



INSPIRES MAT SEND Policy

Document Detail	
Category:	Trust
Authorised By:	Board of Trustees
Status:	Approved
Date Approved:	March 2025
Next Review Date:	Annually – March 2027
Template	The Key – approved by Forbes Solicitors, January 2026

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1. Aims and objectives

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

- Make sure our school fully implements, or wherever possible exceeds, 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
 - Help pupils with SEND make a successful transition into secondary school
 - 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

At Cherry Tree, our vision is to create an inclusive school where every pupil feels valued, respected and supported to achieve their very best. We are committed to promoting equality of opportunity in line with the Equality Act 2010, and to meeting our responsibilities under the SEND Code of Practice (2015). We work closely with pupils, families and staff to identify needs early and remove barriers to learning.

We strive to provide a safe, welcoming environment where pupils develop confidence, independence and a love of learning. Our curriculum is ambitious, enriching and carefully adapted so that every child—whatever their starting point—can make strong progress academically, socially and emotionally.

Quality First Teaching (QFT) underpins all provision at Cherry Tree. Where additional needs are identified, targeted support is implemented to enable pupils to make progress academically, socially and emotionally. External specialists are involved, as required, to ensure needs are identified promptly and provision is effective. Staff receive appropriate training and guidance to maintain best practice in SEND.

Teachers, support staff and the inclusion team work collaboratively, maintaining regular communication to plan, implement and review support for pupils with SEND.

Working in partnership with families, we aim to remove barriers to learning and help each child recognise their strengths, build resilience and believe in their potential. Our vision is for every pupil to leave Cherry Tree prepared for the next stage of their education, proud of who they are, and ready to contribute positively to their community.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 co-ordinators (SENDCOs) and the special educational needs (SEND) 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 guide for [maintained schools/academy trusts](#) which sets out governors'/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

We assess each pupil's skills and attainment on entry, drawing on information from previous settings to ensure an accurate understanding of their starting point. Teachers monitor all pupils' progress and identify those whose progress is significantly slower than peers, does not match prior rates, or widens attainment gaps. This includes progress in social and emotional development.

Slow progress alone does not mean a pupil has SEND. When considering whether special educational provision is required, we begin with the desired outcomes and the views of the pupil and their family. This helps us determine whether needs can be met through universal adaptations (Ordinarily Available; Quality First Teaching) or whether additional provision is required.

When a pupil is identified as having, or potentially having, Special Educational Needs or Disabilities (SEND), the school follows the Assess, Plan, Do, Review cycle to determine the most appropriate support. This structured approach enables staff to understand the pupil's needs, plan targeted provision, implement support, and regularly review its effectiveness.

- Pupils who require only *ordinarily available* classroom adaptations are placed on the **Monitoring Register**, ensuring these adaptations continue as they move through the school; these pupils are not included on the SEND Register as their needs are met through Quality First Teaching alone.
- All pupils receiving additional SEND support are placed on both the whole-school and class **SEND Registers**, which are reviewed and updated routinely to ensure the information accurately reflects each pupil's needs and the support in place.
- If a pupil has significant or lifelong difficulties, an Education, Health and Care Needs Assessment (EHCNA) may be requested by the school, parents, or another professional agency. This assessment is considered when a child's needs are complex or require a multi-agency approach. The SENDCo leads the process within the school by gathering information and compiling the evidence needed to support the request. This includes contributions from parents, teachers, and relevant health and social care professionals. Once the request has been submitted, the Local Authority reviews all of the evidence provided to decide whether an Education, Health and Care Plan (EHCP) is required. If the Local Authority decides that an EHCP is not required, parents have the right to appeal this decision. If an EHCP is agreed, parents may appeal the contents of the plan, including the school placement named in Section I. Once finalised, the EHCP becomes part of the pupil's formal record and is reviewed at least annually to ensure that the provision remains appropriate.

Further information is available via the Essex Local Offer: www.essexlocaloffer.org.uk

If parents/carers believe that their child may benefit from additional support linked to a special educational need or disability, they are encouraged to arrange a meeting with their class teacher and/or the SENDCo. This will be a dedicated time to share their insights about their child, explore how they are getting on in school, discuss supportive approaches, and agree appropriate next steps. During the meeting parents/carers may also be signposted to agencies who can offer further guidance where helpful. Meetings should be arranged by speaking directly with the class teacher or by contacting the school via email.

Admin email (to contact class teachers): adminche@inspiresmat.co.uk

Mrs Donnelly email: sendcoche@inspiresmat.co.uk

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	<p>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 not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <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
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>
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6. Roles and responsibilities

6.1 The SENCO

The SENCO at Cherry Tree Academy is **Victoria Donnelly (sendcoche@inspiresmat.co.uk)**

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 SEND governor 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 make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers 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, Trustees and school governors 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

6.2 The board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link trustee

The SEND link Trustees are Amanda Dove and Matthew Fuller.

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 SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO, Trustees and school governors 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, 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 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 SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 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 SEN information report
- Communicating with parents/carers 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'/carers' concerns and agree their aspirations for the pupil

6.6 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 if their child is on a one plan
- 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 parents or carers in any decisions made about the pupil.

