

Archbishop Cranmer C. of E. Primary Academy

Special Educational Needs and Disabilities (SEND) Policy



'Striving for Life in All its Fullness'

John 10:10

Reviewed by: Headteacher	January 2025
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‘Striving for life in all its fullness’

John 10¹⁰

Our Christian Vision

Jesus said ‘I have come that they may have life in all its fullness’ John 10:10.

At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

Our Mission Statement



For Life in all its Fullness for today...

- Archbishop Cranmer is a small, caring Church of England Primary School in Aslockton, Nottinghamshire. We are a family community with Christian Values at the heart, where adults and children genuinely care for one another.
- We **aspire** to be a high achieving school that provides an outstanding education and **culture of opportunity** for all.
- We believe that every child is unique and valued by God, with their **profound personal development** being at the heart of all we do.
- We provide a rich and stimulating curriculum that inspires and challenges all to achieve.
- We foster warm partnerships with parents and carers, the local community, St Thomas’s church and local charities.



For Life in all its Fullness for the future...

- We teach our children to be excellent Christian role models for the future world.
- We are inclusive, respectful and celebrate global diversity.
- We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.
- We educate children on the importance of their well-being today and in their future.

Our Christian Ethos

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.

Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)



Within our nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and is recognised as being an integral component to our Take Care Learning Behaviours. We believe that all children are entitled to a broad and balanced curriculum by creating a ‘Culture of Opportunity and Ambition’ which supports all learners in ‘Striving for life in all its fullness’ (John 10:10).

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1. Contacts

Role	Member/s of Staff Responsible	Contact Details
Special Educational Needs Coordinator (SENCo)	Mrs Eleanor Hodgson	01949 850627 office@archbishopcranmer.notts.sch.uk
Headteacher	Mrs Melanie Stevens	
Safeguarding Officers	Mrs Melanie Stevens Mrs Eleanor Hodgson Miss Ell Robinson	
Emotional Literacy Support Assistant (ELSA)	Miss Lorraine Wilkinson (KS2) Mrs Jane Chilton (KS1)	
SEND Governor	Dr Amy Taylor	

2. Statement of Intent

This policy outlines the framework for Archbishop Cranmer C of E Primary Academy to meet its duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

This policy was developed in conjunction with the SEN Governor and the Senior Leadership Team. This updated policy reflects the new SEND Code of Practice, 0-25 guidance. It also reflects the inclusive nature of our school where every teacher has high aspirations and expectations for all pupils, including those with SEND. At Archbishop Cranmer we firmly believe that every teacher is a teacher of SEND and believe in offering a 'Culture of Opportunity and Ambition' with profound personal development at the heart of all we do, to support our pupils and school community in being able to live out 'life in all its fullness' (John 10:10)

The following objectives underpin this policy:

- **To identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services, previous schools or early years settings prior to the child's entry into the school and fostering and maintaining effective relationships with parents/carers.
- **To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and the class teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To work in partnership with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **To work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **To create a school environment where pupils feel safe to voice their opinions of their own needs.** This means allowing our pupils to engage in decisions regarding their education - pupil participation is a right. This will be reflected in SEND meetings and pupil voice questionnaires, but is also encouraged through wider opportunities for participation in school life e.g. membership of the Pupil Parliament and Young Leader roles.

3. Legal Framework

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following documents:

- [Special Educational Needs and Disabilities: Code of Practice](#) (Department for Education, 2014)
- [Supporting Pupils at School with Medical Conditions](#) (Department for Education, 2014)
- [Keeping Children Safe in Education](#) (Department for Education, 2024-25)
- [Working Together to Safeguard Children](#) (Department for Education, 2023)
- [School Admissions Code](#) (Department for Education, 2021)
- [Equality Act](#) (2010)

4. Aims

Jesus said 'I have come that they may have life in all its fullness' John 10:10.

At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

Supporting pupils with additional needs at Archbishop Cranmer C of E Primary Academy, key principles:

- **A commitment to inclusivity:** Archbishop Cranmer is both welcoming and inclusive. Our aims for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide access to a broad and balanced curriculum, full participation and the highest quality of education. We understand the importance of making adjustments and personalisation of provision and building a picture based on the whole child.
- **Putting the child and family at the heart of our SEND processes:** We have established a genuine culture of school, family, community and services working together. We actively encourage partnerships with parents/carers, for instance through our parent forums and active FAC's (PTA) group. Our aim is to inform and involve parents/carers as much as possible in school decision making and provide them with support, advice and access to services.

