

Archbishop Cranmer C of E Primary Academy



Information Report for Parents -
A Guide to Special Educational Needs

2026

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What are Special Educational Needs and Disabilities (SEND)?

Special educational needs and disabilities can affect a child or young person's ability to learn. They can affect their behaviour; ability to socialise; academic learning; ability to understand things; concentration levels; physical ability.

A child has Special Educational Needs if he or she has:

- **A learning difference** – a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided locally, and if that learning difficulty calls for:
- **Special educational provision** – provision additional to, or different from, that made generally for children of the same age in local schools.

Our Aims for Pupils with SEND

Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

We are a very inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.

The SEND Code of Practice (2014)

The government has embarked on a programme of reform to the way in which provision and support is made for children with special educational needs and or disabilities. New legislation was enacted in September 2014 in the form of a new code of practice for those working with children with special educational needs.

One of the most significant changes arising from the reforms was the replacement of the Statement of Special needs, for those children with the most complex needs, with an Education Health and Care Plan.

Further information about Education Health and Care Plans is available on Nottinghamshire county council's website:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=nGlZfkPzTGA>

School Policy and Useful Documents

We have a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place.

Our school Accessibility Plan shows how we plan to improve accessibility for special educational needs pupils and when these improvements will be made.

Additional policies, including our Mental Health and Wellbeing Policy, Equalities Policy, Intimate Care Policy and MAT Medicines & Medical Conditions Support also outline how we aim to support pupils with additional needs and can be found on our policy section of the website.

<https://www.archbishopcranmer.co.uk/policies/>

SEN Terms Explained

Local Offer	The local offer is the services that are available in Nottinghamshire. As part of the local offer the Archbishop Cranmer SEND Policy sets out our aims and provisions in more detail (see school website).
SENCo	A Special Educational Needs Co-ordinator is a member of staff responsible for keeping an overview of special needs provision in school.
TA or TP	A Teaching Assistant, or Teaching Partner, works alongside the class teacher and supports groups of children and individuals to access the curriculum and reach their targets.
IEP or IPP	An IEP is an Individual Education Plan, and an IPP is an Individual Provision Plan. These documents set out small step focused targets and how they will be achieved.
Provision Map	A timetable of showing the activities, interventions and support your child is receiving each week.
Springboard Meeting	Termly meetings held with the Toot Hill Family of Schools SENCOs and chaired by the Family SENCo. Referrals to SFSS are made here.
SFSS	Schools and Families Specialist Services. A team of specialist teachers and teaching assistants comprising of four teams: Early Years Team (0-7 years); Communication and Interaction Team; Cognition and Learning Team; and Sensory Team. They work in a number of schools and can offer support following referral at Springboard.
Educational Psychologist	A person trained to make judgements on children's educational development. They work in a number of schools and have an overview of the needs of local children.
Review Meeting	A meeting (in addition to normal parents' evenings) for the parents or carers to meet with members of staff, including the SENCo, and as appropriate, other agencies who support a child with special needs.
Inclusion	Inclusion means <i>all</i> children, whatever their needs, are welcomed into school, and supported to take an active part in all areas of school life to become a member of our school community.
Toot Hill Family of Schools	The Toot Hill family of schools consists of all the local primary schools that feed into Toot Hill along with Toot Hill itself. This group is chaired by the Family SENCO, a senior member of the team. As part of this, we are allocated a pot of money to support children with special needs within our family and each school bids in to the family to obtain extra funding. The group moderates bids to ensure this money is allocated fairly. We support each other and share training.

Areas of Need

There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories: **Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health (including Anxiety Related Needs); Sensory and/or Physical; and Communication and Interaction.** These areas are explained in more detail below.

- **Communication and Interaction:**

Indications may be:

- Difficulties in following instructions, routines and maintaining attention to task;
- Tendency to display obsessive behaviours and/or inappropriate language and communication - can result in loss of friends or distracting teaching staff;
- Uneven progress between subject areas due to problems with particular aspects of learning;
- Uneven developmental profile.

- **Cognition and Learning:**

Indications may be:

- Delayed language development;
- Memory difficulties;
- Limited concentration;
- Difficulties with independent learning.

