



INSPIRES MAT

Cherry Tree Academy SEND Policy & Information Report

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Being an inclusive school, Cherry Tree Academy values the uniqueness of each pupil. Our inclusivity runs through the day-to-day life of Cherry Tree Academy and through our core values which we endeavor to equip our pupils to leave school with.

- A set of spiritual and moral values – honesty, integrity and good judgement.
- A complement of basic skills – linguistic, mathematical, scientific, artistic, physical and social.
- An enquiring and discriminating mind and a desire for knowledge.
- Strong self-esteem and high personal expectations.
- Tolerance and respect for others.

We pride ourselves on ensuring all pupils have access to a broad, balanced and enriching curriculum alongside high-quality teaching. We are committed to making sure all our pupils have the chance to thrive and to meet their full potential. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act (2010).

We believe that Quality First Teaching (QFT) lies at the root of children's success in school, but we also recognise that sometimes, additional support is required to help children learn and develop academically, socially and emotionally. We involve external experts whenever necessary to improve our offer and ensure that children's needs are identified and met as quickly as possible. We similarly ensure that staff have the relevant training and support to ensure that best practice is used with regard to SEND. Teachers, support staff and the inclusion team have frequent and open communication ensuring that the school community works together to implement plans and provide for children with SEND.

At every step of this process, we aim to involve parents and families and build trusting and open relationships. It is important that we work as a team to ensure the best outcomes for all children.

Together we take pride in making a positive contribution to our school and wider community. Our aim is that all our pupils, whatever their differences and needs, are taught together in a truly inclusive school community that recognises and celebrates diversity in all its religious, social, cultural and other aspects.

3. Legislation and guidance

Our SEND Policy and Information Report meets the provisions of the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

We will assess each pupil's current skills and levels of attainment on entry, considering any reports from previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than academic, for example, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by:

- adapting our core offer
- Or whether something different or additional is needed.

In determining the types and levels of intervention for each child identified as having, or possibly having special needs, we will follow a Four Phase Pathway approach. (See Section 5.7)

All pupils identified as having special educational needs will be included on a School SEND Register available to all staff. In addition, each class teacher will have their own Class SEND Register. Both will be regularly reviewed and if necessary updated.

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 or any other professional agency. 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 an Education, Health and Care Needs Assessment will be taken at a progress review. The application for an EHCNA will combine information from a variety of sources including:

- The child
- Parents
- Teachers
- The SENDCo
- Social Care
- Health professionals.

Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an Education Health and Care Plan (EHCP). Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Following the Statutory Assessment, an EHC Plan will be provided by Essex 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 will be involved in developing and producing the plan.

Parents 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 upon, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents 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 or when a child moves on to a secondary school.

Further information about EHC Plans can be found via the SEND Essex Local Offer:

www.essexlocaloffer.org.uk

We would encourage any parent who thinks that their child has a special educational need, to come into school to meet with either the class teacher or the SENDCo. School staff can then signpost parents, offering support, advice and next steps. If you would like to meet with the SENDCo to discuss any of your child's needs, please contact the school office to make an appointment.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Miss C Young

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

6.2 The SEND trustee

The SEND Trustee will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND support

7.1 Identifying pupils with SEND and assessing their needs

At Cherry Tree Academy we will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and involving pupils and parents

Cherry Tree Academy will put the pupil and their parents at the heart of all decisions made about special educational provision. We believe that education is a collaborative process and that it is important for us to work closely with the parents as well as the children.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

So that teaching staff can keep parents up to date with their child's progress, we hold two parent consultation appointments a year and a written report will be provided by the teacher outlining their child's learning behaviour progress and next steps.

In addition to parent appointments, we also hold three meetings for children on our Special Educational Needs (SEND) Register. This meeting allows parents and teachers to meet together to discuss progress and next steps for individual children. Within these meetings, the school will also talk about the types of support we can offer your child and which interventions are in place.

If your child has an Educational Need or the new Educational Health Care Plan the school will hold an annual review meeting that is child-centred. Within this meeting, we will discuss the long-term targets and support for your child's needs. The school will always try to ensure that all other professionals involved with your child's education and health care are invited. Through these meetings we also look at appropriate provision, secondary school transition settings and adult deployment. Alongside the annual review, we will hold three additional meetings to discuss the short-term targets and child's progress at the end of each term.

All our schools have an open-door policy. Our SENDCos warmly welcome parents to book an informal meeting for an update on any concerns or queries they may have about their child's progress or experience in the school.

