Cranbrook
Primary School

SEN policy and Information Report

Approved by the Governing Board on Tuesday 3rd December 2019
To be reviewed: Autumn 2020
Signed by the Chair of Governors, Sonia Gable:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

Principles

- We value all children in our school equally.
- Our school Values are: **RESPECT, EQUALITY, EXCELLENCE, FRIENDSHIP, INSPIRATION, DETERMINATION AND COURAGE.**
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEN if s/he has a learning difficulty or disability which calls for special educational provision to be made.

S/he has a learning difficulty or disability if s/he has:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders her/him from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The Lead Practitioner for SEND is Catherine Smith. She is supported by Cassim Bana and Terri Pietersen (SENDCOs) and Louise Hahn, teacher in charge of the SEN HUBS. They can be contacted through the school office or by email csmith@cranbrookprimary.redbridge.sch.uk, cbana@cranbrookprimary.redbridge.sch.uk, and tpietersen@cranbrookprimary.redbridge.sch.uk:

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

i) It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
ii) The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing board a copy of the EHCP and then consider their comments carefully before a final decision on placement is made. The governing board usually delegates this responsibility to the head teacher or the school SENDco.

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, specific literacy difficulties global learning delay, dyslexia and dyscalculia.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Cranbrook Primary has been proactive in providing additional support for children in creative ways and has met demand through developing alternative provision; we have two additional units for children with SEMH and for children who are on the Autistic spectrum.

The CUBE
The CUBE is a short stay intervention for children at risk which opened its doors to identified Redbridge pupils in September 2016. The CUBE supports children from across the borough who are subject to 'Fixed risk of exclusion'. The Cube and its staff support children with social, emotional and mental health issues through a therapeutic approach and early intervention, working in tandem with the existing provision within Redbridge. The Centre provides short stay placements for primary age pupils (12 in total), predominantly but not exclusively KS2 pupils following a referral by the mainstream school.
Children will attend the Cranbrook Behaviour Centre 4 days a week Mon – Thurs and access mainstream provision, whilst also receiving a nurturing programme of support, which aims to enable them to self-regulate their behaviour and make them emotionally ready to be successful at school.
We aim to provide an 'attachment friendly' environment for vulnerable pupils, so that they are able to access the full mainstream provision before returning full-time to their own setting.

The Hubs
Cranbrook primary have three specialist learning Hubs for children who are struggling to cope with the demands of a mainstream classroom for the whole day and need times where they can work in a quiet distraction free environment. These are based next to the mainstream classes In KS2 and KS1 and Early years. The provision is for children with complex needs who require at time something different to their peers from time to time. The amount of time spent in the Hub is determined by the child's needs following advice

from professionals and parents. Experienced higher-level staff led by the Hub teacher and SENDCO's provide specialist provision as required by each child's Education Health Care Plan and current need. The school are supported by the Educational Psychology team and specialist outreach services for Autism at SEATSS (Special Education and Training Support Service).
The Hub curriculum is highly personalised for the children to make accelerated progress. The objective of the SEN Hubs is to ensure that the children with the most complex needs can make accelerated progress and succeed in an environment that is more conducive to their learning.

Several interventions are regularly run within the Hub's, some of which include Attention Autism, structured social groups, Tac Pac (relaxation) Sherborne, gross and fine motor as well as sensory programmes. Staff have been upskilled and supported by the SENDCO and specialist outreach teachers to use, where appropriate the pre-curriculum levels to assess and design individual programmes. Staff record progress using the B squared tracker data and the Autism Progression Framework.
In October 2018 we introduced a second Hub for children in the Early Years.

The ARP (Additional Resource Provision). From September 2019 Cranbrook Primary will be the host for an additional resource base that will provide specialist provision for children with Autistic Spectrum Disorder. We will have spaces for 4 children in Key stage 1 and 2, this will then increase year on year with a maximum, of 12 places. For more information about the ARP Hub provision please see the ARP rationale.

