



SEND Information Report / SEND Offer

Cranbrook Primary School

At Cranbrook Primary School, we are a fully inclusive school committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are able to achieve their full potential academically, socially and emotionally. In line with the SEND Code of Practice (2015), we adopt a graduated approach to identifying and supporting pupils with SEND and work closely with parents, carers, pupils and external agencies to ensure appropriate provision is in place.

Our school values of Kindness, Equity, Respect and Resilience underpin all aspects of school life and are reflected in our conduct, interactions and behaviours. These values are represented by our KERR Bear, which promotes and celebrates the positive attitudes, relationships and behaviours we expect throughout our school community. We are committed to creating a safe, nurturing and aspirational environment where every child is valued and supported to succeed.

SEND Code of Practice Compliance

This SEND Information Report has been developed in accordance with:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

Cranbrook Primary School recognises that every teacher is a teacher of pupils with SEND and that high-quality teaching is central to the progress and development of all pupils.

In line with the SEND Code of Practice (2015), we:

- Identify and support pupils with SEND using a graduated approach
- Ensure pupils and parents/carers are fully involved in decision-making
- Make reasonable adjustments to remove barriers to learning
- Promote inclusion and participation in all aspects of school life
- Work collaboratively with external agencies and professionals
- Focus on outcomes for children and young people
- Support pupils in preparing for adulthood through developing independence, resilience and life skills

SEND is identified within the four broad areas of need outlined in the SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs



Identification and Assessment of SEND

We recognise the importance of early identification of SEND and use a range of information to identify pupils who may require additional support. This may include:

- Information shared by parents and carers
- Liaison with previous educational settings
- Teacher assessments and observations
- Progress and attainment data
- Screening and diagnostic assessments
- Advice from external professionals

Where a pupil is identified as having SEND, the school follows the graduated approach of Assess, Plan, Do, Review, as outlined in the SEND Code of Practice (2015), in partnership with parents, carers and the pupil wherever appropriate.

Where a pupil continues to make less than expected progress despite evidence-based support and interventions, the school may identify the need for SEND Support. In some cases, and where appropriate, the school may request involvement from external agencies or request an Education, Health and Care Needs Assessment from the Local Authority.

It is important to note that not all children with SEND will require or meet the criteria for an Education, Health and Care Plan (EHCP). Many pupils' needs can be effectively met through high-quality teaching, SEND Support and targeted provision within the school environment. Decisions regarding EHCP assessments are made by the Local Authority based on evidence of significant and long-term need and whether additional provision beyond ordinarily available resources is required.

Our Three-Tier Approach to SEND Support

At Cranbrook Primary School, SEND support is delivered through a graduated three-tier model to ensure that all pupils receive the level of provision appropriate to their needs. This approach allows us to provide early intervention, targeted support and specialist provision where required.

Tier 1 – Universal Provision

Tier 1 support is available for all pupils through high-quality inclusive teaching within the classroom. Teachers are responsible for adapting learning to ensure that all pupils can access the curriculum and make progress.

Universal provision may include:

- Quality First Teaching
- Differentiated and adaptive teaching strategies
- Visual supports and scaffolds
- Clear routines and structured learning environments
- Reasonable adjustments within the classroom
- Positive behaviour support strategies
- Access to pastoral support and wellbeing initiatives
- Ongoing teacher assessment and monitoring

At this level, most pupils' needs can be met through inclusive classroom practice and targeted classroom adaptations.



Tier 2 – SEND Support

This level reflects SEND Support as outlined within the SEND Code of Practice. Pupils at this stage require provision that is additional to or different from that normally available through Quality First Teaching.

Support is planned and reviewed through the graduated approach and outcomes are monitored collaboratively with parents/carers and pupils wherever possible.

Some pupils may require additional targeted intervention to address identified barriers to learning, communication, social interaction or emotional regulation.

