

**March 2015**

## **Cranwell Primary School Local Offer**

As part of the new Special Educational Needs and Disability (SEND) Reforms we are required to make available our Local SEND Offer to families, which details how we can support children and young people with a Special Educational Need and/or Disability. Please read this alongside the following policies:

- SEN and Disabled Access Policy
- Inclusion Policy
- Supporting Children with Medical Needs Policy
- Equality Policy



Further information regarding the changes of the SEND reforms may be accessed by reading;

[The Special Educational Needs and Disability Code of Practice 0-25yrs \(June 2014\)](#)

[Children and Families Act 2014](#)

### **Special Educational Needs (SEN)**

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

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significant greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

### **Disabled children and young people**

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which has a long- term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition

The 2014 Code of Practice identifies four broad areas of special educational needs. These are:

- Communication and interaction difficulties
- Cognition and learning difficulties (e.g. Difficulties with English and Maths skills)
- Difficulties related to Social, Emotional and Mental health difficulties (e.g. anxiety)
- Sensory and/or physical difficulties

*The following questions and answers explain how the school will be supporting your child.*

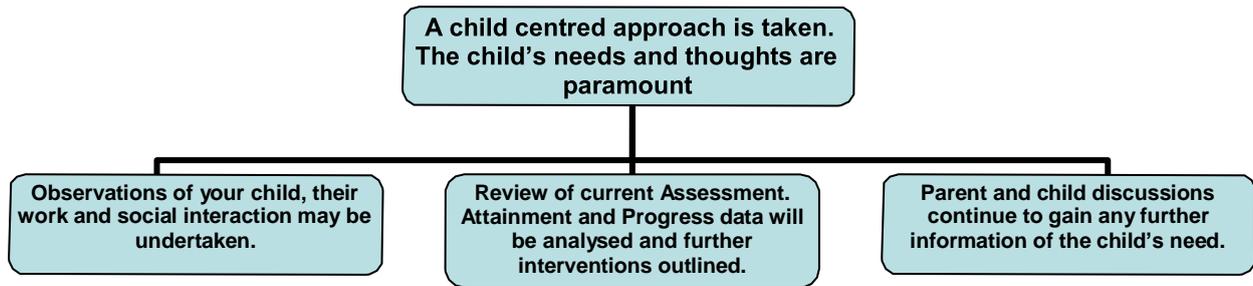
#### **1. What should I do if I think my child has special educational needs (SEN)?**

- If you have concerns regarding your child's progress academically or socially, or you feel there has been a problem of some kind for a while, please contact your child's class teacher.
- This will give you the opportunity to discuss any concerns. Your child may be invited to this meeting if it is felt appropriate.

#### **2. How will school respond to my concern?**

- Further observations and additional assessments will be undertaken with your child.
- You may be asked to discuss the issue with the School's Special Educational Needs Coordinator (SENCO)
- Your child's thoughts will also be taken into consideration at this point. They will have a chance to ask any questions regarding support and interventions.
- It is very important that parents, the child and the school work closely together, ensuring a 'child centred' focus.
- A plan of action will be mutually decided.
- Further observations, assessments may be needed, and a decision will then made to distinguish if your child may have Special Educational Needs or in fact if your child is underachieving.

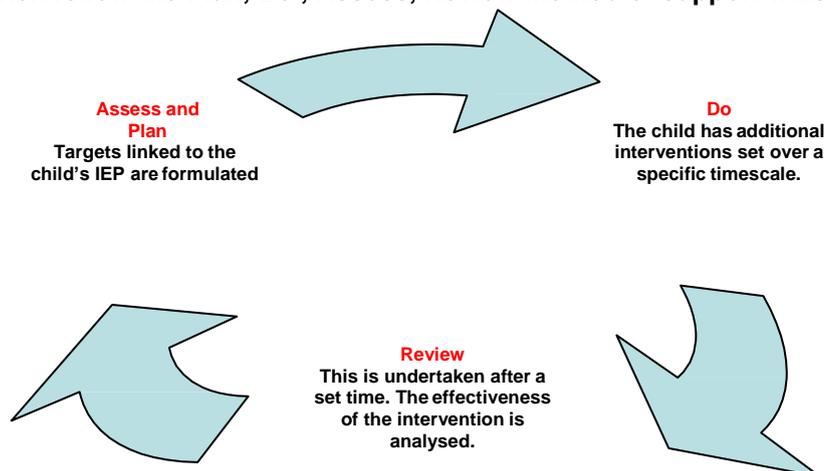
### 3. How will the school decide if my child needs extra support ?