Robust assessment systems, well-matched work and consistent reviews of progress in response to adjustments and interventions are a vital component in the review cycle, which are closely monitored by the Senior Leadership Team to ensure clear focus on outcomes, particularly for pupils with SEND.

In line with the Code of Practice, staff at Archbishop Cranmer aim to:

- Identify children who may have a special educational need as early as possible;
- Make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum;
- Ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs;
- Reduce barriers to progress through careful monitoring;
- Use their best endeavours to secure special educational provision for those who need it, when the need is "additional to and different from" that provided within the differentiated curriculum, to better respond to pupils needs. This will be done in consultation with the SENCo;
- Respond to parents', carers' and pupils' views in order to develop a collaborative working partnership at all levels of need;
- Ensure a high level of expertise to meet pupil need, through appropriate, relevant high-quality training and through collaborative working with other staff members, the SENCO, other schools and outside agencies;

- Support pupils with medical conditions to achieve full inclusion in all aspects of school life (in consultation with health and social care professionals);
- Ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies, as appropriate;
- Work with parents and carers to ensure good attendance if problems arise.

5. Inclusion

The Head teacher oversees the school's policy for inclusion and equality and is responsible for ensuring that it is implemented effectively throughout the school. For more information, please see our [Equalities Policy](#).

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub (MASH) and Family SENCo.

In order to ensure inclusion of all pupils with SEND in school activities including educational visits and extra-curricular activities, prior to the event the following may happen:

- A visit to the centre to make full risk assessments and talk to centre staff about individual child's needs. This may include parents/carers.
- A discussion with parents/carers about their concerns and discuss solutions.
- A discussion with the child about his/her concerns including issues of personal care and/or medication.
- Additional staffing to support inclusion e.g. to be able to manage tools safely; to keep a child safe in an open space.
- Consideration about transport to and from the venue.

Links with the local family of schools and local special school, Ash Lea, means that visits to the schools and vice versa may be arranged in special circumstances with the agreement of all parties.

6. Identification of Special Educational Needs and Disabilities

At Archbishop Cranmer we have a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.

At Archbishop Cranmer, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (Mrs Hodgson, SENCo)
- Inform and involve parents/carers when we are making special educational provision for their child.

We follow the **graduated approach** to provision, as part of a **three-wave model for intervention**, shown below. More information regarding the graduated approach can be found in section 8.

Wave 1	Wave 2	Wave 3
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.	Additional targeted interventions to allow children to work at or towards age-related expectations or above.	Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities.

Assessment tools available:

The following assessment tools are available and used regularly by class teachers and the SENCo, alongside usual classroom assessments, to support the identification of SEND and the graduated approach:

- BSquared Primary Steps – assesses English and Maths
- BSquared Autism Progress – profiling tool
- Boxall Profile – tracks progress of cognitive development and behavioural traits
- Autism Education Trust Progression Framework – interactive assessment tool for pupils on the Autistic Spectrum
- Sensory Checklist
- PATOSS Processing Test
- Neurodiversity Profiler
- Dyslexia Screener (GL Assessment) *n.b. this will be used as a profiling tool as part of the Toot Hill Family of Schools agreed process for supporting pupils with suspected dyslexia and literacy difficulties*
- Me and My Feelings Questionnaire (Mental Health Support Team)

7. Definition of SEND

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Under the Equality Act 2010, a disability 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.

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for:

Communication and Interaction (C&I)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (C&L)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotion and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have Autism and/or disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory or physical needs (S&P)

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment. Medical conditions such as diabetes, and epilepsy are included under the definition of disability, but children with such conditions do not necessarily have SEND. These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Examples of difficulties that may be a cause of concern could include:

- Word reading accuracy: reading age well-below chronological age; standardised scores below average in formal assessments; child finding age appropriate texts difficult to read and understand.
- Reading fluency, reading may be slow and stilted or over reliant on phonic decoding strategies.
- Language: speech lacks structure and vocabulary is limited; reluctant to talk to peers or adults.
- Understanding of language, e.g. may struggle with inferential understanding of texts or use of idiomatic language and expressions.
- Processing difficulties with verbal or visual processing, may need additional time to respond or complete tasks.