Tier 2 support may include:

- Small group interventions
- Precision teaching and targeted academic support
- Speech and language programmes
- Social skills groups
- Emotional regulation and nurture interventions
- Targeted sensory support
- Additional adult support at key points during the day
- Short-term personalised intervention plans

Pupils receiving Tier 2 support are closely monitored through the Assess, Plan, Do, Review process and Individual Education Plans (IEP) to evaluate the impact of interventions and determine next steps.

Tier 3 – Specialist and Enhanced Provision

Some pupils may require highly specialised provision and support that is informed by specialist assessments and external professional involvement. These pupils may have an Education, Health and Care Plan (EHCP), which outlines specific outcomes and provision required to meet their identified needs.

Provision at this level is informed by individual needs, professional recommendations and EHCP outcomes where applicable.

Tier 3 provision is for pupils with more complex or significant SEND needs who require highly personalised support and specialist intervention.

This level of support may include:

- Individualised learning programmes
 - Speech and Language
 - Occupational Therapy
 - Physio Therapy
- Specialist teaching approaches
- Access to SEND Hubs
- Bespoke SEND curriculum pathways
- Multi-agency involvement
- Higher levels of adult support
 - Targeted individualised adult support – Teacher and Support Staff
 - Targeted small group support – Teacher and Support Staff



- Personalised regulation and communication strategies – e.g. Zones of Regulation
- Provision linked to EHCP outcomes

Tier 3 provision is carefully planned to ensure pupils receive targeted support while continuing to promote inclusion, independence and participation within the wider school community.

Provision and Support

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Additional interventions and targeted support may be provided where needed to support progress and access to learning.

We offer a range of support tailored to individual needs, including:

- Adapted teaching strategies and resources
- Small group and individual interventions
- Speech, language and communication support
- Social, emotional and mental health support
- Support for sensory and physical needs
- Access arrangements where appropriate

We continually monitor pupils' progress and evaluate the effectiveness of provision to ensure positive outcomes for all learners.

Specialist Provision

In addition to our inclusive classroom practice, we are proud to offer specialist borough provisions including:

- ARP (Additionally Resourced Provision) – for children with Social Communication difficulties and ASC
- CUBE provision – for children with SEMH difficulties

It is important to note that being offered a place at our mainstream school does not mean that an ARP or CUBE placement will also be available. There is no increased likelihood of securing an ARP or CUBE place as a result of obtaining a mainstream school place.

ARP (Additionally Resourced Provision)

Children who attend the ARP are placed through the London Borough of Redbridge (LBR) SEND Panel. Parents and carers who are interested in this provision should request consideration for ARP placement during the placement consultation process or as part of an Annual Review meeting.

The ARP is designed for pupils with:

- Autism Spectrum Condition (ASC)
- Social communication difficulties

To be considered suitable for the provision, pupils will need to demonstrate the potential to access at least 25% of mainstream classroom learning with appropriate support.

At Cranbrook Primary School, the ARP currently offers 14 places for pupils from Year 2 to Year 6.

During the consultation process, the school carefully considers:

- The suitability of the provision for the individual pupil



- The needs and profiles of existing pupils within the provision
- The ability of the provision to meet identified needs effectively
- The safety, wellbeing and positive learning environment of all pupils

Ensuring the safety and wellbeing of all children remains a significant part of the decision-making process when considering placements into the ARP provision.

We also provide internal SEND Hubs, which offer targeted intervention, nurture and personalised support for pupils requiring additional provision throughout the school day.

For pupils who are not yet working at National Curriculum levels, we provide a bespoke SEND curriculum tailored to individual developmental, communication and learning needs. This personalised curriculum enables pupils to access meaningful learning experiences, develop independence and celebrate progress at their own pace.

CUBE Provision

The CUBE is a London Borough of Redbridge (LBR) provision designed to support pupils with Social, Emotional and Mental Health (SEMH) needs.