If relevant Senco may ask other external agencies to observe or work with the child, gaining further expert advice.

### 4. What will school do to support my child ?

- A Provision map is implemented by the SENCO and Assessment Co-ordinator to monitor the child's intervention.
- An Individual Education Support Plan (IESP) may be initiated appropriate to need. This IESP will include targets and support linked to the 4 broad areas of Special Educational Need identified in the 2014 Code of Practice (as explained above)
- The school then follow the Plan, Do , Assess, Review method of support which is explained below:



#### Assess and Plan

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

#### DO

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

#### Review

- Targets on the IESP are reviewed after a set period. These are currently assessed at least once per term, however they can be reviewed and amended earlier if appropriate
- The effectiveness of the intervention is reviewed and progress and attainment measured
- The intervention may be adjusted accordingly at any time.
- Progress and outcomes are investigated and shared with the pupil, parents and staff
- Parents are asked to attend review meetings 3 times a year.

The schools main aim is to improve outcomes for all children with Special Educational Needs & Disabilities (SEND). We have high aspirations and expectations for all!

## 5. Who will support my child in school?

WHO?	HOW ? They...
Class Teacher	<ul style="list-style-type: none"> <li>... Provide quality 1<sup>st</sup> teaching, ensuring differentiation for all children.</li> <li>... Use relevant resources to support each individual need</li> <li>... Use different styles of teaching dependant upon your child's learning style: Visual, Auditory or Kinaesthetic</li> </ul>
Teaching Assistants	<ul style="list-style-type: none"> <li>... are highly trained.</li> <li>... are guided by the class teacher or Senco</li> <li>... are utilised by supporting groups or individuals accordingly</li> <li>... deliver and assess interventions and progress</li> </ul>
Special Educational Needs Co-ordinator SENCO ( Nicky Olsen)	<ul style="list-style-type: none"> <li>... co-ordinate and assesses provision set for each pupil with additional needs</li> <li>... review the IEP alongside teaching staff</li> <li>... update and change the provision map accordingly</li> <li>... monitor the efficacy of set interventions</li> <li>... work with child and parents and lead the review process</li> <li>... work with external agencies that may be involved with your child</li> <li>... give parental support / advice according to need</li> <li>... monitor emotional and pastoral need</li> <li>... undertake further referrals acquiring relevant support according to need</li> </ul>
Special Educational Needs Teaching Assistant SENTA (Rachel Wood)	<ul style="list-style-type: none"> <li>... deliver a range of interventions linked to reading, writing, numeracy and social communication. Eg Beat Dyslexia, Wordwasp, Power of 2</li> <li>... support the transition process to Secondary School</li> <li>... give parental support / advice according to need</li> <li>... deliver emotional and/or pastoral support</li> <li>... carry out specific assessments to gain further evidence of need</li> <li>... undertake any other assessment or intervention outlined by the SENCO</li> </ul>
1:1 Teaching Assistants	<ul style="list-style-type: none"> <li>... support individuals with complex needs, giving 1:1 support at specific times during the day</li> <li>... support in class or breaktimes / lunch periods as required.</li> <li>... lead specific interventions led by the Teacher or Senco</li> <li>... administer precision teaching</li> </ul>
Midday supervisors	<ul style="list-style-type: none"> <li>... are aware of each child's additional needs</li> <li>... implement 'positive play'</li> </ul>
SEND Governor	<ul style="list-style-type: none"> <li>... work closely with the Senco ,</li> <li>... oversee the provision for SEN</li> </ul>
Parent Helpers	<ul style="list-style-type: none"> <li>... work closely under direction from the class teacher</li> </ul>

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

Training includes:

