CRANMORE

Special Educational Needs and Disability Policy

Cranmore's Mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering the individual talents and providing for their needs within its caring Christian community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect.

INTRODUCTION

The Special Educational Needs and Disability (SEND) policy is a working document to enable the school to monitor the on-going effective decisions regarding the needs of pupils with special educational and disability needs. It will outline the aims, principles and strategies for referral, assessment, support and monitoring of pupils with special educational needs (SEN) showing due regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014 and the Equality Act 2010.

Cranmore is an Independent Catholic school that welcomes children from all religious denominations and those of none, offering education to children from Nursery to Year 11. Cranmore's Christian ethos is central in supporting a child's spiritual, personal and social development. Its prime role is to provide an excellent foundation for senior school and future life as well as fostering a positive attitude towards learning.

This policy at Cranmore takes account of the Catholic ethos of the school, its mission statement and its admissions policy. The school recognises that a child with a Special Educational Need or Disability is entitled to access a broad, balanced and relevant curriculum. However, they may require provision which differs from, or is additional to, that normally provided for other pupils. The school has a policy of inclusion if adequate provision of a teaching and practical nature can be resourced in common with all pupils.

We strive to do our best for all pupils within the constraints of the physical environment, class sizes, quality of **all** staff, financial constraints and the economic environment the pupils come from. All these constraints need to be considered considering the Mission Statement.

It is the intention of this policy document to outline how pupils with special educational needs will be identified and how their needs will be met on a collaborative basis by acknowledging the role of the Head, the Governing Body, SENDCo and Head of Progress, Senior Leadership Team, teachers, parents, outside agencies and other parties. Thus, the responsibility for meeting SEND is shared by all those involved with the education of these pupils.

The Special Educational Needs and Disability provision is coordinated through the Progress Department

and support allocated on a priority basis. Support is offered to those pupils that have been assessed either externally by an Educational Psychologist, a specialist teacher, a speech and language therapist, occupational therapist or any other professional involved in educational decision making, or internally by a member of staff of the Progress Department. Pupils will normally only be offered support if the formal process of assessing their needs has been undertaken, but on occasions it may be decided on the basis of class work and more informal testing.

Our aim is to ensure early screening, identification and reporting of learning difficulties to enable intervention in the form of appropriate remediation at the earliest possible stage without labelling a child unnecessarily.

Aims and Objectives

- For all pupils to achieve their full potential within a supportive environment where all needs are recognised and respected throughout the learning environment.

- To raise awareness and understanding of all members of staff with regard to the pupils' educational needs, taking a whole-school approach. The SEND Code of Practice 2015 says that every teacher is a teacher of SEND.

- To anticipate and make reasonable adjustments for pupils with a disability to prevent them from being at a substantial disadvantage.

- To identify at the earliest opportunity any pupil that needs additional support in order to make reasonable adjustments for their communication and interaction, cognition and learning, social, emotional, and mental health, and sensory and or physical needs.

- To involve parents, pupils, and others in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

- To work in partnership with parents, pupils and external agencies in order to provide for the child's special educational needs.

- Ensure that all pupils with SEND are able to access all core activities of the school in order to promote the highest levels of achievement.

- To make suitable provisions for any pupil who may, at some time in their education, have special educational needs.

- To promote self-worth and enthusiasm by encouraging independence at all age levels.

- To give every pupil the entitlement to a sense of achievement, promoting high expectations and aspirations.

- To set stretching targets and track pupil progress towards their targets, giving regular feedback.

- To review the policy and practical arrangements regularly to achieve best practice.

Position Statement:

The SENDCO is responsible for the delivery and provision of SEND. The Head has strategic responsibility for overseeing the provision for children with special educational needs.

Teaching and Learning

- The needs of any pupil who may have special educational needs or disabilities during, or throughout, their time at Cranmore must be addressed.

- All pupils with special educational needs or disabilities should be offered full access to the curriculum of Cranmore wherever possible.

