



**Watererton**  
Academy Trust



# Cherry Tree Academy

SEND Information Report



## Contents

Contents .....	2
What types of SEND do we provide for? .....	3
How do we identify and assess pupils with SEND?.....	3
Who is the special educational needs coordinator?.....	4
What is our approach to teaching pupils with SEND?.....	4
How do we adapt the curriculum and learning environment?.....	6
How do we consult parents of pupils with SEND?.....	7
How do we assess and review pupils' progress towards their outcomes?.....	7
How do we support pupils moving between different phases of education?.....	8
How do we support pupils with SEND to improve their emotional and social development? .....	8
What expertise and training do our staff have to support pupils with SEND?.....	9
How will we secure specialist expertise?.....	9
How will be secure equipment and facilities to support pupils with SEND?.....	10
How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?.....	11
How do we evaluate the effectiveness of our SEND provision?.....	11
How do we handle complaints?.....	12
Who can young people and parents contact if they have concerns?.....	12
What support services are available to parents?.....	12
What are the contact details of support services for parents?.....	13
The LA Local Offer.....	14
Document Detail .....	14
VersionControl.....	14
The Special Educational Needs and Disability (SEND) Regulations (2014) requires a school to publish certain information regarding our provision for pupils with SEND. The SEND Information Report is written to meet the legislative requirements for SEND, which are set out in <u>schedule 1 of the SEN and Disabilities (SEND) Regulations 2014</u> and <u>paragraphs 6.796.81 of the SEND Code of Practice</u> .	

We hope parents and/or carers of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

#### What types of SEND do we provide for?

We refer to the term “Special Educational Needs” if a child:

- a) Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b) Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

#### The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory or physical conditions.

#### How do we identify and assess pupils with SEND?

Cherry Tree Academy promotes a graduated approach to assessing, identifying and providing for pupils’ special educational needs and disabilities. This approach follows a model of action and intervention to help children make progress and successfully access the full curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

A rigorous assessment procedure to track children’s progress is continuously used. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children’s learning difficulties. We incorporate these procedures into our normal working practice. Parents/carers are informed of all steps in this process. Following assessment and staff consultation, a child’s special needs are identified and the needs are recorded on the SEND Register.

Coordinated by the SENDCO, the Class Teacher is responsible for working alongside the child and parents to write a My Plan. This will provide a detailed needs analysis, end of key stage targets, end of year targets and short-term SMART targets. It is important that the

child contributes towards the My Plan in order for it to work successfully. The Class Teacher has responsibility for managing and keeping the My Plan updated, alongside and supported

by the SENDCO. Class Teachers are also supported by specialists from outside the school who meet with parents and school staff for review meetings as required.

Who is our special educational needs co-ordinator (SENDCO) and how can he/she be contacted?

Miss King, is the interim SENDCO at Cherry Tree Academy and she is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies. She will attend and deliver appropriate in-service training, in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources, encouraging their efficient and effective use. The SENDCO will also be responsible for overseeing the maintenance of the SEND Register.

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, specialist support from external agencies will be sought.

Miss King can be contacted via the school office  
[cherrytreeoffice@watertonacademytrust.org](mailto:cherrytreeoffice@watertonacademytrust.org) Or  
by telephone on 01924 967603

What is our approach to teaching pupils with SEND?

### Teaching and Learning

Raising children's achievement is our main focus. We do this by constantly reviewing provision and creating an enjoyable and exciting curriculum. Teachers use a wide range of data to measure the impact of teaching on the children's learning. When planning their work, teachers consider the abilities of all of their children and tailor teaching and learning to their individual needs of their pupils. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- planned adaptations to learning and in-the-moment adaptations to learning in response to needs;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- working in partnerships with parents and other agencies.

Furthermore, the curriculum is enriched to provide pupils with quality, real life experiences and we are committed to ensuring that all children are fully included. All lessons are adapted to meet the needs of the children and staff employ a variety of teaching and learning styles. A high level of support is provided by a strong team of Teaching Assistants.

