



Cherry Orchard Primary School Special Educational Needs (SEN) Information Report

March 2026

An extraordinary education for every pupil





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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2015) to publish a Special Educational Needs (SEN) Information Report.

The purpose of the SEN Information Report is to provide information to our current and prospective families, the Local Authority and Government agencies.

The SEN Information Report provides details about how Cherry Orchard Primary School implements The Rivers C. of E. Academy Trust's SEND Policy.

This report will be updated at least annually and include the required information as set out in the DfE SEND Code of Practice 0-25 Years (2015), Children and Families Act (2014) and The Special Educational Needs and Disability Regulations (2014).

Cherry Orchard Primary Information

Cherry Orchard Primary School is currently one of 16 settings within The Rivers C. of E. Academy Trust. Cherry Orchard Primary School and Little Cherries Preschool is proud to be part of an innovative and inclusive trust with a vision to provide an extraordinary education for all pupils, including those with SEN.

Cherry Orchard is a 3-form entry Primary School (Reception – Year 6) with the addition of a preschool nursery (Little Cherries). We currently have 18 classes plus 3 preschool rooms supporting children from 3 – 11 years old. We have 570+ students on roll at Cherry Orchard, 105 of which are on the SEND register (18% of our school population). 31 of these pupils have an EHCP (Educational Health Care Plan) to support their additional needs.

In February 2024, Ofsted inspected Cherry Orchard Primary School. Ofsted judged that Cherry Orchard has outstanding Behaviour and Attitudes and is good in all other areas, resulting in an overall effectiveness grade for the school of 'GOOD'. Ofsted noted, 'It is an exciting time to be part of the Cherry Orchard community'.

Meet the SENCO



The SENCO at Cherry Orchard Primary School and Little Cherries Preschool is Mrs Spencer.

Mrs Spencer is SENCO and Assistant Headteacher and has extensive experience leading inclusion in several Primary schools and began working at Cherry Orchard in September 2021.

If you have any questions or concerns, please contact your child's class teacher in the first instance.

In addition to the class teacher, please contact Mrs Spencer via the School office 01905 352787, office-co@riverscofe.co.uk

Identifying Children with SEN

At Cherry Orchard we carry out assessments throughout the year as well as initial assessments on entry to school. Regular formal and informal assessments ensure that all staff are aware of where children's learning is and can identify where additional support may be needed. Following the assess, plan, do, review cycle, we ensure that any additional needs are identified early to support all learners.

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:

- Regular assessment points throughout the school year
- Continuous informal teacher assessment
- Liaison with previous school or preschool setting
- Child performing significantly below age related expectations
- Concerns raised by a parent and/or teacher
- Liaison with external agencies such as Educational Psychologists (EP), Speech and Language Therapist (SALT), Complex Communication Needs Team (CCN)
- Tools for assessing difficulties e.g. standardised tests

Consulting with Families and Young People

Throughout each child's time at Cherry Orchard, we value the involvement of the children, the family and the team working-around the child at all times.

We will have an early discussion with parents/carers when identifying whether their child has a special educational need. This will often discuss how teachers will be supporting their needs within the classroom through Universal + provision.

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

Parents/carers will be informed if their child is on the SEND register. Parents/carers are involved throughout their child's learning journey through formal, informal discussions and meetings, at least 3 times per year, to ensure that we are supporting the child within an holistic approach.

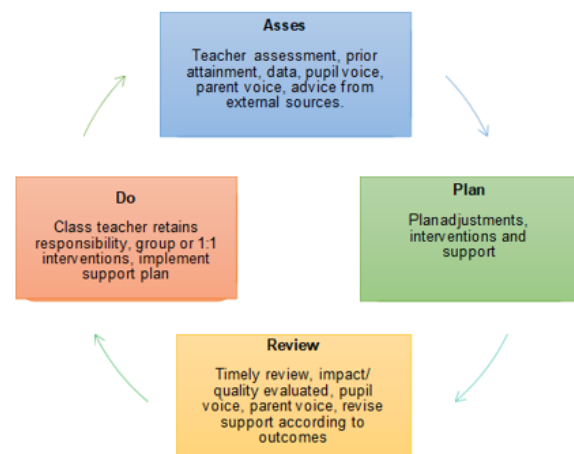
Children's views are sought regularly to support and shape their support at Cherry Orchard. As well as during formal assessment reviews (Annual Reviews), the child's voice is sought on a regular basis (formal and informal) to ensure that we can support their individual needs and interests.