- **Social, Emotional and Mental Health:**

Indications may be:

- Incidents of disruption/ disaffection;
- Difficulty remaining on task results in frequent disruption;
- Progress below expectations in many areas - often associated with frustration and disaffection;
- Difficulties sustaining appropriate peer relationships;
- Fluctuations to mood and unpredictable attitudes to learning tasks;
- Periods of uncooperative behaviour and withdrawal.

- **Anxiety Related Needs:**

Indications may be:

- Low mood, which affects self-esteem and limits ability to engage;
- Anxiety limits school attendance and impacts progress in learning;
- Difficulty maintaining friendships;
- Finding change in routines difficult to cope with.

- **Sensory and/or Physical:**

Indications may be:

- Does not make expected progress with support of additional equipment and appropriate curricular approaches;
- Experiences difficulties undertaking some tasks/ working at the same pace as peers;
- Exhibits signs of increasing fatigue towards the end of the day or session;
- May show signs of frustration in the classroom or setting;
- Isolation during lunch or social times;
- A specific disability, such as hearing or sight loss.

What kinds of special educational needs do we make provision for?

Archbishop Cranmer C of E Academy aims to be an inclusive school and endeavours to ensure that all pupils, regardless of need, make the best possible progress both academically and in their personal development. Please see below for an example of what we offer:

Communication and Interaction	Cognition and Learning
Speech and Language support (referral dependant) Sensory resources Talk Boost NELI Meet and greets	Reading, Writing, Phonics and Maths interventions (Dancing Bears, Apples and Pears, Toe by Toe, Precision Teaching, Power of 1/ 2/ Time/ Times Tables, Minute-a-Day) Pre-teaching Specialist equipment (coloured overlays, Talking Tins, etc) Dyslexia Screening
Sensory and/or Physical	Social, Emotional and Mental Health
Bench Programme (directed by Physiotherapists) Physiotherapy programmes (directed by Physiotherapists) Fun Fit Visits from Teacher of the Deaf/ Teacher of the Visually Impaired First Aid trained staff	ELSA support Mental Health Support Team (MHST) SEMH Team support (referral dependent)

Teachers have a 'SEND Handbook' with access to teaching advice and resources to support with provision for children with SEND. All staff also have access to a shared drive of electronic resources which is regularly updated by the SENCo. Training and new interventions and provisions are sought out depending on the needs of the pupils with SEND, as appropriate.

How do we know if pupils need extra help and what should you do if you think that your child may have special educational needs (SEN)?

All children at Archbishop Cranmer Academy are regularly assessed and progress is carefully tracked and monitored. The Headteacher, Melanie Stevens, and SENCo, Eleanor Hodgson, meet termly with teachers at Pupil Progress meetings to identify pupils who may require extra help and support. Progress is tracked using our assessment software, or other systems such as BSquared Primary Steps/ Early Steps (EYFS) as appropriate, coupled with Teacher Assessment.

Information comes to us in many different ways:

- from you;
- from your child's previous school, nursery or pre-school;
- from Support Services and external agencies including medical professionals;
- if your child is performing well below age-related expectations;
- from behaviour or self-esteem issues affecting academic performance;
- from a medical diagnosis by a paediatrician;
- from staff working with your child;
- from other people working with your child;
- from listening to and observing your child;
- from tests, assessments and tracking systems in school.

Pupils whose needs are severe and complex may also be assessed and monitored by other professionals (e.g. School Nurse, paediatricians, SFSS, Educational Psychologist) who work alongside the school and the family. If a child is identified as not making progress, the school will set up a meeting to discuss this with parents in more detail, to plan any additional support the child may need and to discuss any referrals to outside professionals to support the child.

If you are concerned about your child's progress, speak to your child's class teacher initially. If you continue to be worried that your child is not making progress, contact should be made with the Headteacher, Melanie Stevens, or the SENCo, Eleanor Hodgson, to arrange a meeting to discuss any concerns.

How do we evaluate the effectiveness of our provision for pupils with SEN?

