



# Cherry Tree Primary School

## Special Educational Needs - School Information

### What is a Special Educational Need?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: has significantly greater difficulty in learning than the majority of others of the same age or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

*The Special Educational Needs and Disability Code of Practice 2014*

Children's SEN is generally thought of in four broad areas of need:

- **communication and interaction** e.g. speech and language difficulties, Autism etc.
- **cognition and learning** e.g. moderate learning difficulties, specific learning difficulty - Dyslexia, Dyscalculia, severe learning difficulties etc.
- **social, emotional and mental health** e.g. ADHD, ADD, attachment disorder, anxiety, depression etc.
- **sensory and/or physical needs** e.g Hearing Impairment, physical disability etc.

Some children may have needs which cut across all of these areas or their needs may change over time.

### Special Educational Needs at Cherry Tree

Cherry Tree is an inclusive school and we welcome and support all children. Teachers include all pupils in the classroom and in school life by having high expectations, and by providing appropriate differentiated activities.

Mrs Jackson is the Deputy Head and SENCo and is here to support all parents and children. At Cherry Tree we recognise that working closely with parents will help the school develop a good understanding of your child's areas of strength and difficulty and enable them to make the best progress.

Please be aware that slow progress and low attainment do not necessarily mean that a child has SEN. Also not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids they use for everyday life, e.g. a wheelchair, hearing aid, equipment to aid vision. Teachers will take action in their planning to ensure that these pupils are enabled to participate as fully and as effectively as possible.

If you have any questions or concerns you are very welcome to contact Mrs Jackson by telephoning the School Office (01923 245490) or by email [gjackson@cherrytree.herts.sch.uk](mailto:gjackson@cherrytree.herts.sch.uk)

Learning Together,  
Learning for Life



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### What should a parent at Cherry Tree School do if they think their child has special educational needs?

We have an open door policy. If you, as parents/carers, have any worries at all about your child, you are very welcome to approach your child's Class Teacher after school and have a discussion about your child and your concerns.

The school recognises that parents know their children best and it is important we work together to listen to, and address, any concerns or worries parents have, or the school may have, about a child's development.

### What would happen next?

The teacher may work with the Special Needs Co-ordinator (SENCo) to collect evidence about your child's strengths and difficulties. Where appropriate the teacher might suggest extra teaching in small groups for your child, or one to one with a teacher or teaching assistant to address any gaps in learning.

### How does the school know if children need extra help?

The school will review additional support put in place. We will talk with parents and discuss any further concerns about their child.

Where progress continues to be less than expected the class teacher will work with the SENCo to assess whether the child has SEN.

Teachers may then identify individual learning needs using specialised assessments.

Each child's progress will be closely monitored and discussed with the parents.

If concerns persist an Individual Education Plan will be drawn up. These are reviewed and updated termly.

**Specialised assessments we use are:**

**Single Word Spelling Test**

**Laurence Haines (SpLD) Phonics Diagnostic Assessment Tool**

**Laurence Haines (SpLD) Maths Diagnostic Assessment Tool**

**SNAP assessment profiling tool**

**This helps the school to identify areas of difficulty which we can then address.**



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### How will the school staff support a child with SEN?

1. The teacher will ensure that all pupils have access to high quality teaching, high expectations and appropriately differentiated activities.

The teachers may choose knowledge, skills and understanding from earlier or later Key Stages so that individual pupils learn at their level, can make progress and show what they can achieve (see Cherry Tree's Teaching and Learning Policy).

2. The teacher will work with the Special Needs Co-ordinator (SENCo) to collect evidence and identify any barriers to learning.

3. Teachers assess, record and regularly review pupils' progress and needs so that provision is appropriately targeted to the needs of the individual. Where appropriate a pupil may have extra teaching in small groups, or one to one with a teacher or teaching assistant.

4. If it is decided that a child needs SEN support then the school will work with parents to discuss the outcomes we want to work towards, the interventions and support that need to be put in place.

5. The teacher will meet with the parents and record this information in an Individual Education Plan (IEP). The IEP will include the expected impact on progress and a clear date for review.

6. Staff will encourage a child with SEN to work independently as we believe it is important for all pupils to learn strategies so that they can work independently on some activities.

7. Teachers will ensure that pupils with SEN are not always sitting on a table together but that they have the opportunity to work supported (by adults or their peers) within mixed ability groups.

8. If the child is still not making progress help from outside agencies will be sought.

### How will a parent know how their child is doing?

The school has an open door policy, therefore, parents are able to talk with teachers as and when they need/want to about their child.

There are more formal opportunities for parents to find out about their child's progress at Parent Consultation evenings (twice a year) and by reading the formal end of year report.

If a child has an IEP there will be an opportunity to discuss and review these with the class teacher three times a year.

If outside agencies are involved then there will be discussions after any assessments that have been carried out.



