

Cherry Tree Primary School & Nursery – SEND Information Report

2026-27

All schools within the Berlesduna Trust have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The SEN Code of Practice (January 2015) sets out in Chapter 6.15 that: 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Below we have set out how Cherry Tree supports children with Special Educational Needs & Disabilities, how you as a family will be supported and aim to answer any questions you may have. Please do not hesitate to contact the school's Assistant Headteacher for Inclusion & SENCo, Miss Littlewood, should you wish to discuss anything further.

Key question	Summary	Who could I explore this further with?
Who is responsible for supporting children with Special Needs and/or Disabilities at Cherry Tree Primary School & Nursery?	<p>Class teacher: Class teachers are responsible for:</p> <ul style="list-style-type: none"> - Ensuring that all children have access to good/outstanding teaching through Quality First Teaching, and that the curriculum is adapted and scaffolds put in place, to meet your child's individual needs (also known as differentiation). - Talking to you if they have any concerns with regards to your child's progress. - Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. - Creating learning targets and sharing and discussing these with parents at least once each term. This may take place during parent consultations or outside of these and will 	<p>Class teacher: Your child's class teacher will have a wealth of support already in place for your child and will happily discuss any initial concerns you have. They may be able to make suggestions of any changes they have noticed or be able to reassure you that things are in place.</p> <p>Assistant Headteacher (Inclusion): Miss Littlewood will be able to explore further support if required for you child and is happy to meet to discuss your concerns further. This may include gathering evidence for an EHC Needs Assessment request or supporting you through a diagnosis process.</p>

	<p>include planning for the next term. This is done in the form of creating One Plans for children with SEND.</p> <ul style="list-style-type: none"> - Ensuring that the school's SEND Policy is followed, in their classroom and for all the pupils they teach with any SEND. <p>Assistant Headteacher (Inclusion): Miss Littlewood is responsible for:</p> <ul style="list-style-type: none"> - Supporting teachers with planning & adaptations for children with SEND within their classes. - Monitoring the Quality First Teaching on offer to all children. - For children with a higher level of a need, a more formalised One Planning Meeting may also be held to discuss the child's needs in greater detail and plans created for the future. - Making referrals/seeking advice from external professionals alongside parents. - Ensuring that the school's SEND Policy is up to date and reflects the provision on offer at the time. - Coordinating and overseeing the support for children with special educational needs (SEN) and or disabilities, and developing the school's Inclusion/SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. <p>Assistant Headteacher (Phase Leader): The Assistant Headteacher responsible for your child's phase group (EYFS/Phase 1 or Phase 2) is responsible for:</p> <ul style="list-style-type: none"> - Monitoring the Quality First Teaching on offer to all children. - Supporting teachers in planning, delivering and assessing learning across all subjects. 	<p>Assistant Headteacher (Phase Leader): The Assistant Headteacher who oversees the phase within which your child attends will be able to discuss further any whole class support or concerns you have.</p> <p>Deputy Headteacher: Mr McQuade will be able to discuss any wider curriculum support in place.</p> <p>Head of School: Mr Davie will always be happy to explore and discuss what SEND support looks like at Cherry Tree Primary School and Nursery.</p>
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	<ul style="list-style-type: none"> - Supporting teaching teams in delivering interventions and support plans for children within their classes. <p>Deputy Headteacher: Mr McQuade is responsible for:</p> <ul style="list-style-type: none"> - Overseeing the Quality of Education and curriculum within the school. - Working alongside Assistant Headteachers to support the implementation of high quality teaching across all subjects. - Working alongside the Assistant Headteacher (Inclusion) to explore adaptations and considerations to ensure all children can access all elements of the curriculum. <p>Head of School: 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 SEN and/or disabilities. - He will give responsibility to the AHT for Inclusion/SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. - He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>School Governor for SEND: Mrs R Marshall is responsible for:</p> <ul style="list-style-type: none"> - Making sure that the school has an up to date 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. 	
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	<ul style="list-style-type: none"> - Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. - 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. 	
Who can I speak to if I have concerns around my child and think they may have Special Educational Needs &/or a Disability?	<p>Class teacher: Class teachers are often the first port of call if you have concerns around your child. They have first hand experience of how you child is accessing all elements of the school day including learning, socialisation and wider school experiences and so can share first hand their observations and suggestions. Together a plan can be made to either observe over time or refer to the Assistant Headteacher (Inclusion) for further support.</p> <p>Assistant Headteacher (Inclusion): Miss Littlewood is always happy to discuss concerns with parents and if not already raised by the class teacher, will then discuss these with the class team. A plan can then be made on how to move forward.</p>	<p>Assistant Headteacher (Phase leader): Should you have further concerns or feel you are not able to speak to the class teacher, please do reach out to the Assistant Headteacher responsible for your child's phase for further support.</p>
How are parents/carers consulted about their children with Special Educational Needs &/or a Disability and how does the school involve parents in their child's education?	<p>Initial Concerns: Once initial concerns are raised regarding the possibility of your child having SEND, a process of assessing & observing will take place. This will consist of additional assessments (both summative and formative) to outline what areas they may require support with. Following this a conversation around adding your child to the school's SEND register may take place – this ensures that the school continuously monitor & review their provision.</p>	<p>Assistant Headteacher (Inclusion): Should you be unsure of where to begin in the process or simply like to discuss your child's SEND needs, please do not hesitate to contact Miss Littlewood for further support and guidance.</p>