**Class Teachers** have responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work / activities for their pupils.
- Ensure that support is available for all children (inclusive 'quality first' teaching).
- Adapt the curriculum to take account of different learning styles, interests and abilities.
- Ensure that all children can be included in tasks / activities.
- Monitor individual progress.
- Celebrate achievement.
- Identify those children who require additional or different support in order to make progress.
- Set targets and discuss these with pupils and parents.

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

#### **Support Staff**

- Through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher.
- Support the teachers in enabling children with SEND to have access to an appropriate and personalised curriculum.
- Encourage and promote independence in the children.
- Liaise with the Class Teacher.
- Help to prepare resources and adapt materials.
- Lead interventions to close the gap for children experiencing difficulty.
- Promote the inclusion of all children in all aspects of life at school.

#### **Pupils**

- Are encouraged to participate fully in the life of the school.
- Understand the success criteria to enable progress to take place.
- Are expected to behave in a responsible and respectful way within a learning context.



## How do we adapt the curriculum and learning environment?

### **Intervention:**

Intervention is carried out by the school and is 'additional to or different from' the usual adapted curriculum. It can take the form of:

- Using different learning materials in the classroom.
- Making reasonable adjustments within the physical environment.
- Making reasonable adjustments to routines.
- Support Staff in the classroom.
- A more focused level of support in a small group withdrawn from the class.
- Focused work to be completed at home.

### **Frequency and Timing of Support**

This is arranged and timetabled by the SENDCO, class teachers and professionals from outside agencies. Teachers, generally provide the intervention so that they can adapt provision according to need.

### **Organisation of Support**

Our inclusive approach to provision means that the majority of pupils have their needs met, during the main teaching input, by accessing planning that is used across the school to ensure that all lessons are appropriately adapted – we aim to keep all children immersed in quality first teaching. However, school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom.
- Focused withdrawal support from the classroom.

### **Disapplication and Modification**

The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater adaptation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents, as well as the appropriate external agencies and/or professionals. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

How do we consult parents of pupils with SEND and involve them in their child's education?

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through parent consultations, school newsletters, annual reports, SEND reviews, the school website and social media updates.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of their child. We try to accommodate parental availability when planning meetings.

Informal review and liaison between parents, support staff and class teachers occur as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance. My Plans / EHC Plans are subject to annual review which will include information about the child's progress. Further reviews can be arranged at any time if significant concerns arise.

How do we assess and review pupils' progress towards their outcomes?

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Early Years Foundation Stage through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why. Adequate progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers.
- Matches or is better than the previous rate of progress.
- Ensures that a child has full access to the curriculum in line with their peers.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

How do we support pupils moving between different phases of education?

Transition work is not just carried at the point of transition between key phases, it is carried out on an annual basis. Pupils are prepared for the transition to their new class teacher through visits and transition booklets containing written and visual information.

All assessment information and individual pupil needs and requirements, intervention programmes and specialist equipment information is shared between the old and new class teachers and support staff.

At the point of transition to a new school or high school, the SENDCO will meet with the SENDCO of the new school to ensure all information is accurately shared along with all records. Additional transition programmes are put in place between Cherry Tree Academy and all high school feeders to ensure smooth transitions for pupils with SEND.

How do we support pupils with SEND to improve their emotional and social development?

We recognise that some children may need different levels of support at different times throughout their education. We ensure that we work with parents/carers closely to ensure we are fully meeting not only the child's needs but the family's needs. A detailed scheme of work is in place throughout school for Relationships, Sex & Health Education (RSE), which includes P.S.H.E, and aims to encourage communication between children and their peers. They have opportunities to discuss their own thoughts and feelings.