7.3 The graduated approach to SEN support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our system and will be made accessible to staff in a One Plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

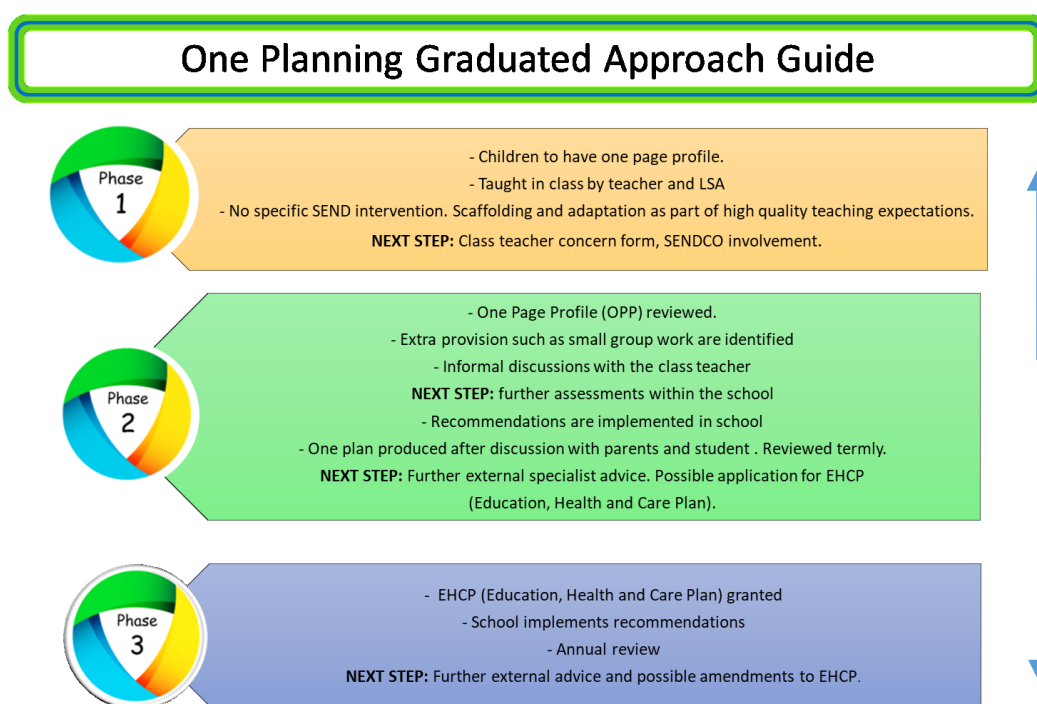
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development and in consultation with the pupil and their parents.

This cycle of action is delivered through a Three Phase Pathway of assessment and provision.



Children's SEND provision can be reduced if progress is sustained, without needing specialist support or specific interventions. Provision and progress are reviewed regularly.

Under the Three-Phase Pathway, when the school first becomes or is made aware that a child may have learning difficulties, the teacher will fill in an initial concern form, recording the particular problems that the student is experiencing. If appropriate, the class teacher will then begin to adjust their teaching to meet the child's individual needs **(Phase 1)**. We strongly believe that the key to success with all learners is inclusive quality first teaching (QFT). If the need for SEND support is confirmed, the first step in responding to a pupil's needs will be to ensure that high-quality teaching and adaptations for the individual pupil is in place.

If after this the class teacher finds that the child fails to make or makes only limited progress, a One Page Profile will be created for the child. At this stage, teachers will take a more individualised pupil-centered approach, when necessary drawing on wider teaching resources available to the school.

If the extra provision/intervention is still failing to result in progress, the SENCo will set up extra assessments and meetings will be held with the child, the parents and external agencies.

Following this, if considered necessary, a detailed One Planning document, setting out long-term outcomes for the child will be produced in liaison with all parties. **(Second Phase)**. If the child continues to not make progress with the agreed provision and interventions in place for two or more cycles of the One Planning (usually over a period of two terms), the school will seek further professional advice, and consideration will be given to applying for an Education Health and Care Needs Assessment (EHCNA) **(Third Phase)**.

It should be noted that not all students on the SEND Register will require a One Planning document.

However, all children on the SEND Register will have a One Page Profile. This will focus on the child as an individual and enable them and their parents to express their views, wishes and feelings and be part of the decision-making process.

