Cranmer Primary School

SEN Information Report

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Next review:	September 2026

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

SEN Information Report

The Local Offer from schools, settings and college

Cranmer Primary School

September 2025

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Welcome to Cranmer's SEN Information Report, which is part of the Merton's Local Offer for learners with **Special Educational Needs**. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the SEND policy.

1. How does Cranmer Primary school know if a child/young person needs extra help?	According to the **Code of Practice 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*" Children who find learning much harder than their peers can be said to have learning difficulties. At Cranmer Primary School, we cater for children with varying levels and nature of SEN (Special Educational Needs), including the four broad 'areas of need' are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health' and 'Sensory and/or Physical Needs', as well as difficulties in reading, writing and mathematics. We monitor and track children's progression through ongoing assessments and observations, so that we are able to identify potential difficulties and additional needs as early as possible in their education. Termly progress meetings are held to discuss children's development and outcomes. If a teacher identifies a potential area of concern, they will consult with the SENCO to explore the child's needs further.
2. What should I do if I think my child/young person may have special educational needs?	Parents are always informed by the class teacher if there are concerns that their child may have a difficulty that could be considered a special educational need. Following discussions with parents and the SENCO, the class teacher will create a support plan tailored to the child's needs. This plan will include specific targets and outlined personalised strategies and interventions to help the child achieve them. When a child is put on a Support Plan, they will be registered as having SEN and added to our SEN register. We ensure that appropriate support continues as the child progresses through the school, and, if needed, into secondary education.

3. How will I know how Cranmer Primary School supports my child/young person?	A child identified as having SEN will have a Support Plan, which serves as a tool to set personalised targets, outline interventions and strategies for support, and review the child's progress. Support Plans are developed by the class teacher in consultation with the SENCO and are discussed with both the parent and the child, where appropriate. These plans are reviewed and updated with new targets once per term. Parents receive a copy of each Support Plan and meet with the teacher termly to review the targets and progress. Decisions regarding specific interventions and additional support are tailored to the type and level of the child's needs. For instance, a child with challenges in reading and literacy might participate in small group phonics sessions led by a TLA. We collaborate with a range of external professionals, such as Educational Psychologists, Speech and Language Therapists, and the Language, Behaviour, and Learning Support Team. Referrals to these services are made when more in-depth advice or assessments are needed, typically when a child's attainment, progress, or development is significantly below age-related expectations over an extended period. When additional support beyond school provisions is needed, Team Around the Child (TAC) and Team Around the Family (TAF) meetings are held, organised by our Family Support Leads (FSL). During a TAC meeting, a Family Assessment Tool is completed to centralise information and advice from various services. This tool identifies the roles and responsibilities of the professional and personal networks involved and clearly outlines action points to be followed and reviewed. SEN provision is regularly reviewed by our Governors. A designated Governor for SEN meets with the SENCO and the Head Teacher to ensure the school maintains high-quality provision for pupils with SEND. This oversight helps to uphold and improve the support offered to these pupils. Through continuous assessments and monitoring of progress before, during, and after interventions, we evaluate the effectiveness of our strategies. This evaluation is conducted using assessment tools that measure the impact of interventions and guide possible next steps. Additionally, we run a variety of booster groups and classes to help children consolidate their knowledge, build confidence, or catch up to meet their expected level. These sessions are not exclusively for children with SEND, and participation does not require a Support Plan.
4. How will the curriculum be matched to my child/young person's needs?	At Cranmer Primary School, every teacher plans their lessons to accommodate and cater to children of all abilities. Tasks and activities are adapted and additional or alternative resources are provided to support those who need them, ensuring that they are able to make progress in each lesson. If a recommendation is made to provide specialist resources or equipment to improve a child's access to the curriculum, we make every effort to accommodate this need. The class teacher is responsible for all planning of any additional support required. This support is planned in conjunction with their year group TLA(s). All intervention programmes that are delivered are reviewed by TLAs and monitored by the SENCO. Any necessary changes or adaptations are discussed with the class teacher, SENCO and TLA where appropriate.