	<p>SEND Register: Once a child is entered onto the school's SEND register a process of termly assess, plan, do & review begins. A One Planning meeting with your child's class teacher will be arranged to discuss your child's needs and set appropriate targets. One Plans include lots of information about your child, including; their strengths, their needs, strategies that may support their learning and SMART targets to work towards.</p> <p>External professionals: If we feel that your child could benefit from being seen by a professional in the community such as a Community Paediatrician, Speech and Language Therapist, Occupational Therapist etc the AHT for Inclusion/SENCO will be happy to meet with you to obtain your views and share the views of the school. She will then write a referral to the Children's Single Point of Access (CSPA) to request their services. If those needs relate to ADHD or Autism, Miss Littlewood will be happy to work with you if necessary to complete the ASD/ADHD Pathway paperwork. We also employ when able to an in-house speech and language therapist who can offer short term support and training for class teams on how to best meet the needs of children with speech, language and communication needs.</p> <p>Education Health & Care Needs Assessment Process: Depending on the level of need, it may be that a more formalised One Planning meeting is required and this will be carried out in conjunction with the class teacher and the AHT for Inclusion/Senco, Miss Littlewood. This meeting will allow a plan to be made in terms of gathering information for an EHC Needs Assessment request.</p>	
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	<p>Education, Health & Care Plans (EHCP): Children in receipt of an EHCP will continue to have termly reviews but these will be in line with their provision and targets set out in their EHCP. The AHT for Inclusion will also review these key targets annually and update the EHCP in a meeting called an annual review.</p>	
How are children and young people with SEND consulted and involved in their own education?	<p>Cherry Tree Primary School & Nursery prides itself in ensuring everyone's voice is heard. Whether it's from a range of children holding Student Ambassador roles, to Pupil Voice tasks as part of One Planning and EHCP reviews. We have a range of resources and expertise in supporting children to share their ideas and opinions including communication boards for our pre-verbal children, visual prompts to support language and sentence stems to further expand discussion. Our SEMH team also have a high level of involvement in ensuring that the voices of all children are heard and that when required, a quiet environment to share what they are struggling with is provided. This then enables the teaching team around that child to offer further support & guidance.</p>	<p>SEMH Team: Should you be concerned that your child isn't confident to share their own ideas/opinions please do seek support from our SEMH team.</p> <p>Class teacher: Do reach out to your child's class teacher should you be concerned about your child's involvement in their learning.</p> <p>Assistant Headteacher (Inclusion): Miss Littlewood is always happy to discuss further ways to support children with SEND being more involved in their education.</p>

Below is an overview of support & adaptations available for children at Cherry Tree Primary School & Nursery. Whilst this list does not cover everything in place, it gives an overview of the array of support available.

Support	Purpose	Who can receive this support?
Quality First Teaching	<ul style="list-style-type: none"> - The teacher will have the highest possible expectations for your child and all pupils in their class irrespective of their starting points. - All teaching is based on building on what your child already knows, can do and can understand. 	All children who attend Cherry Tree Primary School & Nursery