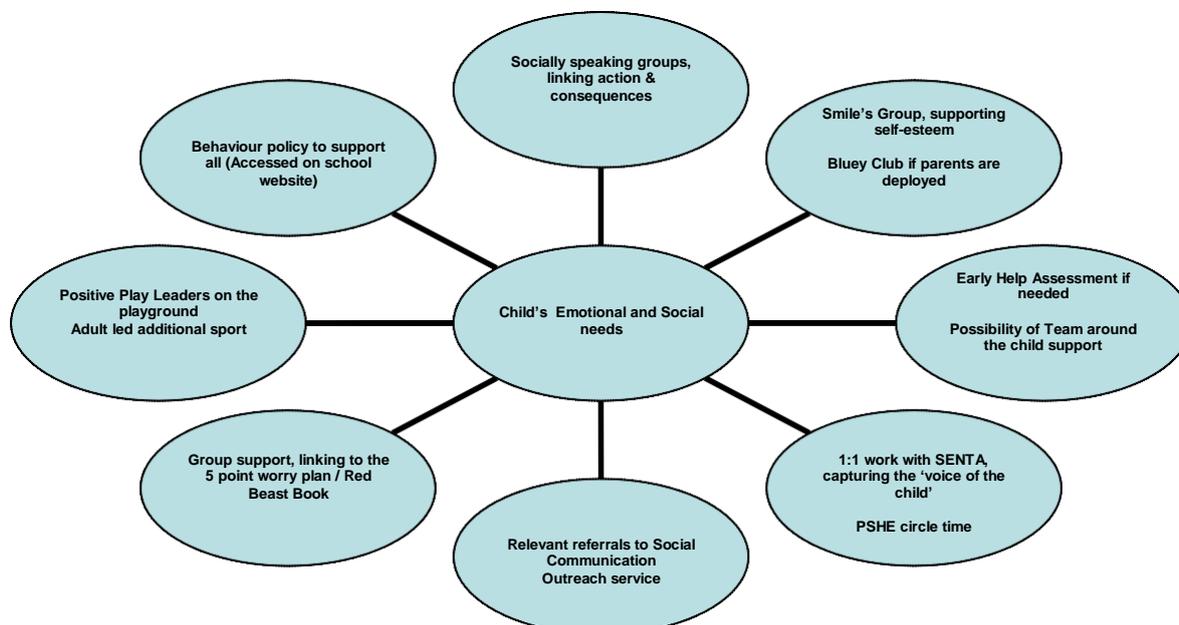
Head Teacher	Child Protection
Deputy Head	Child Protection
Assistant Head	Child Protection
SENCo	Child Protection National SENCo Award / Postgraduate certificate at Masters level 'Smiles' programme Training/ CAMHS intervention Designated teacher for Looked after Children Training, linked to SEN reforms Early help support Training Medical training for certain medical conditions
SENTA	ELKLAN Speech and Language Certificate 'Smiles' programme /CAMHS intervention Talk time Structured 1:1 support/ small group work for specific interventions, eg, Beat Dyslexia, wordwasp, power of 2 Transition support to Secondary School
Teachers/ Teaching Assistants	Buccolam/ Epilepsy/ Staff Training First Aid training Epi-pen training Sensory impairment intervention training Autism – Sensory issues Workshops- using and writing social stories Workshops- implementing visual structure Dyslexia Training undertaken by Outreach team Team Teach training Safeguarding 1:1 and small group work relating to specific needs

## 7. Who else might be involved in supporting my child?

These services may be asked to work with you and your child. You will be informed of this support .