5.2 Identifying pupils with SEN and assessing their needs

The identification of SEND is built into our overall approach in monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENDCO to assess whether the child has SEND. An Initial Concerns form is completed by the class teacher with the parents which will outline the General Profile of needs. This will include;

- The teacher's assessment and experience of the pupil

- Strategies and approaches already tried
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The SENDCO will gather information from the pupil, parents and class teacher/teaching assistant. An initial observation may be then be carried out by the SENDCO where further strategies will be suggested and implemented. If needed, some further cognitive assessments may be carried out by the SENDCO. Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Cranbrook Primary ensures children's needs are identified through observation and assessment, carefully considered through systems set out in the school policies including SEN and Assessment Policies. Assessments and observations are carried out after parental permission, to identify needs so we can provide the right targeted support.
We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

At Cranbrook Primary we support children with SEND with a whole school approach and our school behavioural management policy will set out how incidents are managed. However, there are, at times, incidents that need alternative / additional support put in place. This may be in the form of a Behavioural Management Programme. To ensure safeguarding and in extremely rare incidents, the plan may include elements of positive handling please see our **Positive handling policy.**

Some children may require support with intimate care due to their physical and or learning needs. In these instances, parents will be asked to read and sign our **intimate care policy and agreement**.

5.3 Consulting and involving pupils and parents

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We listen and respond to the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If mutually agreeable, the child will be placed on the SEND register. This register is a confidential record of the children at Cranbrook primary who receive additional or alternative provision to meet their needs.

The school may need to share this information with the borough when providing data in regards to progress and attainment. This data is used to formulate funding formulas, to release additional funding for the school. We will formally notify parents when it is decided that a pupil will receive SEN support.

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCO.

5.4 Assessing and reviewing pupils' progress towards outcomes

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from learning support staff/teaching assistants or specialist staff.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review:**

i) Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENDCO in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
ii) Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCO.
iii) Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that consider parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
iv) Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

5.5 Supporting pupils moving between phases and preparing for adulthood

A number of strategies are in place to enable effective pupils' transition. These include on entry:

• A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
• Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
• The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
• If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
• The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND Transition books are used to help some children with SEN manage the change of staff and environment.
• The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
• Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
• Accompanied visits to other providers may be arranged as appropriate.
• For pupils transferring to local schools, the SENDCO's of both schools meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
If your child has an EHCP the new school will be contacted and invited to the statutory annual review wherever possible.
We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide a range of intervention that cover the four areas of need as defined in the SEN Code of Practice.

When a pupil is identified as having SEND, we act to remove barriers to learning and put effective special educational needs provision in place – SEND Support.
Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess–plan–do-review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Education, Health and Care Plans
A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will

request that the Local Authority assess the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

Additional support for learning available to pupils with SEND

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. All learners are also supported through quality first teaching, scaffolding is provided to ensure barriers to learning are removed and children can become independent learners. If required activities are differentiated to meet and extend children's learning at all opportunities.

The SENDCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school that cover the four main areas of need.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/SENDCO or outreach worker. Other interventions are delivered by teachers. The school-based speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

We have a number of teaching assistants who are trained to deliver interventions designed to meet the needs identified.

All our Teaching assistants will work in teams to provide support for children as documented on their EHCP's. We believe that children need to learn independence skills, which will prepare them for a successful future and wherever possible children work alongside their peers and not in isolation.

The school has regular visits from an LA Educational Psychologist, SEN specialists who provide advice to staff to support the success and progress of individual pupils.

The school receives visits from the Speech and Language Therapist who provides advices on assessing and planning for targeted children. Programmes planned by the therapist are then delivered by a trained Teaching Assistant.

The school has also employed a Play Therapist to help support children's emotional and mental health.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum

5.9 Expertise and training of staff

The Lead Practitioner for SEND at Cranbrook Primary has over 12 year's experience in the role a Masters level SEND qualification, The National SENCo award and holds qualified teacher status. She has many years' experience of working with children with special educational needs, both in special schools as well as mainstream. She is also an accredited Makaton Regional Tutor as well as being PECS and Team Teach Trained.
The SENDCO's regularly attend the SEN forums and are involved in various working parties to ensure collaborative working and sharing of best practice throughout the borough.
Cassim Bana also holds the Mental Health for schools first aid certification and is a registered trainer for this programme. He also holds the National SENCo award.
We have a team of 28 teaching assistants, including 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.
Terri Pieterson is the special educational coordinator for early years. In her previous role Terri worked for the Early Years Advisory team as a Special Needs advisory teacher she has 7 years' experience working with children with special needs and Autism.
We have a comprehensive list of training opportunities for staff at Cranbrook.
In the last 2 years staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on the following of SEND:

- Cognition and Learning – supporting children to learn
- Communication and Interaction
- Physical and Sensory needs
- How to support pupils with Social Emotional and Mental Health issues
- Scaffolding and differentiated planning
- Autism awareness
- Maximising the use of support across the school

Enhanced training has been provided for Learning Support Assistants on various intervention programmes covering the four main areas of need and professional conduct:

- Communication systems; Makaton, PECS and colourful semantics
- Happy hands, Healthy hands, Dyspraxia, Cerebral Palsy, Vision Impairment and deaf awareness
- Differentiation How to support children's learning across the curriculum at different levels and with different needs
- Developing early writing skills
- Numicon
- Behaviour for learning
- And supporting children social and emotional wellbeing
- Emotion coaching
- Churchfield's Year 1 Language programme

All staff are encouraged to take a lead in their professional development and are encouraged to access taster sessions at Hatton Special School and Newbridge School.

Enhanced training has been provided for specialist learning support assistants and to our learning mentors on:

- Leading a Nurture Group, Emotional Resilience, The role of the Learning Mentor, Supporting children with Specific Literacy Difficulty, developing SEN strategies in classroom lead by the EYASS, Many new staff have accessed the borough's Initial learning support assistant training course.

5.11 Evaluating the effectiveness of SEN provision

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENDCOs, external verifiers,
- ongoing assessment of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- On-going training to meet identified needs
- teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- Attendance and behaviour records.
- Referrals to Specialist Outreach support.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly.
- Using pupil questionnaires
- Monitoring by the SENDCOs of teaching, planning and interventions
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- SEND audits

If progress is limited despite the delivery of high-quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- Local Authority Support Services – including Educational Psychologists
- Specialists such as outreach support services SEATSS and Health services Speech and Language therapists and occupational therapists
- Social Care Services – as discussed with parents
- Health partners such as School Nurse and Child & Adolescent Mental Health Services

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. However, it may be necessary to arrange additional staff cover which would result in an additional cost to the parent/carer and prior notice is essential.

All pupils are encouraged to go on our school trips and if necessary a risk assessment may be completed that you may be asked to review before the child attends.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Cranbrook Primary has a strong whole school ethos of supporting children's wellbeing and mental health children. All children have access to calm and quiet areas throughout the day. We have sensory areas in each key stage. We have a nurture group, learning mentor and peer mentors, a play therapist and mental health first aiders and Emotional Literacy Support Assistants in the school.

Pupils with SEN are encouraged to be part of the school council. Pupils with SEN are also encouraged to be part of life skills club to promote teamwork/building friendships etc. The school uses approaches such as Circle of Friends, Autism Awareness Day and Makaton groups throughout the school to develop and build on relationships.
We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Cranbrook Primary is committed to working with many other agencies across the borough to ensure all children's needs are meet we regularly work with. We work with the following agencies to provide support for pupils with SEN:

- Educational psychology
- SEATSS
- Early Years Advisory Service
- Occupational Therapy
- Physiotherapy
- Speech and language therapists
- Social services
- Cranbrook Children's Center

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance or the SENDco. The school's complaints policy will be implemented if the complaint is not resolved at this point.

The schools' complaint procedures are set out in the policy, a copy of which can be made available when requested.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

5.16 Contact details of support services for parents of pupils with SEN

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

RIASS is Redbridge's Information Advisory Support Service

They can be contacted on; **020 8708 8922**

rias@redbridge.gov.uk

https://www.facebook.com/Redbridgeriass

5.18 The local authority local offer

Our contribution to the local offer is:
https://find.redbridge.gov.uk/kb5/redbridge/fsd/results.page?qt=cranbrook+primary+local+offer&term=&localofferchannel=1&sorttype=relevance

Our local authority's local offer is published here:
https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1

6. Monitoring arrangements

This policy and information report will be reviewed by the lead Practitioner for SEND **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions