



CherryTree
ACADEMY

SEND Information Report Summary for Parents

February 2026

Our full SEND information Report is published on our school website.



Creating life-long learners!

Executive Headteacher: Miss Charlotte Newley & **Head of School:** Mr Rory Bullivant

SENDco: Mrs Victoria Donnelly **SEND Trustees:** Amanda Dove & Matthew Fuller



Creating life-long learners!

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.

Identifying and Supporting SEND

We use the **Assess, Plan, Do, Review (APDR)** cycle. This helps us understand a pupil's needs, decide what support is appropriate and review progress regularly.

- **Assess** – teachers gather information about how a pupil is getting on in class, alongside parent and pupil views.
- **Plan** – the class teacher and **Mrs Donnelly** (SENDCo) agree what support will be used.
- **Do** – support is put in place through class teaching and targeted interventions.
- **Review** – progress is checked and support is adjusted as needed.

Most needs are met through high-quality classroom teaching and simple adjustments.

Pupils who need more support are placed on the **Monitoring Register** or the **SEND Register**, depending on the level of need. Every pupil on the SEND Register has a **One Page Profile**. This helps staff understand what is important to the pupil and how best to support them.

What support can we offer?

- High-quality, well-differentiated teaching in the classroom.
- Short, targeted interventions delivered individually or in small groups (we cannot provide daily or continuous 1:1 support unless this is written into an EHCP).
- Reasonable adjustments such as visual supports, scaffolding, extra processing time or small-step teaching.
- Regular review meetings with the class teacher and, where possible, Mrs Donnelly.
- Support from external professionals where available and appropriate.

We cannot diagnose needs, but we can support families in obtaining assessments through external services.

Speech and Language Enhanced Provision

Cherry Tree Academy hosts the North Essex Enhanced Provision for Speech, Language & Communication, offering:

- **5 EHCP places**, and
- **5 Early Intervention places** (for speech *sound* disorders only)

To be considered for an Early Intervention place pupils must meet the following 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.
- Pupils must not have an EHCNA request in progress, agreed, or under appeal.**

Placement is decided by Essex County Council through a panel process. Full details are in our Speech and Language Provision Policy.

Working with Parents

We value strong relationships with families. Parents are invited to:

- speak to the class teacher first with any concerns
- attend termly meetings for pupils on the Monitoring or SEND Register
- take part in the annual review process for pupils with an EHCP

Parents can also request an informal meeting with Mrs Donnelly, please allow 48 hours for a response.

Wellbeing and Pastoral Support

Your child's wellbeing is a priority. We support pupils by:

- offering additional wellbeing support from trained staff;
- linking with external professionals (e.g. Speech and Language Therapists, Educational Psychologists, Essex Inclusion Partners, health services);
- using pastoral approaches such as Zones of Regulation, Thrive and Drawing and Talking;
- taking a zero-tolerance approach to bullying.

We recognise that behaviour can be a sign of unmet need. Our focus is always on early support, understanding triggers and helping pupils regulate safely.

Equipment and Adjustments

We provide equipment when it is needed to support access to learning, such as:

- overlays, enlarged text, writing slopes, adapted scissors, sensory resources,
- Communicate in Print materials,
- laptops or visual supports when appropriate.

All adjustments are reviewed regularly, and although we cannot guarantee specific equipment immediately, we aim to meet needs promptly within available resources.

Trips, Clubs and Access

All pupils, including those with SEND, are encouraged to take part in:

- school trips,
- clubs,
- sports day,
- performances and workshops.

Cherry Tree is a single-level site with accessible routes and facilities.

Local Offer and Further Information

Essex County Council's Local Offer explains the support available locally for SEND: www.essexlocaloffer.org.uk

If you have concerns or would like to discuss support for your child, please speak to the class teacher in the first instance. Our Complaints Policy is available on our website.