The provision offers short-term targeted intervention, typically for approximately one term, with the aim of supporting pupils to develop the emotional regulation, social and behavioural skills needed to successfully reintegrate into their mainstream school setting.

Referrals to the CUBE provision are made by pupils' mainstream schools. Placement decisions are considered by the Behaviour Panel based on evidence provided regarding the pupil's needs, current provision and identified support required.

At Cranbrook Primary School, the CUBE provision can support a maximum of 12 pupils from Year 2 to Year 6 across two classes:

- Key Stage 1/Lower Key Stage 2
- Upper Key Stage 2

Our practice within the CUBE provision is underpinned by the Nurture Principles, which promote the importance of relationships, emotional wellbeing, communication and development in supporting children's learning and behaviour.

The provision offers:

- A nurturing and structured environment
- Support for emotional regulation
- Opportunities to develop social skills and resilience
- Consistent routines and restorative approaches
- Close partnership working with families, mainstream schools and external agencies

Throughout the placement, staff work collaboratively with pupils, families and mainstream schools to plan for a successful reintegration back into the pupil's primary school setting at the end of the intervention period.



Rationale for Establishing SEND Hubs at Cranbrook Primary School

Introduction

At Cranbrook Primary School, we are committed to providing an inclusive, supportive and effective learning environment for every pupil. To meet the complex and diverse needs of some of our learners with SEND, we have established SEND Hubs within our school. These Hubs form part of our graduated approach and provide targeted support for pupils whose needs require a more personalised and structured provision at specific points in their educational journey.

The SEND Hub model reflects our commitment to inclusion, equity and high aspirations for all pupils. The provision is designed to reduce barriers to learning, support emotional wellbeing and develop the independence and confidence pupils need to successfully engage with the wider school community.

1. Addressing High Levels of Need and Significant Learning Gaps

Some pupils with SEND experience significant gaps in learning due to complex educational, communication, sensory or developmental needs. Accessing a full-time mainstream classroom without additional specialist support can lead to increased anxiety, low self-esteem and barriers to progress.

The SEND Hubs provide a targeted intervention environment with:

- Higher staff-to-pupil ratios
- Structured teaching approaches
- Individualised learning pathways
- Focused support for communication, regulation and engagement

This enables pupils to develop the foundational skills, confidence and resilience required to access learning successfully and make meaningful progress from their individual starting points.

2. Delivering a Bespoke Specialist Curriculum

The SEND Hubs deliver a bespoke curriculum tailored to meet pupils' individual needs, including those following SEND Pathways and those accessing aspects of the National Curriculum with appropriate adaptations and support.

The curriculum is carefully designed to:

- Develop communication and interaction skills
- Support cognition and learning
- Promote emotional regulation and wellbeing
- Foster independence and life skills
- Ensure learning is purposeful, engaging and aspirational

Teaching approaches are evidence-informed and responsive to individual EHCP outcomes and identified needs. Learning objectives are personalised, and progress is measured against individual targets as well as wider developmental outcomes.

For pupils not yet working at National Curriculum levels, our bespoke SEND curriculum ensures that learning remains ambitious, meaningful and appropriately sequenced.



3. Prioritising Ability and Developmental Need

The SEND Hubs enable pupils to be grouped according to developmental stage, learning profile and individual need, rather than solely by chronological age.

This approach ensures that:

- Teaching is appropriately pitched
- Pupils experience success and achievable challenge
- Peer interactions are supportive and meaningful
- Learning opportunities reduce unnecessary comparison with age-related expectations

By creating carefully matched learning groups, pupils are better able to engage, participate and develop confidence within a supportive environment.

4. Reducing Overstimulation and Supporting Emotional Regulation

Mainstream classrooms can be busy, sensory-rich environments which may be overwhelming for some pupils with SEND, particularly those with autism, sensory processing differences or social communication needs.

