



SLCN*

Enhanced Provision Policy

*Speech, Language and Communication Needs

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Written By:	Victoria Donnelly- SENDco and Enhanced Provision Lead
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Purpose of the Policy

This policy outlines how Cherry Tree Academy's SLCN Enhanced Provision operates, including admissions, suitability criteria, staffing, therapy integration, progress monitoring, and our partnership with parents, the Local Authority and partnership schools.

It should be read alongside our SEND Policy and SEND Information Report, which outline our graduated approach, legal duties and wider inclusion arrangements.

The Enhanced Provision aligns with and contributes to the Essex Local Offer, in line with Section 4.1 of the SEND Code of Practice, ensuring families can clearly understand the support available locally.

This policy is fully consistent with the Cherry Tree Academy SEND Information Report, ensuring transparency and alignment across all statutory SEND documentation.

Legal and policy framework

Our Enhanced Provision operates within the statutory framework of the SEND Code of Practice (2015), the Children and Families Act 2014, the SEND Regulations 2014, and the Equality Act 2010. It also reflects Essex County Council processes, including panel arrangements, and draws on the Essex Provision Guidance Toolkit to ensure need is well matched to provision. These duties and references are set out in our Trust SEND Policy and school SEND Information Report.

Vision and principles

Our vision and principles for the Enhanced Provision are:

- Language and communication underpin learning, relationships and wellbeing. We aim to maximise each child's communication potential within a language-rich mainstream environment.
- Provision is evidence-informed and inclusive, ensuring that pupils learn within their mainstream classroom and receive the specialist support they need to access the curriculum successfully.
- Therapy is integrated into everyday teaching and routines so that skills are practised naturally across the school day.

Enhanced Provision offer

Cherry Tree Academy hosts 10 LA-funded SLCN places: 5 EHCP places and 5 Early Intervention places. Pupils remain part of their mainstream class and access a tailored package of specialist support and integrated therapy.

The specialist inputs provided through the Enhanced Provision include:

- Speech and Language Therapy: Regular sessions delivered by a qualified therapist; therapy targets are reinforced daily by trained staff in class. For Early Intervention pupils, the current

model provides a minimum of two therapy sessions per week. EHCP pupils receive provision in line with their plan.

- Trained staff: Teachers/LSAs are ELKLAN-trained; consistent use of visual supports (e.g., Communicate in Print, visual timetables, Colourful Semantics) and Makaton as appropriate.
- Integrated access: Pupils learn within their mainstream class; strategies recommended by Speech Therapist are embedded across lessons, transitions and routines.

Suitability and needs we can meet

Our Enhanced Provision is **specifically designed** for children whose primary and significant barrier to learning is speech and/or language, and who are able to access learning within their mainstream classroom with appropriate specialist support.

To be suitable for the Enhanced Provision, pupils must:

- have Speech, Language and Communication Needs (SLCN) as their primary need (e.g., developmental speech sound disorder, receptive/expressive language difficulties, Developmental Language Disorder);
- be able to learn within their mainstream classroom with reasonable adjustments and specialist strategies;
- be able to engage in and benefit from regular, targeted speech and language therapy, with daily reinforcement of therapy targets within class;
- show the potential to make progress through integrated therapy and a language-rich mainstream environment.

The Enhanced Provision is **not suitable** for pupils whose needs mean they:

- cannot access learning in a mainstream classroom, even with reasonable adjustments;
- require continuous or significant 1:1 support to engage safely or meaningfully in learning (unless clearly and specifically stated in an EHCP);
- have complex or multi-factorial needs where SLCN is not the primary barrier to learning;
- present primarily with social communication differences/Autism, where needs such as flexibility, sensory processing or regulation require a specialist ASC pathway;
- have moderate, severe or profound learning difficulties requiring a curriculum that cannot be delivered meaningfully within the mainstream classroom.

Focusing the Enhanced Provision on pupils whose primary need is SLCN, and who can access learning within their mainstream classroom, ensures that specialist speech and language support is targeted, integrated and effective. This alignment maintains high-quality therapy, promotes inclusion in the mainstream environment, and supports transparent, accurate placement decisions in line with Essex expectations and the purpose of a specialist SLCN resource.

Admissions

EHCP places:

- The pupil's primary need in the EHCP must be Speech, Language and Communication Needs.
- When an EHCP is issued or reviewed, parents may name Cherry Tree Academy's Enhanced Provision as their preferred setting. The LA (North Essex Statutory Assessment Service) consults the school, which considers suitability based on the EHCP and supporting evidence and responds with reasons if the placement is not appropriate.

