



SEND Information Report for Cherry Tree Primary School and Nursery, Church Road, Basildon, Essex.

All Berlesduna Academy Trust schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and endeavour to support them to make the best possible progress. The Local Authority encourages all schools to be as inclusive as possible, so that the needs of some pupils with a Special Educational Need(s) and/or disabilities (SEND) can be met in a mainstream setting.

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and/or Disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p>Class Teacher</p>	<p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/ outstanding teaching • The school curriculum is adapted, where possible, to meet your child's individual needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the Assistant Headteacher - Inclusion Leader as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults (where available), outside specialist help (where available) and specially planned work and resources (where available). • Ensuring that the school's Inclusion/SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

	Inclusion Leader	<p>Mrs. Cory (AHT-Inclusion Leader) is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's Inclusion/SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school, resources permitting. • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning, ○ kept informed about the support your child is getting, ○ involved in reviewing how they are doing, ○ part of planning ahead for them. • Liaising with other people who may be coming into school (services allowing) to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND records and making sure that there are up to date details of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential. • Supporting your child's class teacher to consider learning outcomes for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
	Learning Support Assistants (LSAs)	<p>A Learning Support Assistant (LSA) may be working in your child's class and be directed to support them within a small group or on occasion, with one to one activities. Whilst they play a very valuable role in your child's education, questions regarding your child's learning and progress are to be directed to the staff members named above. As a school we welcome daily dialogue between parents and class teacher on how a child's day has been, and we do actively encourage this continued feedback.</p>
	Head of School	<p>Mr Davie is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. He has delegated responsibility to the AHT-Inclusion Leader and class teachers but is still responsible overall for ensuring that your child's needs are met within the remit of resources available to the school. • He must make sure that the Local Governing Board is kept up to date about any issues in the school relating to SEND.

	Local Governing Board	<p>The Local Governing Board is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up-to-date Inclusion/SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school (as far as possible). • Making sure that the necessary support, where available, is made for any child who attends the school who has SEND. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
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	Types of support	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND at our school?	<p>Class teacher input via good/outstanding classroom teaching:</p> <p>High quality teaching</p> <p>Additional School Intervention and Support</p> <p>Specific small group work/ Intervention groups</p>	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • All teaching builds on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the AHT- Inclusion Leader or staff from outside agencies) to enable your child to access the learning task progress. <p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <ul style="list-style-type: none"> • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant or Class teacher may run these small group sessions using the teacher's plans, or a recommended programme. 	<p>All children in school receive this.</p> <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage where they have been</p>

		<p>The resources we could access include (but are not limited to): Gym Trail, Numicon, Musical Communication, Black Sheep Press tools, Language Link, Social story/skills programme, Essex Psychology Service Maths Intervention (EPS), Talk Boost, Early Talk Boost, Colourful Semantics, Toe by Toe, MeeMo, The 5 Minute Number Box, The 5 Minute Literacy Box, Precision Teaching, PixL Therapies, Rapid Catch-Up, additional Little Wandle phonics groups, and additional reading programmes.</p>	<p>identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by outside agencies</p>	<p>If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies, where they exist or are providing such services, to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> • Before referrals are made, we will discuss your child's progress with you and together consider possible ways forward. • If it is agreed that the support of an outside agency is a way forward and they have capacity, you will be asked to give your permission for the school to refer your child to a specialist professional e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional, where available, will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> o Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support them better o Support to set targets which will include their specific professional expertise o Your child's involvement in a group run by school staff under the guidance of the outside professional e.g., a social skills group. Such grouping will be dependent upon availability of appropriately trained staff. o A group or individual work with outside professional. • The school may suggest that your child needs some agreed individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place. If we believe that they need more support in 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Considering appropriateness of an EHC Needs Assessment.
	<p>Specialist groups run by outside agencies (continued)</p>		