- Memory difficulties, e.g. difficulties with verbal memory or verbal working memory, may need instructions repeated or additional scaffolding to complete tasks.
- Visual Skills: has difficulty interpreting visual information; discriminating between pictures/letters/words.
- Handwriting difficulties, e.g. letter formation, correct orientation and spacing, finding writing uncomfortable.
- Phonological awareness, finding it difficult to apply the phonic knowledge taught. Difficulties in orally identifying word breaks in sentences, syllables and sounds in words.
- Writing: e.g. child is not using recognisable sentences at Year 1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation etc.
- Spelling difficulties: spelling assessed at over 12 months below chronological age, spelling is at pre-phonetic or phonetic stages of development (lacks visual strategies).
- Maths skills: needing to work at a year group level below their chronological age in the National Numeracy Strategy.
- Number sense, struggling to understand place value etc.
- Social skills: cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- Emotional mental health needs: acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class.
- Co-ordination skills: significantly delayed fine and gross motor skills; poor co-ordination in PE or movement.
- Personal organisation: significant difficulty in managing personal belongings and loses equipment on a regular basis.
- Medical: general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

When looking at identified needs we will take into account how well the child has responded to well-founded action being taken to address their needs including curriculum modifications and adjustments to teaching as well as structured intervention support.

Children with specific circumstances:

- Looked after children: Children at the school who are being accommodated, or who have been taken into care by the LA are legally defined as being 'looked after' by the LA. The school recognises that children that have some form of SEN are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan. Mrs Hodgson is also the Designated Teacher for LAC.

If you are concerned about your child, please see their class teacher in the first instance to arrange a meeting. Alternatively, contact Mrs Eleanor Hodgson, our school SENCo via the office.

8. The graduated approach to SEN Support

The process the school goes through to identify a special educational need is as follows:

Quality First Teaching

- a) Any pupils who are falling **significantly** outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as **possibly** having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have a SEND, and requires support which is 'additional to or different from' Quality First Teaching provision, parents/carers will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Interventions are monitored half termly with a view to continuing, moving to a different strategy or deciding that sufficient progress has been made and interventions are no longer required to support learning.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers. Referrals to external support staff are made by the SENCo at termly Springboard meetings once permission is given by parents/carers.

Plan

Planning will involve consultation between the teacher, the SENCo and parents/ carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/ carers. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/ carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. This will usually take place during termly SEND meetings.

Referral for an Education, Health and Care Plan

If a child has **lifelong or significant difficulties** they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/ Carers
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. It is expected that the graduated approach has been followed, and the process requires evidence of this as part of the application. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents/ carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Please note that in Nottinghamshire County Council, children with EHC Plans are not guaranteed funding.

Further information about EHC Plans can found via the SEND Local Offer: www.nottinghamshire.sendlocaloffer.org.uk or by speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012 or 0115 9773323** or by contacting the Ask Us Nottinghamshire Service: <https://askusnotts.org.uk/support/parents-and-carers> **0800 121 772**

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/ carers will be involved developing and producing the plan.
- Parents/ carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/ carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Facilities and Curriculum

The school has a range of specialist SEN facilities in place. These include (list not exhaustive):

- Visual timetables displayed in classrooms where needed (part of non-negotiable Environment and Display Standard for Key Stage 1 and Foundation)
- Clicker
- Dyslexia screening
- Wheel chair access and 1 disabled toilet
- Laptop and tablet provision for children with SEND

- Specialist seating (provided by PDSS or Occupational Therapist)
- A library of SEN teaching and resources including coloured over lays and pencil grips
- Specialist programmes for intervention

