Cherry Tree Primary School

Including Cherry Blossom Preschool

SEND Information Report 2026–27

Academic year:	2026–27	Date of next review: September 2027
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About this report

Cherry Tree Primary School, including Cherry Blossom Preschool, is committed to educational inclusion and to providing equal opportunities for all learners. We aim to provide an appropriate, high-quality education for every child, including children with special educational needs and disabilities (SEND). All pupils are entitled to a broad and balanced academic and social curriculum that is accessible to them and to full participation in school life.

This report explains how we put our SEND and Inclusion Policy into practice. We publish it every year, as required by the Children and Families Act 2014 and the SEND Code of Practice, and update it sooner if anything significant changes.

What is our approach to inclusion?

We work in partnership with children, parents/carers, staff and external professionals. Our approach is needs-led, not diagnosis-led, and follows the graduated approach of Assess, Plan, Do, Review.

Who is the school's SENCO and how do I get in touch?

Our Special Educational Needs Co-ordinator (SENCO) is **Mr Philip Adams**.

- Email: cherrytree_senco@sch.warrington.gov.uk
- Telephone: 01925 755885

The early years SENCO for Cherry Blossom Preschool is **Mrs Paula Swettenham.** Our SEND governor is **Linda Skett.** Parents/carers can request an appointment with any of them through the school office.

What kinds of SEND are catered for?

We provide support across the four broad areas of need identified in the SEND Code of Practice:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health; and
- sensory and/or physical needs.

Provision is determined by the individual needs of the child rather than by diagnosis alone. A child does not need a diagnosis to receive support.

How does the school identify children who may need extra help?

The school regularly observes, assesses and reviews the progress, development, wellbeing and participation of all pupils. Where a child is not progressing as expected, or where there are concerns about communication, learning, behaviour, emotional wellbeing, sensory or physical needs, these are discussed with the class teacher, SENCO and parents/carers as appropriate.

We use information from previous settings, assessment information, classroom observations, pupil voice and parental concerns. Quality first teaching and reasonable adjustments are considered first, with additional or different provision introduced where this is required.

Support increases in stages, following our Graduated Response:

Stage	What happens	Next step
1. Universal Offer	Concerns are noticed by the class teacher and/or parent/carer and discussed. Adaptations and adjustments are made to quality first teaching and the Universal Offer, and trialled for at least one month. Ordinarily Available Provision is reviewed. A pupil profile is created on Insight. If there is no or little improvement, the class teacher discusses the concerns with the SENCO. Further adjustments or interventions are trialled for at least one month, and the class teacher starts to record adjustments and their impact.	Some improvement: continue with adjustments. No or little improvement: move to Targeted Support.
2. Targeted Support	The class teacher completes a Pupil Causing Concern form and submits it to the SENCO. The SENCO feeds back suggested next steps and strategies with defined timescales. Interventions are put in place. The class teacher talks to parents/carers about the concerns.	Some improvement: continue with interventions. No or little improvement: move to SEND Support.
3. SEND Support	Where needed, the class teacher writes an Individual Learning Plan (ILP) and agrees targets with parents/carers and the pupil, gathering their views. Parents/carers are told their child is receiving SEND Support and is on the SEND register. Targets are reviewed every half term and impact is measured. Targets and interventions are adjusted depending on progress.	Improvement over time: return to Targeted Support, keeping adjustments as needed. No or little improvement: external agency referral.
4. SEND Support with external agency referral	With parental consent, specialist external support is requested, for example from an educational psychologist or behaviour specialist, or a referral to a paediatrician. All children with a professional report will have an ILP.	Improvement over time: return to Targeted Support. No or little improvement: EHC needs assessment.
5. EHC needs assessment	The school, with parents/carers, asks the Local Authority for an EHC needs assessment. External agency input continues where appropriate.	See the EHC plan section of this report.

If a child makes some improvement, support continues at that stage. If there is little or no improvement, they move to the next stage. Children with significant needs can move to a later stage straight away. The full flowchart is in our SEND and Inclusion Policy.

What do I do if I think my child has SEND?

Parents/carers are encouraged to speak first to their child's class teacher. They can also contact the SENCO directly, either independently or with the class teacher. If a child has not yet started at Cherry Tree Primary School, the SENCO can be the first point of contact so that needs and transition arrangements can be discussed.

How will staff support my child?

All pupils receive high-quality, inclusive teaching. Adaptations may include:

- scaffolded or adapted tasks;
- visual prompts and visual timetables;
- coloured paper or overlays;
- reduced or chunked instructions;
- movement or brain breaks;
- sensory supports and flexible seating; and
- targeted small-group work.