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### How will the learning and development of provision be matched to a child's needs?

The provision that a child will receive will be clear on the Provision Map for each year group and this is reviewed and updated every term. This provision is reviewed by Teachers and the Leadership Team to ensure that it has good impact on pupil progress and that support is well matched to need.

Teachers ensure that appropriate objectives and achievable targets are set based on individual needs.

How we support all pupils	How we support learning in reading and writing	How we support learning in Maths	How we support pupils with social, emotional and mental health difficulties.
<p>Clear learning objectives and success criteria.</p> <p>Use of visual timetables and checklists.</p> <p>Pupils have access to prompt and reminder cards.</p> <p>Subject specific vocabulary may be pre-taught and some lesson content may be pre taught.</p> <p>Use of visuals to support learning.</p> <p>Specialist equipment e.g. disco sit cushions, chunky pencils, coloured overlays, seating plans for those that need it.</p> <p>Classrooms have key vocabulary for English, Maths and Science on display.</p> <p>Pupils have access to computers and laptops.</p> <p>Occasional support from Teaching Assistants/Class Teacher on a one-to-one basis or small group support.</p> <p>Use of self assessment, peer assessment, teacher assessment.</p> <p>Use of assessment for learning to accelerate learning for all groups of pupils.</p>	<p>There is high quality teaching for all pupils and accurate assessment.</p> <p>Staff use visuals, pre-teaching of vocabulary, use of word banks, sounds mats, spelling books, writing frames, speaking frames.</p> <p>Group support, or one-to-one support, during English lessons from the Class Teacher and Teaching Assistant.</p> <p>Interventions that run outside of English lessons, e.g. reading comprehension groups, phonics catch up, writing booster groups, targeted writing intervention groups.</p> <p>Spelling support - Cherry Tree Words to over-learn high frequency words.</p> <p>Reading everyday for specific pupils.</p> <p>One to One Tuition in writing by a qualified teacher.</p>	<p>There is high quality teaching for all pupils and accurate assessment.</p> <p>There may be group support, or one-to-one support, during Maths lessons from the Class Teacher and Teaching Assistant.</p> <p>There are interventions that run outside of Maths lessons e.g. maths boosters, pre teaching and 'Filling the gaps' catch up groups.</p> <p>Access to One to One Tuition in Maths taught by a qualified teacher.</p> <p>There may be pre teaching to specifically support pupils with their understanding of maths vocabulary and concepts.</p>	<p>PSHE lessons and/or Circle Time promote emotional wellbeing and strategies for dealing with events/issues.</p> <p>Consistent use of school's behaviour policy.</p> <p>A school counsellor works with individuals.</p> <p>We use Social Skills Groups and 'Circle of Friends' where needed.</p> <p>One to One teaching assistants may be used at playtimes and lunchtimes for individuals or groups to facilitate activities if needed.</p> <p>We work in partnership with parents to put in place positive reward systems to try to improve behaviour. We hold regular meetings with pupils and parents, and set clear targets to work towards. We use outside agencies for support where necessary.</p> <p>The school uses Pastoral Support Plans for those pupils who are at risk of exclusion. This entails regular meetings with the parents and pupils where targets are set.</p> <p>Dealing with bullying and racist incidents in line with the school's policies.</p>



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### How Cherry Tree supports families

**Common Assessment Framework (e-CAF)** If appropriate the school may set up an e-CAF for a family which creates a Team around the Family (TAF) in which various professionals work together. This team meets regularly with the family to support them through difficult times.

**Family Support Workers** - The school has access to Family Support Workers who are able to support families at home.

**Parenting courses** - The school signposts parenting courses held in the community.

**Hertfordshire Adult and Family Learning Service (HAFLS)** - The school sometimes hosts courses for parents which are provided by HAFLS.

### What specialist services and expertise are available at or accessed by the school?

If a child continues to make less than expected progress, or they continue to work at a level substantially below those expected of pupils of a similar age, despite interventions and support that are matched to their need then the school will consider involving specialists such as:

**Educational Psychologist** - the school may seek an assessment/identification of a pupil's needs by the Local Authority Educational Psychologist

**CAHMS** - the school is able to make referrals to the Child and Adolescent Mental Health Service where appropriate.

**Colnbrook Education Support Centre** - they offer support and advice for pupils with cognition and learning difficulties.

**Laurence Haines Base** - offer support and advice for pupils with Specific Learning Difficulties e.g. dyslexia, dyscalculia

**Communication Disorders Team** - the school can make referrals to the Communication Disorders Team to support pupils with Autistic Spectrum Disorder.

**Chessbrook Education Support Centre** - the school can access support and advice to help with pupils where there are concerns about behaviour.