		<p>school to make good progress than can be provided by the school's budget, we will discuss with all parties involved before making a request for an EHC Needs Assessment and/or IPRA funding.</p> <p>If this is not the case, the outside agencies will ask the school to continue with the SEND support and set up a meeting in school to make certain a plan is in place to support your child in making progress.</p> <ul style="list-style-type: none"> • The EHC Plan will outline the outcomes and aspirations for your child, support your child with specific strategies. It will also have long and short-term goals for your child. • There may be an additional adult to support your child at times with whole class learning, run individual programmes or run small groups including your child. 	
<p>How will we support your child with SEND who is starting at our school?</p>	<p>We will invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, we will meet them or contact them to discuss your child's needs and share strategies. Ideally this will take place before your child is admitted to the school. Depending on your child's needs we may suggest transition visits or adaptations to the settling in period to help your child settle more easily.</p> <p>If your child is to have a key person involved, we will arrange times when they can meet you and your child to get to know each other.</p> <p>We may ask if we can carry out a home visit to make your child feel at ease about starting at Cherry Tree Primary School and Nursery.</p> <p>When your child leaves us at the end of Key Stage 2 or at any point in the school year, we aim to arrange transition meetings with their new setting, as far as possible (subject to the new school being able to attend).</p>		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress, you should always speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the AHT-EYFS/ KS1/ KS2, or if there are still concerns you should speak to the AHT - Inclusion Leader. If you require further clarification you can ask to speak to the Head teacher. If you are still not happy you can ask to speak to the Chair of Governors.</p>		

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the AHT - Inclusion Leader. Our school also has pupil progress meetings regularly between each class teacher and a senior member of staff in school to ensure all children are making progress. This is another way your child may be identified as not making as much progress as expected.</p> <p>If your child is identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.</p> <p>If your child is still not making progress, we will discuss with you:</p> <ul style="list-style-type: none"> • any concerns you/we may have, • any further interventions or referrals to outside professionals to support your child's learning, • how we could work together, to support your child at home/school. 	
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The school budget, received from the DfE includes money for supporting children with SEND.</p> <ul style="list-style-type: none"> • The Head of School decides on the budget for SEND in consultation with the school's local governing board, on the basis of the needs of the children currently in the school. • The Head of School, the Deputy Headteacher and the AHT-Inclusion Leader discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ the children with high level, complex need, ○ the children getting extra support already, ○ the children needing extra support, ○ the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed and available to the school. • All resources/training and support are reviewed regularly, and changes made as needed and in line with what support is available to the school. 	
<p>Who are the other people providing services to children with SEND in this school?</p>	<p>Directly funded by the school</p>	<p>Highly Qualified AHT - Inclusion Leader Attendance Officer Trained support staff</p>
	<p>Provided by the Local Authority but delivered in school</p>	<p>Specialist Teacher Team: Visual Impairment, Hearing Impairment, Physical and Neurological Impairment Inclusion Partner School Engagement Facilitator (as required for key cases) Educational Psychology Service Parent Partnership Service (to support families through the SEND processes and procedures)</p>

		<p>To view all services available, see the Essex Local Offer site: https://send.essex.gov.uk (Some Local Authority services have suffered staffing reductions which have impacted on availability.)</p>
	<p>Provided and paid for by the Health Service NHS Trust but delivered in school</p>	<p>For children who have medical issues the AHT-Inclusion arranges meetings with parents and relevant medical professionals involved with the child to complete Care Plans. For children on medication, including children with allergies, we produce Care Plans. Health Visitor (when available) works in supporting our under-fives. School Nurse (when available) works in supporting pupils over the age of five. Speech and Language Therapy Professional training for school staff to deliver medical interventions. Occupational Therapy. Specialist nurses (diabetic, epilepsy) (Some of these services have suffered staffing reductions which have impacted on availability.)</p>
<p>How are the adults in school helped to work with children with SEND and what training do they have?</p>	<p>The AHT - Inclusion Leader's job is to support the class teacher in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, literacy difficulties, etc. • Whole staff training to disseminate knowledge, strategies, and experience, to ensure consistency of the school's approach for children with SEND. 	
<p>How will the teaching be adapted for my child with SEND / learning needs?</p>	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted in order to enable your child to learn as independently as possible.</p> <ul style="list-style-type: none"> • Specially trained support staff (where available) can implement the teachers modified/ adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups: Access plan including accessible toilet, Equality Plan, visual timetables, left-handed scissors, Writing slope, Finger Gym and Gym Trail resources, wide range of reading 	