Services	Support
Lincolnshire County Council (LCC) SEN Services Group	If application towards an Educational, Health Care Plan is needed, a key worker could work with you and your child. <a href="#">Lincolnshire County Council Local Offer</a>
Hospital Paediatric Department	If referral is deemed necessary and is accepted, the Paediatric team offer advice and support where necessary to support medical need
Speech and Language therapists	Implementing and delivering Speech and Language interventions This may include observations in class or further testing
School Nurses Team	Height and weight checks at relevant ages Hearing tests if applicable Appointments at the 'well-being clinics' Advice given when creating Health Care Plans
Sensory Impaired Services (SIS)	To advise on further interventions needed to support your child To observe your child in class
Pathways Services	Advice given on further behaviour support strategies
Parent Support Advisors	Further information given to support a range of needs in the home Contact the School Office
CAMHS	If referral is undertaken and accepted CAMHS may become involved offering Support and Advice linked to Mental Health
Specialist Teaching Service	Observations and additional testing is undertaken This may include specific dyslexia support Provide staff with teacher training Further testing linked to 'access' arrangements for SATS
Dyslexia Outreach	Provide staff training Help target setting for IESPs Discuss interventions and support
LCC / Grief and loss	Counselling service if referral is accepted Confidential support service between councillor and pupil
Social Communication Outreach Service, including Autism	Class room observations Target setting support for IESPs Work with pupils, parents within the school setting, supporting your child's needs
ICT Outreach Team	Support classroom strategies
Physiotherapy team	Support children's additional needs Work to give advice and specific programmes for teaching staff
Children's Educational Advice Service (CEAS)	Support pupil's and parents, whom are currently serving in the Armed Forces <a href="#">CEAS</a>
Early Help Team	Called upon to support needs for the child and family 'Team around the child' support undertaken if necessary which entails further analysis and further support systems being in place for you and your child / eg Family Action
Educational Psychologist	Observations and Assessments for learning Support with target setting
Education Welfare Services	Advise on pupil attendance

## 8. What support will there be for my child's Emotional and Social well being?

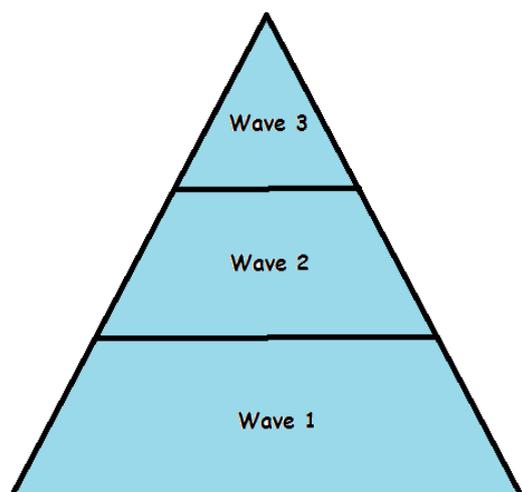


## 9. How will my child be involved in the process?

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

- Discuss their individual Education Plans with their teachers and support staff, as well as regularly reviewing them
- Share these views at the parent review meetings
- Be able to celebrate their successes regularly with key staff
- If necessary, have 1:1 support with the SENTA
- Analyse the support strategies already in place for them and aid analysis of their future targets
- Be involved in 1:1 support or small group work in or outside the classroom depending of need
- Have their comments recorded through assertive mentoring or IEP Review meetings
- Always know what they need to do and how they are going to get there.
- Celebrate their successes

## 10. How will the Curriculum be matched to my child's needs?



### WAVE 1 / Differentiated First quality teaching

All pupils have wave 1 teaching. This is first quality differentiated teaching in the classroom. Within wave 1 teaching, some children may have 1:1 adult support or small group work to support their learning.

The curriculum is cross curricular and includes many different aspects of learning, including visual, auditory and kinaesthetic styles of learning.

**Visual learning** (see it) may include the use of mind maps, visual literacy, colour coding, use of post it notes, timelines, drawing and the use of visual cues, use of video clips and vocabulary grids

**Auditory learning** (hear it, say it ) may include the use of discussions, question answer sessions, use of Dictaphones and listening to texts being read and role play, use of seating, paired reading and discussion partners.

**Kinaesthetic (do it)** learning may include working with multisensory equipment, note taking, constructing models, physical movement and the use of props. Furthermore, it is using concrete apparatus and practical activities seen during 'Safety Day' and 'Experiences Day,' when children get the chance to try new skills.

In addition to writing, modes of recording may include; use of ICT, use of Dictaphone and use of smart tablets

### **Wave 2 / Interventions**

These interventions are usually led in small groups, targeted for specific needs. These are usually literacy or numeracy based. They follow the ASSESS, PLAN, DO, REVIEW process. These pupils usually present with 'gaps' in their learning and benefit from these extra sessions.

