

## Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



## Our Local Offer for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	<a href="#">Cranberry Academy</a>
<b>Type of Setting</b> <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap; padding: 5px;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input type="checkbox"/> Maintained</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 100%;" type="text"/></div> </div>
<b>Specific Age range</b>	3 – 11 years
<b>Number of places</b>	308
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

## Questions from the Parent/Carer's Point of View:

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<b>Identification</b>	
<b>How will you know if my child or young person needs extra help? (IRR)</b>	
<p>Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of SEND, and there is information on the school website to support parents with this. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. A termly SEND clinic is held to ensure class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SENCO.</p> <p>After initial identification has taken place and support given, any further concerns are discussed with the school SENCO. The SENCO and Teaching Staff would then discuss these concerns with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a record of pupils requiring additional/SEND support in order to monitor the progress of these pupils, and to plan for provision across the school.</p>	
<b>What should I do if I think my child or young person needs extra help?</b>	
<p>If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCO can be contacted directly, either at the end of the school day, or via the email addresses provided on the website.</p>	
<b>Where can I find the setting/school's SEND policy and other related documents? (IRR)</b>	
<p>The school's SEND policy and other relevant policies can be found on the school website by following this link: <a href="http://www.cranberryacademy.co.uk">www.cranberryacademy.co.uk</a></p>	

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## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer ([available from www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer))

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Toe by Toe and Nessy. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Educational Psychologists, Autism specialists and Occupational Therapists. In some cases these specialists might work in school with the child, or school staff might attend therapy sessions out of school with the pupil.

Where high additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with all staff including supply teachers. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCO or the Speech and Language Therapy Teaching Assistant (SALT TA). All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers and the SENCO.

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## Teaching, Learning and Support

### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes. For those requiring provision additional to class based approaches, funding facilitates the school's "menu" of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHC Plans). The SEND budget is the responsibility of the principal and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

When children's needs are initially identified a discussion takes place between teachers, parents and pupils. At this meeting, desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.

### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays, nurture intervention room etc.) to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory services (e.g. Autism Team (CEAT); Educational Psychology Team (EP); Community Paediatricians; Speech and Language Therapy Service) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with families takes place. Contact may take the form of communication through a home school diary or a conversation with a member of staff. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are

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### Teaching, Learning and Support

held termly and via the annual school report to parents which is sent home during the summer term. For learners with SEND, personal support plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.

### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals; for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's SENCO, along with the principal and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The SENCO works closely with a cluster of schools and various outside agencies which enables opportunities for consultation and continuing professional development. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.

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## Keeping Students Safe and Supporting Their Wellbeing

### How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff via a meeting with the SENCO, which outlines any areas which could pose a risk to the pupil. Where risks are identified measures are taken to limit these. Where a significant risk is identified, a risk assessment would be carried out and/or outside agency advice sought, and if needed, plans would be put in place, such as Health Care Plan, or Safer moving and Handling plan. If required, additional support will be provided for unstructured times of the day. For any off-site visits, school adheres to Cheshire East offsite risk assessment procedures, and if necessary, individual risk assessments would be carried out and shared with parents.

### What pastoral support is available to support my child or young person's overall well-being?

#### PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer a range of interventions, both commercially published and bespoke, to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. Boxhall, PIVATS.

#### FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities, and our nurture TA is available to support pupils and families in a holistic way.

#### PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

#### BULLYING

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. KIVA is used by teachers in KS2 to support pupils in identifying and understanding bullying. It is also used by senior leaders to record and document any bullying incidents and actions taken by staff.

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## Keeping Students Safe and Supporting Their Wellbeing

### How will the setting, school or college manage my child or young person's medicine or personal care needs?

#### ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office where medication is kept in a locked cupboard. Medicine is then usually administered by a trained first aider who signs to acknowledge correct administration.

#### TOILETING

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of tools to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate, seek the advice of the continence service when meeting pupil's toileting needs. If needed, an Intimate Care Plan will be put into place and shared with parents.

#### PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. administration of Movicol or Ensure drinks given at snack time). Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

#### SHARING OF MEDICAL INFORMATION

We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents/carers and health professionals are used. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared in more detailed plans as appropriate.

#### MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible, the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.



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## Keeping Students Safe and Supporting Their Wellbeing

### TRAINING

Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seek out relevant training to address the specific needs of pupils.

### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school employs a nurture TA, who might work individually with children or might support pupils in a more holistic way (e.g. peer support etc.). We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development. Please see the positive mental health page and policy on our school website.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

**The school has specific policies for behaviour, exclusions and attendance ([www.cranberryacademy.co.uk](http://www.cranberryacademy.co.uk))**

#### BEHAVIOUR

The school has a clear behaviour policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key “trigger points” during the day; for others this may involve a “time out” arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour. We record all behavioural incidents on CPOMS, an online system which allows the member of staff to alert senior leaders and chosen members of staff. This allows the senior leaders to give actions to staff and analyse behavioural incidents. As it logs each incident in a chronological order it is used to look at patterns and to understand the behaviour and why it might have taken place. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

#### EXCLUSION

It is very rare that we would consider exclusion for any pupil. (A copy of the school's exclusion policy is on the academy's website)

#### ATTENDANCE

We take active steps to improve attendance. Our attendance officer works closely with families where attendance is of concern to find ways to improve the situation. We are also supported by the Educational Welfare Officer (EWO)

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## Working Together & Roles

### What is the role of my child or young person's class teacher?

The class teacher has the overall responsibility for pupil's learning and their day to day well- being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently.

