



Cherry Tree Academy

SEND Policy

Introduction

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation;

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

School Aims

Inclusion Statement

At Cherry Tree Academy we strive to achieve the inclusion of all children whilst meeting their individual needs. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others. We believe that all children, including those identified as having special educational needs/disabilities are able to achieve and be successful; teachers provide differentiated learning opportunities and appropriate resources to engage pupils and ensure that they make progress. Each child is an individual and their progress is measured accordingly. It's our aim to distinguish between 'underachievement' and SEND. Some of our pupils may be underachieving but not have a special educational need or disability. It is our responsibility to distinguish the need and to ensure that appropriate interventions are put in place to help these pupils catch up.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice are:

- *To provide access to the National Curriculum for all children.
 - *To enable all children to achieve at a high level.
 - *To meet the individual needs of our pupils through a wide range of provision.
 - *To ensure that parents/carers are able to support their child's educational achievements and that their views and opinions are listened to and valued.
 - *To ensure that we challenge our pupils and develop their skills ; encouraging them to think and work independently.
 - *To carefully map the provision for all vulnerable learners; ensuring that the support, resources and interventions enable good learning outcomes.
 - *To ensure that the special educational needs/disabilities of our children are identified and assessed; that we meet the of these pupils to ensure that they achieve.
- To ensure that staff have a high level of knowledge/expertise to meet the needs of these pupils, through well targeted professional development/CPD.
- *To identify the roles and responsibilities of staff providing for children's special educational needs.
 - *To engage with a range of external agencies to ensure that there is a multi-professional approach to

meeting the needs of all vulnerable learners.

*To make clear the expectations of all partners in the process.

*To promote children's self-esteem and emotional well-being and help children to form and maintain worthwhile relationships based on respect for themselves and others.

*To ensure that pupil voice is heard and expressed.

The SENCO

The SENCO in our school is Jane Lightowler, she is responsible for overseeing the implementation of this policy in the following ways;

*Maintenance and analysis of whole-school provision map for vulnerable learners.

*Coordinating provision for children with special educational needs.

*Liaising with and providing advice/support to teachers.

*Managing other classroom staff involved in supporting vulnerable learners.

*Overseeing the records of all children with SEND.

*Liaising with parents of pupils with SEND; supporting teaching staff to do liaise with parents and families.

*Contributing to the in-house training and CPD of staff.

*Supporting staff and parents to prepare My Support Plan (MSP) paperwork; seek additional advice and support from a range of external agencies that will enhance the MSP document and enable us to meet the needs of our vulnerable learners. Depending on level of need and evidence, the SENCO will request a Statutory Assessment for an Education Health and Care Plan.

*Oversee transition arrangements and transfer of information for Year 6 pupils on the SEND register; this includes arranging additional/early transition plans for the most vulnerable pupils transferring to high school.

*To ensure that One Page Profiles/Learner Profiles are given high regard by all staff, are updated on a regular basis and reflect the provision being provided to that individual pupil. The SENCO will also ensure that staff listen to and include pupil voice.

*Evaluating the impact and effectiveness of all additional interventions for all SEND pupils.

*The SENCO will attend half termly pupil progress meetings with teachers and Head/Deputy headteacher to ensure that the needs of the SEND pupils are being met, progress is being made and that advice/support can be given.

*Developing strong relationships with parents and families; signposting them to additional help where possible, ensuring their views are taken into consideration and providing them with regular updates and progress reports.

*Attending SENCO network meetings within the Waterton Academy Trust; ensuring up to date CPD/professional development.

*Liaising with the school's inclusion Governor; keeping them informed of current issues within school, the broader community and nationally.

*Liaising with a range of external agencies to support vulnerable learners/SEND pupils.

The Class Teacher

All staff in school have a responsibility for maximising achievement and opportunity for vulnerable learners; all teachers are teachers of pupils with special educational needs.

Class teachers are involved in liaising with the SENCO to agree:

*Which pupils in their class have a special educational need and require additional support and need to be placed on the SEN register.

