



CherryTree
ACADEMY

SEND Information Report

February 2026



Creating life-long learners!

Contents

1. Vision
1. Legislation and Guidance
2. Definition
3. Determining the level and types of provision
4. What should you do?
5. Working with pupils and parents
6. Preparing to join or transfer to Cherry Tree
7. Our approach to teaching pupils with SEND
8. Assess and review
9. Additional support for learning
10. Speech and Language Enhanced Provision
11. Expertise and training
12. Specialist equipment
13. Evaluating SEND provision
14. Pupils with SEND engagement
15. Support for well-being
16. Specialist services
17. School links
18. Support for parents
19. Who to contact for SEND support
20. Local offer
21. Complaints
22. Monitoring
23. Links to other policies

Vision

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.

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.

Legislation and guidance

Our SEND Policy and Information Report meet the provisions of the 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 and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Co-ordinators (SENDCOs) and the SEND Information Report.
- The Equality Act 2010. Further details of how we aim to meet our duties under this Act are contained in the School's Accessibility Plan published on the website. Our policy also complies with the funding agreement and articles of our association.

Definitions

A pupil is considered to have Special Educational Needs and Disabilities (SEND) when they have a learning difficulty or disability that means they need support which is additional to, or different from, the provision made for most pupils of the same age. A learning difficulty or disability may be present when a child:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability that prevents or hinders them from making full use of the educational facilities normally available in mainstream schools.

Our aim is to recognise these needs early and ensure that pupils receive the right support so they can access learning, feel confident in school, and make the progress they are capable of.

Types of provision for SEND pupils at Cherry Tree

Cherry Tree provides additional or adapted provision for a wide range of needs, including:

- **Communication and interaction** (e.g., Autism, speech and language needs)
- **Cognition and learning** (e.g., persistent literacy difficulties, dyspraxia)
- **Social, emotional and mental health needs** (e.g., ADHD, anxiety)
- **Sensory and physical needs** (e.g., visual or hearing impairments, processing difficulties, epilepsy)
- **Moderate, complex and multiple learning difficulties**

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 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.

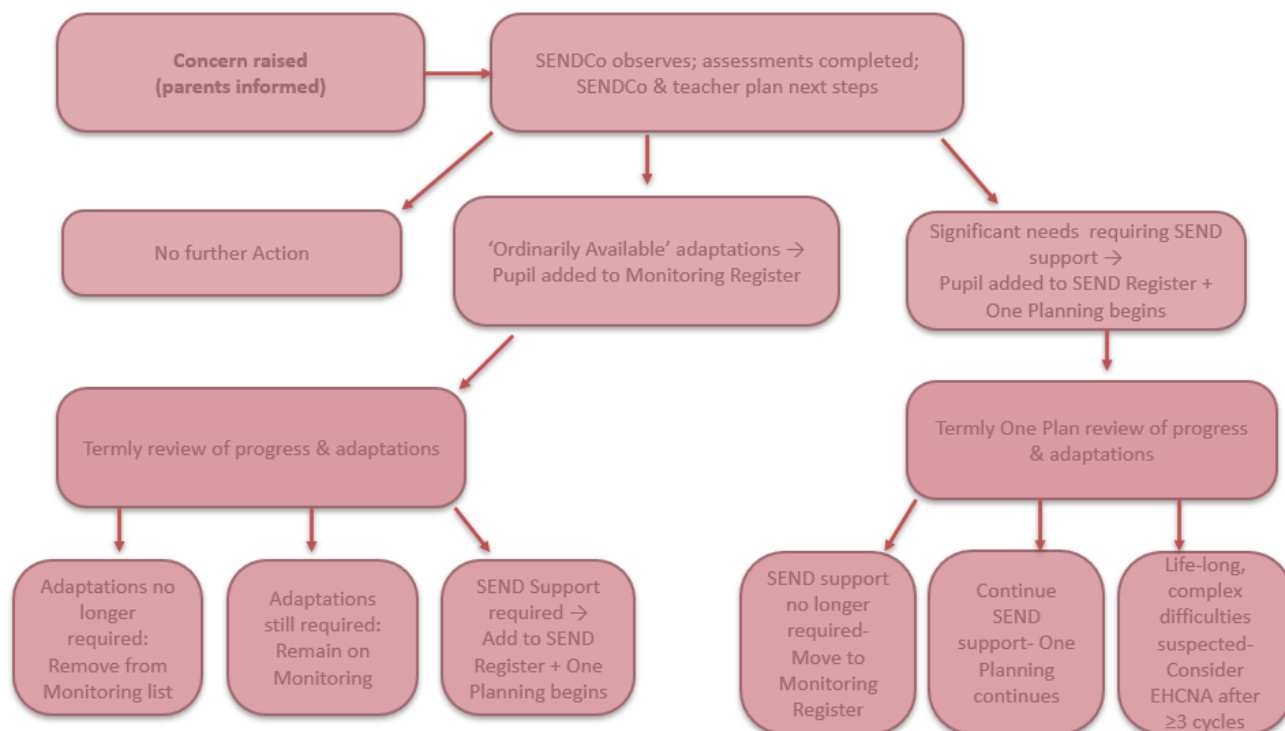
If a pupil has significant or lifelong difficulties, an Education, Health and Care Needs Assessment (EHCNA) may be requested by the school, parents, or another professional agency. This assessment is considered when a child's needs are complex or require a multi-agency approach. The SENDCo leads the 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