### Who else has a role in my child or young person's education?

The principal oversees the running of the school, ensuring that all elements of a pupil's education are in place.

The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

In addition to the class teacher and SENCO pupils might come into contact with the following:

- ☐ The SENCO and nurture mentor have responsibility for ensuring the pastoral needs of pupils are met (parental consent required for regular planned contact).
- ☐ External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.

There are also a number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupils. Some of these pupils will be assigned a key worker in addition to the class teacher who will act as a hub for information about the pupil.

### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with relevant staff including supply teachers. All class teachers and relevant school staff will have access to a copy of Personalised Support Plans and EHC Plans, and there are regular opportunities to discuss the content of these.

### What expertise is available in the setting, school or college in relation to SEND? (*IRR*)

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes.

The SENCO is a specialist member of staff and holds the national qualification for SENCO. The SENCO has been on a range of SEND and positive mental health training.

The SENCO is part of the St Bart's Trust SENCO group and the Alsager Trust SEND group which provides advice and support for staff. Training is also accessed

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## Working Together & Roles

through these groups.

The nurture TA has undertaken a wide range of relevant professional development opportunities, and has an enhanced knowledge of pastoral care.

The Speech and Language Therapy TAs (SALT TA) work closely with the Speech and Language therapist to deliver personalised programs of support.

## Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

The school has close links and works with a wide range of outside agencies according to the current needs of pupils within school and the availability of support from agencies; these may include Speech and Language Therapy (SALT) Occupational Health (OT) Educational Psychologist (EP) Autism team (CEAT) Emotionally healthy schools team (EHS) and specialist outreach support.

We organise, where appropriate, multi-agency meetings to discuss pupil's needs (e.g. EHS), and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

## Who would be my first point of contact if I want to discuss something?

Your first point of contact should be your child's class teacher. The school SENCO is also available to support you in matters relating to SEND.

## Who is the SEN Coordinator and how can I contact them? *(IRR)*

The school SENCO is Natalie Kingshott. Contact details are: [nkingshott@cranberryacademy.co.uk](mailto:nkingshott@cranberryacademy.co.uk)

## What roles do your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND (Chris Vohora), and regular discussions between the SEND governor and SENCO take place to and monitor progress of pupils with SEND.

## How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council, made up of pupils who meet regularly to share the views of their peers and, in line with the Code of Practice; school ensures that, where practical, pupils with SEND are represented within this group.

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### Working Together & Roles

#### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join the PTFA who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised via school letter.

#### What help and support is available for the family through the setting, school or college? *(IRR)*

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via information leaflets. Some of our pupils travel to school by taxi. We liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.

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## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate, we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).

### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

We do have 2 upstairs classrooms in our Infant building. These classrooms do not currently have wheelchair access however no requirement is needed to access these as we have several classrooms on the ground floor.

☒

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs? ☒

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? ☐

Details (if required)

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### **Inclusion & Accessibility**

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Policy can be found on the school website. (<http://www.cranberryacademy.co.uk/>) Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication.

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## Transition

### Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

For information about entry please email the main school office ([admin@cranberryacademy.co.uk](mailto:admin@cranberryacademy.co.uk)) Who will discuss the entry process with you.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

### How can parents arrange a visit to your setting, school or college? What is involved?

We offer a range of transition visits for new reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the school SENCO / Inclusion manager so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENCO ([nkingshott@cranberryacademy.co.uk](mailto:nkingshott@cranberryacademy.co.uk))

### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

#### ENTRY

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENCO / Inclusion manager. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

#### TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work, whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local high school and work closely with the staff from there.

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<b>Additional Information</b>	
<b>What other support services are there who might help me and my family? (IRR)</b>	
The school SENCO in school (contact details available from <a href="http://www.cranberryacademy.co.uk/">http://www.cranberryacademy.co.uk/</a> ) can provide details of further support for families. Parent partnership can be accessed by following this link ( <a href="https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx">https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx</a> )	
<b>When was the above information be updated, and when will it be reviewed?</b>	
The above information has been completed in September 2014 and will be reviewed in September 2015 (and each year thereafter)	
<b>Where can I find the Cheshire East Local Offer? (IRR)</b>	
From 1 <sup>st</sup> September 2014, the Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a>	
<b>What can I do if I am not happy with a decision or what is happening? (IRR)</b>	
As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO or the principal. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found her: <a href="http://www.cranberryacademy.co.uk/our-academy/policies">http://www.cranberryacademy.co.uk/our-academy/policies</a>	
Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found within the Cheshire East Local Offer.	