*Which pupils are underachieving and need to have additional interventions monitored but do not have a special educational need.

Securing good provision and outcomes for all groups of vulnerable/SEND learners by:

*Providing differentiated teaching and learning opportunities.

*Ensuring that there is adequate opportunity for pupils with SEND to work on agreed targets which are 'additional to' or 'different from' those normally provided for as part of the differentiated curriculum offer

and strategies.

*Ensure the effective deployment of resources to maximise outcomes for all groups of vulnerable learners including SEND.

Partnerships with Parents/Carers

The school aims to work in partnership with parents and carers. We aim to:

*Work with a range of external agencies who are supporting children and their families.

*Give parents/carers an opportunity to share their views; play an active role in their child's education and feel listened to and valued.

*Ensure that parents/carers feel welcome and supported.

*Ensure that parents are confident that school will listen and act appropriately

*Focus on the child's strengths and use these to develop their areas of need.

*Ensuring that parents play an active role in the setting of targets for their children; that they are active in monitoring these targets and planning their next steps.

*Ensure that parents/carers are included in all decisions making processes. School will endeavor to provide all information in an accessible way.

Pupil Voice

At Cherry Tree Academy we recognise and value the views of our pupils. Throughout school we actively encourage children to share their thoughts about learning and discuss their strengths and areas for development. Individual targets are shared in areas across the curriculum in order to ensure that pupils know what their targets are and why they have them. We seek to ensure that children are able to talk about the progress they have made and help set new targets. Where possible we encourage pupils to contribute to their annual review meetings.

Admission Arrangements

No pupil will be refused admission to Cherry Tree Academy on the basis of their SEND, ethnicity or language needs. Admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Prior to starting school, parents/carers of children with a SEND (including Statement of SEN or Statement pending) will be invited to discuss the provision that can be made to meet their identified needs. Contact will be made with all agencies working with the pupil and discussions will also take place with the SENCO at the child's current school. We will do our utmost to ensure that all appropriate provision is in place in order to secure a smooth transition into our school.

Transition

Children with SEND may require extra support during transition periods – from class to class, across key stages and when moving to another school. The transition process will vary from child to child and will be tailored to specific needs. Some children benefit from extra visits which will be facilitated by our school learning mentor, some children benefit from having a book or pictures showing them their new class, teacher or school. Transition will be child centred and parents will be involved in the process.

Identification, assessment and provision for children with SEN

Our pupils are assessed regularly to ensure that they are making progress; this might look different for individual pupils but it is vital that we can evidence that our SEN pupils are achieving their personal targets and taking next steps in their learning.

There are a number of school based assessment systems in place:-

*Initial baselines assessments

*End of half term teacher assessments

*Wakefield Progression Steps

*Intervention assessments (entry and exit data)

*Individual targets set along-side targets set by external agencies e.g. Learning Support Services and including targets set in My Support Plan (MSP) and Educational Health and Care Plans (EHCP)

*Year 6/2 SATS results, as well as optional Year 3, 4 & 5 SATS results.

There are four broad categories of SEN as listed in the SEND Code of Practice 2014 these are:

- Communication and Interaction – children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication. Children with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Cognition and Learning – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Sensory or physical needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- Social, emotional and mental health difficulties – children many experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse and eating disorders. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

At Cherry Tree Academy our purpose is to identify what action needs to be taken to best support the child as a whole and not seek to fit the pupil into a specific category.

Once a child has been identified as having SEN, we will provide support that is ‘additional to’ the quality first teaching received by all and we will look to differentiate the learning/work provided to ensure wherever possible that enable pupils to overcome barriers to learning

When providing this support we engage a four stage process: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents and carers, the child, the class teacher and assessments (including standardised tests such as the Salford Reading Test).

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a One Page Profile(OPP) and will form the basis for termly review meetings which parents and the child will be invited to contribute. Details of interventions to take place and adjustments to be made will be recorded on the child's individual provision map.

