



**SEND Information Report
2023-2024**

Information about how the school identifies and supports children with Special Educational Needs and Disabilities (SEND)

Contents

1. Aims of the SEND Report
2. Who is responsible for SEND at Cherry Orchard?
3. What kinds of SEND do we provide for?
4. How do we identify SEND at Cherry Orchard? What is SEND?
5. How do we involve Pupils and their Parents/Carers in their education?
6. What approach do we take to teaching children with SEND?
7. What expertise and training do staff who support children with SEND have?
8. What do we do to prepare children with SEND for transition to their next school?
9. What do we do to ensure children with SEND can access all activities available?
10. What support is there for improving emotional and social development?
11. How do we involve others in meeting the needs of children with SEND and their families?
12. What should I do if I have a complaint about the provision for children with SEND?
13. Further Information Glossary and Abbreviations



1. Aims of the SEND Report

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Cherry Orchard, we believe that every child is unique. We value individuality and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly. We also aim to identify needs early in their educational career and provide appropriate support. At all times, we aim to remove barriers to learning and ensure equality of opportunity for all. Throughout each child's time at Cherry Orchard, we value the involvement of the children, the family and the team working around the children at all times. **All of the work that we do with children is underpinned by Quality First Teaching, to ensure that all children are receiving the highest quality of provision to progress from their starting points.**

2. Who is responsible for SEND at Cherry Orchard?

Who are the best people to talk to about your child's difficulties with learning / Special Educational Needs and/or Disability (SEND)? How can you talk to them about your child if you need to?	
<p style="text-align: center;">Class Teacher</p> <p>Your child's class teacher is the first point of contact.</p>	<p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to quality first teaching of a broad and balanced curriculum • Adapting the curriculum to respond to the strengths and need of all children with SEND • Monitoring the progress of all children, including those with SEND and identifying any additional support required • Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and know what support best works for them in order for them to make progress. Where appropriate, this may involve the use of an additional adult, specialist support staff and individually planned work and resources. • Contributing to assessments for referrals to outside agencies either through conversations with SENCO and other professional through competing assessment forms etc. <p><i>How to contact your child's class teacher: If you wish to speak to your child's class teacher by catching them at the end of the day, or by making an appointment via email or the school office.</i></p>
<p style="text-align: center;">The Special Educational Needs and Disability Co-ordinator (SENCO)</p> <p style="text-align: center;">Mrs C Spencer</p>	<p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day implementation of the schools SEND policy • Supporting staff with adaptations that may need to be made to support children with SEND • Providing specialist support and appropriate training for teachers and support staff. • Coordinating provision and support for children with SEND • Working in partnership with parents of children with SEND

	<ul style="list-style-type: none"> • Working in partnership with external professionals and independent or voluntary bodies • Identifying and collating information for Education, Health and Care Plans when needed. <p>How to contact your SENCO: <i>If you wish to speak to the SENCO, you can arrange an appointment through your child's class teacher, the school office, or alternatively you may see Mrs Spencer on the gate in the mornings/afternoons where you can have a chat if needed.</i></p>
<p style="text-align: center;">Support Staff (Teaching Assistants)</p>	<ul style="list-style-type: none"> • Support Staff work alongside your child's class teacher and SENCO to support all children's learning needs. • Members of Support Staff may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, such as speech and language therapy. • A child may receive support from a number of adults. • You will be informed of any additional interventions your child is receiving. A conversation with the class teacher or SENCO will give you a full overview of this support. <p>How to speak to staff working with your child: <i>If you wish to speak to the member of staff who works with your child, please speak to your child's class teacher.</i></p>
<p style="text-align: center;">Headteacher Mrs K Banford</p>	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • Day to day management of all aspects of the school including the provision made for children with SEND. • The Headteacher delegates responsibility to the SENCO, who is responsible for ensuring that your child's needs are fully met, and Class Teachers who are responsible for ensuring every child receives quality first teaching so that they make the best possible progress. • Working with the School Improvement Board and SENCO to ensure the school complies with the Equality Act (2010) with regard to reasonable adjustments and access arrangements