**Primary Behaviour Partnership** - the school can access support and advice from those who run this Programme.

**Advisory Teachers for Hearing Impairment/Visual Impairment.**

**Advisory Teachers for Physical Impairment.**

**Speech and Language Therapy Service.**  
**Advisory teachers for Speech and Language.**

**Occupational Therapists      Physiotherapists**

**School Nurse** - The School Nurse will provide training and support as necessary e.g. training the staff on the use of Epi Pens. The School Nurse will meet with parents and pupils to discuss concerns and provide advice and support if required.



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The school will discuss any advice given by professionals with the pupil's parents. Together we will agree outcomes to be achieved through the support and include a date where the child's progress will be reviewed.

### Education Health Care Plans 0-25 years

EHCs have replaced 'Statements'. They run from 0-25 years and reflect the child/young person's aspirations for the future. They are focussed on outcomes rather than processes. School or parents can consider requesting an Education, Health and Care needs assessment for an individual if the child is still not making adequate progress, after advice from professionals has been followed and all other avenues of support have been exhausted.

### What training is available for staff who work with children with SEND?

- The staff have access to courses run by the Local Authority.
- The staff have access to 'in house' training through INSET sessions and through external professionals who offer support and advice.
- Key members of staff are Emergency First Aid Trained
- All EYFS staff and the Lunch Time Supervisor (SSA) have Paediatric First Aid training.

### How will school help parents to support their child's learning?

We want parents to work with us to decide outcomes and provisions. The school will discuss with parents their child's progress and development, and involve them in planning the next steps for the child's learning.	They can help to reinforce the provision at home, where appropriate, and contribute to their child's learning.	The school runs various workshops and information sessions to show parents how to help their children at home e.g. phonics, Family Learning.	There is advice about supporting children's learning on the homework guidance in each child's homework book.
At Parent Consultation Evening (and on the short reports) there are targets for development that a child can work towards.	The end of year report also has suggestions how each child can improve.	External professional reports have advice and strategies that can be used in school and at home.	



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**How will parents be involved in discussions about and planning for their child's education?**

We strive to involve parents at every stage in their child's education. When identifying whether a child has SEN we will listen carefully to parental concerns and take them seriously.

Where it is decided that the school will provide the child with SEN support we will formally notify the parent.

The teacher, SENCO and parents together will discuss the adjustments, interventions and support to be put in place. This will mean that parents are fully aware of how the school will support their child.

We will discuss with parents the expected impact of this support on progress, development or behaviour.

We will make sure there is a clear date for review. During this review we will discuss with the parents the impact and quality of support and/or interventions and together we will plan the next steps for learning.

**Will an SEN child be included in activities outside the classroom including school trips?**



At Cherry Tree we ensure that children with SEN and Disability can participate in all aspects of school life. All pupils with SEND are included in school trips, after school clubs and all other activities. Where it is appropriate or necessary we make reasonable adjustments to enable the individual to have a better experience.

**How accessible is the school environment?**

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. At Cherry Tree we make reasonable adjustments including the provision of auxiliary aids and services for disabled children. The school is on one level and has wheelchair access. We have disabled toilets and a medical room with a toilet and adjustable bed and wash hand basin.



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**How will the school prepare and support a child with SEN to join the school, transfer to a new school or their next stage of education and life?**

The SENCo and Class Teachers liaise closely with pre-schools and nurseries. We visit pupils who will be joining Cherry Tree in their current setting. Prior knowledge and information is shared with parental agreement.

Children who are 'in year' admissions have their records transferred and class teachers read materials sent from their previous school. Teachers may ring the previous school if they need to find out more information.

Children visit their secondary schools on a transition day and many secondary schools visit the Year 6 pupils and meet with the class teacher during the visit.

There may be additional visits from the secondary SENCo to discuss an individual pupil's needs. Additional visit days at the new school for some children may be planned as necessary.

The Nursery staff conduct home visits as part of their induction process

**How are the school's resources allocated and matched to children's special educational needs?**



The school provides support for all pupils with SEND as the need arises e.g. special resources, 1:1 support from an adult. This is funded from the school budget.

The school is able to apply for additional funding called Exceptional Needs Funding (ENF) for those pupils with complex SEND or for children with an EHC plan. If the application is successful the school receives money to help support the child, although the first £6000 towards 1:1 support has to be paid for by the school.

**How is the decision made about how much support a child will receive?**

The level of support and provision will depend on the child's needs and on the availability of school resources.

If teachers or parents identify that a child needs additional learning support they must discuss their concerns with the SENCo. A meeting will be held to discuss the issues and further actions that need to be taken.



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#### What to do if a parent is not happy

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a Class Teacher in the first instance after school. Anyone who feels unable to talk to the Teacher, or is not satisfied with the Teacher's comments, should make an appointment via the school office to speak to the SENCo.

For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's



Complaints Policy.

#### How can a parent find information about the local authority's local offer of services and provision for children and young people with special educational needs and disability?

On the Herts Direct website there is information about the Hertfordshire Local Offer.

This is the web address [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer) for further information.