Do – providing the support, further differentiation, giving extra assistance for learning or learning aids as set out in the plan.

Review – measuring the impact of support provided and ascertaining the progress made by the child. It will look at the impact and effectiveness of the additional measures that have been put in place, new targets will be set and discussion of next steps of action will take place. All of those involved – learner, their parents or carers, teacher and SENCO contribute to this review. This stage then informs the next cycle.

This review will take place at least once every term and parents will be included in the review of the progress their child is making.

Pupil progress meetings are also held on a termly basis with members of the Senior Leadership Team to discuss the progress of all children. The following steps link with the above assess, plan, do and review cycle:

Step 1:

Consultation with Outside Agencies

If despite additional support and access to small group interventions a child is deemed as not making enough progress then the next stage is for the child to be discussed at a consultation meeting with an outside agency. This might be Learning Support Service (LSS), Educational Psychology Service (EPS), Communication, Interaction Team (CIAT) or Social Emotional Mental Health Team (SEMH). Parents will be kept informed about any strategies that are recommended. Consultation meetings take place once every term.

Step 3:

Refer to Outside Agencies

If at this stage despite recommendations been tried the child's progress is still deemed to be of concern then the decision will be made to refer to outside agencies for additional support. This referral will take place at a multi-agency planning meeting which takes place twice a year, once in the Autumn Term and once in the Spring Term. A referral might be made to: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, At this point parents will be asked to sign a referral form giving permission for outside agencies to become involved. Outside agencies will meet with the child and parents and make suggestions on how best to support the child. School will act upon any advice and strategies given by the outside agencies.

Step 4:

Implementing a 'My Support Plan'

If, despite suggested strategies being implemented and continuing quality first teaching with appropriate differentiation, the child's progress remains a concern then the class teacher will support parents in completing a 'My Support Plan' which draws together key information about the child, family, strategies used in school, progress and outside agency suggestions. This plan will now become the key document that will follow the child through their school career. *The plan will be reviewed at least once every term or more frequently as necessary.* All involved agencies and parents will be invited to attend reviews which will focus on progress the child has made and deciding on the next steps. Once again this will follow the four stage process: Access, Plan, Do and Review.

Step 5:

Request for Statutory Assessment (Education, Health and Care Plan – EHCP)

If during a review of the My Support Plan it is felt that the child's progress is still a concern and that school need more funding to meet the child's needs then the SENCo will make a request for Statutory Assessment to be made. The My Support Plan will be sent to the local authority alongside any supporting documents and the local authority will make the decision as to whether to issue the child an Education, Health and Care Plan (EHCP plan). Once a child has been issued with an EHCP plan the four stage process will continue and in addition there will be an annual review of the plan which the Local Authority will attend. Parents will be involved at all stages of this process.

Interventions

It's during this process that appropriate interventions are ascertained. There are three levels of intervention;

- Wave 1 - quality first teaching; this is the level of good teaching that every pupil accesses and includes appropriate differentiation for SEND pupils.
- Wave 2 – these are small group interventions with a specific focus. Pupils should have entry and exit data to show the progress that they have made. These can also be aspects of differentiation that apply to a small group of pupils e.g. pre-teaching of key words.
- Wave 3 – these interventions are individualised to specifically meet the needs of the pupil; it may be a specific intervention, 1:1 support or highly personalised differentiated learning.

Alternative Provision/Therapeutic Support

At Cherry Tree Academy we also have an alternative provision classroom which enables us to provide more focused support for those pupils who are unable to access learning in a mainstream environment. This area provides a highly personalised and differentiated learning opportunities, a slower pace of learning and an increased number of learning breaks throughout the day. Pupils are greeted with breakfast when they arrive and are provided with the opportunity to settle into the day. Time out spaces are available and the staffing ratio is higher than in our mainstream classrooms. Further information is available in our Coverdale Information document.

