first instance for ensuring for the welfare of each child including any E.A.L. pupil.

E.A.L. AND INCLUSION

At Cranmore, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. Pupils with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress and take all reasonable steps to achieve this.

Parents of a prospective pupil with an existing statement/EHC plan will be requested to give full disclosure of all documentation regarding their child. Screening and due consideration will be undertaken to ensure as to whether the child's educational needs can be properly met by the school within its resources, that the child will benefit and fit into the Cranmore community, and that existing pupils will not be disadvantaged.

EARLY YEARS

- In the Early Years Foundation Stage, children will be supported to use their home language through play. For example, multi-lingual labels are displayed around the classroom and dual language books are in the book corners and shared with the children. Children are actively encouraged to share their languages with each other. Resources on which reading and writing activities may be based are checked for grammatical, lexical, and cultural accessibility. A range of resources is used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc. Staff will regularly observe, assess and record information about a child with E.A.L.'s developing use of language.
- The Early Years Foundation Stage helps children learning English as an additional language by:
- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities to engage in English speaking and listening activities, with peers and with adults.

ASSESSMENT

Assessment of E.A.L. pupils is carried out through the normal methods of assessment used for all pupils.

Cranmore uses Progress tests as well as an annual reading and spelling tests to monitor pupils' progress. CATs tests are also carried out to assess ability levels.

Should additional assessment be deemed necessary, the Progress Department has a wide range of tests to assess cognitive ability and attainment levels, as well as further diagnostic assessments (See SEN Policy).

*Updated: MC, JP, SG: January 2023, September 2023
Review date: September 2024*

CRANMORE



Gifted and Talented Policy

Cranmore's mission is to be a Catholic school committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian Community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect

At Cranmore, we aim to provide a curriculum that is appropriate to the needs and abilities of all our pupils. We plan our teaching and learning to encourage and enable each pupil to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified by their teachers as 'gifted' and/or 'talented' as a result of assessment and in comparison with national guidelines.

The term 'gifted' should denote a pupil who can demonstrate a high level of achievement in several disparate aspects of school life. Furthermore, children who are gifted often have very well developed learning skills. The term 'talented' refers to a pupil who excels in one or more specific fields, e.g. sport or music, but who does not perform at a high level across all aspects of learning. We recognise the phenomenon whereby a child receiving learning support for basic skills might still display an exceptional talent in a particular sphere.

We value the individuality of all our pupils. Our teaching and learning takes into account the needs of all children. We aim to give all our children every opportunity to achieve the highest standards. This policy reflects the way in which this happens for our 'gifted' and 'talented' pupils.

Aims and objectives

Through this policy, we aim to:

- ensure that we recognise and support the needs of our children
- enable children to develop to their full potential commensurate with age
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them
- encourage children to think and work independently

Identification of Gifted & Talented children

We use a range of strategies to identify our gifted and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record (if available) gives details of their achievements and interests. Discussions with parents and carers enable us to add further details to these records.

Pupils undergo continuous assessment throughout their time at Cranmore. This gives information about their developing skills and aptitudes across the key areas of learning.

As the pupils progress through the school, we assess them regularly to ensure that they are making progress that is commensurate with their personal targets. We identify them as gifted and talented pupils when they achieve high levels of attainment in particular skills or aspects of subjects.

Teachers make regular assessments of each child's effort and attainment. We compare the information from tests with a range of national data, in order to ensure that each child is making appropriate progress. We identify children who are gifted and talented and differentiate appropriately.

However, it is important to recognise that gifted and talented pupils may not be those who score highly in tests and examinations. Indeed, they may be underachieving for a variety of reasons such as; low self-esteem, frustration, lack of challenge, low teacher/parent expectations. They are a diverse group who may display one or more of the following characteristics:

- Think quickly and accurately, generating innovative solutions
- Can leap from the concrete to the abstract
- Have the ability to identify patterns and links
- Display curiosity and ask more questions
- Communicate ideas and opinions with exceptional maturity
- See issues from a range of perspectives, often with sensitivity
- Enjoy working independently
- May show dislike of repetition of concepts and routine tasks
- Demonstrate a creative approach – have original ideas
- Often reluctant to record things if they see no purpose in doing so
- May have a wider vocabulary
- May have passionate interests unrelated to school
- May prefer the company of older children and adults to their peers
- May have a devastating discernment of the weaknesses of other people including these in positions of authority, such as teachers
- Are often sensitive and can be lonely

Teaching and Learning Styles

Teachers at Cranmore recognise the importance of 'differentiation' and plan carefully to meet the learning needs of all our pupils. We give pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for their learning by providing:

- a common activity that allows the pupils to respond at their own level
- an enrichment activity that broadens a pupil's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level attainments
- the opportunity for pupils to progress through their work at their own rate of learning
- the encouragement of creative thinking by asking open-ended and carefully directed questions

In the Upper Prep and Senior School English and Mathematics can be taught within different ability groups. Teachers regularly review the progress of pupils, and pupils move between the groups as appropriate. This enables teachers to plan work that reflects the band of ability in each group.

We offer a wide range of extra-curricular activities for our pupils. These activities offer gifted and talented children the opportunity to extend their learning in a range of activities. Opportunities include a range of sports, music activities, drama, creative writing, poetry, Science, Maths & English clubs and chess clubs. Pupils are encouraged to enter regional and national maths and language competitions. Internal extension of work may also be encouraged through the Rising Star and the Cranmore Creativity awards.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual pupils.

In addition to the regular trips for whole year groups, pupils also have the opportunity to experience a range of educational visits that further enrich and develop learning in particular aspects such as music or sport. The pupils also benefit from outside speakers and workshops in school.

Management strategies

The Deputy Head and Head of the Lower Prep School co-ordinate the provision and practice within the school for gifted and talented children. The role includes:

- ensuring that the gifted and talented register is up to date
- ensuring that the rewards and award systems correlate to what ought to be achieved by a pupil classified as gifted or talented.
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by gifted and talented children across all curriculum areas
- regularly reviewing the teaching arrangements for gifted and talented children
- monitoring the progress of gifted and talented children through termly discussions with teachers
- supporting staff in the identification of gifted and talented children
- providing advice and support to staff on teaching and learning strategies for gifted and talented children
- liaising with parents and governors on issues related to gifted and talented children

The Deputy Head monitors the Cranmore policy on gifted and talented children on an annual basis. The monitoring includes feedback from parents and pupils, as well as classroom observations of teaching and learning, and reviewing assessment data.

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