Communication and Interaction	Cognition and Learning
Sensory resources – including ‘Sensory Room’ or intervention space: The Sunshine Room Talk Boost NELI Meet and greets Sunshine Club	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, Clicker, etc) Access to inclusive technology through SEND Inclusion Service
Sensory and/or Physical	Social, Emotional and Mental Health
Physiotherapy programmes (directed by Physiotherapists) Fun Fit Visits from Teacher of the Deaf/ Teacher of the Visually Impaired First Aid trained members of staff (training also accessed via PDSS)	ELSA support Specialist books to support SEMH Designated intervention space – The Sunshine Room Mental Health Support Team (MHST)

For more information, please see our Accessibility Plan on our website.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/ carers and the needs of the individual. The SENCo monitors pupils’ and class SEND provision maps termly and all members of the teaching team have access to the provision map.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child’s parents/ carers for other flexible arrangements to be made.

The school curriculum is reviewed annually prior to the end of the Summer Term. Any issues around the inclusion or access to any aspect of the curriculum for children with SEND over the previous year will be addressed and changes made.

In order to ensure all pupils with SEND make good progress and enjoy their school experience, the leadership team in school see the following as essential:

- The SENCo will ensure that staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback;
- Pupils in need of educational support will have an ‘Individual Provision Plan’ to address their needs. This plan is reviewed termly in partnership with the pupil and parents/ carers;
- Making use of all class facilities and space;
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary;
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision;

- Any decision to provide group teaching outside the classroom will involve the class teacher/SENCo in providing a rationale and focus on flexible teaching. Parents/ carers will be made aware of any circumstances in which changes have been made;
- Setting appropriate individual, SMART targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Admissions

Our Admission arrangements may be found on the school website:

<http://www.archbishopcranmer.co.uk/admissions/>

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

11. Roles and responsibilities

11.1 The Governing Body has a responsibility to:

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENCo) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHCP plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Oversee the SEND information report and publish it on the website.

11.2 The Headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCo has sufficient time and resources to carry out their functions.
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENCo to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

11.3 The SENCo has a responsibility to:

- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHCP plans
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents/ carers are informed about options and a smooth transition is planned.
- Draw up one-page profiles for the pupils with SEND, alongside class teachers.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.

- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHCP plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class teachers in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

11.4 Class teachers have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the senior leadership team up-to-date with any changes in behaviour, academic developments and causes of concern.

11.5 All staff can access:

- The Archbishop Cranmer C of E Academy SEND Policy;
- The Archbishop Cranmer C of E Academy SEND Staff Handbook;
- A copy of the full SEN Register used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their provision maps or alternative records of targets set/outcome monitoring and copies of parent meeting notes;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on progress and attainment for all SEND pupils on the school's assessment system;
- Information on current legislation and SEND provision on staffroom notice boards;
- Information available through Nottinghamshire's SEND Local Offer (www.nottinghamshire.sendlocaloffer.org.uk).

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

12. Involving pupils and parents/carers in decision-making

Archbishop Cranmer C of E Academy believes that a close working relationship with parents/ carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

The class teachers will talk to parents termly and also more informally at the end of the day or by appointment. There is an end of year written report and open afternoon for parents/ carers on each child's progress.

Parents can contact the school in the following ways:

- Telephone – 01949 850627 (school office)
- Email – office@archbishopcranmer.notts.sch.uk teachers@archbishopcranmer.notts.sch.uk

- Via the office in person and ask for a call back.

If more frequent contact with parents/ carers is necessary e.g. in times of crisis or approaching transition, this will be arranged by the SENCo and/or class teacher according to the individual pupil's needs.

The SENCo may also signpost parents/ carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/ carers and the pupil will always be consulted with regards to future provision. Parents/ carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEN Governor (Dr Amy Taylor) can also be contacted in relation to SEN matters.

When meeting with parents and carers to discuss SEND provision, Archbishop Cranmer Academy will:

- Invite the pupil to join the meeting or facilitate the sharing of their views by other means;
- Focus on the pupil as an individual, refraining from using labels;
- Be easy for all participants to understand by using clear, ordinary language and images, rather than SEND jargon;
- Highlight the pupil's strengths and capabilities and plan to build on these;
- Invite all participants to share their views and ideal future outcomes;
- Tailor support to the needs of the individual;
- Organise assessments as appropriate;
- Bring together relevant professionals to discuss and agree together the overall approach;
- Provide additional forums, support services or resources for parents/ carers to get support and advice from external agencies, staff and each other.