Intervention programmes that run within school, can include:

- Musical Interaction
- ELSA (Emotional Literacy Support Assistants)
- Social stories
- Time to talk

Additional support from Cherry Tree Academy includes:

- A dedicated Pastoral Team, including a DSL with the role of parental links.
- A designated ELSA room, which provides a quiet, safe and nurturing environment for 1:1 or small group work.
- Referrals to organisations such as CAHMS and WISENDSS will also take place.

What expertise and training do our staff have to support pupils with SEND?

Our staff are extensively trained across a wide spectrum of need, including targeted intervention programmes, Moving & Handling, Autism Awareness and Dyslexia support within the Classroom. As a school we are Trauma Aware trained and also have a member of staff trained as a Team Teach trainer. Training is identified based on an analysis of a child's needs. The school works closely with the Local Authority professional, as well as other agencies and accesses support and training as and when necessary. Where possible, we access SEND Training, via the Local Authority for all members of staff e.g. Working with SEND Pupils in the Classroom. A training record is kept up to date in school allowing the Senior Leadership Team to deploy staff according to identified needs.

How will we secure specialist expertise?

When a child is demonstrating further cause for concern or their learning need is more complex than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- A child continues not to make adequate progress.
- A child continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness.
- A child continues to have difficulty in developing English and Maths skills.
- A child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme.
- A child has sensory or physical needs that require additional specialist equipment or require regular advice or visits by a specialist service.
- A child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given. The external specialist may:

- Act in an advisory capacity to refine targets set by the school.
- Extend the expertise of the teaching staff.

- Provide additional assessment.
- Be involved in supporting the child directly.
- Suggest that a statutory assessment is advisable.
- Consult with all parties involved with the child.
- Advise that a My Support Plan (MSP) is written. This will contain all information about the child and their progress to date. All parties, including health and other agencies involved with the child contribute to this plan.

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel.

The request is made to the Local Authority (LA), which in our case is Wakefield.

#### How will be secure equipment and facilities to support pupils with SEND?

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows these children access to all areas of learning. The designated points of entry for our school allow wheelchair access (see more information in our Disabled Access Document).

The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs but may still have rights under the Equality Act and would receive an Individual Health Care Plan. We will assess each child as required and make the appropriate provision based on their identified needs.

#### How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

In order to involve other organisations in meeting the needs of the pupils with SEND and supporting their families we share information with the Local Authority, which may include:

- Information about the child's progress over time.
- Documentation in relation to the special educational need.
- Details of action taken by the school to meet the child's special educational needs.
- Particulars of any special resources or arrangements put in place.
- Records of regular reviews and their outcomes.
- Health reports, including medical history where relevant.
- National assessment levels and reports or records of progress compiled by the teachers.
- Educational and other assessments, for example from an advisory teacher or an Educational Psychologist.
- Reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who are involved with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

#### How do we evaluate the effectiveness of our SEND provision?

SEND provision is monitored by the SENDCO alongside the Senior Leadership Team and forms part of the quality assurance work that is completed every half term. Provision within the classroom will be monitored through classroom drop-ins, discussions with class teachers, observations of key pupils and monitoring of planning such as My Plans. This will ensure that the provision detailed within individual plans is transferred to learning within the classroom.

Intervention data is collected each half term and used to monitor effectiveness of provision alongside progress of children. This is detailed in class and individual provision maps.

The school reports on outcomes for SEND pupils via the Academy Standard's Committee. The SENDCO and Headteacher present relevant and regular updates regarding the effectiveness of our SEND provision.

#### How do we handle complaints from parents of children with SEND about provision made at the school?

The school has a complaints process that is published on the school website and is also available in hard copy from the school office. However, we hope that as an inclusive school that parents are able to talk to us directly and to work with us to help understand any concerns or talk about the provision that we are able to put in place at our school.

#### Who can young people and parents contact if they have concerns?

In the first instance, contact Miss King- Interim SENDCO.

Any member of the school staff will be able to support pupils and parents as well as signpost them to the correct member of staff for additional support.

Designated Safeguarding Leads can also be contacted for relevant advice and support; these names can be found on the school website.