Links with other agencies/voluntary organisations

At Cherry Tree Academy we seek advice from support from a range of organisations to aid in the assessment of our pupils and to ensure that we have the appropriate provision needed. These agencies include:-

- **CAMHS**

- **School Nursing Services/Health Visitor**
- **Child and Family Inclusion Team (CFIT)**
- **Early Help Hub/Children's First Hub**
- **Star Bereavement**
- **Banardo's WESAIL**
- **Community Paediatrics**

Again, pupils and parents/carers are always included and provide consent to access these agencies and are included in all advice given/meetings held.

The Waterton Trust

Cherry Tree Academy is a member of the Waterton Trust. We work closely with all schools in the trust and the SENCO attends half termly SENCO Network Meetings; this enables us to share resources, training and development opportunities and a range of expertise.

Accessibility (see also School Access Plan)

- Cherry Tree Academy is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments all joined to the heart of the school. The school is built on one level. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access or through classroom doors which once again are level and therefore suitable for wheelchair access.
- We currently have shower, laundry and changing facilities in school and have two accessible toilets.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. We have braille writing on entrance signs and toilet signs within school. Doors from the classroom are brightly coloured. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, quiet areas). One wall in each classroom is designed to make better the acoustics and minimise noise from other classrooms.
- We have one designated disabled parking space in the staff car park.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the 'hidden curriculum' and extra-curricular activities are barrier free and do not exclude any pupils.
- The PSHE and SEAL curriculum includes issues of disability, difference and valuing diversity. We are a

SEAL school and children are actively taught the skills needed for getting along with others and managing their own emotions.

- The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- Cherry Tree Academy encourages the inclusion of all children in the School Council and other consultation groups. We also have designated SEAL lessons that incorporate Circle time throughout school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff has on-going training opportunities on issues relating to communication and listening skills.
- Cherry Tree Academy recognises that there may be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.
- Cherry Tree Academy tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool and lunch time activities.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Monitoring and Evaluation on SEND

The quality of provision we offer all children is carefully monitored throughout each year. The information gathered allows the senior leadership team to ensure that provision is appropriate and progress is good. Good quality monitoring and evaluation enables the continuous improvement of provision for all pupils to exist.

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan and develop our provision throughout the year. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in behaviour incidents and exclusions
- An increase in SEND pupils making levels of progress as appropriate to their SEN needs and abilities

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of SEN provision.

The SENCO will meet with the SEN governor regularly to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually. The policy itself will be reviewed annually by the Senior Leadership Team and all staff.

Continuing Professional Development

We aim to keep all staff up to date with relevant training and developments in teaching practice. The

SENCO attends relevant SEND courses and signposts both teaching and non-teaching staff to appropriate opportunities. The SENCO will work as part of the Senior Leadership Team to ensure that training opportunities are matched to the school development priorities.

Storing and Managing Information

All documents are kept secure and are locked in the SEN filing cabinet. The electronic transference of information is done using the LA procedures (Cryptshare).

See Records Management Policy, GDPR 2018

Key Contacts

SENCO/DSL – Mrs Jane Lightowler (jlightowler@cherrytreeacademy.org.uk)

Head Teacher/DSL – Miss Claire Habbishaw (chabbishaw@cherrytreeacademy.org.uk)

Deputy Head Teacher and Lead Designated Safeguarding Officer – Miss Lauren Norton (lnorton@cherrytreeacademy.org.uk)

Assistant Head Teacher /DSL– Mrs Alex Vignes (avignes@cherrytreeacademy.org.uk)

Learning Mentor Sue Wiggins – (swiggins@cherrytreeacademy.org.uk)

Glossary

SEN – Special Educational Needs

SEND – Special Educational Needs and Disability

SENCO – Special Educational Need Coordinator

SENART – Special Educational Needs Assessment and Review Team

OPP – One Page Profile

EHCP – Education, Health and Care Plan

LSS – Learning Support Service

EPS – Educational Psychology Service

CIAT – Communication, Interaction and Access Team

VI – visually impaired

HI – hearing impaired

ADD – Attention Deficit Disorder

ADHD – Attention Deficit and Hyperactivity Disorder