	<ul style="list-style-type: none"> The Headteacher ensures that the School Improvement Board is kept up to date about all issues in the school relating to SEND. <p>How to contact the Headteacher: you can arrange a meeting with Mrs Banford through the school office or alternatively you can speak directly to Mrs Banford who is usually on the gate at the beginning and end of the day.</p>
<p>SEND School Improvement Board Member</p>	<p>The SEND School Improvement Board Member is responsible for:</p> <ul style="list-style-type: none"> Ensuring the school's SEND Policy, SEND Information Report and Accessibility Plan are reviewed and updated annually. Monitoring the effectiveness of the deployment of the school's delegated SEND budget. Working with the headteacher to ensure the school complies with the Equality Act (2010) with regard to reasonable adjustments and access arrangements. Making visits to understand and monitor the support given to children with SEND at Cherry Orchard to ensure that every child maximises their potential. <p>How to contact the SEND School Improvement Board Member: write to the SEND School Improvement Board Member via the school office.</p>

3. What kinds of SEND are provided for?

The SEN Code of Practice identifies four main categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical. Cherry Orchard Primary School supports children with a wide range of needs. Sometimes children may have needs that fall into more than one category below. For example, a child with autism may also experience difficulties with anxiety and would therefore have needs in Communication and Interaction and Social, Emotional and Mental Health.

Four Main Areas of Need from SEN Code of Practice (2015)

Communication and Interaction

- Difficulties in communicating with others
- Difficulties with social interactions
- Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication
- Children with Autism are likely to have difficulty with social interaction

Cognition and Learning

- Learning at a slower pace than their peers
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

- May demonstrate challenging, disruptive or disturbing behaviour
- Anxiety or depression
- Self-harming
- Eating disorders
- Attachment disorder
- Attention Defecit Hyperactivity Disorder (ADHD) or Attention Defecit Disorder (ADD)

Sensory and/or Physical

- Disability that prevents a child from accessing the educational facilities
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

4. How do we identify SEND at Cherry Orchard?

Early identification of pupils with SEND is a priority at Cherry Orchard. Children are identified as having SEND through a variety of ways, (usually a combination), which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing significantly below age related expectations
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with external agencies such as Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Learning Support Team, Complex Communication Needs Team, School Nurse etc.
- Tools for assessing difficulties e.g. standardised tests



The Code of Practice states that a child or young person has SEND if they have “a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