The class teacher, supported by the SENCo, will meet with pupils in receipt of SEN Support, and their parents/ carers three times a year to set clear outcomes, review progress, discuss activities and support and identify parental responsibilities.

13. Funding

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 also known as **SEN Support**) - 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 Toot Hill 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 or through Local Authority.

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and

moderated by the Family of Schools (the Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Head teacher of the school, in discussion with Governors and SENCo, determines the support staffing allocation and budgetary implications with reference to supporting pupils with SEND. The support may be delivered in a variety of ways including:

- Some 1:1 support where this is identified as necessary delivered by a Teaching Partner or Care Assistant;
- Small group support with a Teaching Partner in class or at break times;
- 'From a distance' supervision at break times with intervention where necessary;
- Purchase of specialist SEND resources to meet individual needs.

Pupil Premium resources may sometimes overlap with children with identified SEND.

The school may access Inclusive Technology (i.e. laptops, other ICT equipment) for any pupil in receipt of additional AFN funding if they meet the criteria for support. The SENCo will apply for this via the SEND Inclusion Service (Nottinghamshire County Council).

14. School's contribution to the Local Offer

In developing and reviewing the Local Offer, Archbishop Cranmer adopts the following approach:

- **Collaborative:** The school works with parents, carers, pupils and staff to develop and review the Local Offer annually;
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' and carers' needs. It will be signposted and well publicised.

You can view the Nottinghamshire LA Local Offer here: www.nottinghamshire.sendlocaloffer.org.uk

15. Transferring between different phases of education

When children transfer to the school in-year, every effort is made to get timely information from the previous school on the child's needs and provision necessary to meet those needs. For more information, please see our 'In Year Arrivals Standard'. If additional support is required, an emergency bid for funding is made to the Family SENCo by our SENCo (Eleanor Hodgson).

First Admissions:

At First Admission, every effort is made to ensure support is in place for any child with identified SEND. If external professionals have been involved with the child then detailed information will be sought from them and the child's parents/ carers. School has strong links with the on-site pre-school and the SENCo will attend the first transition meeting prior to admission.

Primary/Secondary Transition:

The SENCo ensures the secondary SENCo/s at receiving schools have timely information regarding the needs of potential Year 7 pupils for September entry. If necessary, additional visits to the school are made, supported by a teaching partner. This support will also extend beyond September entry where necessary. If the pupil is not transferring to Toot Hill School then the SENCo will contact the receiving school during the summer term if contact has not been previously made.

In-School transition:

Meetings are held between the teachers and teaching partners to discuss the needs of children with SEND and any issues around transition prior to transition. Notes and up-to-date provision maps are passed on to the next teacher.

16. External Links

Links with other schools:

The school is a member of the Aspire Multi Academy Trust (MAT) alongside St Peter's Primary Academy in East Bridgford, Gunthorpe Primary Academy, Sir John Sherbrooke Junior Academy in Calverton, Kirkby Woodhouse Primary School in Kirkby-in-Ashfield, Oak Tree Nursery and Primary Academy in Mansfield, Winthorpe Primary Academy in Winthorpe, Newark and Langar Primary School. Our SENCo also works with the SEND staff at across the MAT to share good practice and work towards consistency across the Trust in relation to the provision and philosophy around children with Special Educational Needs. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Archbishop Cranmer Primary Academy is also part of the Toot Hill Family of Schools, and SENCos from each of these feeder schools meet once a term at 'Springboard' meetings chaired by the 'Family SENCo', Charlotte Rhodes. During these meetings professionals discuss pupils with cases already open within the Local Authority, make referrals for support, and gain advice from other SENCos and professionals. The 'Springboard' meetings are also attended by the SENCo or Assistant SENCo at Toot Hill Secondary School, a member of the SEND Inclusion Service (previously known as SFSS or EYSFSS) and an Educational Psychologist from Nottinghamshire County Council. As part of the Family of Schools, we also participate in training provided to enhance the knowledge and skills of staff in the area of SEND. The academy is part of the Rushcliffe Primary SEMH Partnership and has access to behaviour management expertise when necessary and has links with the local special school Ash Lea.