	Intervention programmes and individual support are collaboratively planned by the class teacher and TLA, who typically delivers these interventions. The SENCO will oversee this and support where necessary. Interventions are carried out throughout the school day by TLAs, while booster classes (for Year 6 pupils) are led by teachers after school hours.
5. How will Cranmer Primary School know how well my child/young person is doing?	Teachers continuously assess children's progress throughout the year using a range of methods. These include, but are not limited to, NTS assessments, spelling and times tables checks and reading running records. In the Early Years, assessment takes place through detailed observations and Baseline assessments to ensure a thorough understanding of each child's development. At the end of Key Stage 2, pupils also complete their national SATs assessments. This provides further insights into each child's academic achievements and informs transition planning to the next stage of their education. Each term, we hold dedicated assessment weeks, during which we gather accurate attainment levels in reading, writing and mathematics. This information enables teachers and leaders to track each child's progress closely and identify any areas where additional support may be needed. The data collected across the school allows us to analyse the attainment and progress of year groups, classes and specific groups of pupils, ensuring that we can monitor and respond to trends or emerging needs.
6. How will I know how well my child/young person is doing?	We believe that strong communication between home and school is key to supporting children's progress. Parent evenings are held three times a year – in October (Autumn Term), February (Spring Term), and again during the Summer Term. During these meetings, parents can book a 10-minute appointment with their child's class teacher to discuss their child's outcomes, progress, and next steps. The SENCO also offers parent evening meetings during this time and all families with children on the SEN register are welcome to book an appointment. If parents wish to discuss their child's learning or any concerns at other times throughout the year, they are welcome to arrange an additional appointment through the school office. For children identified as having SEN and who are on the SEN register, there is an additional opportunity to meet with the class teacher during the Summer Term to discuss their progress and provision in greater depth. As part of our end-of-year reporting process, parents receive a written report that outlines their child's current attainment level, along with the expected attainment for their year group. This provides clear information about how their child is progressing in relation to national expectations. Children who have an Education, Health and Care Plan (EHCP) will have a formal Annual Review meeting each year, unless they are in EYFS where they will be held once every 6 months. This meeting involves the parent, class teacher, SENDCo, and any relevant external professionals. During the review, the group discusses the child's progress towards their EHC Plan outcomes and

	whether any changes to the provision or the Plan itself are needed. Should any amendments be agreed upon, the school will inform the Local Authority to ensure the Plan remains up to date and effective in meeting the child's needs.
7. What support will be there for my child/young person's overall wellbeing?	Supporting children's wellbeing is a fundamental part of our ethos at Cranmer Primary School. We are committed to creating a safe, nurturing environment where every child feels valued and supported. Our carefully planned PSHE curriculum (Jigsaw) provides a structured framework for emotional and social development, helping children to build confidence, resilience, and strong interpersonal skills. We have a robust *Anti-Bullying* Policy in place, and any concerns are taken extremely seriously. Children are encouraged to speak to a trusted adult if they are worried about anything or to share their concerns confidentially through their classroom 'listening box.' Staff actively promote positive friendships and social interactions during play and lunch times, fostering a supportive and inclusive environment for all pupils. In addition, all staff are fully trained in Safeguarding and Prevent procedures to ensure the safety and wellbeing of every child. For children requiring additional emotional support, we offer access to our trained Emotional Literacy Support Assistant (ELSA). Beyond this, we work in partnership with a range of external agencies, including Jigsaw4U, Off The Record, Play Therapy, and Roundabout Drama Therapy. These services are available to individuals or groups both within the school setting and, where appropriate, outside of school to address social, emotional and mental health needs. Our SENCO and Family Support Leads know our learners and their families well, working closely with them to support their pastoral, medical, and academic needs. Parents are always welcome to speak with their child's class teacher if they have any concerns about wellbeing. At Cranmer Primary School, we pride ourselves on working together with families to ensure every child has the support they need to thrive.