#### What support services are available to parents?

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through parent consultations, school newsletters, annual reports, SEND reviews, school website and social media updates.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

#### School Agency Partners include:

- Educational Psychologist
- Learning and Cognition Team
- Communication, Interaction and Access Team
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Behaviour and Exclusion Support Team
- Health Service
- Welfare Service



- Social Care Direct
- Virtual School (Children In Care)
- SENART (Special Educational Needs Assessment and Review Team)

What are the contact details of support services for the parents of children with SEND including those for arrangements made in accordance with clause 32?

Wakefield Early Support Advice Information and Liaison (WESAIL), including the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) – <http://wakefield.mylocaloffer.org/wakefield-early-support-advice-informationandliaison-servicewesail>

WESAIL is provided by Barnardo's and includes the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). The role of a SENDIASS service is to provide access to free, accurate and impartial information, advice and support about matters relating to special educational needs and or disability. This includes issues related to health, education and social care.

If you are a parent/carer of a child with additional needs, or a professional working with the family, you can contact WESAIL if you are not able to use the Local Offer website, or cannot find what you are looking for.

The WESAIL service can also offer targeted short-term support along with workshops and training for parents and carers of children with additional needs.

**Telephone:** 01924 304 152, available Monday to Friday 9am to 5pm

**Email:** [wesail@barnardos.org.uk](mailto:wesail@barnardos.org.uk)

**Post:** Barnardo's Wakefield, Castleford Civic Centre, Ferrybridge Road, Castleford, WF10 4JH

### **SENART**

SEN Assessment and Review Team (SENART) leads on the statutory processes of implementing and monitoring Education Health and Care Plans. This includes ensuring that assessments of Special Educational Needs are progressed in line with statutory time scales. The service works with families, young people, schools and other agencies to ensure that advice is gathered and EHC plans are completed accurately and reviewed appropriately. This is done through providing advice and guidance on the statutory processes. SENART facilitates the multi-agency EHC panel to consider and implements EHC Assessments and Plans and allocates levels of support and funding for children and young people with EHCPs. SENART also ensures effective commissioning of post-16 places for High Needs Learners and provision for out of district placements.

**Address:** Normanton Town Hall, High Street, Normanton WF6 2DZ

**Email:** [SENART@wakefield.gov.uk](mailto:SENART@wakefield.gov.uk)

**Phone:** 01924 30246

### **EARLY HELP HUBS**

Wakefield Council is working with its partners, including the police, the NHS and Community and Voluntary Sector Organisations to provide more integrated, joined up, and community based services for families with children and young people pre-birth to 19yrs and 25yrs where there are Special Educational Needs or Disabilities. This is being done through the creation of 7 'Early Help Hubs' across the district, which offer a range of services for families and will intervene to help those who need support, at the earliest opportunity.

Pomfret Family Hub

Rookhill Road

Pontefract

WF8 2DD 01977

721542

Mail:

[WFTPontefractKnottingleyAdmin@wakefield.gov.uk](mailto:WFTPontefractKnottingleyAdmin@wakefield.gov.uk)

FaceBook: @PontefractKnottingletCluster

Where can the LA's Local Offer be found?

Wakefield's SEND Local Offer can be obtained from:

<http://wakefield.mylocaloffer.org/Home>

## **Document Detail**

<b>Document Name:</b>	SEND Information Report
<b>Version:</b>	5
<b>Chief Officer Signature:</b>	
<b>Effective From:</b>	01/01/2025
<b>Approved by:</b>	Mr A Dawson
<b>Approval Meeting Reference:</b>	
<b>Next Review Date:</b>	01/01/2026

### Version Control

Version	Date	Author	Change/Reference
1	November 2021	Paula Millard	Policy created
2	February 2023	Paula Millard	Change of headteacher
3	September 2023	Paula Millard	Updated
4	November 2024		Updated
5	January 2025	Kirsty King	Updated