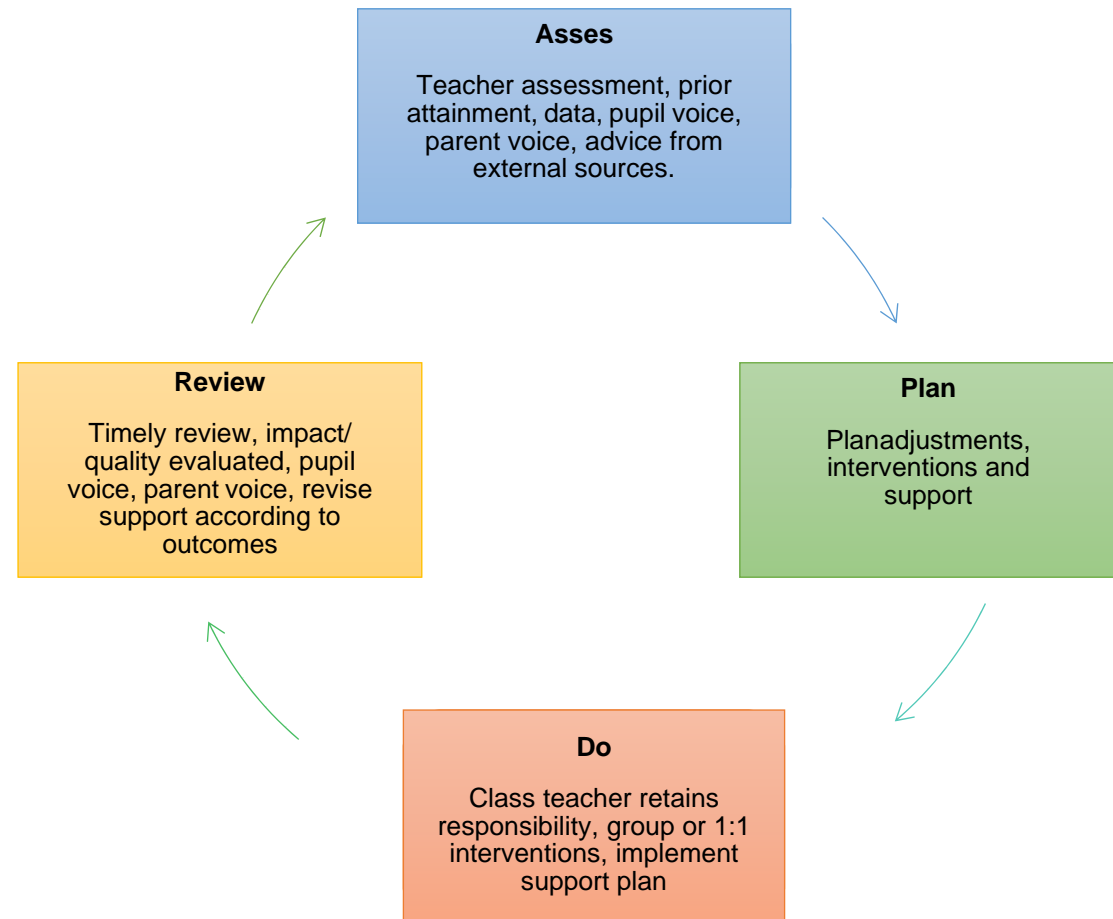
- a) Have significantly greater difficulty in learning than the majority of others of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

The Equality Act 2010 definition of a disability is:

“A person has a disability for the purposes of this act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.” Section 1 (1) DDA 1995

If there are concerns about a child's progress, the class teacher would discuss this with the SENCO to try and identify what specific difficulties the child is having. The teacher may be advised to make adaptations to the learning environment, lesson planning and resourcing to try and remove any barriers to learning. Quality First Teaching (QFT) is often enough for most children to make good progress.

Should the changes made to QFT not have the desired effect on the child's progress, the model of **Assess, Plan, Do, Review** will be followed by the school to assess the child's needs, plan interventions / provisions to support them, do the actions in the plan and then review the impact. This is a cyclical model which is shown in the diagram opposite.



Where, despite the school taking relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school may decide that it is necessary to request an Education, Health and Care (EHC) needs assessment. This is the first step to getting an Education, Health and Care Plan (EHCP). Parents can request an EHC assessment at any time if they feel that their child needs a full assessment of their needs. Parents can find more information about the process at:

<https://www.ipsea.org.uk/ehc-needs-assessments>. Further information is also available on the Worcestershire SEND Services website:

http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp



5. How do we involve Pupils and their Parents/Carers in their education?

We will have an early discussion parents/carers when identifying whether their child needs special educational provision, above Quality First Teaching provision provided in school.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and observations
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Annual review/ EHC plans

Children's views are sought before the annual review and feed directly into the meeting and, therefore, their wishes influence changes to their provision and support in place. How children's views are sought will look different from child to child and will depend on the age of the child and their ability to share their views in different formats.

Planning

Teachers ensure that planning reflects the needs of their class and specific adaptations for individuals and groups will be incorporated into planning. Plans are shared with adults working within the class and, through ongoing reflection and discussions, are adapted throughout the learning journey. Through ongoing dialogue between teachers and children, teachers adapt planning and teaching to reflect children's needs and interests.

There are a range of methods/resources that children are able to access, depending on their learning styles and needs, e.g. sound buttons, options for recording, task management boards etc.

In addition to their involvement across the curriculum, discrete PSCHE/Circle Time lessons are taught, where specific issues arising in individual classes are addressed. These times are also often opportunities for children to share any worries they may have.

Target Setting

Children know their targets for next steps in the core subjects and these are shared with them. They are actively involved in target setting through discussion with the class teacher.