SEND Pathway (APDR) – Cherry Tree Academy



What should you do if you think your child may have special educational needs?

If you feel that your child may benefit from additional support linked to a special educational need or disability, you are welcome to arrange a meeting with their class teacher and/or the SENDCo. This meeting provides dedicated time to share your insights about your child, explore how they are getting on in school, discuss supportive approaches, and agree appropriate next steps together. We may also signpost you to agencies who can offer further guidance where helpful. Meetings can 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

How do we work with pupils and parents?

We value strong partnerships with parents and pupils. When considering whether a pupil may require special educational provision, we begin with an early discussion involving the pupil, their parents, and school staff. These conversations ensure that:

- there is a shared understanding of the pupil's strengths and areas where additional support may be helpful;
- parents' views and insights are fully considered;
- the outcomes we are working towards are clearly identified;
- next steps are agreed by everyone involved.

A record of this discussion is added to the pupil's file and shared with parents, who are formally notified if SEND support is put in place.

Pupils on the Monitoring Register have their individual provision map reviewed three times a year. Pupils on the SEND Register have three One Plan meetings each year, where progress, provision and interventions are reviewed in more detail and next steps are agreed.

For pupils with an Education, Health and Care Plan (EHCP), the school holds an annual, child-centred review, involving relevant professionals wherever possible, and considering long-term outcomes and transition arrangements, including from pre-school and into secondary school.

Parents are welcome to contact Mrs Donnelly to arrange an informal meeting at any point. These meetings typically provide an opportunity to discuss how a pupil is getting on in school, review any current support, ask questions, and consider whether any further adjustments may be helpful.

How do we prepare and support a child when joining one of our schools or transferring to a new school?

We encourage all families to visit Cherry Tree Academy as part of the admissions process so they can meet staff, see the school in action and understand our approach. When arranging a visit, we ask parents to let us know if their child has, or may have, Special Educational Needs or Disabilities. This allows us, where possible, to ensure that Mrs Donnelly leads the tour and can talk through any support a pupil might need should they join us. If she is unavailable at the time of the tour, she will follow up separately to discuss these details.

When a pupil with SEND is preparing to join the school, we work with families to plan an appropriate transition. This may include school visits, a personalised transition photo book, and liaison with professionals already involved in the pupil's care. When pupils move on from Cherry Tree Academy, we complete a thorough handover to receiving secondary schools and, with parental consent, share relevant information to support continuity. For pupils with an Education, Health and Care Plan (EHCP), Mrs Donnelly coordinates transition arrangements and involves parents and external professionals in discussions regarding school options, visits and next steps.

What is our approach to teaching pupils with SEND and what adaptations do we make to the curriculum and learning environment?