6.7 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. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Cherry Tree 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/carers. 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.

8.2 Consulting and involving pupils and parents/carers

Cherry Tree places pupils and their parents/carers at the centre of decisions about special educational provision. We work in partnership with families and pupils to ensure effective support.

Where a pupil may require SEND provision, an early discussion is held with the pupil and their parents/carers. This ensures that:

- strengths and areas of need are clearly understood
- parental concerns are considered
- agreed outcomes are identified
- next steps are clear

A record of these discussions is kept and shared with parents/carers. Parents/carers are formally notified where SEND provision is put in place.

The SENDCo operates an open-door approach and is available to meet with parents and carers to discuss any concerns or queries regarding their child's progress or experience in school.

Pupils on the SEND register have three One Plan meetings each year to review progress, agree next steps and discuss provision and interventions. Parents and carers are involved throughout and contribute to planning and review.

An annual written report is provided by the class teacher at the end of the summer term, outlining progress, learning behaviours and next steps.

Pupils with an Education, Health and Care Plan (EHCP) have an annual review meeting. This is child-centred and focuses on long-term outcomes and provision. Relevant external professionals are invited where appropriate, and transition planning, including preparation for secondary education, is considered.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, 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 SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers 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/carers and the pupil, the teacher and the SENCO 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 management information system and will be made accessible to staff in a one plan.

Parents/carers 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 SENCO 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/carers 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 SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

All teachers are responsible for the progress and development of every pupil in their class, including those with SEND. Quality First Teaching (QFT) underpins all provision, with teaching that is well-planned, appropriately differentiated and responsive to individual need. This may include adapted teaching approaches, additional processing time, pre-teaching of key vocabulary and the use of small, structured steps to support learning.

Where a pupil's progress remains limited despite consistent QFT, a more individualised approach is implemented, drawing on wider school resources. If progress continues to be limited, the SENDCo coordinates further assessment and works with parents, the pupil and, where appropriate, external agencies to review needs and provision.

A One Planning document may be introduced where additional support is required to outline long-term outcomes and provision. However, not all pupils with identified SEND or a diagnosis will require a One Planning document.

Pupils on the Monitoring Register are supported through an Individual Provision Map. Pupils on the SEND Register typically have a One Planning document which sets out identified needs and provision. All pupils on the SEND Register have a One Page Profile, developed with the pupil, which outlines strengths, preferences and support strategies. This is reviewed termly.

Where, following at least three cycles of assess–plan–do–review, progress remains limited and needs are more complex, the SENDCo will seek further professional advice and may consider an Education, Health and Care Needs Assessment (EHCNA).

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN 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 (EHC) plan

Pupils who need more support than is available through the school's school-based SEN 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.

8.5 Speech and Language Enhanced Provision

Cherry Tree Academy hosts a specialist Speech and Language Provision for pupils with significant speech and language needs whose progress requires coordinated support from both classroom staff and specialist therapy. The provision is fully integrated into the mainstream school. Pupils remain in their class, follow the same curriculum as their peers and take part in the full life of the school.

The provision offers 10 funded places across North Essex:

- 5 Enhanced Provision (EHCP) places for pupils whose EHCP identifies *Speech, Language and Communication Needs* as their primary area of need;
- 5 Early Intervention places for pupils with complex speech sound disorders who do not meet EHCP thresholds. Early Intervention pupils must not have an EHCNA request in progress, agreed or under appeal.

Pupils within the Speech and Language Provision do not attend a separate class or unit. All teaching takes place within the mainstream classroom, with class teachers adapting language, interaction and delivery to support communication needs. Staff use consistent approaches so pupils can take part in whole-class learning alongside their peers.

Each pupil receives regular therapy sessions delivered by a qualified Speech and Language Therapist. Therapy targets are practised daily through short 1:1 sessions, reinforcement within class tasks and everyday opportunities for communication. Strategies recommended by the therapist are embedded throughout classroom routines and teaching so pupils can apply skills naturally across the school day.

Progress is reviewed frequently through classroom observation, therapy input and targeted assessments. This ensures that pupils make meaningful gains in communication while maintaining progress across the wider curriculum. Staff working with pupils in the provision receive ongoing training in speech, language and communication approaches and work in partnership with external therapists to ensure consistency and accuracy.

Leadership of the provision sits with Mrs Donnelly (SENDCo), supported by senior leaders. Admissions are managed through the Local Authority panel process to ensure places are allocated fairly and in line with countywide criteria. Parents or professionals seeking more information about eligibility or the admissions process should contact the school office.

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 Provision Guidance Toolkit. 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.

8.6 Evaluating the effectiveness of SEN provision

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

- › Tracking pupils' progress, including by using provision maps
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents/carers

In order to track the progress of our SEND pupils and evaluate effectiveness of the provision, Cherry Tree implement 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 learning targets for English/Literacy, Maths/Numeracy, Behaviours/Social and Speech and Language.
- Success Criteria for meeting these targets and
- Progress achieved

Provision plans are regularly reviewed and adapted by the class teacher in response to pupil progress. The school uses an internal assessment system based on Key Performance Indicators (KPIs) from the National Curriculum to track attainment and progress.

