



Responses to the 14 Questions

Questions	School Response	School self-evaluation
	<p>These responses are applicable to the Speech and Language Centre at Cranleigh C of E Primary School.</p>	<i>RAG rating</i>
<p>1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>If your child needs extra help we will have learned about it through Surrey County Council's service for children with Special Educational Needs and Disabilities (SEND).</p> <p>You can raise any concerns you may have with any of these professionals:</p> <ul style="list-style-type: none"> - GP - Nursery or class teacher - Health visitor - Speech and Language therapist (SALT) - Paediatrician <p>They will then make a referral to Surrey County Council's (SCC) service for children with special educational needs. It will then be decided whether Cranleigh Speech and Language centre would be an appropriate provider to meet the needs of your child.</p> <p>If your child has been offered a place at the centre and you or the school feel that they require support beyond that ordinarily provided, this can be discussed with the centre teacher.</p>	<i>Embedded</i>

2	<p>How will early years setting / school staff support my child?</p>	<p>Our Speech and language Centre can provide for up to 10 pupils with a specialist teacher and full-time TA support. Language, literacy and mathematics are taught in specialised teaching sessions, in small groups or on a 1:1 basis. In addition to their time in the centre, each child will spend some time in their mainstream classroom where they will learn alongside their peers (with adult support, as necessary).</p> <p>Our Speech and Language Centre teacher liaises regularly with mainstream class teachers and the Centre Teaching Assistants play a vital role in supporting understanding, communication and social interaction across the curriculum.</p> <p>We have a specialist Speech and Language therapist (SALT) who gives direct group or individual therapy to all children on a weekly basis. She also recommends exercises and activities for the centre staff and parents to use with the children.</p> <p>Children from the centre are supported in every aspect of their school day. All school staff are aware of, and appreciate the specific needs of each individual child ensuring happy play and lunch times.</p> <p>Advice from a range of professionals will be incorporated into an individual child's school day. This will vary from child to child.</p>	<p><i>Embedded</i></p>
3	<p>How will the curriculum in the centre and in the mainstream school be matched to my child's needs?</p>	<p>Each child's unique speech, language and communication needs are taken into account when planning individual lessons and the curriculum as a whole</p> <p>Speech, language and communication needs impact on a child's learning. Through the use of some signing, props, hands-on and multi-sensory</p>	<p><i>Established</i></p>

		<p>approaches we enable the children to overcome the barriers to learning that they may experience.</p> <p>Targets for children in education are set against the early years foundation stage curriculum or the national curriculum. We also have a curriculum for children who are working at a level below the national curriculum called 'P-scales'. These are government-set levels for children with special educational needs.</p> <p>We have rigorous systems for monitoring and assessment in place and use the results from these to plan appropriate teaching and learning opportunities to help individual children progress.</p> <p>All children from the centre spend time in the mainstream school. In order to make that experience valuable the centre staff and the mainstream staff work together to ensure that lessons will be valuable and relevant to the centre children.</p>	
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Termly parent's evenings provide an opportunity to discuss progress. Annual school reports provide a summary of progress throughout the year. In addition, you will be invited to join the SLCN teacher, Speech and Language therapist (SALT), Special Educational Needs Coordinator (SENCO) and other professionals involved in your child's education at your child's annual review meeting. At this meeting your child's progress and next steps will be discussed.</p> <p>We also have a range of more informal ways to share information about your child. Each child has a home-school book in which information can be written. This contact book will be sent from home to school each day and will include ideas to support your child's learning and allows you to keep us informed.</p>	<p><i>Established</i></p>

		<p>Learning targets will be sent home on a termly basis, and you will receive regular information from the speech therapist about the work that your child is doing at school.</p> <p>Parents and carers can email or phone the school. We try to reply to you as quickly as possible. We are happy to arrange additional meetings to discuss your child's learning, behavioural or other needs.</p> <p>Our home-school link worker can be contacted to discuss and provide support for any non-educational concerns.</p>	
5	<p>What support will there be for my child's overall well-being?</p>	<p>We take children's safety and well-being very seriously, and aim to meet your child's emotional and social needs throughout their day at school.</p> <p>In class we use short circle time activities to address social issues such as turn-taking, sharing and friendships.</p> <p>All school staff are made aware of individual needs and the possible vulnerability created by speech, language and communication difficulties. Any concerns about a child during a playtime will be reported to a member of the centre team. Parents are kept fully informed of any significant or ongoing concerns.</p> <p>Our Home-School Link Worker has regular contact with the children in the centre and is available to offer support and advice to families if requested. We are proud of the healthy lunches and levels of physical activity that are promoted in the school.</p>	<p><i>Embedded</i></p>