We aim to provide high-quality teaching and a learning environment where all pupils can participate and make progress. We recognise that some pupils require additional support, and we work to identify and reduce barriers to learning through a pupil-centred approach. Teaching strategies, curriculum adaptations and any specialist provision are based on a clear understanding of each pupil's strengths and needs and are reviewed regularly.

To support access to learning, we:

- plan and deliver a broad, balanced and appropriately differentiated curriculum;
- make reasonable adjustments and provide specialist resources where required, such as adapted seating and grouping, mobility arrangements, visual or auditory support, enlarged materials, overlays, visual software and writing aids;
- implement targeted interventions where these may help pupils progress further;
- respond promptly to pupils' care, health and wellbeing needs.

Further details of how we support access for pupils with disabilities can be found in our Accessibility Plan, which meets the requirements of the Equality Act 2010 and the SEND Regulations 2014.

For a very small number of pupils with the most significant and complex needs, the mainstream classroom can be overwhelming even with adjustments and adult support. For these pupils, we provide two mixed-age provisions with a higher adult–pupil ratio:

- Blossom – for pupils with communication-based needs who cannot access learning in the full classroom environment. Blossom offers a language-rich, practical and highly structured curriculum, personalised timetables, and access to a dedicated sensory area. Pupils join their class peers for breaktimes and PE, and may take part in selected creative activities where appropriate.
- Olive – for pupils with significant and complex language needs who require a fully personalised curriculum delivered in a small, specialist setting. Provision includes intensive interaction and targets informed by the Cherry Garden Curriculum, the AET framework, and individual speech and language plans. Pupils also have access to a dedicated sensory room and join their class peers for playtimes and, when suitable, PE.

How do we assess and review pupils' progress towards outcomes?

We follow the Assess, Plan, Do, Review (APDR) cycle to identify needs, put support in place and review progress regularly.

Assess:

Teachers draw on assessment information, previous progress, comparisons with peers and national data, alongside the views of parents and the pupil. External advice is used where already involved, or sought with parental agreement where appropriate. Assessment is reviewed regularly to ensure support remains well matched, and barriers to learning are clearly identified. In the early years, independent speech and language assessments may also be used where appropriate.

Plan:

Support is then planned in consultation with the class teacher, Mrs Donnelly, and parents, agreeing the adjustments or interventions to be used, the expected impact and when these will be reviewed. All relevant staff are informed of the pupil's needs, strategies and intended outcomes, with parents contributing at home where suitable.

Do:

The class teacher remains responsible for day-to-day provision, including group or 1:1 work. Teachers work closely with LSAs to deliver support and evaluate impact, while Mrs Donnelly provides further assessment, problem-solving and guidance as needed.

Review:

Progress is reviewed regularly, considering pupil and parent views. Provision and outcomes are then adjusted by the class teacher and Mrs Donnelly, in consultation with parents and the pupil.

Quality First Teaching (QFT) is always the starting point: high-quality, well-differentiated teaching matched to the pupil. If progress remains limited despite consistent QFT, staff take a more individualised approach and draw on wider school resources. Where progress continues to be limited, Mrs Donnelly coordinates further assessment and meetings with parents, the pupil and external agencies. A One Planning document may then be introduced to outline long-term outcomes and provision. If, after at least three full APDR cycles, progress is still limited and more complex needs are suspected, Mrs Donnelly will seek further professional advice and may begin considering an Education, Health and Care Needs Assessment (EHCNA).

Pupils on the Monitoring Register do not require a One Planning document but will have an Individual Provision Map. Pupils on the SEND Register will have a One Planning document setting out needs and provision. All pupils on the SEND Register have a One Page Profile, created through an informal teacher–pupil discussion. It is written in accessible language, highlights the pupil's strengths and what matters to them, and is reviewed termly.

Quality First Teaching:

Every class teacher is responsible for every pupil's progress. We deliver a relevant, engaging and differentiated curriculum and make reasonable adjustments as needed, which may include:

- grouping or 1:1 support; adapted seating and organisation; mobility arrangements;
- clear visual/auditory presentation (e.g., appropriate font size/colour, IWB use, sound direction, radio-aid/sound-field where used), reduced background noise/headphones, enlarged materials;
- literacy supports (e.g., overlays, Communicate in Print, writing slopes);
- scaffolded teaching (additional processing time, pre-teaching key vocabulary, reading instructions aloud, teaching in small steps).