These interventions may include;

Early Literacy Support (ELS) for children in Yr 1 who are working below age range expectations.

Phonic support / Yrs 1&2

Yr3 – intervention / Quest programme / writing and reading support

Year 4 Additional Literacy Support ALS

Further Literacy Support (FLS) for children in Yr 5 who require a 'catch up programme' reading/writing

Further programmes linked to personalised learning and adapted accordingly

Numeracy – Springboard for Yrs 3,4,5 & 6 covering key areas in Maths covering aspects of mathematics that a target group of children appear to find difficult

### **Wave 3 Specific Support for SEND**

These are additional highly personalised interventions. These interventions are usually carried out by Teaching Assistants or the Special Educational Needs Teaching Assistant. The interventions are time limited and have specific SMART targets. Each child having this support will have an Individual Education Plan, (IEPs) that is assessed 3 times a year. These targets run alongside class 'Assertive Mentoring' objectives.

These IEPs may include some of the following interventions, depending on need:

<b>Literacy</b>	<b>Numeracy</b>	<b>Social / Emotional</b>
Clicker 5	Personalised numeracy programme	Talk time
Beat dyslexia	Power of 1	Socially speaking
Toe by toe	Power of 2	Smiles programme
Hornet	Precision teaching	Social scripts/stories
Wordwasp	Dyscalculia programme	Sensory area
Precision teaching	Use of numicon	Redbeast – work related to this book
Vocabulary grids	Auditory/ visual ICT games	5 point worry plan
Word finding interventions	Number shark	Actions/ consequences programme
Wordshark	Paired maths	Counselling
Stile Literacy programme		
Wellington Square		

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

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

- You will have the opportunity to discuss your child's achievements during 'Assertive Mentoring' parent/teacher meetings held in school throughout the academic year. These give the opportunity to discuss how your child is progressing.
- If your child has an Individual Education Support Plan for Special Educational Needs, then you will have the opportunity to meet the Senco to analyse these targets. These meetings will allow the child, yourselves and the Senco to consider the next steps in your child's progression.
- If external agencies are supporting your child, they may make appointments with you to discuss their progress.
- The school operates an open-door policy. You may make an appointment to discuss your child's achievement at any time throughout the year. If you would like an appointment with the Class Teacher or SENCO, please contact the School Office.

### **12. How does the school know how well my child is doing?**

- By analysing 'Assertive Mentoring Targets' and observing progress made.
- By having regular meetings with the pupil in regard to these targets. This gives the opportunity to celebrate success as well as being able to analyse any concerns that your child or the teacher may have
- Areas of development linked to Learning Objectives monitored through Tapestry for children working in the Foundation phase.
- Assessment for Learning- Individuals to focus on their learning, in class, commenting on others work as well as their own
- Regular meetings held, involving the Assessment Co-ordinator and the SENCO, analysing interventions and progress each child has made in accordance with their starting point.
- Assessment using optional SATS may be undertaken during the year. Key Stage 1 and 2 have their attainment and progress measured against National Curriculum expectations.
- By assessing and discussing Individual Educational Support Plans with the child and parent three times a year
- By using PIVATS for pupils that are making small steps of progress. This is a system that breaks national curriculum levels/stages into smaller achievable steps.
- By observing results of specific additional tests that are undertaken with some pupils who have Special Education Needs, examples include Wrat 4, Lucid and Schannel. Further analysing of the results of tests may be undertaken by external agencies, who may provide appropriate advice.
- Progress against their personalised targets with the Individual Education Plan.
- Pupil progress meetings are undertaken between staff during transitions to the next year group or if they are concerned about a child's progress

### **13. How will my child be included in activities outside the classroom including school trips?**

- The school has an inclusive ethos promoting that all pupils have equal opportunity to succeed. This includes being able to access school trips and residential holidays wherever possible.
- Reasonable adjustments are made for individual needs and further risk assessments are formed to make sure of safety and inclusion. Meetings are arranged with parents when residential visits are undertaken if further specific complex needs are an area of concern. Further 1:1 support can be accessed if required and behaviour plans can be adapted accordingly.
- All pupils can access the after school clubs and they are differentiated according to need

### **14. How accessible is the school environment?**

The school aims to be inclusive.