Assessing and Reviewing Progress

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.

In some instances, Universal+ offer within QFT may require additional targeted input to support a child's progress and will result in activating the model of *Assess, Plan, Do, Review* within our Graduated Approach.

This is a process where we assess the child's needs, plan and carryout (do) interventions/provisions to support, then review impact. This is a cyclical model which is shown in the diagram opposite.



Where (despite additional support being put in place to meet the special educational needs of a child) they have not made expected progress, we may decide that it is necessary to request an Education, Health and Care needs Assessment (EHCA). 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 requires a full assessment of their needs.

Parents can find more information about the process at: [Parent information about the process of applying for an EHCP assessment](#)

Further information is also available on the Worcestershire SEND Services website: [Worcestershire County Council Information on EHCPs](#)

Supporting Transition

A positive transition is key to support all children when moving through the stages of education and school. We support all children through transition periods through a number of Universal and targeted approaches.

Transitioning into Early Years

- Summer term parent meetings and stay and play sessions
- Transition support materials (pictures, books, pupil passports)
- September parent meetings to support with transition
- Meet the teacher sessions for parents

Transitioning in a new year group

- Transition day in summer term with new teacher / class
- Transition support materials (pictures, books, pupil passports)
- CAMHS WEST transition support workshops for parents
- Meet the teacher sessions for parents

Transitioning to Secondary School

- Year 5 events at a range of local secondary schools (art and science events)
- Transition sessions at new school
- Additional visits as necessary (organised on an individual basis)
- Transition support materials (pictures, books, pupil passports)
- CAMHS WEST transition workshops for children and parents

Teaching Pupils with Special Educational Needs

Universal+ Provision

At Cherry Orchard, all children receive high-quality teaching (QFT) supported by our Universal+ offer. Some children may also benefit from additional support through our Targeted and Specialist provision. Examples are provided below; this is not an exhaustive list:

- Clear and structured routines throughout
- Rivers' Toolkit Strategies for teachers - Teacher modelling, forward facing, choral response, partner talk
- Visual timetables & task organisers
- Zones of Regulation
- Trauma informed approaches

- Whole class word-learning strategies and sentence structure frames such as Colourful Semantics
- Additional resources such as wobble cushions, sensory equipment
- Regular movement and Sensory Circuits
- Ongoing assessment and planning

Targeted Provision

- Targeted maths intervention (Success@Arithmetic)
- Targeted phonics / spelling intervention
- 1:1 phonics tutoring
- Speech and Language intervention
- Lego therapy

Specialist Provision

- Speech and Language intervention
- Personalised Zones of Regulation strategies
- Sensory circuits
- CAMHS WEST / MELO sessions
- Creative Therapy 1:1 / group sessions
- Enhanced provision within a smaller group
- Physiotherapy/Occupational Therapy sessions
- Play Therapy

Adaptations to the Curriculum

School staff are experienced at making 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.

Universal+ 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:

- Clear and structured routines throughout
- Universal+ teaching strategies such as choral response and partner talk
- Visual timetables and support such as task planners
- Whole class word-learning strategies and sentence structure frames such as colourful semantics
- Additional resources such as wobble cushions, sensory equipment
- Regular movement and proprioceptive breaks for all
- Ongoing assessment and planning
- Targeted interventions
- Liaison with parents, SENCO and external professionals as needed

Adaptations to the Learning Environment

We ensure that our learning environments are thoughtfully adapted to support all pupils, including those with Special Educational Needs (SEN). Pupils are welcomed at the classroom door daily, to help establish a positive start to the day and develop strong relationships. All of our classrooms are organised to promote clarity and consistency, with clearly labelled resources, established routines, and reduced visual clutter.

The environment may also be adapted further if/when needed. This may include the following:

- Adjusting seating plans and furniture
- Completing sensory audits and making relevant adjustments
- Additional/specialist equipment (eg chairs)

Staff Development

All staff working at Cherry Orchard receive regular training in school during staff meetings, and during 6 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 allowing Cherry Orchard to work with colleagues and develop collaborative support across our family of schools. Training includes whole staff training on Universal+ strategies as well as more tailored training for specialist staff within our team (eg Maths specialist TA, Trauma Informed Practitioner, Speech & Language TA). Training is delivered by school staff as well as external professionals.