Early Intervention Scheme (EIS)

- For pupils without an EHCP who require short-term specialist support to address significant speech sound disorder/SLCN in Reception or Key Stage 1.
- Referrals may be made by Speech Therapists, SENDCos/Headteachers or Essex Inclusion Partners, and must include a recent Speech and Language Therapist's (SaLT) report and evidence of ongoing SaLT involvement.
- **Eligibility: no EHCNA in progress, agreed or under appeal;** a clear expectation that with up to six terms of targeted therapy the pupil can progress towards age-related expectations and return fully to their partnership school.

Panel process

All referrals for the Enhanced Provision—both EHCP consultations and Early Intervention placements—are considered exclusively by the Local Authority (LA) SLCN Panel. **The school does not make admissions decisions independent of the panel.**

The panel is a multi-agency group made up of representatives from a range of schools across Essex, alongside Local Authority professionals. This collective approach ensures that decisions draw on broad expertise and reflect the needs and capacity of the wider locality.

Typically, the panel includes:

- representatives from several Essex schools- SENDCO and Provision Lead Teacher;
- a Speech and Language Therapist (SaLT);
- the LA SLCN Strategy Lead or representative;
- Inclusion Partners;

When reviewing a referral, the panel carefully evaluates the following factors

- whether SLCN is clearly evidenced as the child's primary need;
- whether the pupil can access learning in the mainstream classroom with specialist support;
- alignment between the child's profile and the intended purpose of the Enhanced Provision;

- the child's potential to benefit from integrated therapy and a language-rich mainstream environment;
- in the case of Early Intervention, evidence of recent and ongoing SaLT involvement.

How decisions are made:

- The panel reviews the full referral documentation (SaLT reports, school evidence, observations where available, and any additional professional input).
- Decisions are made collectively based on the match between the child's needs and the nature of the Enhanced Provision.
- The panel may: **offer a place, decline a place, or request further information** before making a decision.
- The school is then informed of the outcome; the school is **not the decision-maker**, but provides professional input to support the panel's deliberations.

When reaching a decision, the panel follows a clear, structured process to ensure fairness and consistency:

- The panel reviews the full referral documentation of all pupils that have been referred (SaLT reports, school evidence, observations where available, and any additional professional input).
- Decisions are made collectively based on the match between the child's needs and the nature of the Enhanced Provision.
- The panel may: offer a place, decline a place, or request further information before making a decision.
- The referrer and the pupil's parents are informed of the outcome within 48 hours of a decision being made.

Dual registration and the Early Intervention Scheme (EIS)

Pupils accessing the Enhanced Provision on the EIS may be dual-registered, with Cherry Tree Academy as the *temporary education setting* and their partnership school remaining their primary school of roll.

The partnership school is responsible for:

- maintaining the pupil on roll and updating all statutory records;
- making a daily phone call to Cherry Tree to confirm the pupil's attendance status;
- receiving weekly attendance information and responding promptly to concerns;

- attending all review meetings (One Plan reviews, transition planning and any urgent review requests);
- providing all information, reports and evidence required for statutory assessments, including co-producing paperwork and meeting LA deadlines;
- where the pupil has attended the Enhanced Provision for the full academic year prior to a statutory assessment, deciding either that Cherry Tree Academy will complete the assessment and share the results or that a home-school staff member will attend and contribute;
- contributing professional insight to discussions on progress, next steps and reintegration planning;
- providing a short-term alternative means of attendance (up to 4 weeks) if transport fails, ensuring the pupil can still attend Cherry Tree while transport is rearranged; during this period, Cherry Tree will share SaLT resources and deliver virtual therapy sessions;
- engaging in an urgent placement review if transport difficulties persist beyond 4 weeks, as the placement cannot remain viable without consistent attendance;
- supporting a planned and managed return to the partnership school prior to the placement ending.
- Paying a termly invoice equivalent to the value of Universal Infant Free School Meals funding and, where applicable, Pupil Premium Grant, plus an additional £200 per term, to contribute towards the specialist resources, materials and enhanced communication support used during the placement.
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Cherry Tree Academy is responsible for:

- delivering the daily educational and therapeutic programme;
- informing the partnership school of any safeguarding concerns on the day they occur;
- sharing progress information regularly with the partnership school;
- completing statutory assessment paperwork, evidence gathering and reporting when requested by the partnership school, ensuring all information is submitted within required LA deadlines;
- facilitating statutory assessment tasks on site when the partnership school sends a staff member, including access to work samples, observations, SaLT input and suitable assessment spaces;
- coordinating review meetings and maintaining structured communication with parents and the partnership school;
- advising the partnership school when reintegration planning should begin;
- working proactively with the LA, partnership school and transport providers if transport difficulties arise, to reinstate transport as quickly as possible and keep any time away from the Enhanced Provision to an absolute minimum;

- offering short-term outreach support while transport is being rearranged, ensuring continuity of communication targets and specialist approaches alongside virtual SaLT sessions;
- notifying the partnership school and LA immediately if transport barriers or attendance patterns risk impacting the viability of the placement.