What additional support for learning do we provide?

Where a pupil has an EHCP, support is provided in line with the provision specified in their plan. Pupils are not assigned a full-time 1:1 adult unless this is explicitly stated in the EHCP. Our approach is to promote inclusion, independence and self-help skills, with support delivered through carefully planned, evidence-based interventions. These may take place individually or in small groups, depending on need. To ensure that provision is appropriate and consistent, we draw on the **Essex Provision Guidance Toolkit**, which supports schools in identifying suitable levels and types of support and in developing systems and structures that respond effectively to pupils' needs.

Speech and Language Enhanced Provision

Cherry Tree Academy is the only specialist Speech, Language and Communication Enhanced Provision in North Essex. The provision offers 10 funded places: 5 places for pupils with EHCPs and 5 Early Intervention places for pupils, without an EHCP, requiring targeted, short-term specialist support.

EHCP places:

For pupils requiring an EHCP place within the Enhanced Provision, **the EHCP must identify Speech, Language and Communication Needs as the primary area of need**. When an EHCP is issued or reviewed, parents who would like a place in Cherry Tree Academy's Enhanced Provision should name it as their preferred setting. The North Essex Statutory Assessment Service will then consider this request and, where appropriate, consult with the school.

Cherry Tree Academy reviews each consultation carefully, using all available information in the draft or final EHCP to determine whether the provision can meet the pupil's needs. A response is then returned to the Local Authority. If the school does not agree that the placement is suitable, full reasons are provided.

Early Intervention Scheme (EIS) places:

Cherry Tree Academy offers five Early Intervention places for pupils with complex speech sound disorders who do not require an EHCP. These places provide short-term, targeted specialist support

with the aim of helping pupils make progress towards age-related expectations and reducing the likelihood of needing an EHCP later.

Referrals may be made by Speech and Language Therapists, SENDCos, Headteachers or Essex Inclusion Partners, but all referrals must be supported by a recent Speech and Language Therapy report and evidence of ongoing SALT involvement.

To be eligible, pupils must not have an Education, Health and Care Needs Assessment (EHCNA) in progress, agreed, or under appeal.

All referrals are considered at a panel meeting using the agreed criteria:

- The pupil is in **Reception or Key Stage One**.
- The pupil's **only additional need** is a developmental **speech sound disorder**.
- The pupil is already receiving **regular therapy** from a qualified Speech and Language Therapist.
- There is a clear expectation that, with up to **six terms of targeted therapy**, the pupil will make progress towards **age-related expectations** and be ready to return to their partnership school without the need for ongoing regular therapy.

Being on roll at Cherry Tree Academy does not guarantee an Early Intervention place; all pupils must go through the full referral and panel process.

Pupils from other North Essex schools may be considered for a dual-registered placement. If offered a place, they attend Cherry Tree Academy full-time for up to six terms (two academic years) while retaining a place at their partnership school. They receive regular therapy (minimum twice-weekly sessions) and are taught and supported as part of the Cherry Tree community. When the therapy team, Cherry Tree staff and parents agree that sufficient progress has been made, pupils return to their mainstream school. Pupils

Pupils, that live more than 2 miles from Cherry Tree, are treated as attending an specialist provision and will be allocated transport if an application is made.

Progress is reviewed closely. If, after around four terms, progress suggests that the pupil's speech sound disorder is more complex and may require longer-term specialist provision, Mrs Donnelly will hold a meeting, with the partnership school and parents, to discuss whether an EHCNA should be considered.

If broader or additional SEND needs become apparent and Early Intervention is no longer appropriate, an urgent One Plan meeting will be held to review the placement and agree next steps.

Further information can be found in the school's **Speech and Language Policy**.

What expertise and training do our staff have to support pupils with SEND?