	<p>materials, Interactive Screens, Social stories, Teodorescu [Write from the start], coloured overlays, Widgit.</p> <ul style="list-style-type: none"> • Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs and increase your child's access to what is on offer.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<p>Your child's progress is continually monitored by his/her class teacher.</p> <ul style="list-style-type: none"> • His/her progress is reviewed formally at least once every term and an assessment judgement based on the National Curriculum is made in reading, writing and numeracy as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • At the end of Key Stage 2 (end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, and the results are published nationally. • All children at the school have learning targets. This will be discussed at parent consultation meetings. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The AHT-Inclusion Leader will also check that your child is making progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: Home/school book, letters/certificates, Marvellous Me/Studybugs messages sent home, additional meetings as required, reports, rewards and celebrations.
<p>What support do we have for you as a parent of a child with SEND?</p>	<p>We would like you to talk to your child's class teacher regularly so we know what they are doing at home, and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. If you wish to see the class teacher, you can book an appointment for a meeting.</p> <ul style="list-style-type: none"> • The AHT-Inclusion Leader is available to meet with you, by appointment, to discuss your child's progress or any concerns/ worries you may have. • All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The AHT - Inclusion Leader is available to meet with you, by appointment, to discuss any new assessments and ideas suggested by outside agencies for your child and will always seek your involvement in matters of concern. • You will have an opportunity each term to discuss your child's learning targets and progress with the teacher.

	<ul style="list-style-type: none"> • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. <p>In addition: If your child is undergoing an EHC Needs Assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.</p>
How will my child be included in activities outside the classroom?	At Cherry Tree Primary School and Nursery, we have a small number of after school clubs which are available for Year 1 to Year 6 children to attend. Please discuss suitability of any club with your child's class teacher in the first instance.
How have we made this school physically accessible to children with SEND?	The school is accessible to children with physical disability via ramps at some doors and the school setting is primarily on one level. We ensure that equipment used, where possible, is accessible to all children regardless of their needs. The school has an accessible toilet with an adjustable changing facility and ceiling hoist track.
How will we support your child when they are leaving this school or moving on to another class?	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ A pupil's new school is welcome to contact the AHT-Inclusion Leader and ensure he/she knows about any special arrangements or support that needs to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ When requested, we make arrangements for staff who have worked with your child to meet new staff. ○ In some cases, staff from the new school will visit your child in this school. • When moving classes in school: <ul style="list-style-type: none"> ○ Information, including learning targets, will be passed on to the new class teacher in advance. ○ For children with an EHCP and more complex needs, there will be a planning meeting and/or specific preparation or training for the new teacher and /or support staff. ○ If your child would be helped by a transition book/ social story to support them understand moving on then it will be made for them. ○ For those children who might find moving on difficult your child will visit their new class on several occasions.

GLOSSARY OF TERMS

SEN - Special Educational Needs

SEN Code of Practice - The legal document that sets out the requirements for SEN

EHC plan or EHCP – Education Health Care Plan

SEND - Special Educational Needs and/ or Disabilities

SALT - Speech and Language Therapist

CAMHS - Child and Adolescent Mental Health Services

EP - Educational Psychologist

ASD - Autistic Spectrum Disorder

IPRA - Individual Pupil Resourcing Agreement – additional funding provided by the local authority which ensures that schools have sufficient resources to meet the needs of a pupil with High Needs