Learning Ambassadors

Cherry Orchard has active Learning Ambassadors. Class representatives are elected by the class and act as the voice of the class. They listen to their peers have opportunities to share their views and ideas.

Cherry Orchard Ethos

We are an inclusive school and within school, a safe environment which nurtures individual learners. Children are encouraged to share their thoughts and feelings with adults in school.

6. What approach do we take to teaching children with SEND?

Our teachers at Cherry Orchard are skilled in adapting teaching and learning to meet the diverse range of needs in class. When planning lessons, teachers consider individual children's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly to maximise learning opportunities for all. This also includes extension / deepening activities. Additional adults are used appropriately to help groups and individual pupils with a long-term aim of developing independent learning skills. Teachers and teaching assistants work with a range of groups over the course of the week to ensure that children don't become reliant on adult support. This support is monitored through booklooks, learning walks and lesson observations.



Quality First Teaching (QFT) strategies are used to ensure all children have access to the curriculum alongside their peer group. This could include, but is not limited, to the following strategies:

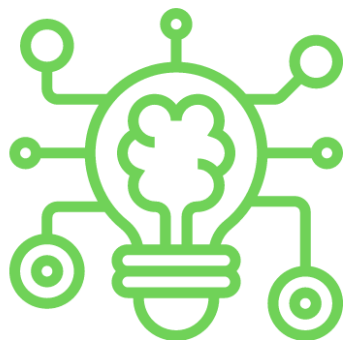
- Differentiated lesson planning by level / outcome / pitch / pace and support
- Ongoing assessment
- Clear learning objectives and success criteria
- Adjusted lesson pace
- Visual supports
- Learning Partners
- Task Planners
- Visual Timetables
- Word banks
- Differentiated homework tasks
- Access to online learning at home e.g. Nessy
- Targeted catch-up interventions
- Small group teaching
- Quiet area to work
- Pre and post-teaching of concepts
- Fiddle toys
- Mixed attainment grouping
- Daily Word Aware vocabulary teaching
- Wobble cushions / sensory equipment
- Facilities in school to address personal care, dietary, toileting, medication needs and mobility support
- Access to ICT to support learning
- Additional adults deployed effectively
- Clear routines, structured tasks and rewards
- Engagement with parents
- Liaison with the SENCO
- Teacher repetition / reinforcement
- Movement Breaks

What types of support are available for all children and children with SEND at Cherry Orchard?		
Level of Support	What this looks like	Who can receive this support
Quality First Teaching (QFT)	<p>The class teacher will ensure the following for all children:</p> <ul style="list-style-type: none"> ➤ Provide Quality First Teaching ➤ Have high expectations and be aspirational for all children ➤ Ensure a differentiated curriculum to meet all children's needs ➤ Offer a broad and balanced curriculum ➤ Provide a range of resources and teaching strategies to support all learning needs ➤ Ensure that individual strategies/resources are in place for children with specific needs ➤ Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the federation's ethos and policies ➤ Ensure that reasonable adjustments are made so that all activities planned for, including trips and enrichment opportunities, are fully accessible to all 	All children in school will receive QFT provision
Universal Support	<p>The class teacher will have carefully monitored your child's progress and if it is felt that they need some additional support in a particular area of learning, the following support could be put into place:</p> <ul style="list-style-type: none"> - Precision Teaching - Targeted 1:1 Reading - Maths/literacy intervention - Nurture groups at lunch times 	All children in school could receive this support
<p>Targeted Support</p> <p>Targeted support can be for individual children or groups and can be in or outside of the classroom</p>	<ul style="list-style-type: none"> ➤ The class teacher will have carefully monitored your child's progress and if it is felt that they have a specific gap in their learning and understanding, targeted support will be put into place. ➤ You will be informed if your child is receiving targeted support. ➤ There will be opportunities to discuss any interventions that have been put in place to support your child's needs. ➤ Interventions may include small group work or individual sessions on a specific targeted area of learning. 	Any child who has specific gaps in their understanding of a subject/area of learning could receive this support