Staff at Cherry Tree Academy have a broad range of training and experience in supporting pupils with SEND. This includes programmes and approaches such as:

- Little Wandle Catch-Up,
- EPS Maths, Number Stacks,
- ELKLAN,
- Speech and Language support,
- Positive Behaviour Management,
- EYFS support,
- Zones of Regulation,
- SEMH strategies,
- Precision Teaching,
- Drawing and Talking,
- Autism and ADHD training,
- Sensory Awareness
- Work-station approaches,
- Makaton, and
- Thrive.

Several staff members have also received training related to specific medical needs, including diabetes management and EpiPen administration.

We ensure staff remain up to date with current practice through ongoing professional development. Mrs Donnelly attends relevant SEND training and meetings and signposts external training opportunities for staff as needed. As an inclusive school, we recognise the importance of equipping all staff with the knowledge and skills required to meet the needs of pupils with SEND.

How does the school secure equipment and facilities?

We secure equipment and resources based on assessed individual need. When specialist equipment is required, this is identified by Mrs Donnelly or external professionals working with the pupil. Depending on the pupil's needs, we may provide items such as laptops, coloured overlays, Communicate in Print resources, visual timetables, enlarged text, writing slopes, pencil grips, adapted scissors or sensory equipment. Equipment is reviewed regularly to ensure pupils have access to the tools required to participate fully in learning.

How is the effectiveness of SEND provision evaluated?

We track the progress of pupils with SEND through regular assessment and review so that provision remains appropriate and effective. Class teachers, supported by Mrs Donnelly, create provision maps at the start of each academic year. Pupils on the Monitoring Register have a simple Individual

Provision Map (IPM), while pupils on the SEND Register use the One Planning format. These documents outline:

- the interventions and provision in place
- individual learning targets
- success criteria
- progress made

Provision Maps are reviewed regularly and discussed in detail during termly meetings with the class teacher and, where possible, Mrs Donnelly, with adjustments made as needed. The impact of interventions is also monitored termly to help determine whether support is effective.

All pupils with an EHCP have their plan reviewed at least annually. Parents, pupils, the Local Authority and involved professionals contribute to this process. The review considers progress over the previous year, evaluates whether outcomes have been met, and identifies any changes required to provision. Ongoing progress is monitored throughout the year through routine assessment and teachers' observations.

How do we ensure that pupils with SEND engage in activities available to those in the school who do not have SEND?

All extra-curricular activities and school visits at Cherry Tree Academy are available to all pupils, including before- and after-school clubs. Pupils with SEND are encouraged to take part in school trips, sports events, performances and workshops. No pupil is excluded from these opportunities because of their special educational needs or disability.

Cherry Tree Academy is a single-level site with flat entrances and wheelchair-accessible routes throughout. The school also has accessible toilet facilities to support pupils with physical or medical needs.

What support will there be for your pupil's overall well-being?

The wellbeing of all pupils and families is a priority at Cherry Tree Academy, and all staff—including the senior leadership team—are committed to providing support when it is needed. Some pupils may have social or emotional needs that affect friendships, confidence or engagement in learning. We work proactively to identify these needs and offer support early, guiding families and signposting to external agencies where appropriate.

We provide a range of pastoral support across the school. This includes:

- access to staff such as our FLO Miss Symonds, class teachers, HLSAs, LSAs and Mrs Donnelly for additional wellbeing support;

- older pupils acting as play leaders and buddies to promote positive interactions;
- staff training to meet medical needs (e.g. diabetes management, epilepsy and EpiPen use);
- input from specialist external professionals, who may also advise on strategies for home;
- a clear, zero-tolerance approach to bullying.

Some pupils with SEND may show behaviour that is unsafe or disruptive. We recognise that behaviour often reflects an unmet need and aim to identify and respond to this early. Staff are trained to:

- understand potential triggers and warning signs;
- use strategies that help pupils regulate and calm;
- prevent escalation and support pupils to re-engage safely.

Exclusion is only used as a last resort and only to maintain safety. Where needed, the senior leadership team will work with the class teacher and parents to create a Consistent Management Plan, which is reviewed regularly.