The SEND Hubs provide:

- Calm and predictable learning environments
- Clear routines and structures
- Reduced sensory overload
- Low-arousal spaces that support regulation and engagement

When pupils feel safe, regulated and emotionally secure, they are better able to access learning, develop positive relationships and participate successfully in school life.

5. Proactively Supporting Sensory and Emotional Needs

The SEND Hubs are designed to proactively support pupils' sensory and emotional regulation needs. Staff are trained to recognise early signs of dysregulation and implement supportive strategies to prevent escalation.

Provision may include:

- Sensory regulation resources
- Quiet and safe spaces
- Visual supports and communication aids
- Structured transitions and routines
- Individualised regulation strategies

The smaller and nurturing environment enables staff to develop a deep understanding of each child's strengths, triggers and support needs, ensuring that pupils receive consistent and effective support throughout the school day.

6. A Strategic Pathway Towards Inclusion and Independence

The SEND Hubs are not intended to isolate pupils from the wider school community. Instead, they provide a secure base from which pupils can build the skills, confidence and resilience needed to access mainstream experiences successfully.

Integration into mainstream lessons and wider school activities is:



- Carefully planned and personalised
- Gradual and well-supported
- Based on individual readiness and success
- Focused on increasing independence over time

Pupils are supported to develop the academic, social and self-regulation skills needed to participate confidently within larger learning environments. The long-term aim is always to maximise inclusion, participation and independence wherever appropriate.

Reviewing Progress and Measuring Outcomes

Pupils' progress is reviewed regularly through ongoing assessment, teacher monitoring, intervention reviews and pupil progress meetings.

The effectiveness of SEND provision is evaluated through:

- Progress towards individual targets
- Attainment and progress data
- Pupil voice
- Parent/carer feedback
- Attendance and wellbeing indicators
- Review meetings with external professionals

Where pupils have an EHCP, Annual Reviews are held in accordance with statutory guidance.

Working in Partnership with Parents and Carers

We value the important role that parents and carers play in supporting their child's education. We work collaboratively with families and ensure that parents and carers are involved in decision-making, target setting and reviewing progress. Regular communication takes place through meetings, reviews and ongoing dialogue.

Working with External Agencies

Where appropriate, we work in partnership with a range of external professionals and agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Health professionals
- CAMHS
- Local Authority SEND services

This collaborative approach helps ensure that pupils receive coordinated and effective support.

Staff Training and Expertise

Our Inclusion Lead and SENDCo are fully qualified and lead SEND provision across the school. Staff receive regular professional development and training to ensure they have the knowledge and skills required to support pupils with a wide range of needs. Training may be delivered by specialist external professionals where appropriate.



Accessibility and Inclusion

We are committed to ensuring equality of opportunity and access for all pupils. Reasonable adjustments are made where necessary to support pupils with SEND in accessing the curriculum, physical environment and wider school experiences.

We have a lift in the school, that allows for access to upper floors.

Transition Support

We recognise that transitions can be challenging for pupils with SEND. Enhanced transition arrangements are carefully planned and personalised to support pupils moving into school, between year groups and onto the next stage of education.

We work in partnership with secondary schools to support a smooth and successful transition for our SEND pupils.

The Local Offer

The Local Authority Local Offer provides information about services and support available for children and young people with SEND and their families.

Cranbrook Primary School's SEND Information Report forms part of the Local Offer for pupils with SEND.

Complaints Procedures

If parents or carers have concerns regarding SEND provision, they are encouraged to speak initially with the class teacher or SEND Team. We aim to resolve concerns promptly through open communication and partnership working.

If concerns remain unresolved, parents/carers may follow the school's formal complaints procedure, which is available through the school office or website.

Further Information

To view our full SEND Information Report and Local Offer, please click on the link below.

Contact Information

If you have any questions or concerns regarding your child's SEND, please contact our SEND Team through the school office. We are committed to working in partnership with families to ensure the best possible outcomes for every child.

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