The class teacher has responsibility for overseeing, planning and monitoring the work of children with SEND in his/her class to ensure progress is made. Teaching Partners (TAs) may work with children individually or as part of a group to

support progress. In the case of this, parents should be informed and consulted. Class teachers will discuss this provision at termly Pupil Progress meetings alongside the Headteacher, Melanie Stevens, and SENCo, Eleanor Hodgson.

The effectiveness of intervention work ('additional to and different from' Quality First Teaching) is reviewed regularly by class teachers and teaching partners, usually half-termly. This is monitored by the SENCo termly to ensure that provision is effective.

SEN provision and policy are formally evaluated annually by Eleanor Hodgson, the SENCo, in partnership with pupils, staff, parents and governors.

How will we, the school, and you know how your child is doing and how will we help you to support their learning?

There is a national **Code of Practice** which helps ensure children have access to a similar system of support whichever school they attend. Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

Many children may receive help in class through work which matches the way they learn.

Some children will have extra help from another adult to achieve targets from an Individual Education Plan (IEP) or Individual Provision Plan (IPP).

A few children may benefit from support and advice from other sources and specialists.

A very small number of children will have exceptional needs that require the school to request support from the Toot Hill family of schools or Children and Young People's Services.

We offer support in the form of a '**three-wave model**', as detailed below:

<p>Wave 1 High Quality First Teaching which is inclusive i.e. takes the learning needs of all children in the class into account. This includes providing differentiated work and creating an inclusive learning environment.</p>	<p>Wave 2 Additional targeted interventions to allow children to work at or towards age-related expectations or above.</p>	<p>Wave 3 Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities.</p>
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Pupils are monitored closely by the SENCo and senior leadership team and placed on the SEND Register, for which there are three tiers:

- **SEN Support** - Children who require provision which is additional and different to that offered to all pupils in order to reach the expected standard, because of their SEND;
- **Additional Needs** - Pupils with SEND who do not require additional support to reach age-related expectations; and
- **Vulnerable Pupils** - Pupils in receipt of Pupil Premium funding or not on track to reach age-related expectations in more than one area.

As a friendly and approachable school we actively encourage partnerships with parents, for instance through our Parent and Carer Forum, open door policy and regular parent meetings. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services. Where other professionals are involved, the SENCo/ Headteacher will attend multi-agency meetings.

Our view is that you are the expert on your child's needs and for that reason we will encourage you to take the lead when producing profiles for your child and setting outcomes. Parents are welcome to make appointments to discuss their child with either the class teacher or SENCo at any time.

What is our approach to teaching pupils with SEN?

Archbishop Cranmer Academy aims to provide all children with outstanding, Quality First Teaching. All teachers are teachers of SEND pupils and are accountable for the individual needs of pupils with SEND in their classroom. There are occasions when pupils with SEND need to work in smaller groups or on a 1:1 basis and this may or may not take place outside the classroom (where it is felt that pupils would benefit from this provision). Parents will be informed of any interventions in which their child is involved and provision will be carefully considered to ensure all pupils are experiencing a broad and balanced curriculum.

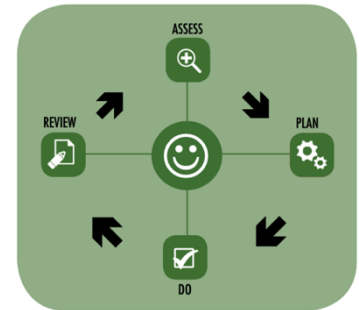
How will the curriculum and learning be matched to your child's needs?

The curriculum may be adapted in the teacher's planning through differentiation (different levels of work and expected outcomes), adapted resources and support from teachers and teaching partners. 1:1 interventions and small group work will be used where necessary and designed to work towards agreed targets and gaps in their learning, as identified through ongoing assessments completed by the class teacher or teaching partners.

How are decisions made about the type and amount of support your child will receive?