- There is shared collaboration between school, family and external practitioners to meet the pupils' needs effectively. The knowledge, views and experience of parents form a vital part of the partnership process.

- There is a shared sense of responsibility for the education of students with special educational needs and disabilities throughout the school.

- All teachers will have high expectations of their pupils.

- The majority of pupils with SEND will be supported and make expected progress through Quality First Teaching. Where a pupil does not make expected progress, they may - in consultation with parents - move to Progress support.

- Progress support can include 1:1 or small group intervention. This is decided in collaboration with relevant teachers, parents and the pupil concerned.

- There will be careful recording of a pupil's special educational needs or disabilities, the action taken and the outcomes. There should be a graduated approach of regular assessment, planning, monitoring and review.

- The cost of additional support which cannot be provided within the context of reasonable adjustments is not included in the tuition fee and will be charged to parents where it is lawful to do so.

Access Arrangements

For pupils to qualify for access arrangements (25% extra time, rest breaks, reader, etc.) in their external and internal exams, the SENDCO reviews a range of data from standardised psychometric testing carried out by internal or external specialists, alongside ongoing evidence from their subject teachers which together paint a picture of need.

- On some occasions, the SENDCO will recommend further assessment of needs from professionals such as Educational Psychologists, Specialist Teachers, Occupational Therapists, Speech and Language Therapists, and Clinical Psychologists. The cost of such private external assessments will be borne by the parents.

- The Progress Department will undertake testing of pupils who are on the SEND register for Access

Arrangements for public GCSE exams as part of the tuition fee. This testing will be at the discretion of the SENDCO) and based on evidence of need. Testing for Access Arrangements is not a diagnostic assessment and is not as comprehensive as an educational psychologist's or specialist assessor's report and should not be seen as a substitute.

Parents/Guardians

- Parents play a vital role in the identification and support of their child. Parents and teachers will work together to support all pupils with SENDs.
- Regular communication between home and school is key. In practice, staff keep in close contact with the parents by either telephone or email and parents are free to request a meeting at any time.

Pupil Participation

- The Progress Department foster developing independent learners and a strong sense of supporting pupils in developing learning confidence.
- Pupil's views form an important part of developing IEPs. Progress Teachers encourage each child to make judgments about their own performance against those set in both the IEP and personal targets.

Admissions

- Candidates with an Educational Psychologist's report, or similar, will be required to submit copies of such papers. Information concerning the child's academic status may be sought from their present school with additional information from their parents. Before applying, parents of children with SEND are invited to send all relevant, up to date reports to the SENDCO and to discuss their child's needs with the SENDCO to ascertain if this is a suitable school for their child and if the specialisms and resources necessary are in place within the school.

- The SENDCo will inform Admissions what Access Arrangement candidates will be allocated. This will depend on the contents and suggestions in these pupils' educational reports or similar.

- Children with SEND may be accepted provisionally upon satisfactory entrance tests and an interview and/or trial day. Entrance to the school is not automatic for any pupil, and for pupils with SEND, the balance of the whole class must be considered. It is a condition of entry that a pupil is likely to thrive with the normal provision and procedures which are the custom and practice at Cranmore. Where it appears that a pupil may require special provision for any reason, the school will carefully consider the needs of the applicant. A place will be offered if the school believes that a reasonable adjustment(s) can be made to allow the applicant to join the school without any adverse effect on the educational opportunities and welfare of other pupils.

- Parents of children with SEND applying for admittance to the school must submit any relevant up to date diagnostic reports (within the last 18 months to two years) when they make their application. Failure to do so could result in the application not being considered.

- There may be circumstances in which Cranmore may not be able to fully cater for pupils with significant emotional, social, complex sensory or physical needs, severe or complex communication difficulties or behavioural difficulties.

- The school does not assess specific learning difficulties on entry to the school, or during a pupil's time with us at the school. If a formal assessment for specific learning difficulties is needed, parents

will be asked to provide this at their expense.