The One Page Profile is designed to be easy for children and parents or carers to understand and uses clear ordinary language and images rather than professional jargon. It also highlights the child's strengths and capabilities.

It will enable the child and those who know them best to say what they have achieved, what interests them most and what outcomes they are seeking in the future. It will help to chart the need and set the stage, for any future provision.

The One Page Profile will be created following an informal discussion between the class teacher, the child and the family. It will be reviewed by the class teacher termly and feed into the **Three-Phase Pathway** outlined above. If a child is on the SEND Register, they and their parents/carer will be invited by the class teacher to review and if necessary, agree on changes to their One Page Profile at the end of each term.

Each class is supported by a Learning Support Assistant (LSA).

Every class teacher is responsible for every child in their class. **"We are all teachers of special needs"**. We provide a relevant, interesting and adapted curriculum to which all pupils are able to gain access; for example, by grouping, 1:1 work, teaching style, content of the lesson etc. Our teaching is also suitably differentiated, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and teaching in small steps.

7.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census, these pupils will be marked with the code K.

Education, health and care plan (EHCP)

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census, these pupils will be marked with the code E.

Where a child has an EHCP, there may be an LSA assigned for a proportion of the school week to support their learning. However, we believe that all children require independence and we do not encourage adults to be working with one individual all day, every day. We aim to promote inclusion, independence, and self-help skills.

7.5 Extra curricular activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their special educational needs or disability.

We provide access to all our school buildings by flat entrances, stairs and wheelchair ramps. We also provide disabled toilet facilities.

7.6 Supporting your child's overall well-being

Some of our pupil's experience significant social and emotional difficulties. This can affect their ability to interact socially and form and maintain relationships. It can also hamper their learning and development. A lack of self-confidence, low self-esteem, poor self-awareness and constant anxiety are serious additional issues that pupils with learning difficulties often have to overcome. We realise how important it is to give a high priority to meeting our pupil's social and emotional needs.

Our schools provide a wide variety of pastoral support, led by the Behaviour Lead, Family Support Worker/ Safeguarding Lead. As a team they are able to guide parents and signpost them to external agencies where appropriate. In addition:

- Members of staff are readily available (such as class teachers, HLSAs, the SENCO and LSA team) to work with children who need additional well-being support and mentoring.
- Some of our Upper Key Stage Two children also act as play leaders and buddies for younger pupils: supporting the well-being of their peers.
- Individual staff members receive relevant training for conditions such as diabetes, epilepsy and anaphylaxis.
- Specialists outside agencies and therapists work with some children and they will also recommend things that parents can do at home to support their child
- A zero-tolerance approach to bullying is implemented in all our schools.

Some of our pupils with SEND can display negative behaviour at times that can be harmful to themselves and others and cause disruption to lessons. We strongly believe that excluding pupils is counter-productive and

therefore it is only employed as a last resort in order to keep all students safe and secure. Our approach therefore is to:

- Identify early any behaviours that might require intervention.
- Recognise that challenging behaviour of pupils with SEND may be a sign of an unmet need
- Understand the factors that might lead to such behaviour.
- Recognise the warning signs and triggers for the behaviour
- Deploy strategies for managing the behaviour before it escalates and in a way that gives the pupil time and space to calm down, recover their composure and reflect on the circumstances that may have led to them making 'wrong choices'.
- All this information will be collated by the Inclusion team, to create a formalised bespoke Consistent Management Plans for the pupil which is shared with parents.

Around the school we have 'break out' areas which are used as safe spaces for pupils to work and help them feel safe, receive nurture time and/or regulate their emotions.

7.7 Evaluating the effectiveness of SEND provision

At Cherry Tree Academy, as well as supporting children in the mainstream classes, we are also able to provide support for children with identified needs around Speech and Language (SLCN) through our Speech and Language Enhanced Provision.

More information can be found here: <https://www.cherrytree.essex.sch.uk/speech-language-provision/>

In helping us to meet the needs of children in our schools with Special Educational Needs and Disabilities we will also draw on the Essex Ordinarily Available document. This provides an evidence-based reference for schools and other practitioners who need to check that they are doing all that could be expected to meet the needs of children with special and additional needs. It also provides clarity and consistency when deciding the level and type of support that children need. The purpose of the guidance is to build on current good practice and help schools to develop systems, skills and structures for responding to pupils' needs.

