



# **Cherry Tree School**

## **SEND Information Report**

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We are committed to providing an appropriate and high quality education to each child. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We also believe that they should be fully included in all aspects of school life.

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

Our Special Educational Needs Co-ordinator (SENCO) is Mr Adams.  
Contact details:  
- [cherrytree\\_senco@sch.warrington.gov.uk](mailto:cherrytree_senco@sch.warrington.gov.uk)  
- 01925 755885  
You can also request an appointment via the school office.

**What kinds of Special Educational Needs and Disabilities are catered for at your setting?**

We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**How does the school know if children/ young people need extra help?**

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. 'Quality first teaching' strategies are applied first and the impact of these is monitored.

Information may also be received from the previous setting, such as a nursery.

Parents may also raise concerns.

Pupils can also express concerns about things they are finding difficult.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

	<ul style="list-style-type: none"> <li>● Adaptations to the curriculum are made or support is given to enable children access the full curriculum within class</li> <li>● SEND support –Those requiring support which is ‘additional to or different from’ the main body of the class</li> </ul>
<p><b>What do I do if I think my child has special educational needs?</b></p>	<p>If there are any concerns, parents are encouraged to speak, in the first instance, to the child’s class teacher. Parents can also speak to our Special Educational Needs Coordinator (SENCO), on their own, or with the child’s class teacher.</p> <p>- If your child has not started at Cherry Tree Primary School, the SENCO would be the first point of contact.</p>
<p><b>How will staff support my child/ young person?</b></p>	<p>Initially the children are supported using ‘<b>Quality First</b>’ teaching strategies including tasks which have been adapted to allow full access to the curriculum. For example: coloured pages, physical resources in Maths, overlays, visual prompts, writing frames, phonics mats, key vocabulary/spelling prompts etc. or/and small group support.</p> <p>The SENCO will recommend that parents contact <a href="#">ADDvanced solutions</a> for support and training.</p> <p>Staff have attended training on speech and language programmes, Autism, ADHD, Team Teach, De-escalation strategies, Positive Behaviour and apply many of the strategies from this training including, encouraging the use of fiddle toys, wobble cushions, visual timetables, providing brain breaks and supporting sensory diets.</p> <p>If required targeted interventions are used to address the child’s specific needs. Examples include ‘Talkabout’ groups, ‘Word Wasp’ and IDL. Opportunities are also provided for children to revisit topics taught in a small group.</p> <p>Teaching assistants provide targeted support which the children are encouraged to apply independently.</p> <p>Occasionally, a pupil may need expert support from an outside agency. If they meet the criteria, referral forms are completed with parents/carers and forwarded to the appropriate agency. For example, speech and language therapy. The therapist will then provide targets and activities to be completed by school staff.</p>

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

Monitoring of progress will be carried out by the class teacher. This is then monitored by the Head Teacher and SENCO. These pupils are then discussed at pupil progress meetings. The child's progress will be reviewed against their SEND support plans and national age-related expectations.

Monitoring also takes place through regular discussions between the class teacher and any teaching assistants who work with a child's class/ group.

Teaching staff are usually available at the end of the day for short informal discussions; longer appointments can be made with the class teacher, or the SENCO, through the school office.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

If your child is on the SEND register you will be asked to discuss and sign your child's SEND plan. The SEND plan will run for a full term and provides specific, measurable targets for the child to work towards.

For Reception to Year 6, curriculum maps are produced at the start of the year which can be accessed via the school's website. These could help your understanding of the progress your child is making against age related expectations.

'Face to face' Parents' Evenings are held twice a year.

An annual report will be sent home towards the end of the summer term.

Annual review meetings are held for children with an Education & Health Care Plan (EHCP).

If an external agency is coming into school to assess your child you will receive a report on their progress. If this is an Educational psychologist you will be asked to meet with them and discuss your child.

If a child has specific medical needs, staff will meet with you and a health worker (if involved) to write a medical care plan.

Regular communication between school and home will ensure that concerns are promptly acted upon.