	<p>The Targeted Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> - Additional reading, writing or maths intervention/support - Mentoring - Fine and gross motor skills support - Movement breaks - Social and emotional support - Precision Teaching <p>If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.</p>	
<p>Specialist Support</p> <p>Specialist Support can be for individual children or groups, and can be either in or outside the classroom. Specialist Support can be run by school staff or outside agencies.</p>	<p>Your child's teacher will have carefully checked your child's progress and may decide that your child needs specialist support for their learning.</p> <ul style="list-style-type: none"> ➤ Your class teacher/SENCO will discuss with you any specialist support that your child is going to receive. ➤ These interventions will have clear targets to help your child make progress. ➤ Specialist support from outside agencies may look different depending on the individual child's needs. E.g. this may involve a professional working 1:1 with your child or your child working within a small group. <p>The Specialist Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> ➤ Speech and Language Therapy ➤ Perryfields (PRU) behaviour support ➤ Complex Communication Needs (CCN) Team Support ➤ Occupational Therapy ➤ Educational Psychologist ➤ Creative Arts Therapy 	<p>Any child that continues to have significant gaps in their learning and development despite receiving interventions at a targeted level and/or has a diagnosis and/or presents with a specific special educational need could receive this support</p>
<p>EHCP (Education, Health & Care Plan)</p> <p>A statutory assessment for an EHCP will be initiated by the class teacher/SENCO in discussion with you, if</p>	<p>If, despite QFT, targeted intervention, advice and specialist support from outside agencies that the school has provided from its own resources, it is felt that your child needs further or more specialist input to make progress, the school or you can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP).</p> <p>This is a legal process and you can find full details about this is available on the Worcestershire SEND Services website: http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp</p>	<p>Children whose learning needs are more severe, complex and potentially lifelong and therefore need support that is above and beyond that already provided by school.</p>

<p>your child is identified as needing a higher level of individual and small group support which is significantly more than the resources already provided by school.</p>	<ul style="list-style-type: none"> ➤ This is done in full partnership with you and your child. After the school have sent the request, including a range of information about your child provided by the parent as well as the school, a decision will be made by the LA as to whether they think your child's needs are sufficient to require a statutory assessment. ➤ If this is the case the local authority will ask you and all the professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they should be met and the long and short term outcomes that are being sought. A meeting involving you and relevant professionals will also be held. ➤ If the Local Authority do not think your child needs this, they will ask the school to continue with the SEN Support in School. ➤ After the reports have all been sent in, an EHC Plan, to which parent and child will contribute, will be prepared. ➤ It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have in one plan. ➤ The school must make its best endeavour to put in place the support identified in the plan. ➤ The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. 	
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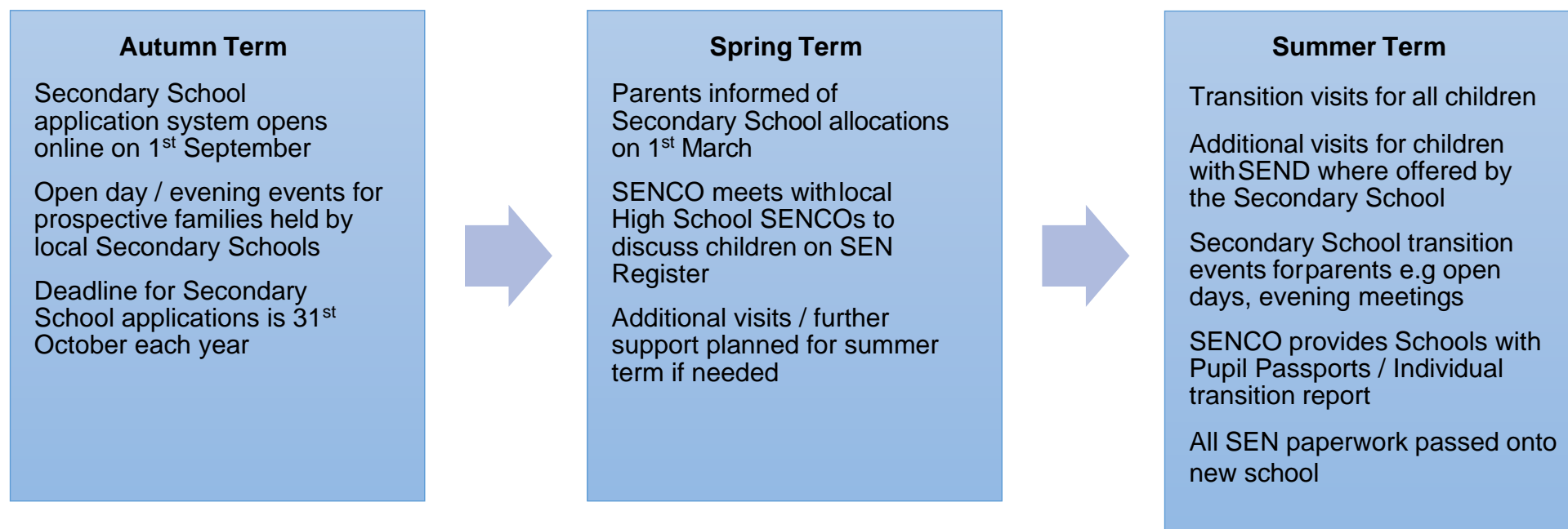
7. What expertise and training do staff who support children with SEND have?