7.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Curriculum offer through subject leads (Ambition for all)
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Regular drop-ins

In order to track the progress of our SEND pupils and evaluate the effectiveness of the provision, Cherry Tree implements a rigorous system of frequent and regular assessment. Class Teachers prepare One Plans and adapt these as required throughout the academic year. These contain a personal profile of the pupil and set out:

- The type of Interventions and provision required
- Individual short and long learning outcomes
- Progress achieved

These plans are continuously reviewed and adjusted as necessary by the class teacher. The school uses its own assessment system which looks at KPIs (Key performance indicators of the National Curriculum objectives) to assess the progress of individual pupils in each year group. The school also uses the 6 Core Assessment to track the progress of pupils who have identified SEMH needs.

One Plans are reviewed at termly intervals with parents and if adequate progress is not being made, strategies are put in place to secure an improvement.

Evidence of the level of progress is gained from a range of routine tests, assessments, and teachers' observations and marking of pupil's work.

Subject leaders ensure all children are able to access the whole school curriculum offer, including those with SEND. They evaluate and analyse curriculum initiatives to ensure children with SEND are provided with the support mechanisms and scaffolds required to ensure an equitable educational offer with non-SEND peers. Children with SEND are afforded every curriculum opportunity which their peers are afforded through carefully designed provision and systems.

All EHCPs are subject to a review process at least annually, parents, pupils, the Local Authority and other agencies are able to assess and discuss progress made and consider the need for any changes to the provision. Before an Annual Review, all parties involved will be invited to supply a written report as well as being invited to attend the review meeting.

The Annual Review sets out the level and type of provision that each child needs together with expected outcomes. It identifies the progress that the pupil has made during the previous 12 months and if outcomes have not been achieved, recommends additional provisions or interventions that may be necessary.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Our teaching staff has a wide range of knowledge and expertise in the field of SEND. This includes:

- Speech and Language therapy support
- ELKLAN
- Positive Behaviour Management
- Supporting EYFS
- Zone of Regulation
- Supporting pupils with Social, Emotional and Mental Health difficulties
- Precision Teaching
- Cued Spelling
- Autism
- ADHD
- Pre-Teaching Vocabulary
- Social Communication in the Early Years.

Miss C Young is our SENDCO at Cherry Tree Academy. She holds the National Award for SEND Co-ordination and has 18 years of primary teaching experience across a range of ages and settings. She attends relevant SEND courses and meetings and facilitates/signposts relevant SEND-focused external training opportunities for all staff.

At Cherry Tree Academy we have a team of learning support assistants (LSAs), including higher level teaching assistants (HLSAs) who are trained to deliver SEND provision.

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 SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this through professional development. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities through our Performance Management regime.

SENDCOs at all schools within the Trust meet regularly to support and challenge each other. Information and best practice strategies are shared, implemented and reviewed collaboratively. Through SENDCO meetings current legislation and practice are disseminated and shared to ensure best practice within each school.

9. Links with external professional agencies

Cherry Tree Academy continues to build strong working relationships and links with external services in order to fully support 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 schools. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will inform the child's parents.

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with a wide range of organisations including:

- ASL (Allen Speech and Language)
- Essex County Council Inclusion Partner and Educational Psychologist
- Essex County Council Specialist Teachers (VI- visual, HI- hearing, PNI- physical neurological impairments).
- Essex County Council SEND Operations Team.
- Children and Families Hub
- NHS Speech and Language Therapy Team
- Family Support Service
- Occupational Therapy and Physiotherapy Team
- Community Paediatrician
- EWMHS (Emotional Well-being and Mental Health Service)
- School Nursing Team
- Local Hospitals and clinics, with regards to paediatric care
- Parent groups and forums for specialised support e.g., MAZE
- Social Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

10. Admission and accessibility arrangements

10.1 Admission arrangements

Cherry Tree Academy warmly welcome and encourage parents to come and visit our school before they complete the admissions process. We believe it is important that we are right for the child and the best way of deciding that is to come and meet us, talk to us and see what we are all about. Where a child with Special Educational Needs is joining one of our schools the SENDCO will meet with parents as well. We then meet the child and have the opportunity to discuss any worries they have.

We try to build a successful transition by organising transition visits, a transition photo book (where applicable) and by liaising with adults involved with the child's care.

When children leave the school, we do a thorough hand over to local secondary schools and with the parents' consent will share information with the new school. Staff liaise between schools to help provide the best transfer possible. Where a child has an EHCP, the SENDCO will ensure that parents and outside agencies are involved in school selection, visits and transfer.