8. How will my child/young person's personal needs or medical needs be met?	At Cranmer Primary School, we take children's medical and personal needs very seriously. Children with specific or higher-level medical needs will have an individual Health Care Plan, which is prepared by our school nurse in consultation with parents. These plans are shared with all relevant adults working with the child, including teachers and Midday Supervisors, to ensure appropriate care throughout the school day. Information about how we support children with medical conditions can be found in our *Supporting Children with a Medical Condition Policy* on our school website. We have clear, well-established procedures in place to meet individual medical needs, including the use of medical response forms, care plans and risk assessments. Additionally, our *Behaviour*, *Anti-Bullying* and *Safeguarding* policies are well developed and embedded across the school. These policies ensure that the safety and well-being of all children are actively promoted and understood by staff, families and pupils. If a child requires medication during the school day, parents are asked to complete a form giving details and consent for administration. Medication is then stored securely and administered by trained office staff. A number of our staff members are first aid trained, and there is always at least one trained member of staff available during playtimes and lunchtimes. Furthermore, where children have specific health conditions such as epilepsy or sickle cell anaemia, all relevant staff receive annual training to ensure they are fully equipped to meet those needs.
9. How will my child/young person be able to contribute their views on how things are going?	We believe it is important for children to have a voice in their own learning and support. Pupils are actively involved in setting and reviewing their own targets through their individual support plans. As part of this process, children are encouraged to share their views on what is working well for them and what they feel they still need to make further progress. Their support plans also provide an overview of their strengths, their areas of need, and the strategies used to help them succeed in school. For pupils who have an EHCP, their views are a key part of their Annual Review process. The method for gathering their views is adapted to suit the child's communication style and needs, and may include a Google Form, a questionnaire with visual support or written responses. Where needed, children are supported by a TLA to help them express and record their thoughts clearly. We also encourage pupil voice through our well-established School Council. Children are supported to share their ideas and opinions with their class representatives, who can then raise these at the Council's regular meetings. This gives pupils a structured opportunity to contribute to wider school decisions and developments.

10. What training have staff supporting my child/young person and young people with SEN had or are having?	Staff are regularly updated on the latest research, strategies, and developments to ensure that children with additional needs receive the best possible support. Throughout the year, we hold a number of INSET training sessions focused on key areas such as the support and development of literacy skills, maths, speech and language, and emotional and social skills. In addition to these, we provide specific training to help staff better support pupils with particular diagnoses, including Autism Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD). Staff are also encouraged to continue their professional development independently, with access to further training opportunities such as MSTA (Mainstream Specialist Teaching Assistant) programmes and other specialist providers. This ongoing commitment to professional growth ensures that staff are well-equipped to meet the diverse needs of all our learners.
11. What specialist services and expertise are available at or accessed by the school?	Our team includes staff with extensive training in specialist areas of special educational needs. We have strong partnerships with local mainstream and special schools and actively support our staff in updating their skills and knowledge. We also collaborate closely professionals in health and social care: ● Educational Psychology (EP) ● Targeted Mental Health Services (TAMHS) ● Child and Adolescent Mental Health Service (CAMHS) ● Merton Autism Outreach Service (MAOS) ● Virtual Behaviour Service (VBS) ● Early Years Inclusion Team ● Language, Behaviour and Learning Support Team (LBL Team) ● Merton Sensory Team ● Speech and Language Therapy (SALT) ● Occupational Therapy (OT) ● Physiotherapy ● Jigsaw4U ● Play Therapy ● Roundabout Drama Therapy ● Off The Record ● Young Carers ● Multi-Agency Safeguarding Hub (MASH) ● Education Welfare Officer ● School Nurse