All staff working at Cherry Orchard receive regular training in school during staff meetings, and during 5 INSET days across the year. Training is carefully planned to address areas of expertise that require development and to ensure ongoing updates to training previously covered. Training is also provided across Rivers Academy Trust allows Cherry Orchard to work with colleagues and develop collaborative support. Training is delivered by school staff as well as external professionals such as, Speech and Language Therapists, Complex Communications Needs (CCN) Team and other outside professional agencies. Recent training focusing on special educational needs has included Autism Awareness, understanding of Speech and Language Difficulties, the use of visual timetables, the Graduated Response, meeting the needs of all learners and Safeguarding.

Staff delivering tailored interventions to children with additional needs receive in-house training and support and, if necessary, training is arranged with the outside agencies who have recommended the intervention. For example, where a Speech and Language intervention has been recommended, staff work with our Speech and Language Therapist to ensure they understand the specific needs of each child and deliver the intervention successfully.

8. What do we do to prepare children with SEND for transition to their next school?



If a child is moving schools during their primary school career, we will provide any transition support needed, including discussion with new class teacher/SENCO, and ensure all relevant paperwork and documentation is passed onto the new school.

9. What do we do to ensure Children with SEND can access all activities available?

School staff are experienced at developing appropriate adaptations to both the curriculum and to the resources used in order to enable all children to fully access the opportunities available to them.

When planning the curriculum, school staff consider access for all children to ensure that they can take part in all activities. Quality First Teaching ensures that children's individual needs are planned for with additional adult support, differentiated tasks or additional resources put in place where necessary.

Where an activity is taking place off-site, consideration is given to ensuring access for all children and any required adaptations or additional staffing requirements are accounted for. Adult to child ratios are carefully planned to ensure adequate staffing at all times whilst off-site. A Risk Assessment is carried out by the lead teacher in consultation with senior leaders, and the SENCO if necessary, to ensure adaptations or additional support required to ensure inclusion of children with SEND.





10. What support is there for improving emotional and social development?

At Cherry Orchard we take a whole school approach to improving emotional and social development. Through our STAR values, we ensure a holistic approach to developing positive emotional wellbeing and social development. School staff are skilled in identifying social and emotional difficulties in children and we have a dedicated, trained Mental Health First Aider as well as a member of Senior Leadership Team who is training in Trauma Informed Schools Approaches.