Admissions to the alternative provision needs to be agreed by the CEO of the multi-academy trust and the Head Teacher, who will liaise with the class lead and SENDCO. If you have any questions or queries at all about admissions for the alternative provision, please contact our Head Teacher via the office on 01206 575224.

Cherry Tree Academy Admission Policy can be found here: <https://primarysite-prod-sorted.s3.amazonaws.com/cherrytreecolchester/UploadedDocument/2f5825e1-0641-4215-aa40-9c7bb818e925/new-cherry-admissions-policy-2023-2024.pdf>

10.2 Accessibility arrangements

Treating each student equally and fairly is something we at Cherry Tree Academy take great pride in. If necessary, we supply specialised equipment for specific pupils. A few examples of equipment are laptops, coloured overlays, In Print, visual timetables, larger fonts, grips, easy-to-hold scissors, and sensory aids. The SENDCO or outside agencies typically recommend these.

Our teachers at Cherry Tree Academy are able to scaffold learning for all pupils at Cherry Tree Academy and will use this alongside other equipment to ensure pupils achieve.

Specialised equipment may be supplied and funded through outside agencies such as physiotherapists or occupational therapists.

11. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher in the first instance or SENDCO. We will try to resolve the complaint informally. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about the SEND provision in our school should be made to the SENDCO in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, [SENDIASS](#).

12. Monitoring and evaluation arrangements

12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

12.2 Monitoring the policy

This policy will be reviewed by our headteacher and SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full trustee board.

13. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy and Keeping Children Safe in Education 2023
- Complaints policy

Essex County Council sponsors the MAZE approach as part of its 'Local Offer'. This is a Specialist Parenting Programme for parents of children with additional needs including SEND, ASD, ADHD, ODD, GD, either with or seeking a diagnosis. The programme runs for 10-12 weeks on a termly basis and is supplemented with monthly drop-in sessions. A range of external support agencies contribute to the programme and can also provide useful support and advice to families.

Contact details for MAZE are Email: themaze@btinternet.com Tel: 07708 873023.

Essex County Councils 'Local Offer' Website provides information of a range of support groups for parents of pupils with additional needs.

[Parent/Carer Support Groups in Mid Essex - Essex Local Offer](#)

“SNAP (Special Needs And Parents) is a registered charity (No.1077787) that helps Essex families with children and young people who have any special need and disability. Their aims are to inform, encourage and support parents, so that they can grow in strength and knowledge and become better equipped to give the best possible help to their children. They do this by providing various services the details of which are given on this website.”

www.snapcharity.org

SEND Information, Advice and Support Service (SENDIASS) Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND).

It is free, easy to access and confidential. To read more about our impartiality, please see our [further information page](#). It offers information, advice and support to:

- Children and young people (up to 25 years) with SEND
- Parents and carers of children with SEND
- Practitioners (who might support children, young people or parents to access our service) Referrals can be made by a parent/career/child/young person themselves or anyone who has their permission. For more information about this service, please see [CYP page](#)

SENDIAS can help by:

- listening to your concerns and explaining what options are available
- explaining how education settings can support children and young people with special educational needs/a disability
- giving you information about what the law is and what your choices are, to help you make your own decisions
- supporting you when required at meetings and helping you to get your views across
- finding voluntary groups and other agencies that can also support you, with the help of the Essex Local Offer
- guiding you through the Education, Health and Care Needs assessment process
- supporting you in discussions with education settings and the local authority where a child or young person is at risk of exclusion or has been excluded
- advise you on processes for resolving disagreements, the SEND Tribunal processes and means of redress
- consulting parents, children and young people and ensuring your views influence the development of local policy and practice for children and young people with special educational needs and disability

<http://www.essexlocaloffer.org.uk/listing/SENDd-information-advice-and-support-service/>

5.18 Who should you contact for further information about SEND support?

The Class Teacher should always be the first point of contact for parents. The Class teacher will liaise with the SENCo or Head Teacher in providing information about further support available within the school and if necessary extra support from external agencies including the local authority.

5.19 What is the Local Offer?

The Local Offer is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans." (*Section 4.1 SEND Code of Practice, January 2015*).

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up to date information about the available provision and how it can be accessed.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

If you would like further information about Essex County Council's Local Offer please follow the link below, or Google 'Essex Local Offer' and click on the Education or One Plan/EHCP tab.

<http://www.essexlocaloffer.org.uk/>