	• Social Services
12. How will my child/young person be included in activities outside the classroom, including school trips?	Parents are welcome and encouraged to discuss any planned trips with teaching staff beforehand, both to gather more information and to support planning. Parents are also always welcome to attend trips to help support their child if needed. Before any trip, the leading teacher carries out a full risk assessment. This assessment considers the risks involved in travelling to and from the location, such as using public transport, as well as any potential risks at the destination itself, including the location of toilets, fire exits, and other facilities. The risk assessment is then presented to the Head of School for approval, allowing any concerns or questions to be addressed. To ensure the trip is accessible and inclusive, staff will also complete a pre-visit to the area. This visit helps teachers assess the activities on offer and plan accordingly to meet the needs of all pupils. Where necessary, staff may arrange additional or alternative provision to ensure that every child can take part safely and enjoyably. During trips, staff make sure there is an appropriate ratio of adults to children to maintain safety and provide support. Teaching staff, including teaching assistants, work closely with children to help them access activities as fully as possible. Where a child usually receives support from a Learning Support Assistant (LSA) during the school day, the LSA will remain with that child for the entirety of the trip to ensure continuity of support.
13. How accessible is the school environment?	Our Year 4, 5 and 6 building (Cranmer Court) is fully accessible and has been built in line with current regulations, taking into account the needs of people with disabilities. This building is equipped with a lift to provide access to the first floor. The ground floor of our Reception to Year 3 and ARP (Crescent) building has also been adapted to ensure accessibility, and our Nursery building has been recently renovated to further improve access for all. To support communication with families, we are able to arrange for bilingual members of staff to assist with translations during parent consultations and meetings. Where needed, the school also works with Merton's Translation Service to provide support for face-to-face translations or for translating important written documents such as reports. We work closely with NHS professionals and the Local Authority's sensory team specialists to seek advice regarding any additional equipment or adaptations needed to meet individual children's needs. Our commitment to accessibility is outlined in more detail in our Accessibility Plan, which is available to view on the school's website.

14. How will Cranmer Primary School prepare and support my child/young person when joining, transferring to a new school or planning for the next stage of education, employment or training?	At Cranmer Primary School, we carefully plan for the transition of pupils at all key points — when they first join us, as they move from one academic year to the next, when they progress through different phases of the school, and finally when they leave us to move on to secondary education. In Year 6, we liaise closely with the child's future secondary school to share important information about their needs and the provision they have received at primary school. We ensure that all relevant documentation is passed on to support a smooth handover and to help the new setting plan effectively for the child's arrival. For children with an EHCP, we hold transition review meetings where the SENCO, current Assistant Headteacher and SENCO from the future secondary or primary school is invited to attend. During these meetings, we discuss the specific details of the child's transition, which may include arrangements such as supported visits to the new school and opportunities to spend parts of the day there with a familiar member of staff. The SENCO coordinates the transition process for all pupils with EHCPs. Parents are always welcome to contact the SENCO, their child's class teacher, the Family Support Leads, or the Phase Assistant Headteacher for advice, support or to discuss any concerns regarding transition.
15. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?	The type and level of support provided for each child is carefully monitored and regularly assessed. The class teacher, support staff and SENDCO work together, alongside the child and their parents, to review whether the support in place is having a positive impact on the child's progress and overall development. Parents are fully involved in this process and have the opportunity to discuss and review their child's provision at any time, including during scheduled parent consultations. We value parental input and work in partnership to ensure that support remains appropriate and effective. To inform decision-making, the school uses a range of information, including data from pupil progress meetings and other forms of assessment, to judge the impact of the support being provided and to make any necessary adjustments.

16. How are the school's resources allocated and matched to a child/young person's special educational needs?	At Cranmer Primary School, resources are carefully allocated and matched to the individual needs of children with special educational needs. TLAs work closely with class teachers to provide pupils who require additional support with extra attention, time and resources tailored to their needs. We have a designated teacher responsible for Pupil Premium, who works alongside the Business Manager and Headteacher to ensure that funds received are appropriately allocated, monitored and evaluated to support eligible pupils effectively. For some children, the level of need may be significant, requiring a high level of individual support. In these cases, the school will work with parents to discuss whether an application for an EHCN assessment should be made. The SENCO leads on this process and is available to guide and support parents through each stage. If necessary, the school can appeal decisions made by the Local Authority that are not deemed sufficient to meet the child's needs, ensuring that every effort is made to secure the right support for each pupil.
17. How will I be involved in the discussions about and planning for my child/young person's education?	Parents are fully involved in the discussions and planning for their child's education. Parents have the opportunity to discuss and evaluate the provision for their child during parent consultation meetings. If parents wish to meet with the class teacher or the SENCO at any other point during the school year, they are always welcome to make an appointment through the school office. For children identified as having SEN, there is an additional meeting with the class teacher in the Summer term. This meeting is used to review and discuss the child's current provision and to plan for their transition into the next academic year. Parents will always be informed about any additional or different provision that is put in place for their child. We value and welcome parents' views on the support their child is receiving and encourage open communication to ensure the best outcomes for every learner.

