



SEND Curriculum Statement

Intent

At Cherry Tree Academy, we believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom. All children and young people should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful into secondary school and then adulthood. Through our first-quality teaching, planning and provision we: -

- Ensure that needs are identified as early as possible and support is put into place.
- All children will have access to teaching and learning which covers the National Curriculum but is delivered in a way that continues to support their pastoral and special educational needs as described in the Education Health Care Plan for those children who have one.
- Ensure that children have access to a broad and balanced curriculum which is appropriately adapted to enable children to succeed.
- Provide an accessible learning environment which is tailored to the needs of all pupils.
- Set high expectations for every pupil and ensure constant inclusion of all pupils.
- Ensure children receive regular 1:1 support to work on their own specific targets – many of which link directly to My Support Plans and Education Health Care Plans.
- Oversee the records of all pupils with SEND.
- Develop children's independence.
- Regularly monitor the progress of children with SEND. Children are assessed using Wakefield Progression Steps / or Pre Key Stage Teacher Assessment Framework Standards in Reading, Writing & Maths.
- Work closely with parents and carers.
- Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND.
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvements.
- Ensure that within teaching and learning there is a high quality of vocabulary being used to support those with a special educational need.
- Support and develop CPD of the teaching assistants with regards to SEND provision.

Implementation

At Cherry Tree Academy, every teacher is a teacher of SEND. Our provision is enhanced by the collaboration of teachers, senior leaders, the SENDCO, support staff, external agencies, parents and most importantly the child.

Pupils with SEND will: -

- Be included in all aspects of the school day.
- Be provided with first quality teaching, adapted to meet their needs.
- Be considered in every lesson and relevant support will be given through adaption.
- The curriculum will be age appropriate and in accordance with the National Curriculum or EYFS Framework.
- SEND children will be given equal enrichment opportunities throughout school.
- Smooth transitions and conversations must happen to allow a clear and consistently supported environment for each SEND child.

- Pupil voice will be recorded to ensure that SEND children are happy and feel supported during their time at Cherry Tree Academy.
- SENDCO to consider data of SEND children and manage expectations when tracking progress.
- Be respected and acknowledge pupils with SEND may have specific 1:1 or group support to support them accessing different areas of the curriculum.
- Have interventions outside of the classroom that specifically meet their needs.
- Take part in social, emotional and mental health interventions.
- Receive additional support from a Speech and Language Therapist.
- Work alongside outside agencies such as the Educational Psychologist, Occupational Therapist, Social, Emotional and Mental Health team (Future In Minds), WISENDSS (Wakefield Inclusion Specialist Educational Needs Support Services).

Impact

As a result of the provision above, children at Cherry Tree Academy will: -

- Feel safe, secure and cared for.
- Show confidence and resilience in the classroom.
- Demonstrate high levels of engagement in activities.
- Make progress from their starting points.
- Work collaboratively with their peers on a shared task.
- It is paramount that the management of SEND directly addresses the barriers with Cherry Tree's SEND children and data expectations.
- All children, regardless of their starting points, have the same opportunities and experiences as those their age including curriculum and enrichment opportunities.
- Children are equipped with the knowledge and skill to understand how to manage their own needs and become more independent.
- All SEND children are known by all staff and make consistent if not accelerated progress throughout their time at Cherry Tree Academy.
- Children leave Cherry Tree Academy with the correct support and relevant outside agencies where needed.
- SEND children and parents feel happy and supported by all staff and feel as much informed and involved as they want or need.
- Children can talk confidently about their needs and expectations when it comes to their time within school and they are confident in supporting or knowing how to support themselves.
- Learning walks and observations will take place to ensure needs are being fully met by all staff and appropriate resources are in place.