

INCLUSION AT CHERRY TREE ACADEMY



Inclusive. Adaptive. Aspirational.

Adaptive Teaching	Wellbeing and SEMH	Partnership	Inclusion for All

Our Inclusion Vision

At Cherry Tree Academy, every child is valued, included and supported to thrive. We are proud to be a fully inclusive school where all pupils including those with Special Educational Needs and Disabilities (SEND) receive high-quality, adaptive teaching and access to a curriculum designed to remove barriers and enable success for all learners.

Adaptive Teaching the Cherry Tree Way. Adaptive teaching is our universal approach for all pupils. Teachers intentionally plan, deliver and respond to need so every child can achieve well.

Strategy	Opportunities in Class and Reasons we do it	
Flexible Seating	Workstations, Calm Areas, Sensory Seating, Group Tables, Rows. Flexible within and between lessons. Allows pupils to learn where they regulate and focus best. Supports sensory, SEMH and physical needs.	
Teacher Modelling	Clear modelling of thinking, steps and expected outcomes using worked examples, visuals and sentence stems to reduce cognitive load.	
Retrieval Practice	Low-stakes recall activities (quizzes, whiteboards, hinge questions) strengthen memory and identify misconceptions early.	
Anticipating barriers and planning to address. Micro-adaptations in the moment.	We know our children. We plan to address barriers at the planning stage. Adapt planning and resources to support individual pupils. Re-explaining, simplifying language, changing examples, using analogies, moving seats, adjusting pace based on instant feedback. Allows all children to access learning and make progress within the lesson.	
Flexible Scaffolding.	Writing frames, manipulatives, sentence starters, checklists, models, CIP, diagrams, worked examples, task planners, Now/Next, chunked instructions. Makes content concrete and accessible for all learners. Scaffolds are added/removed responsively while maintaining high expectations.	
Modelling / Chunked Instructions and Small Steps.	Tasks and instructions broken down into small steps. Visual cues to support. Supports working memory and independence.	
Diagnostic Assessment	Real-time checking of understanding through questioning, observation, partner talk and mini-tasks to inform immediate adaptations.	
PPT and ABC	Partner talk, peer modelling, mixed-attainment pairings, sentence stems, vocabulary mats, question prompts, oral rehearsal. Allows children to articulate ideas, answer questions and contribute to learning. Increases engagement and allows opportunities to clarify understanding and build confidence.	
Pre-teaching and Background knowledge	Pre-reading texts, pre-teaching of vocabulary, prior-knowledge activation. Allows pupils to access whole-class learning more confidently and removes barriers to learning.	
Environmental Adjustments	Barrier boards, seating arrangements, lighting in classrooms, quiet spaces, sensory breaks, planned movement breaks, sensory room, nurture room, group break-out spaces. Reduces distractions and supports regulation and focus.	

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Quality First Teaching – All pupils, including those with SEND, receive high-quality classroom provision.

Regulation Stations and calm areas in every classroom.
Visual prompts, working walls (English, Maths and Wider Curriculum), Communicate in Print, Word Banks and Accessible writing scaffolds.
Practical and differentiated resources: maths packs, manipulatives, writing frames.
Adaptive seating and workstations.
Sensory supports (ear defenders, wobble cushions, fidget items).
Alternative ways to record (scribing, recording devices, pictorial methods).

A Graduated Approach – plan, do, assess, review

Wave 1: universal	Quality First Teaching for all with Adaptive Teaching in place.
Wave 2: Targeted Support	Small group interventions. Targeted adult support. Environmental adaptations. Personalised resources. Use of external professionals where appropriate.
Wave 3: Personalised Provision	Individualised timetables or workstations. Bespoke curriculum adaptations. 1:1 intervention or highly structured programmes. Personal regulation/behaviour plans and risk assessments.

Supporting the Whole Child

Social, Emotional and Mental Health (SEMH)	We promote emotional wellbeing through: Classroom regulation stations. Daily check-ins and meet and greet. ELSA and Learning Mentor support. Breakout and quiet spaces. Self-regulation visuals
Communication and Interaction	Support includes: pragmatic language. Vocabulary and sentence building. Oral rehearsal. PPT/ABC. Structured talk. Visuals. Social stories.
Cognition and Learning	Strategies include: Chunked instructions. Small step approach to modelling. Memory and organisation support. Now/Next. Working walls. Multi-sensory approaches.
Sensory and Physical	We provide strategies such as: Sensory diets. Fine/Gross motor skill interventions. Adapted tools. Visual resources. Access to specialist support.

Working in Partnership

Families	Parents are central to decision making through: Termly My Plan reviews. Open door communication. EHCP annual reviews.
Pupil Voice	Children contribute through: One-page profiles. All About Me discussions. Supported conversations. Regular Pupil Voice. School Parliament.
External Agencies	We collaborate with: WISENDSS. Educational Psychology Service. Speech and Language. CAMHS. OT/Physio. VI/HI services.

Inclusive Culture and Environment – An inclusive environment is actively designed, not added on. Our classrooms feature:

- Predictable routines
- Clear visuals (CIP, timetables, instructions)
- High expectations for all learners
- Enabling layouts, reduced cognitive load and accessible resources

We ensure pupils with SEND can fully participate in:

- Trips and visits (with risk assessments & adaptations)
- After-school clubs
- Performances, sports and enrichment