18. How will you help me support my child/young person's learning?	Teachers communicate with parents about the areas they can focus on at home to reinforce learning. We also run specific events, such as reading workshops, to help parents learn how best to support their child's reading development at home. Teachers in EYFS, Year 1, the ARP, and some Year 5/6 classes, depending on their location, are available at the start of the school day to pass on or receive messages. Members of the Senior Leadership Team (SLT) are also present at the school gates and doors every morning and afternoon. After school, all teachers are available to speak with parents once they have safely dismissed their class. Where needed, a more thorough communication system can be established, such as the use of a home–school book. Throughout the year, we offer a range of workshops for parents, including transition meetings, reading and phonics workshops, and Maths and English courses. We always inform and discuss with parents if their child is to take part in interventions run within or outside of school hours. We carefully monitor children's emotional wellbeing through teacher and staff observations, conversations with parents, PSHE lessons, and pupil voice initiatives such as the "What I Wish My Teacher Knew" boxes in classrooms. Where a social or emotional need is identified, appropriate intervention work is undertaken, and progress is measured each half term or at the end of a programme of work. Educational progress is assessed through NTS tests, work in books, and updates from working professionals. Parents are encouraged to contribute to their child's support plans through conversations with the class teacher and can request additional meetings with the SENCO whenever needed. We also have an Accessibility Plan which is available on the school's website.
19. How can I be involved in the school more generally?	There are a number of ways parents can become involved in school life at Cranmer Primary School. The CPTA (Cranmer Parents and Teachers Association) is a group of parents who organise regular events to raise money for the school. More information about the CPTA can be found on the school's website. Parents also have the opportunity to support the school by volunteering as reading helpers. Parent volunteers are welcome to come into school to listen to children read, and can speak directly to class teachers to arrange a suitable time. In addition, parents are invited to assist with school trips and special events, such as Sports Days. We also offer regular coffee mornings, organised by our SENCO and Family Support Leads, where parents can meet informally. These are open to all parents, with a particular welcome extended to parents of looked after children, and children with special educational needs or disabilities.

20. What should I do if I am considering whether this is the right school for my child/young person?	If parents feel that Cranmer Primary School may be the right setting for their child, they are encouraged to contact the school office either by phone or via the website to arrange a visit. Further information about the school can also be found on our website. If parents have any concerns, they are able to access the school's *Complaints Policy*, which can be found on the school website under the 'Our School' section. For specific queries about special educational needs, parents are welcome to contact our SENCO directly for advice and support. Additionally, parents can seek advice from the Parent Partnership representative for Merton, who can be contacted on **0208 543 8854**. Further information about services and support available across Merton can be found through the Merton Local Offer, available online at: http://www.merton.gov.uk/health-social-care/children-family-health-socialcare/disabled-children/children-families-act.htm.
21. Who can I contact for further information?	The first point of contact for parents should always be their child's class teacher. An appointment can be arranged through the school office. If parents have a concern, are worried or want further information, there are a number of people they can contact: ● Their child's **Class Teacher** ● Their child's **Assistant Headteacher** ● Inclusion Lead - **Niamh Doherty-Gray** ● SENCO - **Danielle Willoughby** ● EYFS SENCO and ARP Lead - **Lorraine Burden** ● SEN Inclusion Assistant - **Carly Myton** ● Family Support Lead - **Genene Kerr** ● Head of School - **Elroy Smith** ● Executive Head - **Martin Roughley**