

Cherry Tree Primary School

SEND Overview

(SEND Information Report)



HEAD TEACHER:

Mrs H Graham

SENDSCO:

Mr P Adams

Our Mission Statement: *Bringing out the best in each other as we blossom and grow.*

Our Values

Happy, Aspirational, Resilient, Independent, Open-minded, Compassionate

CHERRY TREE PRIMARY SCHOOL AIMS OF OUR SEND PROVISION

Bringing out the best in each other as we blossom and grow

At Cherry Tree we are an educationally inclusive school, in which the teaching and learning, achievements, attitudes and well-being of every young person matter. 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, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Cherry Tree is committed to inclusion. We aim to engender a sense of community and belonging. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

At Cherry Tree Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

EQUALITY OF ACCESS TO THE ENVIRONMENT

- Cherry Tree Primary School is a single site school. Entrance to the building is through the main reception area or class porches, all of which have leveled access. The school is semi open-plan. Following internal re-designing, enclosed classrooms were created in Summer 09. These meet all regulations re disability access. **Thus there is wheelchair access throughout the building.**
- There is currently one wheel-chair accessible toilet for children or adults in the main entrance area.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our new classrooms have been designed to provide good acoustic conditions so that the effects of hearing difficulties are minimised
- Children requiring equipment due to an impairment are assessed by occupational health in order to gain the support that they require.

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATION NEEDS

- The SENDCO meets with class teachers when required to discuss additional needs, concerns and strategies to support pupils with SEND.
- Targets arising from send plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENDCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, work scrutiny, data analysis and monitoring planning.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. This could include working in small groups with a teaching assistant or following structured interventions.
- Additional support is co-ordinated by the SENDCO/head teacher and delivered by trained teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENDCO, and the management team, in line with current pupil needs.

- Teachers, SENDCO and head teacher decide whether to make a further referral to the inclusion team, educational psychologist, complex case, child development centre or other professional bodies.
- When required progress is recorded using p-scales and b-squared.
- Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
- Parents are kept informed throughout the process and meet with the class teacher each term.

HOW CHILDREN ARE IDENTIFIED AS HAVE SEND

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.

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

- Differentiated curriculum support within the class –under attaining (UA)
- SEND support
- referral to outside agencies

HOW CHILDREN ARE SUPPORTED IN CLASS

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

If required further teaching assistant support may be allocated if felt the child would benefit from this by the school or if allocated in an Education health care plan.

HOW PROGRESS IS MONITORED

Monitoring of progress will be carried out by the class teacher. This is then monitored by the Headteacher and SENDCO. 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.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach further support and advice may be sought.

SCHOOL REQUEST FOR AN EDUCATION HEALTHCARE PLAN

For a child who is not making adequate progress, despite a period of support at SEND support, and in agreement with the parents/carers/carers, the school may request the LEA to make a an assessment in order to determine whether it is necessary to have an Education Healthcare Plan .

The school is required to submit evidence to the LA whose 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.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

THE USE MADE OF TEACHERS AND FACILITIES FROM OUTSIDE THE SCHOOL, INCLUDING SUPPORT SERVICES

The Educational Psychologist meets termly with the SENDCO to agree which children need to be assessed. Specialist, direct teaching from the LA service is used to assess children's needs where we do not have the necessary in-house expertise including speech and language team.

The SENDCO liaises whenever necessary with a number of other outside agencies, for example:

- Education Welfare Service
- School Nurse
- Speech and language Therapy
- Occupational Therapy
- Education psychology

Parents/carers are informed if any outside agency is involved.

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS/CARERS

Staff and parents/carers will work together to support pupils identified as having additional needs.

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 SENDCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Send plan targets will often include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All send plans and reviews will be signed by all parties, copied and sent to parents/carers after meetings.

Regular curriculum workshops are offered for parents/carers to attend.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures set out the steps in making a complaint in more detail.

TRANSFER ARRANGEMENTS

Foundation staff will meet with staff from local nurseries prior to pupils starting school. Concerns about particular pupils will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting with the nursery and/or parents.

Our Year 6 teacher/SENDCO meets the SENDCO from the high school during the autumn term to discuss the transition of those children who have an EHC.

**For further information please contact the SENDCO, Mr P Adams, using the schools e mail:
cherrytree_primary@warrington.gov.uk**

Spring 2017