- Our school building is on one level, so there is good physical access to all classrooms.
- There is a disabled toilet.
- Playgrounds are accessible directly from the classrooms.
- The school is continually monitored to ensure any difficulties are identified and action taken to resolve them.
- For more details, please see the SEN and Disabled Access Policy.

## **15. How will the school prepare and support my child to join the school?**

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

- The school has a close relationships with the local nurseries and pre-school establishments and this aims to ensure a smooth, supportive transition. Local feeder nurseries include: [KidZone](#) and [Romper Room](#)
- At an early stage, discussions between the School and pre-school establishments take place and strategies to support your child will be analysed. This ensures continuity of current practise.
- Teachers and teaching assistants may have the opportunity to visit these settings if your child has additional needs. This provides key staff the opportunity to discuss relevant information and to meet children and parents if applicable.
- Before attending school, children entering the Foundation Stage in September, will have a 'home visit' from a member of our Foundation Team during the previous summer term. This will enable your child to become familiar with key staff. This will give you the chance to ask any questions in relation to your child's transition.
- Your child will have the opportunity to visit the 'Foundation Stage' before entering. This includes the 'Rising Fives' afternoon, which takes place in the Summer Term, making sure that the children get to know the Foundation Area and their classrooms.
- If your child has specific complex needs, you will have the opportunity to meet the SENCO before your child is due to start and meetings will be arranged to discuss support strategies in detail. If external agencies support your child's additional needs, this information will be shared with key staff as soon as possible and interventions will be monitored accordingly.
- If you have moved into Lincolnshire from another County please contact the School Office in the first instance and ask for a meeting with the SENCO. Communication is key and you are invited at this stage to discuss your child's additional needs.
- Transition is important to all children and happens at different periods throughout your child's schooling. If you move into the area and would like further information, please contact the School Office

## **16. How will school prepare and support my child to transfer to Secondary School?**

- Staff have close relationships with the local Secondary Schools and this aids to clear, supportive transition to Year 7.
- During Year 5 the children have the opportunity to visit the local Secondary schools. From this point they become familiar with the services these schools have to offer.

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

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

## 17. How will I be involved in supporting my child?

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

- Sharing a class letter at the beginning of term, outlining key topic areas that are to be completed during each term.
- Conducting Assertive Mentoring appointments and Individual Educational Support Plan reviews, allow information to be shared between home and school. Parent views are vital at these meetings. The sharing of targets also encourages the optimal likelihood to succeed. Talents and successes should be shared at these meetings.
- The Sharing of appropriate curriculum ICT games, useful websites and apps to help develop spelling, numeracy, literacy and memory.
- Literacy Coordinators may share reading strategies and VCOP criteria. This allows all stakeholders to be aware of strategies used in school to enhance skills.
- Signing Home School Agreements with the child, acknowledges the conduct and high aspirations for all.
- Parents with DBS accreditation are encouraged to come into class and listen to readers or aid with small group work . They may be requested to attend school trips.
- Children are encouraged to share successes in specific assemblies.
- Attending e-safety training in the Autumn Term.
- If appropriate, attending meetings with external agencies who may also share further interventions that may be beneficial to your child's needs.