For pupils not yet accessing the National Curriculum, including those following the Engagement Model, assessment focuses on engagement, responsiveness and progress across the five areas of engagement. The Cherry Garden Curriculum and AET frameworks support assessment and planning for pupils with more complex needs.

One Planning documents are reviewed termly with parents and carers. Where progress is not sufficient, provision and strategies are adjusted to support improved outcomes. Progress is evidenced through a range of assessments, including teacher assessment, observations and work scrutiny.

Education, Health and Care Plans (EHCPs) are reviewed at least annually. Parents and carers, the pupil, the Local Authority and relevant professionals are invited to contribute to the review process. Written reports are requested in advance of the meeting.

The annual review considers progress towards outcomes, the effectiveness of provision and any required changes. Where outcomes have not been met, adjustments to provision or additional interventions are identified.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO 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
- Zones of Regulation
- Supporting pupils with Social, Emotional and Mental Health difficulties
- Autism
- ADHD
- Down Syndrome
- Sensory difficulties
- Little Wandle SEND programme
- AET
- EPS Maths
- Work-stations
- Precision teaching
- Thrive
- Positive handling

Some of our staff have also had training in specific medical needs such as: diabetes, Epi-Pen administration.

Mrs Victoria Donnelly is the Special Educational Needs and Disabilities Coordinator (SENDCo) at Cherry Tree Academy. She is currently undertaking the National Professional Qualification for SEND Coordination (NPQSENDCO), with final assessment due for completion in April 2026.

Mrs Donnelly has extensive primary teaching experience across a wide range of age groups and educational settings. She maintains a strong commitment to professional development, regularly attending relevant SEND courses, networks, and local authority meetings to ensure her practice remains fully up to date.

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

12. Links with external professional agencies

Cherry Tree recognises that not all pupil needs can be met through in-school provision alone. Where appropriate, the school works with external services to support pupils with SEND. The school maintains effective working relationships with external agencies to support identification, assessment and provision. Information is shared appropriately to ensure a coordinated approach and effective outcomes for pupils. External professionals may raise concerns about a pupil. These are shared with the SENDCo, who will inform parents and carers and coordinate next steps. The school seeks advice and support from external agencies as needed. The SENDCo and Family Liaison Officer (FLO) are responsible for liaising with relevant services, 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 –Provide
- 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

13. Admission and accessibility arrangements

13.1 Admission arrangements

Cherry Tree welcomes visits from parents and carers prior to admission. This provides an opportunity to meet staff, view the setting and share information about the pupil's needs and strengths. Where a pupil has SEND, the SENDCo may meet with parents and carers to gather further information and discuss provision. Meeting the pupil is encouraged where possible.

Transition arrangements are planned as required to support a smooth start. This may include visits, visual supports such as photo books and liaison with professionals involved in the pupil's care.

When pupils transfer to another setting, information is shared with the receiving school with parental consent. Staff liaise with the new setting to support continuity of provision. For pupils with an Education, Health and Care Plan (EHCP), the SENDCo coordinates transition planning and involves parents, carers and relevant professionals.

Admissions to the Speech and Language Enhanced Provision are determined through the specialist SLCN panel.

Further information is available in the school's Admissions Policy on the Cherry Tree Academy website.

13.2 Accessibility arrangements

Cherry Tree ensures that all pupils are supported to access learning through appropriate and equitable provision. Where required, specialist equipment is provided to meet individual needs. This may include assistive technology, adapted resources and sensory or physical aids.

Recommendations for equipment are made by the SENDCo and, where appropriate, external professionals. Teaching staff use these resources alongside effective scaffolding to support access to the curriculum and promote pupil progress.

Specialist equipment may also be provided through external agencies, such as physiotherapy or occupational therapy services, where appropriate.

14. 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 or SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about 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](#). Monitoring and evaluation arrangements

15.1 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/carers

15.2 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.

16. 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
- Complaints policy
- SLCN Enhanced Provision 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.

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.

[Parent/Carer Support Groups in Mid Essex - Essex Local Offer 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/>

Signpost to External Support

The Local Authority Local Offer provides information on services available across education, health and social care for children and young people with SEND, including those without an Education, Health and Care Plan (EHCP). It is designed to provide clear, accessible and up-to-date information and to ensure services respond to local needs.

Further information is available via the Essex Local Offer: www.essexlocaloffer.org.uk

Parents and carers are encouraged to access the Local Offer for details of support services, including parent groups and specialist provision.

The MAZE programme is a Local Authority-supported parenting programme for families of children with additional needs, including SEND. It provides structured support and access to advice from a range of professionals.

Contact: themaze@btinternet.com | 07708 873023

SNAP (Special Needs and Parents) is a registered charity that supports families through advice, information and support services.

Website: www.snapcharity.org

The SEND Information, Advice and Support Service (SENDIASS) offers free, confidential and impartial advice to children, young people and parents. This includes support with SEND processes, education provision, meetings and the Education, Health and Care Needs Assessment process.

Further information is available via the Essex Local Offer.