Children are encouraged to discuss any worries or concerns with the adults in school so that they can be dealt with promptly so that they do not manifest into more serious difficulties. We have a number of interventions available in school to support the development of positive social skills such as Lego Therapy, Nurture groups, lunchtime club, tailored individual support programmes, social stories and home/school contact books where appropriate. In addition, the school calls on the expertise of outside agencies. We are also able to offer play therapy and drama therapy for children who may have experienced trauma or bereavement. Should a child's emotional needs affect their mental health, we may make a referral to the Childhood and Adolescent Mental Health Service (CAMHS) in consultation with parents / guardians. The school participates in Anti-Bullying Week every year and takes any reports of bullying very seriously. For further details, please see our separate Anti- Bullying Policy which is available on our website.

11. How do we involve others in meeting the needs of children with SEND and their families?

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them should the school and parents feel this is appropriate. Any involvement of outside agencies is with the consent of parents and following ongoing discussions with the class teacher.



The SENCO will support the further assessment of the child, coordinating the completion of referral paperwork and assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a day to day basis and for planning and delivering an individualised programme.

The class teacher is the first port of call if you have concerns about your child's development. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

As a school we have developed close working relationships with a number of outside agencies and work closely with the following organisations / agencies (and others where appropriate) in order to identify areas of need and make recommendations for any adaptations to provision:

Speech and Language Therapy

Complex Communication Needs Team (CCN)

Educational Psychologist (EP)

Physical Disabilities Outreach

Occupational Therapists

Perryfields Pupil Referral Unit Outreach

School Nurse

CAMHS WEST

Creative Arts Therapy / Counselling Services



12. What should I do if I have a complaint about the provision for my child with SEND?

At Cherry Orchard we are proud of our ethos as an inclusive school and the provision for all children. All staff have a shared commitment to ensuring all children's needs are met and strive for excellence in the provision for all children that we work with.

If a parent feels that the provision that their child receives falls short of our high expectations, this should be raised with the class teacher in the first instance. Should the matter remain unresolved, parents are able to make an appointment with the SENCO via the school office either for a telephone call or a face to face meeting. In addition, any concerns can also be raised with the Headteacher, Deputy Headteacher or Assistant Headteacher. In the unlikely event that a parent feels that the matter is not resolved in a satisfactory way they should follow the school's policy for complaints which can be found on the school website.

13. Further Information, Glossary and Abbreviations



[SEND Local Offer | Worcestershire County Council](#)

[Special Educational Needs and Disabilities Information, Advice and Support Service | Worcestershire County Council](#)



[Resources for Children's Speech and Language | Worcestershire Health and Care NHS Trust \(hacw.nhs.uk\)](#)

Sometimes parents may wish to access information independently and find websites a useful source of information. Whilst Cherry Orchard does not recommend or endorse any sites or the views expressed within them, the following links may be useful for some parents/carers:

<http://www.wmydmyb.co.uk/>

www.ipsea.org.uk – A useful site for free, legally based Special Education advice

www.autism.org.uk – The National Autistic Society website, the main UK charity for supporting people with ASD and their families

www.attentionautism.com – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills

www.widgit.com/resources - Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists

www.autismuk.com – Lots of information on ASD

www.downs-syndrome.org.uk – Advice and support, including booklets to help with independent toileting, sleeping and managing behavior

www.autismspeaks.org – A comprehensive site, with a useful resource library

Glossary and Abbreviations:

The SEND process can be full of acronyms which can make understanding it even more difficult. Here is a set of the most common acronyms:

Attention deficit hyperactivity disorder (ADHD)

Autistic spectrum disorder (ASD)

Cerebral palsy (CP)

Child and Adolescent Mental Health Service (CAMHS)

Cystic fibrosis (CF)

Education, Health and Care Plan (EHCP)

Educational psychologist (EP)

Education Welfare Officer (EWO)

Early years foundation stage (EYFS)

Hearing impairment (HI)

Local authority (LA)

Local Offer (LO)

Moderate learning difficulties (MLD)

Obsessive compulsive disorder (OCD)

Occupational Therapist (OT)

Pathological demand avoidance (PDA)

Profound and multiple learning disability (PMLD)

Pupil Referral Units (PRU)

Physiotherapists (PT)

Speech and Language Therapists (SALT)

Special educational needs (SEN)

Special Educational Needs Co-ordinator (SENCO)

Visual impairment (VI)