Staff have received training and guidance in areas including autism, ADHD and de-escalation strategies. Where appropriate, children may access targeted interventions or opportunities to revisit learning in a small group. Teaching assistants provide targeted support and pupils are encouraged to develop independence and apply strategies for themselves.

Where specialist advice is required, the school works with parents/carers and relevant external agencies to secure appropriate support.

How are children in Cherry Blossom Preschool supported?

Preschool staff use observation, the progress check at age two where available, and information from families to spot emerging needs early. Children follow the same Graduated Response, adapted for the early years, and the early years SENCO works closely with the school SENCO. Children with an EHC plan in the preschool have their plan reviewed every three to six months.

How is progress monitored and how will I know what progress my child is making?

The class teacher remains responsible for assessing and monitoring the child's progress. The SENCO and Headteacher provide oversight, and pupils with SEND are discussed through the school's pupil progress and SEND review processes.

Children receiving SEND Support have an Individual Learning Plan (ILP). Progress is reviewed against ILP targets, agreed outcomes and age-related expectations where appropriate. ILP targets are reviewed with parents/carers every half term, and parents/carers are told when their child is placed on the SEND register.

Parents/carers can speak to the class teacher or SENCO through the school office, with longer appointments arranged where needed. Parents' evenings take place twice a year and a full written report is provided during the spring term.

Children with an EHC plan have their plan reviewed at least once a year in line with statutory requirements. Where external professionals assess a child, parents/carers will be involved and receive relevant reports.

How are parents/carers and pupils involved?

Parents/carers are involved at all stages of the Assess, Plan, Do, Review process. We share information about strengths, needs, provision, progress and next steps and seek parent/carer views when planning support.

Pupil voice is also important. Children are encouraged to contribute to discussions about their strengths, interests, barriers and the strategies that help them. Age-appropriate pupil voice is used when writing and reviewing ILPs and when planning transition.

How does the school evaluate the effectiveness of SEND provision?

The effectiveness of SEND provision is evaluated through assessment and progress information, review of ILPs, pupil and parent/carer feedback, monitoring of interventions, learning walks and professional discussion. The SENCO and senior leaders use this information to identify what is working well, where provision needs to change and where further staff training or specialist advice is required. The SENCO reports on SEND provision to the governing board.

How will I know if my child requires an Education, Health and Care plan (EHC plan)?

An EHC plan is considered where a child's needs cannot reasonably be met through the ordinarily available provision and SEND Support provided by the school, despite the graduated approach and appropriate intervention.

Where appropriate, the school will work with parents/carers and the Local Authority to request an EHC needs assessment and provide evidence of the child's needs, the support already put in place, its impact and the outcomes sought. Parents/carers can also request an EHC needs assessment directly from the Local Authority.

The Local Authority must decide whether to assess within 6 weeks of a request, and where a plan is issued, the whole process should normally take no more than 20 weeks.

What support is available for emotional health and wellbeing?

All staff contribute to pupils' pastoral care and wellbeing. The school uses the myHappymind programme to support children's understanding of emotions and develop strategies for wellbeing and regulation. Wellbeing opportunities are built into school life and children may receive brain breaks or other adjustments when needed.

Where appropriate, specific nurture or targeted support may be provided by trained staff, with involvement from the safeguarding team and/or SENCO. Support is individualised according to the child's needs.

Children with SEND can be more vulnerable to bullying. Our Behaviour Policy sets out how we prevent and respond to bullying, and staff watch closely for signs that a child with SEND is being targeted or finding it hard to tell an adult.

How are children with medical needs supported?

Children with medical conditions have an individual healthcare plan where needed, written with parents/carers and health professionals. Support is coordinated with any SEND provision, in line with our Supporting Pupils with Medical Needs Policy.

How are looked-after children with SEND supported?

Our designated teacher for looked-after and previously looked-after children works with the SENCO and the Virtual School Head. This makes sure the child's SEND support, EHC plan (where they have one) and personal education plan fit together.

What specialist services and expertise are available?

The school works with a range of external professionals where this is appropriate and where referral criteria are met. This may include:

- school nursing;
- speech and language therapy;
- occupational therapy;
- educational psychology;
- specialist teachers;
- medical professionals and specialist health teams; and
- autism and ADHD specialist services.

Referrals are made with parents/carers' consent, and the SENCO coordinates communication between school, family and professionals.

What training do staff supporting children with SEND have?

The SENCO is a qualified teacher and senior leader and holds the National Award for Special Educational Needs Coordination. The SENCO maintains current SEND knowledge through Local Authority and cluster training and professional development.