This partnership model ensures responsibilities are clear, balanced and cannot be disputed by either setting.

Induction, transition and exit for dual registered pupils

The following arrangements ensure pupils settle well, progress effectively and transition smoothly out of the provision when appropriate:

- **Induction:** Families and the partnership school visit; pupils are offered settling sessions.
- **Ongoing placement review:** Progress is reviewed termly through One Plan/APDR cycles.
- **Planned exit and transition:** For EIS pupils, at least half a term's notice will be provided prior to a planned return to the partnership school. Parents and the partnership school will work with Cherry Tree Academy to create a personalised transition plan, agreed during a One Plan meeting. This plan will include at least one transition visit to the partnership school before the full-time return, with the option for additional visits on a staggered and gradually increasing basis, depending on the pupil's needs. All parties will contribute to the transition plan, and the partnership school will prepare appropriate support to ensure a smooth reintegration.
- **Unplanned early end to placement:** In rare and exceptional circumstances—such as urgent safeguarding concerns, a significant and unforeseen change in the pupil's needs, or the placement no longer being appropriate—an unplanned early end to placement may be required. This decision will only be made following an urgent multi-agency review involving parents/carers, the partnership school and Cherry Tree Academy. Where circumstances allow, a short, supported transition period will be planned during the review meeting. However, in some cases a transition period may not be possible, depending on the nature of the issues that have led to the early end of placement.
- **Outreach on return to partnership school:** Once the pupil has returned full-time to the home school, Mrs Donnelly will provide Outreach advice for one term; after this, any further support would require a formal Outreach request.

Transport

For admissions purposes, pupils attending the Enhanced Provision (EHCP and EIS placements) are regarded as attending a specialist/enhanced provision and may be eligible for Local Authority transport if they live more than 2 miles from Cherry Tree Academy. Transport is not automatic and

must be applied for by the parent/carer with support from Cherry Tree or the pupil's partnership school.

If transport arrangements fail, the partnership school must support the pupil to attend their setting for up to 4 weeks while alternative transport is arranged. During this temporary period, speech therapy resources will be shared and virtual SaLT sessions will take place, ensuring continuity of specialist support.

If transport issues are likely to continue beyond 4 weeks, an urgent placement viability review will be triggered, as attendance is essential for pupils to access the statutory therapy and specialist teaching provided by the Enhanced Provision.

Staffing and Roles

The Enhanced Provision is delivered by a trained, coordinated team with clearly defined responsibilities:

- **SENDCo / SLCN Lead:**

Mrs Victoria Donnelly

Strategic oversight, admissions liaison, caseload review and quality assurance.

- **SaLT:**

Mrs Alice Greenwood (Jessica Allen Speech & Language)

Assessment, therapy, review of targets, staff training, reporting.

- **Class Teachers:**

Inclusive teaching, integration of SaLT strategies.

- **LSAs:**

Mr Charlie Cantwell and Miss Chloe Barlow

Daily practice, small-group/1:1 reinforcement.

- **FLO:**

Miss Alex Symonds

Supports strong communication between home and school, attendance and wellbeing

Parent Engagement

Parents play a vital role in effective partnership with the school; their active engagement is essential to the success of the Enhanced Provision. Parents are responsible for:

- ensuring their child attends regularly and punctually,
- reporting all absences directly to Cherry Tree Academy on the morning that they occur;
- engaging in regular communication with Cherry Tree Academy, sharing relevant information promptly to support the child's progress and wellbeing;

- attending all review meetings (including One Plan reviews, transition meetings, urgent reviews and any statutory assessment meetings as required);
- supporting the use of SaLT strategies at home, following advice from SaLT, the class teacher and the SENDCo to reinforce communication targets;
- contributing to planning for transitions into, within and out of the Enhanced Provision;
- attending and supporting their child with transition visits when returning to the partnership school or moving to a new setting;
- working collaboratively with all professionals if concerns arise about progress, attendance, wellbeing or placement suitability;
- sharing updates regarding any change of circumstances (e.g. health, home life, medical, external agency involvement) that may impact attendance, communication, or access to provision;
- applying for, and renewing, transport through the Essex County Council Home-to-School Transport Service, using the online application portal available via the Essex County Council website.