SEN Support arises from a four-part cycle, known as the **graduated approach**, through which decisions and actions are revisited, revised and refined, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



This enables the most effective programme of support and ensures good progress and outcomes. It may be that a child will need some 1:1 support or may need to work in a small group. Also a child may need specialist equipment or resources. Sometimes, outside specialist teachers or other professionals will offer advice to the school on types of provision including ICT. Every child's provision is considered on a case-by-case basis, in partnership with parents and the child.

How will your child be included in activities outside the classroom, including school trips?

We always aim to include all children in all activities as part of our 'Culture of Opportunity and Ambition' and school ethos. Through this we aim to ensure that all children have equal access to school life including clubs, school council and other roles and responsibilities. Where appropriate, we will work alongside families and support services to ensure children access all opportunities with the appropriate support in place, particularly when planning trips and extra-curricular days.

Risk assessments are made for all educational visits and off-site activities to ensure health and safety is not compromised. Pre-visits are also undertaken to plan for these accordingly. Parents are invited to attend pre-visits to support staff in completing risk assessments, as appropriate to the needs of the child.

What support do we offer for your child's overall wellbeing?

At Archbishop Cranmer, we are committed to supporting the mental health and wellbeing of our pupils, staff and community. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that everyone has mental health, and we have a role to play in supporting this. All teachers are responsible for supporting pupils' self-esteem and well-being through our 'Beyond Expectation' curriculum and through our Relationships and Health Education (PSHE or RHE) curriculum. More information can be found in our Mental Health and Wellbeing Policy.

If further intervention is required, with parental permission, the SENCo can access support from the Mental Health Support Team (MHST), SEMH team or the Child and Adolescent Mental Health Service (CAMHS).

The school has a policy on the administering of medicines on school site and parents need to contact the school office and fill in a consent form. If the medication is part of a long-term condition, illness, or for other specific needs a Care Plan may be put in place, to ensure all staff know what to do in case of emergency.

What training have staff supporting special educational needs had and what is planned?

We recognise the need to train all staff on SEND issues. The SENCo attends termly training events organised by the Toot Hill family of schools and will identify training opportunities across the Family of Schools. Training opportunities provided by the Local Authority are also made available to staff according to needs of both the adults and the pupils.

Several staff have had Autism Level 1 training and we are aiming to develop our staff professional development in this area moving forward. Miss Wilkinson and Mrs Chilton are both trained ELSAs (Emotional Literacy Support Assistants), who

provide pupil support interventions and sessions for those with anxiety, social communication difficulties, regulating emotions, loss and bereavement and much more. Our SENCo, Mrs Hodgson, has recently achieved the National Award for Special Educational Needs Coordination at Nottingham Trent University. All staff received training in September 2022 from the Communication and Interaction Team (SFSS), supported by the Autism Education Trust in 'Making Sense of Autism'.

What specialist services and expertise are available or accessed by us?

- Advice from our Family SENCo
- Advice from Toot Hill Family of Schools at termly Springboard Meetings
- SEMH Team (formally RPBP)
- Nottinghamshire Educational Psychology Service
- SEND Inclusion Service (Previously known as Schools and Families Specialist Services (SFSS) and Early Years Schools and Families Specialist Services (EYSFSS))
- Speech and Language Service
- Mental Health Support Team (MHST) and Children and Adolescent Mental Health Service (CAMHS)
- Paediatricians
- Occupational Therapy
- Physiotherapy
- Neurodevelopmental Behaviour Service (previously known as Small Steps)
- Healthy Families Team
- Social Care and Early Help
- Concerning Behaviours Pathway
- Inclusive Technologies Team

How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

We ensure the needs of all the children with SEND have their needs met as far as possible with the funds available to the school, taking into consideration the structure and layout of our school building. Children whose special educational needs are complex and severe requiring additional equipment and facilities can access additional funding from the Toot Hill Family of Schools, subject to a bidding process. This funding could provide:

- Additional teaching partner support
- Assistive technology and equipment
- Software
- Intervention packages
- Bespoke training
- Meet and greets
- Transition support

At Archbishop Cranmer C of E Primary Academy, we are committed to ensuring all pupils, including those with disabilities, can fully access and participate in school life. Our Accessibility Plan, aligned with the Equality Act 2010, outlines our approach to improving access across three key areas:

Increasing Curriculum Access

- Differentiated teaching strategies to meet diverse learning needs.
- Tailored resources, including assistive technology (e.g., Clicker software, Chromebooks, coloured overlays).
- Ongoing assessments to identify and support pupils' needs.
- Staff training in SEND best practices, including autism and sensory impairments.