6	What specialist services and expertise are available at or accessed by the school?	<p>Please read this section in conjunction with the whole school offer.</p> <ul style="list-style-type: none"> -Our Speech and language teacher is qualified and experienced. -We have a Speech and Language Therapist who gives direct individual and group therapy for 10 hours a week. All children have individual speech targets that will be closely monitored. - Further available expertise that are available include Surrey's Educational Psychology service and Surrey's Physical and Sensory support team. 	<i>Embedded</i>
7	What training do the staff supporting children in the centre have?	<p>In addition to the training mentioned previously;</p> <ul style="list-style-type: none"> - Our specialist teacher is trained in TEACCH and Intensive Interaction methods (for children on the Autistic Spectrum) and has built expertise through a special school over 8 years. - Our TAs work closely with the teacher and speech therapist and are involved in a variety of training relating to special educational needs including dyslexia and behaviour management. - When appropriate, we support speech with some Makaton signing. (Our teacher is stage 2 trained). -TAs receive extra training in making observations and recording progress. -There are plans for TAs to attend ELKLAN training and for key TAs to develop basic Makaton. 	<i>Embedded</i>
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>Children in the Speech and Language Centre are involved in all aspects of school life including a variety of school trips, outside learning opportunities and whole school focus weeks.</p> <p>Centre staff will support your child as necessary when working outside the classroom and any additional adults will be briefed to provide appropriate and consistent care.</p>	<i>Established</i>

		<p>On trips out of school, your child's additional needs will be reflected in a higher than usual adult to child ratio. Any specific need, vulnerability or reduced awareness of danger will be highlighted in the risk-assessment written before any trip off site. This will be checked by a member of the Senior Leadership team.</p>	
9	<p>How accessible is the setting environment?</p>	<p>Please read the response on our whole school offer.</p> <p>Please be aware that, although the centre is situated on the Lower School site, there are many occasions, such as some assemblies and a Friday lunch, that children will walk to, and spend time at, the Upper School Site.</p>	<i>Embedded</i>
10	<p>How will the school prepare and support my child to join the school, or the next stage of education?</p>	<p>We have a very thorough induction program for children joining the school from a nursery or pre-school setting. This includes a number of short play sessions at the school, a lunch with and without a parent or carer and a picnic after school. Parents/carers are invited to join the mainstream induction meeting as well as an additional meeting for parents of children joining the centre. If you feel that it would benefit your child, we offer a home visit during the week before starting school.</p> <p>Where possible, the centre teacher will attend any transition or review meetings held at the nursery or pre-school in order to build a clear picture of your child's strengths and needs.</p> <p>For children joining the centre at any other time, an individual induction program would be set up.</p> <p>For children leaving the centre to join a different school, our centre staff are happy to meet with a representative from their next placement. Teachers</p>	<i>Embedded</i>

		from the next school are invited to join your child's review meeting. Most children attend transition days and centre staff take time to prepare them for these. Children are encouraged to talk about their new schools and any concerns are discussed.	
11	How are the school's resources allocated and matched to children's special educational needs?	<p>The Speech and Language Centre receives a set amount of funding per year for its pupils from Surrey County Council. The teaching time and teaching support is shared equally. In addition to this, extra funding is sometimes granted from the local education authority to meet the needs of those with more complex needs.</p> <p>The impact of additional teaching / support / lesson adaptations on pupil progress is regularly evaluated and changes are made in response to this.</p>	<i>Emerging</i>
12	How is the decision made about what type and how much support my child will receive?	<p>If your child already has a Statement of Special Educational Needs, the SLCN centre will provide the level of support described there. The amount and type of support will have been decided after the views of parents and key professionals have been considered. Please be aware that this process is currently undergoing changes. The SENCO at your child's current setting should be able to explain these changes.</p> <p>Review meetings are held annually, (or every 6 months for children under 5 years old) and any changes to your child's needs will be discussed with you and any professionals involved with your child. Any necessary changes to support will be discussed.</p>	<i>Embedded</i>
13	How are parents involved in the school? How can I be involved?	<p>Please read the response on our whole school offer.</p> <p>We welcome parental involvement in the school. We are aware that it can be</p>	<i>Embedded</i>

		more difficult for parents of centre children who, often travel greater distances, to become involved, but you welcome to join us in any of the ways available to our parents of children in our mainstream classes.	
14	Who can I contact for further information?	Clare Ford Teacher in the Speech and Language Centre, Cranleigh Primary School, Parsonage Road, Cranleigh, Surrey GU6 7AN 01483 273286 info@cranleighprimary.surrey.sch.uk	