Curriculum access and classroom practice

Our approach ensures pupils can access learning meaningfully and consistently within their mainstream classroom:

- Teachers adapt language and instructional demands.
- Therapy strategies are embedded in lessons.
- Independence is promoted.

Assessment, recording and review

Assessment processes ensure progress is monitored rigorously and provision is adapted in accordance with statutory duties under the Children and Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice (2015):

- Baseline assessments are completed on entry, including SaLT assessment, observation of functional communication, and curriculum assessments, to establish starting points and ensure provision is matched to identified need.
- Communication and curriculum targets are set collaboratively through the Assess–Plan–Do–Review (APDR) cycle, as required under the SEND Code of Practice, informed by SaLT recommendations, teacher assessment and parent contributions.
- Ongoing formative assessment takes place across the school day. Teachers and LSAs record evidence of progress through observation notes, work samples and monitoring of communication behaviours to ensure provision remains appropriate and responsive.

- SaLT review cycles provide updated assessments, progress commentary and revised targets which are integrated into classroom practice, ensuring the child's provision reflects current need.
- Termly APDR reviews evaluate the effectiveness of provision, identify next steps and ensure adjustments are timely. Records are maintained in line with statutory guidance and shared with parents *and the partnership school (for EIS pupils)*.
- Provision mapping is used to record interventions, SaLT programmes, frequency and impact, enabling leaders to evaluate effectiveness and ensure provision meets duties under the Equality Act 2010.
- Documentation, including One Plans, SaLT plans and review notes, is maintained to a high standard and shared in accordance with statutory requirements on information-sharing, safeguarding and SEND processes.
- For pupils with an EHCP, Annual Reviews are carried out as required by the SEND Regulations 2014, evaluating progress towards outcomes and ensuring provision remains appropriate. Contributions from SaLT, school staff, parents *and (where relevant) the partnership school* form part of the statutory record.
- For EIS pupils, assessment information informs decisions about reintegration to partnership school, continued suitability of the placement and whether the pupil may require a request for an Education, Health and Care Needs Assessment (EHCNA).
- Leaders use assessment information to ensure provision remains evidence-based, lawful, inclusive and aligned with statutory duties to meet pupils' identified needs.

Safeguarding, wellbeing and attendance

We apply our Trust policies for Safeguarding/Child Protection, Attendance and Behaviour, recognising that pupils with SEND may face additional vulnerabilities and barriers.

For pupils accessing the Early Intervention Scheme (EIS), attendance must be at least 96% for the placement to be fully beneficial, as consistent attendance is essential for pupils to access integrated SaLT provision, daily practice and the enhanced communication environment.

The Enhanced Provision works closely with families, SaLT and external partners to support wellbeing, regulation and positive inclusion.

Complaints and disagreement resolution

While we hope that concerns or complaints do not arise, the following procedures outline how any issues will be managed between parents, partnership schools and Cherry Tree Academy:

- **Parent concerns:** Concerns raised by parents should be directed initially to the class teacher or SENDCo. Formal complaints follow the Trust Complaints Policy, and parents can access impartial advice through SENDIASS.

- **Concerns raised by the partnership school:** Complaints or concerns raised by the partnership school regarding Cherry Tree Academy will be addressed promptly through professional dialogue between senior leaders (typically the SENDCo and Head of School). Cherry Tree Academy will work collaboratively with the partnership school to resolve issues at the earliest opportunity to ensure the child's needs remain central.
- **Concerns raised by Cherry Tree Academy:** If Cherry Tree Academy has concerns regarding the partnership school's fulfilment of responsibilities during a dual-registered placement, these will similarly be raised with the partnership school's senior leadership. Both schools will work collaboratively to resolve issues at the earliest opportunity to ensure the child's needs remain central.
- **Escalation:** Where a resolution cannot be reached, the matter may be escalated for advice or mediation, from Inclusion Partners, in line with statutory processes.