	<ul style="list-style-type: none"> - Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like providing more practical learning experiences or providing different resources adapted for your child. - Teaching is differentiated/scaffolded according to ability and support deployed as necessary to meet the needs of the learners. - Putting in place specific strategies (which may be decided by the class teacher or suggested by the AHT Inclusion/SENCO or from outside agencies) to enable your child to access different learning tasks. 	
Specific small group work/ Intervention groups	<ul style="list-style-type: none"> - Your child's teacher will have carefully checked your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers. - He/ She will plan group interventions for your child with targets to help your child to make more progress. - Within class or outside of class a Teaching Assistant/Higher Level Teaching Assistant or teacher will teach these small group interventions using the teacher's plans, or a recommended programme. - Resources for these interventions may be sourced from external professionals, recognised research-based programmes or be a recap of learning taught in the classroom. 	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage where they have been identified by the class teacher as needing some extra support in school. These children may have a One Plan or an EHC Plan.
Social, Emotional & Mental Health Support	<ul style="list-style-type: none"> - Our SEMH team consists of two members of staff; one fully THRIVE trained and another beginning the training this year. - Thrive helps children and young people become more emotionally resilient and better placed to engage with life and learning. - Our Thrive Practitioners work with children on an individual or small group basis. They also operate an 'open door' policy to supporting children 'in the moment'. They are particularly available during high transition moments within the school day such as before/after school and at playtime and lunchtime. - Zones of Regulation is a whole school approach used to support children to understand their emotions and how these present themselves within their daily lives. The language of the 'Zones Colours' is consistently used by all staff across the school. 	<p>Any child who presents with requiring support in the moment can access this support.</p> <p>THRIVE specific work will be implemented as part of a plan shared with parents.</p>

Sensory &/or Physical Impairment Support	<ul style="list-style-type: none"> - Our Assistant Headteacher (Inclusion) will seek advice directly from professionals to ensure specific, individualised support is in place for children's who require support for their sensory &/or physical needs. - This support can range from professional outreach from the Qualified Teachers of the Visually Impaired/Deaf to paediatric support from specialists such as GOSH & Moorfields. 	Any child with an identified or suspected sensory &/or Physical Impairment
Support for children working below the National Curriculum	<ul style="list-style-type: none"> - Our Sunshine Café learning space offers bespoke, targeted support for children not yet able to access the National Curriculum. - Their blended timetable of early learning and life skills enable children to work towards their individual targets alongside peers of similar needs. - Children attending the Sunshine Café remain linked to their 'home class' to encourage opportunities for blended learning such as attending certain curriculum lessons, participating in trips and workshops or joining their home class for playtimes. 	Children will join the Sunshine Café following significant consultation with parents.
Transition Support	<ul style="list-style-type: none"> - At all transition points within school, children on the SEND register are supported in ways particular to their needs. - These supports can range from; transitional timetables, visual supports and social stories and additional transition sessions with key adults. - Transitions to new settings such as Secondary School will be supported directly from the Assistant Headteacher (Inclusion) and may include a transition meeting with the new school's SENCo. 	All children on the SEND register will receive support with transition in line with their needs.
Medical Needs	<ul style="list-style-type: none"> - Care plans are created to support any child with a medical need in school. These are co-produced with reference to medical documentation such as asthma plans, allergy plans or other medical reports. - Clear procedures around the administration & storage of medication is in place at Cherry Tree. - Staff with first aid training are always available and careful consideration is made when planning off site visits and trips. 	All children with identified medical needs.

Training & Support for staff:

Our Assistant Headteacher (Inclusion) Miss Littlewood holds the National Award for SEND Co-ordination (NASENCo) as obtained through the University College London (UCL).

How is the expertise and training of staff, to support children and young people with SEN, including how specialist expertise secured, managed and delivered?		
Guidance for teachers around planning/adapting learning for children with SEND	<ul style="list-style-type: none"> - Ensuring all children receive high-Quality First Teaching and are adapted for in line with their needs. 	Support for teaching teams is available all year round from the leadership team including the Assistant Headteacher (Inclusion)
Guidance for teaching teams around specific areas of need and how to best support	<ul style="list-style-type: none"> - Ensuring all children with SEND are provided with tailored support specific to their area of need. 	<p>At Cherry Tree we work with an array of professionals to provide bespoke training & guidance including:</p> <ul style="list-style-type: none"> - Speech & Language therapists - Educational Psychologists - Inclusion Partners from Essex SEND team - School Health Nurses - Mental Health Support Team (MHST) - Child & Adolescent Mental Health Service (CAMHS) - Children's Social Care - Autism & Sensory Support Teams - The Arc SEMH Outreach - Sensory Impairment Team
Guidance for teaching teams around strategies to support individual children.	<ul style="list-style-type: none"> - For when a child has specific, identified needs a collaborative approach is implemented alongside other professionals to ensure all staff are aware of the strategies and support which need to be in place. 	This support can vary from the sharing of care/support plans, co-creation of One Plans to bespoke external training.

Glossary of key terms used within this report:

Term/Acronym	
DfE	Department for Education
SENCo	Special Educational Needs Co-ordinator
IP	Inclusion Partner
LA	Local Authority
EHCP	Education Health & Care Plan