Transition

See Section 12 (Transferring between different phases of education) above for full details.

Toot Hill Secondary school holds Open Evenings for parents/ carers in Years 4, 5 and 6. Parents/ carers are encouraged to seek out the SEN team to discuss their child and his/her needs. The Toot Hill SENCo will already be aware of any Year 6 pupils with SEND transferring in September to Year 7. Additional visits (with parents/ carers) can be arranged during the summer term. The Year 6 pupils have two visits to Toot Hill School and are provided with a pack of information to take home. During these visits, pupils with SEND are supported by Archbishop Cranmer staff where necessary.

All relevant SEN information is transferred to the secondary school by the end of the summer term including any medical information, current provision documents, funding information and funding submissions. The SENCo organises this transfer.

Links with support services and external agencies:

At Archbishop Cranmer we continue to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents/ carers.

The following services will be involved as and when is necessary, following a referral made by school, parents/ carers or medical practitioners (depending on need and agency – please speak with Mrs Eleanor Hodgson for more information):

- School Health
- Healthy Families Team
- Community Paediatricians
- SEND Inclusion Service (previously known as SFSS and EYSFSS) (for Early-Years support, Cognition and Learning, Communication and Interaction (ASD), Sensory, Medical and Physical, Behavioural and Emotional (including anxiety-related))

- Speech and Language therapist
- Occupational Therapy
- Educational Psychology Service
- Physiotherapy
- Sensory Team (Teachers of the Deaf and Visually Impaired)
- Inclusive Technologies Team
- Mental Health Support Team (MHST)
- Children and Adolescent Mental Health Service (CAMHS)
- Concerning Behaviours Pathway: <https://www.nottinghamshire.gov.uk/media/2417/concerning-behaviours-pathways-information-for-families.pdf>
- Early Help and Social Services
- Behaviour Support Service via the SEMH Team (previously known as Rushcliffe Primary Behaviour Partnership)
- Social Services
- PDSS
- The Diocese

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/ carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

17. Staff Training and Continuing Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Members of our staff are trained in the following:

Course Title/ Qualification	Staff Member/s
Autism Awareness Training (Level 1)	Alison Marshall
Autism Awareness Training (Levels 2 and 3)	Jane Chilton, Tanya Weaver, Lorraine Wilkinson
Precision Teaching Training	Tanya Weaver, Lorraine Wilkinson
Fun Fit Training	Tanya Weaver
Pre-Key Stage Standards Training	Eleanor Hodgson
EHAF Writing Training	Eleanor Hodgson
ELSA Training – includes ongoing supervision from Educational Psychologist	Lorraine Wilkinson Jane Chilton
SEN National Award	Eleanor Hodgson
Attachment Training	All TPs (2019)
Graduated Approach to Autism – Good Practice Training	Eleanor Hodgson, Kirsty Landers Lisa Dumont, Kirsty Maule, Julie Thurman
Interoception Training	All Staff (Jan 2023)
Ambitious Curriculum for SEND	Lydia Miranda, Alison Marshall
Sensory Processing – The Basics (Online)	Jane Chilton
Attachment Disorder Training (Online)	Jane Chilton
Adverse Childhood Experiences and Trauma (Online)	Lorraine Wilkinson
Attachment in the Early Years (Online)	Lorraine Wilkinson
Dyslexia Training from Specialist Teacher Alan Mercer (SFSS)	Eleanor Hodgson
Making Sense of Autism Training	Whole Staff Team (Sept 2022)
SEND or EAL Training with Annie Kershaw (Achievement and Equalities Team)	Eleanor Hodgson
PEG Feeding Tube Training	Sarah Maxey, Lisa Dumont, Tracy Strutt
Sensory Processing Training	Eleanor Hodgson
NELI	Kirsty Maule

CRB Training (Controlling Risky Behaviours)	Eleanor Hodgson, Lisa Dumont, Sarah Maxey
Neurodiverse Inclusion Training (PE)	Ell Robinson

The SENCo attends relevant SEN courses, Family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all staff. This includes the delivery of INSET and staff meetings, at least once termly.