- If, having accepted a pupil into the school, and after reasonable efforts and adjustments on the school's part, we find that in the opinion of the Head, we cannot adequately provide for that pupil's special educational needs then the parent may be asked to withdraw the pupil.

- Admittance of pupils with other special educational needs, e.g. physical difficulties, hearing or visual impairment, medical difficulties, or speech and language difficulties, is at the discretion of the Head and will depend on the school's ability to meet the needs within the context of reasonable adjustments.

Categorisation of Pupils with SEND

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)
- physical ability

(Equality Act, 2010) 'A disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day to day activities'. 'Long term' is defined as a year or more; 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. (Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014)

Children must not be regarded as having a Learning Difficulty and/or Disability solely because the language or form of language of their home is different from the language in which they will be taught. These are regarded as pupils with English as an Additional Language (EAL).

A pupil has a learning difficulty or condition that calls for special educational provision to be made. This may cover a range of needs or concerns.

1. Communication and Interaction:

- Understanding language
- Difficulty expressing themselves
- Difficulty using social rules of communication
- Difficulties using imagination to relate to and understand others
- Conditions such as mild autism

2. Cognition and Learning:

- Learning at a slower pace
- Literacy
- Numeracy
- Specific learning difficulty e.g. Dyslexia, Dyscalculia, Dyspraxia
- Short attention span
- Difficulty in sequencing
- Difficulty in following instructions
- Difficulty in memorising
- Moderate learning difficulty
- Organisational difficulties

3. Social, Emotional and Mental Health Difficulties:

- Withdrawn
- Isolation
- Difficulty making relationships
- Underlying mental health difficulties e.g. anxiety
- Lack of self-esteem, bereavement,
- Other conditions: ADD, ADHD, Attachment Disorder

4. Sensory and/or Physical Needs:

- Vision Impairment VI
- Hearing Impairment HI
- Multi-sensory Impairment MSI
- Physical Disability PD
- Temporary Disability through illness etc.
- Weak Motor skills

Co-coordinating and Managing Provision

All teaching staff are involved in the facilitation of the school's SEND policy and are aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with educational needs. Staff have access to SEND planning documents, including Progress & Monitor Lists and SEND planning support documents.

Waves of intervention

- The waves of teaching intervention are an evidence-based model which are outlined in the 2023 Special Educational Needs and Disabilities (SEND). Interventions are delivered alongside Quality First Teaching.

- Wave 1 provisions are part of our day-to-day quality inclusive teaching.

- Wave 2 provisions are additional short-term interventions, often provided to groups of pupils with similar needs, aimed at accelerating the progress of individuals so they can 'catch up' with their peers.

- Wave 3 provisions are targeted personalised interventions, enabling each child to achieve their potential.

The following areas are the responsibility of the SENDCO for the relevant key stages/ school:

- Liaising with and advising teaching staff on SEND matter
- Defining the provision for children with SEND
- Liaison with parents and outside agencies
- Keeping the Special Educational Needs register up to date
- Overseeing the records of all children with SEND and updating files
- Managing the production of IEPs (Independent Education Plans) Provision Maps for pupils supported under Quality First Teaching or Additional Targeted Provision, and the production of IEPs (Individual Education Plans) where a pupil has an EHCP.
- The daily implementation of the school SEND policy
- Managing the staff delivering the ATP provision, i.e. 1:1 teachers, OTs, SALT etc.

The following areas are the responsibility of all individual class teachers:

- Read and act upon suggested strategies detailed in the Provision Maps and keep up-to-date with any changes made.
- Inform the TAs about their role in individual lessons and resource them with the teaching materials for their target group so they can do their job effectively.
- Deliver high quality teaching which is differentiated and personalised for individual pupils, ensuring all pupils can access the curriculum, learn and achieve.
- Track individual pupils' progress towards their goals and provide regular feedback to staff, pupils and parents.
- Liaise with the SENDCO regarding pupils with SEND or pupils causing concern.
- Attend training on SEND to continue to develop their understanding of specific learning difficulties and disabilities.
- Provide prompt feedback on pupils with SEND or pupils causing concern, when requested by the SENDCO.