Enhancing the Physical Environment

- Step-free access to all classrooms and corridors.
- A designated disabled parking bay and accessible toilet facilities.
- Continued site assessments to ensure accessibility for all pupils.
- Planned improvements in line with pupil needs and funding availability.

Improving Access to Information

- Written materials available in alternative formats (e.g., large print, coloured overlays, visual timetables).
- Pictorial and symbolic communication supports in classrooms.
- Staff training in accessible communication strategies.
- Support for parents/carers in accessing school information in their preferred format.

Our Accessibility Plan is reviewed regularly to ensure ongoing improvements and is available on our school website. For further information, please contact our SENCo, Eleanor Hodgson.

What are the arrangements for consulting parents of pupils with special educational needs. How will you be involved in your child's education?

All parents are invited to attend a 'meet the teacher' session at the beginning of the school year, alongside parent/teacher consultation evenings throughout the year. Parents of pupils with SEND are invited to further termly review meetings to discuss their child's progress with the class teacher, SENCo and any other external agencies supporting the child.

The SENCo may signpost parents to relevant services where specific advice, guidance and support can be offered.

Parents can contact their child's class teacher at the beginning or end of the school day to make an appointment to discuss any concerns.

What are the arrangements for consulting young people with SEN and involving them in their education?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our pupils with SEND have the opportunity to take part in meetings about their education with their family and teachers and enable them to identify their strengths and weaknesses, ways of learning best and what support they may need.

Pupils in school also have the opportunity to express their views on all aspects of school life through our Young Leader roles and Pupil Parliament, as well as engaging in opportunities for democratic voting as part of our commitment to encourage fundamental British Values. Pupils also complete questionnaires at different points of the school year to gather their views and opinions.

What to do if you have a concern or complaint about the SEN provision made by us?

If you have concerns or complaints regarding the care or welfare of your child, you should firstly speak with your child's class teacher. A further appointment can be made by them to speak to the Headteacher, Mrs Stevens, and SENCo, Mrs Hodgson, as appropriate. Mrs Stevens will try to resolve any difficulties and also be able to advise on formal procedures for complaints. We will aim to resolve any complaints as soon as possible.

How does the governing body involve other organisations and services in meeting the needs of pupils with SEN and supporting the families of such pupils?

The governors of the school have a responsibility to ensure all children with SEND can access appropriate services by:

- Determining the school's SEND policy
- Appointing the 'person responsible' for SEN (SENCo)
- Appointing a 'named' governor with responsibility for SEND
- Having regard to the SEN Code of Practice in all decisions
- Establishing appropriate staffing and funding arrangements

Dr Amy Taylor is the named governor for SEND.

How do we seek to signpost organisations, services etc who can provide additional support to parents, carers and pupils?

At Archbishop Cranmer we work alongside a range of organisations and services who provide useful information and links to appropriate services to support children and their families, including the Ask Us Nottinghamshire service. These are recommended by the SENCo as appropriate in conversation with parents and members of staff. Class teachers also have access to a bank of resources and contacts provided by the SENCo which they are able to use to signpost to parents, carers and pupils.

Ask Us Nottinghamshire: <https://askusnotts.org.uk/support/parents-and-carers>
Helpline: 0800 121 772

Healthy Families Team Advice Line: 0300 123 5436

Available between 9am and 4:30pm, Monday to Friday

Nott Alone: <https://nottalone.org.uk/?a=pc>

For useful links to organisations and services, please visit our school website, which is updated regularly:
<https://www.archbishopcranmer.co.uk/send/>

Nottinghamshire County Council's Local Offer can be found at:
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=ByiSH1_KndU

How will we prepare your child to join our school?