<p><b>How will I know if my child requires an Education Healthcare Plan?</b></p>	<p>For a child who is not making adequate progress, despite a period of time at SEND support, and in agreement with the parents/carers/carers, the school may request the Local Authority (LA) to make an assessment in order to determine whether it is necessary to have an Education Healthcare Plan .</p> <p>The school is required to submit evidence to the LA who's 'Moderation of Assessments Panel' makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school.</p> <p>The graduated response is used to ensure evidence is gathered over a period of time.</p>
<p><b>What support will there be for my child's overall emotional health and wellbeing?</b></p>	<p>-We have a proactive approach to mental health, whereby all children are taught a range of strategies to support their positive mental health and wellbeing via the My Happy Mind online programme.</p> <p>All staff make every effort to form positive connections with our children and to build trusting relationships. In addition, all staff offer pastoral support for children whenever this is needed. Nurture baskets are available in every class with a range of resources available for children to use, such as fiddle toys, lego, colouring packs, putty/play dough.</p> <p>We have wellbeing time once a week; this has been well-received and viewed to be beneficial by children, as survey results have shown. Children are given brain breaks when needed.</p> <p>Dependent on needs identified, some specific nurture work/ programmes may be implemented by support staff with support from the school's safeguarding team or SENCO.</p> <p>Children with specific SEMH needs can access specialist support on site at Cherry Tree: We have a children's counsellor who has therapy dogs to support her work if the child is comfortable with dogs or she can see the child without the dogs if this is preferable. We also have a Play Therapist who works with children on a 121 or small group basis.</p>

<p><b>What specialist services and expertise are available at or accessed by the education setting?</b></p>	<p>We are supported by a range of professionals who we can access support from as appropriate. A referral to these outside agencies is discussed with parents, who are kept informed about the involvement of any outside agency and may have direct communication with them. The SENCO liaises whenever necessary with a number of other outside agencies, for example:</p> <ul style="list-style-type: none"> <li>● School Nurse</li> <li>● Speech and language Therapy</li> <li>● Occupational Therapy</li> <li>● Education psychology</li> <li>● Specialist teachers- such as SEMH Lead Teacher</li> <li>● Medical professionals such as epilepsy team</li> <li>● ASD/ ADHD specialist nurse</li> </ul>
<p><b>What training has the staff supporting children and young people with SEND had or are having?</b></p>	<p>The SENCO is a qualified teacher, and senior leader, who also has the National Award for Special Educational Needs Co-ordination.</p> <p>Those staff working with children with speech and language difficulties will be supported by the SENCO and are trained in speech and language programmes.</p> <p>The SENCO attends regular SEND training within the Local Authority and other clusters to maintain up to date knowledge of SEND practice and to share and develop good practice.</p> <p>Some staff have had specific recent training related to individual children, for example: to provide physiotherapy programmes; about medical conditions for example diabetes; SALT etc.</p> <p>Staff are also trained in strategies to support autism, ADHD and de-escalation strategies.</p>
<p><b>How will my child be included in activities outside the classroom including school trips and provision for</b></p>	<p>Cherry Tree endeavours to include all pupils in all activities and will work closely with parents/ carers to try to ensure barriers to participation are removed and reasonable adjustments are made. This includes attendance at residential visits as well as school trips.</p>

<p><b>access to after school clubs?</b></p>	
<p><b>How accessible is the Cherry Tree Primary School environment?</b></p>	<p>There are a number of accessible toilets for children and adults situated around the school.</p> <p>We have a disabled access toilet at the front of the school</p> <p>There is a disabled parking bay on the school car park and ramps to provide access into school.</p>
<p><b>How will the education setting prepare and support my child to join Cherry Tree, to transfer to a new education setting or the next stage of education and life?</b></p>	<p>The SENCO or class teacher liaises with other settings at the point of transition, both into school in the early years, and out of school to secondary education.</p> <p>EYFS visits are conducted in the summer term to enable parents to discuss support before their child starts school.</p> <p>Children entering Reception:</p> <ul style="list-style-type: none"> <li>- When children enter Reception, there are visits between their nursery setting and school. Extra visits and meetings are set up for SEND children, as required.</li> <li>- Transition within school from one year group to another is carefully planned with individual pupils' needs discussed prior to visiting their new classroom; handover of certain documents for key information, pastoral needs, data, records of interventions. Transition meetings focus on individual pupil needs.</li> </ul> <p>When a child joins from another setting, the school contacts the previous setting to support transition.</p> <p>Extra transition visits are also planned for children with SEND moving to high school.</p>
<p><b>What should I do if I have a complaint?</b></p>	<p>If you feel that your concerns are not being dealt with appropriately, and have spoken to the class teacher, the SENCO and /or the Head Teacher, please follow the schools procedure as outlined by our Complaints policy.</p>

	Failing this, an appointment can be made to see the SEND Governor via the school office.
<b>What is offered locally?</b>	<a href="https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0">https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0</a> <a href="https://www.addvancedsolutions.co.uk/our-offers/our-offer-in-warrington.html">https://www.addvancedsolutions.co.uk/our-offers/our-offer-in-warrington.html</a>