Provisions for Pupils with SENDs

Initial Concern and Referral Process

- The teacher concerned about a pupil will inform the Head of Department for advice on strategies to implement in class. The Progress Department can be consulted for advice on strategies to

implement in class.

- The teacher concerned will make contact with the pupil's parents to outline some of the difficulties that they have noticed and how to support at home and what 'in School' interventions can be facilitated. A meeting should then be arranged with the parents and form teacher/subject teacher if necessary.

- The teacher concerned will inform the Progress Department of the pupil difficulties and complete an 'Expression of Concern' referral form. Unless there are special circumstances, 6 weeks of intervention must be in place before Progress support will be implemented.

- The SENDCO will add the pupil of concern to the monitor list, and should the pupil continue to cause concern after 6 weeks of planned intervention, the Progress Department will decide as to whether further support or assessment is appropriate. Some pupils may be referred to an external agency or professional for a formal assessment.

Progress Support

- The SENDCO determines the most appropriate type of support for pupils, either 1:1, or in small groups.

- Progress Teachers are aligned to specific year groups and departments. This approach ensures there is close collaboration with subject/ class teachers.

- Pupils receiving Progress lessons will have an IEP (Independent Education Plan). The plan includes short-term and long-term targets. These goals are consistently reviewed, are linked to curriculum objectives, and are drawn up in collaboration with subject/class teachers, parents and pupils. IEP meetings with parents are scheduled twice a year, in January and June. During these meetings, 20 minutes will be allocated to discuss the child's targets, progress, suggested strategies to support at home and review the nature of support.

Type of support offered

- English support
- Maths support
- Study support
- Social/ Behaviour support, including ELSA
- Speech therapy
- Occupational therapy

The Progress List

Pupils with SENDs are recorded on the School's Progress list. This list is organised into year groups and this information is shared with teaching staff. Information includes: Pupils' name, additional needs/ diagnosis, type of support pupil is receiving, name of Progress teacher supporting the pupil and Exam Access Arrangements. It also may include other relevant information about the pupil.

The Monitor List

Pupils are placed on the 'Monitor List' if they have been flagged for concern and are currently receiving 'in class' intervention, or have been discharged from Progress support. The Progress Department will review and continue to monitor these pupils termly.

Social, Emotional and Mental Health - Behavioural and Pastoral Issues

- It is the class tutor's responsibility to guide other staff on the social, emotional, mental health, behavioural or pastoral concerns of any pupil in their form. The Head of Prep, Designated Safeguarding Lead and the Deputy Head Pastoral may liaise with staff and the Head of Progress when appropriate, regarding the special needs of pupils requiring social, emotional, mental health, behavioural or pastoral support.
- It may sometimes be appropriate for external agencies to take a lead role in order to guide staff in handling a pupil's needs. Whilst we recognise that each pupil is an individual, we are mindful of the need to ensure that a pupil's behaviour does not pose a risk to themselves or others. We are also mindful that we are unable to cater for pupils whose behaviour has a detrimental effect on the educational opportunities of other pupils or whose behaviour cannot be managed by reasonable adjustments. All pupils at Cranmore are subject to the Behaviour and Discipline Policy.

Headmaster	Barry Everitt
Named Governor	Sue Walker
SENDCo & Head of the Progress	Lori Galloway (FT)
Progress Teacher	Imogen Howat (PT)
Progress Teacher	Nicky Leclezio (FT)
Progress Teacher	Hannah Marsden (PT)
Progress Teacher	Ruth Roberts (FT)
Progress Teacher	Claire Sinclair (PT)
Speech and Language Therapist	Harriet Morris

Reviewed: LG, JP, JS, TH *September 2026*
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