If a child is joining us from another school the SENCo will contact the school the child is transferring from to discuss the child's needs. The child will be able to visit school and stay for a taster session, if this is appropriate. Where possible a meeting may take place with the SENCo from the transferring school. A meeting will also be arranged with the class teacher, SENCo and parents to discuss provision and share key information. We also have a 'Standard for In Year Arrivals' which ensures careful monitoring and tracking of pupil progress to support their education wholly. This will also be the case if the child is joining school at Foundation Stage, where information will be collected from both parents and nursery/ childcare setting, as appropriate.

How do we prepare your child to transfer between phases of education?

When moving classes in-school information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Targets and individual provision programmes will be shared with the new teacher. If a child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

In Year 6 the SENCo will discuss the specific needs of a child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which parents will be invited will take place with the SENCo from the new school. The child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, the child will visit their new school on several occasions.

If a child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

How do I apply for an Education, Health and Care Plan (EHCP)?

Where a child's needs are complex and special educational provision that is additional to, and different from, that made generally for others of the same age; directly related to their SEND, and where progress following the graduated response is limited, applying for an Education, Health and Care Plan may be recommended. If you feel this is necessary, school will meet with yourselves as parents to discuss the EHC needs assessment request using the Nottinghamshire 'EHC Guidance Checklist', should the child live in Nottinghamshire. If you then wish to make the request, the completed checklist alongside a report from school and parent consent form must then be sent to the Integrated Children's Disability Service. If the Local Authority consider it necessary to carry out an EHC needs assessment, reports will be requested from key people, including professionals who work with the child. The decision whether or not an EHCP is needed will be made by the local authority within 16 weeks of the initial request. The plan is finalised within 20 weeks of the initial request.

For more information, please visit:
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=ytkkkskjIRO>

What extra funding is available for SEN pupils?

There are several ways in which children with special needs are supported:

- The majority of children's needs will be met in the normal classroom setting without the need for additional funding. This is known as Element 1 funding.
- **ASN funding** (additional school need or Element 2 funding) - Some children will need additional support other than that normally provided by the classroom teacher. This funding comes from the schools notional SEN budget. It is expected that schools fund at least the first £6,000 of provision made for pupils with additional and high needs prior to bidding for top-up funding (see below).

- **AFN funding** (additional family need) - A few children may continue to give concern or may have a specific diagnosis that requires additional help. This funding goes to the family of schools and the SENCO has to put in a bid to the family to access this funding. The bids are moderated and if granted the funding is expected to be supported by ASN money.
- **HLN funding** (higher level need) - Occasionally a child may have complex or more severe needs which require more consistent adult support to access the curriculum. This funding has to be applied for through the Local Authority. The bids are moderated and if granted the funding is expected to be supported by ASN and AFN money.
- **Medical funding** - If a child has complex medical needs which require some form of physical intervention we may be eligible to access this funding. It has to be applied for through Local Authority.

How can you help?

- Make sure school knows about any major changes in your family or worries you may have.
- Encourage your child with reading, spelling and homework.
- Try to come to all meetings, such as reviews and parents' evenings.
- The most important help you can give is encouragement and praise.

Who is our special educational needs co-ordinator (SENCo) and how do I contact them?

The school SENCo is Eleanor Hodgson. She can be contacted by telephone on 01949 850627 or by email through the school office: office@archbishopcranmer.notts.sch.uk

Mrs Hodgson manages the parent meetings, submissions for funding, contacts with medical professionals and other non-day-to-day SEND issues.

Where can you access further information?

If your child has a special educational need of any sort and you are thinking about joining our school, please phone to arrange a meeting with the Headteacher and/or SENCo as early as possible.

More detailed information on what we offer can be found in the school SEND Policy and Accessibility Plan, which are available on the school website: <https://www.archbishopcranmer.co.uk/send/>

Ask Us Nottinghamshire: <https://askusnotts.org.uk/support/parents-and-carers>

Helpline: 0800 121 772

Nott Alone: <https://nottalone.org.uk/?a=pc>

Healthy Families Team Advice Line: 0300 123 5436

Available between 9am and 4:30pm, Monday to Friday

Nottinghamshire County Council's Local Offer can be found at:

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=ByiSH1_KndU

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