## 18. How can I access support for myself and my family

Organisation	Telephone	Web address
Cranwell Primary School	01400 261271	<a href="http://www.cranwell.lincs.sch.uk">www.cranwell.lincs.sch.uk</a> Access to relevant policies and local offer.
Lincolnshire County Council Local Offer	Family Information services 0800 1951635	<a href="http://www.lincolnshire.gov.uk/sendlocaloffer">www.lincolnshire.gov.uk/sendlocaloffer</a> <a href="http://search3.openobjects.com/kb5/lincs/fsd/home.page">http://search3.openobjects.com/kb5/lincs/fsd/home .page</a> SEND Reforms explained ; <a href="http://www.lincolnshire.gov.uk/parents/support-and-aspiration/">http://www.lincolnshire.gov.uk/parents/support-and- aspiration/</a>
Lincolnshire County Council Support and Aspirations		
ESCO Early Support Care Co- ordination	01522 552389	<a href="http://www.lincolnshire.gov.uk/parents/disability-and-sensory-impairment/early-support-care-coordination/">http://www.lincolnshire.gov.uk/parents/disability- and-sensory-impairment/early-support-care- coordination/</a>
Lincolnshire Parent Carer Council	0845 33 11 310	<a href="http://www.lincspcc.org.uk">www.lincspcc.org.uk</a>
Lincolnshire Parent Partnership		<a href="http://www.lincolnshire.gov.uk/parent-partnership/">http://www.lincolnshire.gov.uk/parent-partnership/</a>
4all Newsletter, icluding information for short breaks		<a href="http://www.lincolnshire.gov.uk/parents/disability-and-sensory-impairment/4all/">http://www.lincolnshire.gov.uk/parents/disability- and-sensory-impairment/4all/</a>
Local Children's Centres	01529 306888 (Sleaford)	<a href="http://www.lincolnshire.gov.uk/parents/childrens-centres">www.lincolnshire.gov.uk/parents/childrens-centres</a>
Children's social care	01522 782111	<a href="http://www.lincolnshire.gov.uk/parents/caring-for-children/how-to-contact-childrens-social-care/">http://www.lincolnshire.gov.uk/parents/caring-for- children/how-to-contact-childrens-social-care/</a>
Early help and Team around the child (TAC)		<a href="http://www.lincolnshire.gov.uk">www.lincolnshire.gov.uk</a> Please then search Early Help or TAC, as required
Lincoln ADHD Support group	01522 539939	<a href="http://lincolnadhd.org/">http://lincolnadhd.org/</a>
Contact a family. support on any aspect of raising a child with a disability	0808 808 3555	<a href="http://www.cafamily.org.uk">www.cafamily.org.uk</a>
Gingerbread Single Parent Helpline	0808 802 0925	<a href="http://www.gingerbread.org.uk">www.gingerbread.org.uk</a>

Family Fund	0844 074 4099	<a href="http://www.familyfund.org.uk">www.familyfund.org.uk</a>
Short breaks information (LCC)		<a href="http://www.cwdsi.co.uk">www.cwdsi.co.uk</a>
Home-start, support for parents	0800 068 6368	<a href="http://www.home-start.org.uk">www.home-start.org.uk</a>
Relate counselling service	03001001234	<a href="http://www.relate.org.uk">www.relate.org.uk</a>
The national Autistic Society	0845 070 4002	<a href="http://www.nas.org.uk">www.nas.org.uk</a>
Lincolnshire Autistic Society	01775 821213	
Grantham Autistic Information Network (GAIN)		<a href="http://www.gain-grantham.co.uk">www.gain-grantham.co.uk</a>
Lincolnshire and Lincoln disabled support clubs and social groups		<a href="http://www.ableize.com/Disabled-Groups-and-Clubs-by-County/Lincolnshire/">http://www.ableize.com/Disabled-Groups-and-Clubs-by-County/Lincolnshire/</a>  <a href="http://laffletics.co.uk/">http://laffletics.co.uk/</a>
Attention Deficit Disorder Information and Support Service (ADDISS)	020 8906 9068	<a href="http://www.addiss.co.uk">www.addiss.co.uk</a>
Children's Education Advisory Service (CEAS)- a tri-organisation funded by the MOD	01980 618 244	<a href="https://www.gov.uk/childrens-education-advisory-service">https://www.gov.uk/childrens-education-advisory-service</a>
SSAFA Lifelong support for our forces and their families	0207 463 9354	<a href="http://www.ssafa.org.uk">www.ssafa.org.uk</a>

## 19. Who can I contact for further information?

If you would like further information related to Cranwell Primary School's Local Offer please contact the School Office.



Telephone: Cranwell (01400) 261271 Fax: (01400) 262217

Email: [enquiries@cranwell.lincs.sch.uk](mailto:enquiries@cranwell.lincs.sch.uk)