Staff receive training and guidance relevant to the needs of pupils in school. This includes strategies relating to autism, ADHD, de-escalation, speech and language support and individual medical or therapy programmes where required. Further specialist advice and training are secured when the needs of individual pupils require it.

How are equipment, facilities and reasonable adjustments secured?

The school identifies and reviews equipment and environmental adjustments according to individual need. This can include visual resources, sensory or regulation equipment, adapted seating, overlays, accessible resources and other reasonable adjustments. Where specialist equipment or provision is required, the school works with parents/carers and relevant professionals to identify and secure it through the appropriate arrangements.

How will my child be included in activities outside the classroom, including trips and clubs?

Cherry Tree aims to include all pupils in school activities, physical activities, educational visits and wider opportunities, including breakfast club, after school club and extra-curricular clubs. We work with parents/carers to identify and remove barriers to participation and make reasonable adjustments where required.

Risk assessments and individual planning are used where necessary so that pupils with SEND can participate safely and meaningfully alongside their peers.

How accessible is the school environment?

The school has accessible toilets for children and adults, including a disabled toilet at the front of the school. There is a disabled parking bay and ramps provide access into school.

Our Accessibility Plan, published on the school website, sets out how we will improve access to the curriculum, the physical environment and information for disabled pupils over three years. We make reasonable adjustments where needed.

What are the arrangements for admission of disabled pupils?

As a community school, our admissions are coordinated by Warrington Borough Council, and disabled pupils are admitted under the same admission arrangements as other pupils. We will not refuse a place because a child has SEND or a disability. Where a child has an EHC plan naming Cherry Tree, the school will admit them.

Where information about a child's SEND or disability is available before admission, the school works with families and relevant professionals to plan appropriate support and transition, including a phased start where needed.

How does the school prevent disabled pupils from being treated less favourably?

The school is committed to equality, inclusion and participation. We take steps to prevent disabled pupils from being treated less favourably than other pupils and make reasonable adjustments where required. Staff consider individual barriers to learning and participation, adapt provision appropriately and work with pupils and families to identify effective support.

Our Equality Policy, Equality Information and Objectives Statement and Accessibility Plan should be read alongside this report.

How will the school prepare and support my child to transfer to a new setting or the next stage?

Transition is carefully planned and begins with information sharing between settings. For children entering Reception, from Cherry Blossom Preschool or other early years settings, visits and communication with the setting are arranged, with additional visits or meetings where required.

Within school, information such as pupil profiles, ILPs, assessment information and intervention records is shared appropriately with the next teacher. Individual needs are discussed before transition.

For pupils moving to secondary school, additional visits, meetings and transition planning are arranged where required, particularly for pupils who need enhanced support. For children with an EHC plan, secondary transfer is discussed at the review in Year 5 or early in Year 6.

How does the school work with other agencies and services?

The school works in partnership with health, social care, Local Authority services and voluntary organisations where this supports the needs of the child and family. The SENCO coordinates with relevant professionals and ensures that advice is considered within school provision.

Parents/carers are kept informed about external agency involvement and, where appropriate, are supported to communicate directly with professionals.

What should I do if I have a complaint or concern about SEND provision?

If you have a concern about your child's SEND provision, please speak first with the class teacher so that the issue can be discussed and addressed promptly. If the concern remains, you can contact the SENCO and then the Headteacher.

If you remain dissatisfied, you should follow the school's Complaints Procedure, which is published on the school website. An appointment can be made with the SEND governor through the school office where appropriate.

Some decisions, such as whether to carry out an EHC needs assessment or what an EHC plan contains, are made by the Local Authority, not the school. If you disagree with one of these decisions, you have the right to mediation and to appeal to the First-tier Tribunal (Special Educational Needs and Disability). Warrington SENDIASS can advise you on either route.

What support is available locally?

Warrington Borough Council's SEND Local Offer provides information about education, health, social care, family support, EHC needs assessments and other SEND services. Warrington SENDIASS provides free, impartial and confidential information, advice and support to children and young people with SEND and their parents/carers.

- Warrington SEND Local Offer: www.warrington.gov.uk/local-offer-send
- Warrington SENDIASS: www.warrington.gov.uk/warringtonsendiass
- SENDIASS telephone: 01925 442978
- SENDIASS email: infosendiass@warrington.gov.uk

Parents/carers can also speak to the school SENCO or school office for support in identifying appropriate local services.

Related policies

This report should be read alongside the school's SEND and Inclusion Policy, Accessibility Plan, Equality Policy, Behaviour Policy, Supporting Pupils with Medical Needs Policy, Complaints Procedure and Warrington Borough Council's SEND Local Offer. All are available on the school website. The SEND Information Report is reviewed annually and updated sooner where significant changes occur.