We recognise the need to train *all* our staff on SEND issues. The SENCo, with the rest of the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management and staff appraisals.

The following are priorities for staff training:

- Speech and Language/ Oracy development;
- Supporting needs of pupils working below age related expectations.

18. Complaints

Parents/ carers are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCo or Head teacher.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to advise on formal procedures for complaint. A copy of the school complaints procedure is available from the school office.

19. Publishing information

The school will publish details of the SEND Information Report on the website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

20. Monitoring and review

The SEND Policy and Information Report are written in partnership with staff, parents, carers and children. This is achieved through focused Parent and Carer Forum meetings and a consultation feedback process.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents, carers and pupils throughout the year in the following ways:

- Questionnaires – completed by staff, parents and pupils.
- Parent and Carer Forum meetings
- Parents/ carers are informed of their child's progress and effectiveness of provision during termly meetings and have the opportunity to give feedback.
- Pupils are consulted about their views at each review meeting.
- We have a Pupil Parliament and Young Leader roles which offer our pupils the opportunity to comment on any school issues.

The outcomes of these processes form the evaluation and are reported to governors and feedback is given to parents, carers and staff on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEND provision is mapped and evaluated to enable pupils to achieve academic and wider outcomes. Each teacher and teaching partner, as appropriate, log provision onto our register system, Scholar Pack and assessments are

inputted onto our assessment system. Provision is evaluated by the class teacher at least termly on the class or individual pupils' provision map or individual provision profile. Data and tracking documents are discussed and monitored regularly with the Head teacher and SENCo and termly pupil progress meetings. This includes specific provision for children with SEND.

21. Policy Addendum:

The school's approach to supporting children and young people with SEND is consistent with the values and principles of the Nottinghamshire SEND Policy.

The Nottinghamshire SEND Policy outlines 10 core values and principles:

1. Ensuring the child or young person's voice is central to decision making.
At Archbishop Cranmer, pupil voice is established through pupils' attending termly meetings, as appropriate to their age. Pupils are always invited to meetings and it is at the parents' discretion whether the child attends. Pupils also have opportunities to share their thoughts and feelings regarding provision during discussions with class teachers and support staff, and during monitoring completed by SLT. Pupil voice surveys are completed throughout the year, where pupil responses are analysed and considered by the class teacher and myself as SENCo and Mental Health and Wellbeing Lead. This is a priority to explore and develop further for 2024-25 to ensure that pupils are more engaged in these processes, particularly termly SEN meetings as parents choose for their children not to attend.
2. Supporting collaborative relationships with key partners and services, including parents and carers, schools and colleges and other educational settings, health and other local authority services.
SENCo meets with parents of pupils with SEND regularly, or as required by parents to discuss provision, and set targets in partnership. Other professionals involved are invited to these meetings as appropriate and necessary. Meeting notes are shared following the meeting with both parents and relevant staff. Team Around the Child meetings are held with relevant professionals appropriate to need of the child.
Family SENCo, Healthy Families and other professionals are contacted to seek advice and support as appropriate. This includes seeking advice during termly Springboard meetings alongside our Family SENCo and other primary SENCos.
Transition meetings take place each Summer term to discuss transition into new year group alongside current and new class teacher/s. This also takes place, as appropriate, for pupils' transition to secondary school.
3. Working in partnership to ensure co-ordination of services.
Termly Springboard meetings and regular email correspondence from Family SENCo ensures that information is shared in a timely manner. Necessary updates from Nottinghamshire Services are sent via email and shared with staff as appropriate to pupils.
Office and appropriate staff are informed of appointments, visits and correspondence from services relevant to individual children. This includes sharing this with parents and carers.
4. Co-producing services with service users.
Parental feedback is key to the provision that we offer at Archbishop Cranmer. During termly meetings, face-to-face/ telephone discussions, provision is evaluated and shared with parents to make shared decisions. Parental requests are considered and put into place as appropriate to the targets outlined during the meetings. Follow-up meetings evaluate provision and share outcomes.
5. Committing to improve the attainment of all children and young people, with a particular focus on the achievement and progress of those with SEND.
At Archbishop Cranmer attainment and progress for all disadvantaged pupils (including those with SEND) is prioritised on our School Development Plan. Provision is tracked carefully by senior leaders and the SENCo and is a focus for discussion during pupil progress meetings. A whole school PLE (Potential Lines of Enquiry) identifies vulnerable learners who are not on track to meet age related expectations, not making expected

progress or on track to meet the greater depth standard where they have previously achieved this in previous years. Teachers outline and evaluate provision termly. Delivery of interventions is monitored using provision maps and tracking documents and logged interventions on Scholar Pack by senior leaders and the SENCo. SMART targets are set for learners on the SEND register with individual provision maps to closely monitor progress and raise attainment.