What specialist services and agencies do our schools have access to?

Cherry Tree Academy works closely with a range of external services to support pupils with SEND. Effective collaboration and information-sharing are central to ensuring pupils receive the right provision at the right time. External agencies may also raise concerns about a pupil; when this happens, Mrs Donnelly will inform parents and coordinate next steps.

We seek advice from external professionals for the identification, assessment and support of pupils with SEND. Mrs Donnelly liaises with a range of services, which may include:

- Speech and Language Therapy teams
- Essex Inclusion Partners
- Educational Psychologists
- Occupational Therapists
- Community Paediatrics and NHS services
- Emotional wellbeing and mental health services
- Family Support and Social Care teams
- School Nursing teams
- Parent support groups and specialist charities

Where a pupil is under observation or has emerging needs, focused meetings will be arranged with the relevant professionals to ensure a coordinated and timely response.

What links do we have with other schools?

Cherry Tree Academy works in partnership with other schools across the Inspires MAT. This collaboration enables us to share resources, training, expertise and good practice. We also maintain strong links with local schools that pupils may transfer to or from, ensuring continuity and a smooth transition where needed.

What support services are available for parents of pupils with SEND?

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. It offers information, advice and support to:

- Pupils and young people (up to 25 years) with SEND
- Parents and carers of pupils with SEND
- Practitioners (who might support pupils, young people or parents to access our service)

Referrals can be made by a parent/carer/pupil/young person themselves or anyone who has their permission.

SENDIASS can help parents/carers by:

- listening to concerns and explaining what options are available;
 - explaining how education settings can support pupils and young people with special educational needs/a disability;
 - giving information about what the law is and what choices are available;
 - supporting in meetings to helping get their views across;
 - finding voluntary groups and other agencies that offer support, with the help of the Essex Local Offer;
 - supporting with the Education, Health and Care Needs assessment process;
 - Providing support where a pupil or young person is at risk of exclusion or has been excluded;
 - advising on processes for resolving disagreements, the SEND Tribunal processes and means of redress
 - consulting parents, pupils and young people and ensuring their views influence the development of local policy and practice for pupils and young people with special educational needs and disability
- <http://www.essexlocaloffer.org.uk/listing/SENDd-information-advice-and-support-service/>

Who should you contact for further information about SEND support?

The class teacher is always the first point of contact for parents. They will work with the senior leadership team to provide information about support available in school and, where appropriate, will seek advice from external agencies and the Local Authority.

What is the Local Offer?

The Local Offer is the Local Authority's publication of the support available across education, health and social care for pupils and young people with SEND or disabilities, including those without an EHCP (SEND Code of Practice, 2015).

The Local Offer aims to:

- provide clear, accessible and up-to-date information about services and how to access them;
- ensure provision is responsive to local needs by involving pupils, parents and service providers in its development and review.

Further information about the Essex Local Offer can be found at:

www.essexlocaloffer.org.uk

Who do you complain to about SEND provision?

As part of our open-door approach, parents and pupils should raise any concerns with the class teacher in the first instance. The class teacher will work with other staff, including **Mrs Donnelly** and the Headteacher, where further support or advice is required.

Our **Complaints Policy** is available on request or can be downloaded from our school website.

Parents of pupils with disabilities have the right to make disability discrimination claims to the First-tier SEND Tribunal if they believe the school has discriminated against their child. Claims can relate to:

- exclusions
- provision of education or associated services
- reasonable adjustments, including the provision of auxiliary aids and services

Monitoring arrangements

This Policy and Information Report will be reviewed by our Head of School, Mr Bullivant and SENDCO, Mrs Donnelly. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Complaints
- Attendance
- Admissions

- Child Protection
- Data protection GDPR
- Equality and Diversity
- Intimate Care
- Medical
- Pupil premium
- E-safety
- SLCN Enhanced Provision Policy

Approved by: CEO, Mr Ceri Jones

Date: February 2026

SEND Trustees: Amanda Dove & Matthew Fuller

Next review due by: SENDCO, Mrs Victoria Donnelly

Date: February 2026



CherryTree
ACADEMY