Monitoring and evaluation

Effectiveness of the Enhanced Provision is monitored through ongoing and structured review processes to ensure provision remains aligned with statutory duties and continues to meet pupils' identified needs. Monitoring includes:

- Termly evaluation of pupil progress through the APDR cycle, including SaLT updates, communication targets and classroom impact.
- Quality assurance activities, such as learning walks, observation of communication strategies in practice, review of intervention delivery and scrutiny of documentation.
- SaLT liaison and joint monitoring, ensuring therapy recommendations are embedded in classroom practice and progress is reviewed collaboratively.
- Stakeholder feedback, including views from pupils, parents, *partnership schools (for EIS pupils)* and staff, gathered through review meetings and structured discussions.
- Data and evidence reviews, including analysis of attendance, communication progress, *reintegration outcomes (for EIS)*, and the effectiveness of targeted interventions.
- Annual evaluation of the provision by senior leaders and Trustees, considering statutory responsibilities, outcomes, and areas for further development.
- Ongoing staff development, informed by monitoring outcomes, to ensure staff maintain the skills required for high-quality SLCN practice.

Links to related policies

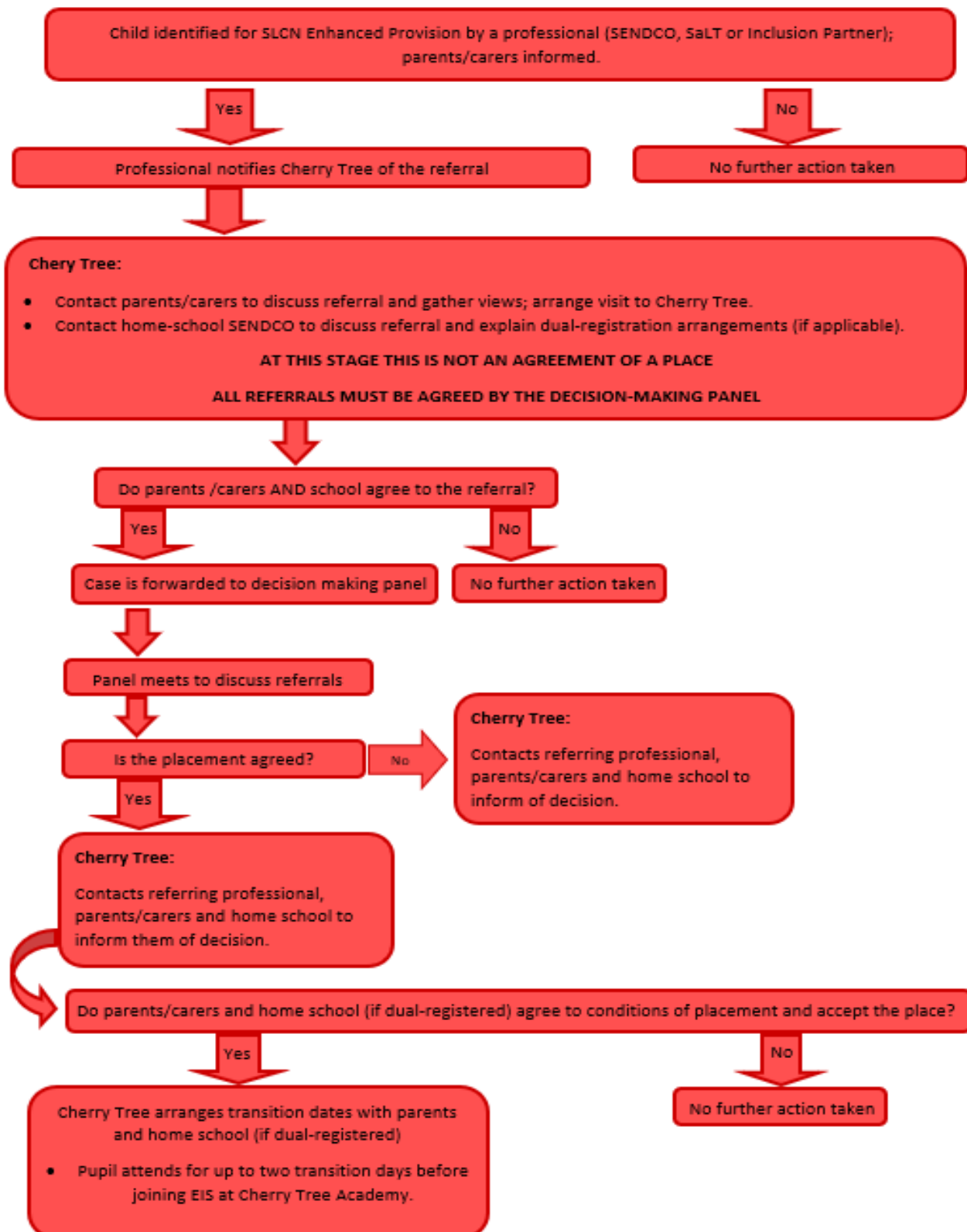
The following documents support and complement this policy:

- SEND Policy (Trust)
- SEND Information Report (Cherry Tree Academy)
- Accessibility Plan

- Behaviour Policy
- Safeguarding/Child Protection
- Attendance
- Admissions
- Complaints

Appendix A

Early Intervention Scheme (EIS) referral process



Appendix B

Dual-Placement Agreement

Partnership Agreement

This agreement is between Cherry Tree Academy SLCN Resourced Provision and XXXXX School (Partnership School) to support the speech, language and communication needs of CYP.

The SLCN Resourced Provision at Cherry Tree Academy will: -

- Share information with the Local Authority about CYP 's placement via the SEND Ops team.
- Work collaboratively with all involved to support the speech, language and communication needs of the child who is placed at name of provision, including assessment, monitoring progress, and attending relevant meetings.
- Offer parents/carers advice, support and training.
- Arrange Termly Review Meetings where resourced provision staff, school staff and parents will meet to discuss what is working well for CYP and future targets.
- Report any absence or attendance concerns to the partnership school.
- Record and report to school and parents/carers of any safeguarding concerns or other relevant information.
- Support the partnership school by providing coaching and training as necessary.
- Share relevant outreach support, information and resources with staff from partnership school to support CYP on returning.
- Arrange transition visits for CYP to return to partnership school when ready to do so.
- Invoice Cherry Tree Academy termly for the sum equivalent to Universal Infant Free School Meals and PPG (if relevant) funding plus £200 per term

The Role and Responsibilities of the Partnership School

- Senior Leaders have an expectation and commitment for change - within their own school context.
- To be fully engaged as partners with name of resourced provision school during the placement, including commitment to the outcomes of the child and their reintegration back to school

- To commit to a range of staff (SLT, teachers, LSAs) visiting the pupil while on placement to learn from and about the provision to ensure shared practice and long-term sustainability of the intervention. Times to be agreed.

Partnership school understand their responsibility and duty to:-

- Be responsible for recording attendance. This will happen by contacting Cherry Tree Academy by 9.30am each day to check that CYP is in school and entering the code “B” on the school register.
- Register CYP outcomes for all data collections (GLD, Phonics Screening etc)
- Authorise a suspension should this be deemed appropriate.
- Attend Termly review Meetings for CYP at the provision.
- Arrange for an appropriate member of staff to spend one morning per half term with CYP at the provision.
- Ensure appropriate discussions are held with the SLCN Resourced Provision before making any request for statutory assessment and ensure that the Resourced Provision is alerted to any request for statutory assessment made by the parents.
- If there is a complication with regard to LA commissioned transport, the partner school will be willing to find a solution so that the child doesn't miss their education – this could be the child attending the partner school for an interim period of time.
- Pay a termly invoice for the sum equivalent to Universal Infant Free School Meals and PPG (if relevant) funding plus £200

There will regular reviews of progress so that the transition progress is always planned and in line with the intervention being time limited

The Role and Responsibilities of Parents and Carers

- Engage in the support being offered and trust the ethos and approaches at Cherry Tree Academy
- Engage with support/training and be open to making changes at home in line with advice.
- Attend the termly review meetings and share relevant information as and when required.
- Ensure your child arrives at Cherry Tree Academy on time.
- Ensure that they are picked up at the end of the session from school on time. Any alternative drop-off and pick-up arrangements must be agreed in advance with the Cherry Tree staff.
- Inform the school of any absence each morning by phoning the office on 01206 575224 before 9am.

- Should the pupil need collecting early (illness, incident, accident) parents/carers will be expected to collect their child.
- Ensure your child wears appropriate school uniform.
- Accept the view of provision that CYP is ready to return to the partnership school and participate in the transition process.

Placement Cessation

- Provide a place for CYP for as long as the intensive support is appropriate

Cherry Tree Academy Team			
I agree to Cherry Tree Academy fulfilling the roles and responsibilities as outlined in this Partnership Agreement.			
Signed:		Date:	
Role:			

Partnership School			
I agree to my school fulfilling the roles and responsibilities as outlined in this Partnership Agreement.			
Signed:		Date:	
Role:			

Parents / Carers			
I / we agree to fulfilling the roles and responsibilities as outlined in this Partnership Agreement.			
Signed:		Date:	
Signed:		Date:	