The SEN Register includes termly data which is analysed and compared against non-SEN attainment. Monitoring includes evaluating the strengths and weaknesses of provision to consider how we can improve attainment and diminish the difference between SEN and Non-SEN pupils.

6. Ensuring early support and timely intervention, following the identification of need, using a graduated approach to avoid escalation of difficulties.
A whole school PLE (Potential Lines of Enquiry) identifies vulnerable learners who are not on track to meet age related expectations, not making expected progress or on track to meet the greater depth standard where they have previously achieved this in previous years. Termly analysis of data allows for pupils at risk of not meeting age related expectations or stunted progress to be identified and provision to be outlined by the class teacher. SLT are aware of these learners and ensure that these names are identified on teachers' planning (Front Cover Sheets) and feature on class provision maps.
Pupils who are not on track to meet ARE in two or more areas are added to the SEN Register as vulnerable learners to ensure that progress and provision is monitored closely.
Staff across school work closely to discuss progress and identification of need, seeing advice as required. As appropriate, pupils' are flagged during staff meeting to ensure that all staff are aware of pupil need and implementation of any relevant intervention or support strategies.
7. Maintaining inclusive practices to ensure that children and young people remain connected to their communities.
All pupils at Archbishop Cranmer are encouraged to participate in our 'Culture of Opportunity', where a range of opportunities for cross-curricular activities are made available. Pupils from all backgrounds are able to take part and pupil and parent/carer voice plays a key role in the activities available.
Information to encourage connectedness and inclusive practices are shared via the school website, texts to parents/carers, via newsletters (whole school and mental health and wellbeing), and through other correspondence sent out by school. For example, the Health Families Team advice line is regularly shared with parents/ carers.
Links with external services, such as the Mental Health Support Team, Family Springboard, Healthy Families Team, etc, are also shared with parents/ carers as appropriate to need during discussions (termly meetings, informal conversations).
8. Preparing children and young people for adulthood at the earliest appropriate stage.
At Archbishop Cranmer, our values and mission encourages pupils and members of our school community to 'live life in all its fullness' (John 10:10) for today and for the future. Our curriculum ethos is built upon creating opportunities for our pupils to become Christian role models for the future world; become inclusive, respectful individuals; celebrating global diversity; providing excellent care, guidance and support to enable our pupils to keep themselves happy, healthy and safe in their adult lives; and through educating children of the importance of their wellbeing today and in the future. Alongside this, our Culture of Opportunity offers a range of activities for our pupils to explore, offering skills for their future, such as P2P gardening and cooking club and Forest School activities.
During termly SEND meetings, SMART targets are created with preparation for adulthood in mind, alongside academic targets, to ensure that provision supports pupils' long-term goals, specific to the pupil's need.
9. Ensuring that children and young people with SEND attend good and outstanding schools and colleges, including special schools and colleges where appropriate.

Archbishop Cranmer is an Outstanding primary school, with an 'Excellent' SIAMs rating. Where pupils with SEND apply for school places at our school, care and support are carefully considered when completing ICDS consultation paperwork to ensure that placement for that individual meet the needs of the pupil to ensure that they have access to the best care for their progress.

10. Allocating resources using processes that are simple, fair and transparent.

Resources such as Teaching Partners are allocated based upon pupil-need and class size, where Foundation and Key Stage 1 classes are prioritised to ensure early intervention and secure foundations of non-negotiables such as phonics, reading and number. Provision Maps and the PLE are monitored to ensure that provision is available to prioritise progress and gaps in learners understanding. Staff work flexibly to ensure that resources can be accessed fairly and meet the strengths of the staff member.