Training that has taken place recently includes:

- Teaching toolkit strategies within our Universal+ offer
- Universal and Specialist Speech and Language development
- Specialist Maths intervention training
- Use of visuals within the classroom
- Trauma informed Schools training (whole school & specialist training)
- CAMHS WEST training on a range of areas to support children and families in school

Engagement in Activities

School Activities

Universal+ 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:

- Clear and structured routines throughout
- Universal+ teaching strategies such as choral response and partner talk
- Visual timetables and support such as task planners

- Whole class word learning strategies and sentence structure frames such as colourful semantics
- Additional resources such as wobble cushions, sensory equipment
- Regular movement and proprioceptive breaks for all
- Ongoing assessment and planning
- Targeted interventions
- Liaison with parents, SENCO and external professionals as needed

When planning the curriculum, school staff consider access for all children to ensure that they can take part in all activities.

My Extraordinary Experiences (MEE)

The My Extraordinary Experiences (MEE) initiative launched in September 2025 as a commitment from The Rivers C. of E. Trust to deliver an extraordinary education for all pupils.

The MEE app helps teachers at Cherry Orchard Primary School to ensure that every pupil has access to a rich variety of experiences that build confidence, character, and curiosity.

All pupils can access the bespoke MEE app as an area to log enrichment activities, reflect on their growth, and earn digital badges for their achievements.

This is an exciting development this academic year and we would love for you to learn more using this link: [Rivers MEE Explained](#)



Emotional and Social Development

At Cherry Orchard, we take a whole school approach to improving emotional and social development. 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 (SENCo) who is a trained Trauma Informed Practitioner.

We have a number of Universal+ strategies that are used throughout the school to support all children emotionally, including but not limited to:

- Daily greetings
- Positive behaviour management strategies
- Restorative approaches
- Zones of Regulation

- Worry Boxes

We also work closely with outside agencies to support children who may need a more targeted approach of support:

- CAMHS WEST (Well-being Emotional Support Team)
- Play therapy (independent therapist working within school)
- MELO
- Family Support services

Children are encouraged to share their feelings throughout the day with all adults in school. This is supported through Zones of Regulation and Trauma Informed Approaches, which all staff are trained in.

Evaluating the Effectiveness of Provision

Teachers, leaders and SENCO regularly evaluate the effectiveness of provision across the school and for SEND support. All learning support plans are reviewed termly to evaluate strategies and outcomes. All targeted and specialist provisions are also reviewed regularly to ensure impact. Regular pupil progress meetings track the progress of all pupils, allowing staff to review the impact of provision and make any necessary adjustments. Alongside this, leaders across the school carry out regular learning walks to gain an overview of provision, gain pupil views and evidence impact. This ongoing monitoring ensures support remains effective, responsive and flexible.

Engaging with External Agencies

To secure further specialist expertise, Cherry Orchard Primary School and Little Cherries Preschool will often consult and liaise with external agencies including:

Advisory Services (LA/Other)	NHS Services	Social Care
<ul style="list-style-type: none"> • Educational Psychologist • Complex Communication Needs and Autism Team (CCN) • Specialist Advisory Teachers • Sensory Support Team (VI and HI Teachers) • Learning Support Services (LSS) • Behaviour Outreach Services (Perryfields PRU) 	<ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • Physiotherapy • School Health Nurse • Hospital Consultants/Pediatricians • Child and Adolescent Mental Health Services (CAMHS) 	<ul style="list-style-type: none"> • Social Workers • Early Help • Family Support Workers

<ul style="list-style-type: none"> Physical Disability Outreach Team (PD Outreach) 	<ul style="list-style-type: none"> CAMHS WEST (Well Being Emotional Support Team) 	
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When a pupil is identified as a Child who is Looked After (CLA/LAC) by the local authority and has a Special Educational Need, the SENCO will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children.

Local Offer Contribution

Our school may serve pupils from a number of different local authorities. Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Worcestershire	Worcestershire County Council Local Offer Information
Hereford	Hereford County Council Local Offer Information
Birmingham	Birmingham City Council Local Offer Information
Dudley	Dudley Council Local Offer Information
Sandwell	Sandwell Metropolitan Borough Council Local Offer Information
Walsall	Walsall Council Local Offer Information
Wolverhampton	City of Wolverhampton Council Local Offer Information

Raising a Concern

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the school SENCO – Mrs C Spencer
- Discuss the concern with the school Headteacher – Mrs K Banford

Should the concern still not be resolved, The Rivers C. of E. Academy Trust Complaints Policy is published on the school website and can be followed.