



Cherry Trees School SEN Information Report

At Cherry Trees School we offer a personalised curriculum giving the pupils the knowledge, skills, values and life skills they need to create their own success as thoughtful and confident individuals.

We encourage a classroom environment that fosters equality, diversity, respect and positive relationships. We have a culture that has a clear vision with ambition and achievement at its heart.

Our aims are:

- To provide the best possible standards of teaching and learning
- To work with parents and pupils to help our children at a level that meets their individual needs and capabilities, in a safe and caring environment
- To foster pride in individual and group achievement.
- To foster self-respect, and to care for others.

The Governing body will:

- Ensure the school has regard to the Special Educational Needs and Disability (SEND) Code of Practice when carrying out its duties toward all pupils with Special Educational Needs and Disabilities.
- With the Head Teacher and Senior Leadership Team, determine the school's general policy and approach to provision for all pupils, establish appropriate staffing and funding arrangements.
- Report to parents annually on the school's policy
- Do its best to ensure that necessary provision is made for all pupils.
- Will appoint a 'responsible person' for SEND. In this school it is Sharon Dickinson Headteacher. The Governor with specific responsibility for SEND is Denis Cody.
- Ensure that the SEND policy is regularly evaluated for its effectiveness in bringing about improvements for all pupils and that it ensures that learning targets for individual pupils are identified.
- Ensure that the behaviour and attendance policy supports all students.

How we identify SEN

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age.

or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. At present all our pupils have an Education Health Care Plan which clearly details their special education needs, approaches to meeting those needs and required provision.

Policies and plans related to SEND are available on the school website.
www.cherrytrees.staffs.sch.uk

The School Improvement Plan identifies whole school developments to continue to improve upon our provision for our pupils.
Procedures for Complaints can be found on the school website within Compliments, Comments and Concerns.

The Needs of our students

Our pupils have a wide range of needs including:
Sensory and/or physical needs
Social, emotional and mental health difficulties
Cognition and learning
Communication and interaction

Pupils with medical needs

Pupils with medical needs are provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff receive appropriate training to administer medications. All medicine administration procedures adhere to the LA policy.

Parent/Carers Involvement

The success of our pupils relies on strong links between school staff, pupils, parents/carers, governors and other professionals.

Parents/carers have the opportunity to consult:

- On a daily basis via home school diaries
- At any time by telephoning and/or making an appointment with the relevant member of staff
- At parent evenings held twice a year
- Annually at the EHCP review
- Coffee mornings
- Fund raising events
- Parent Workshops

Pupil's involvement in their education

Students have the opportunity to discuss their educational progress through

- Individual discussion with staff during or after lessons
- Giving their views to be added to their EHCP Annual Reviews

- Through their MAPs (My Aspirational Plan/s) to which they have an input
- Through the School Leadership Groups
- Questionnaires

Quality of teaching and approaches to teaching to meet pupil's needs

- All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- The quality of teaching is monitored through a number of processes that includes:
 1. Classroom observation by the senior leadership team
 2. Ongoing assessment of student progress
 3. Work sampling and marking and feedback scrutiny
 4. Scrutiny of planning.
 5. Pupil and parent feedback when reviewing target attainment
 6. Whole school pupil progress tracking
 7. Attendance and behaviour records
 8. Students who are failing to make expected levels of progress are identified very quickly and interventions put into place

Teaching can be highly personalised and teachers will use a number of strategies to enable pupils to access the curriculum. This might include using:

Visual timetables, PECs (Picture Exchange System), small group teaching, 1:1 teaching, work stations (TEACCH), reward systems, Makaton, symbol based communication programmes, intensive interaction (SPRINT curriculum), educational visits and the expertise of visiting professionals.

All staff are highly skilled in meeting the individual learning, medical, behavioural and social needs of our pupils. Staff receive comprehensive and ongoing training in meeting the pupils' needs. There is a continuous programme of training to develop and extend staff expertise. Training during 2018-19 for all staff included: Safeguarding Level 1, Proact SCIPr renewal, Administering Medication in School, Epilepsy Training, Mindfulness, Forest School Experience, Food Hygiene and courses related to Keeping Children Safe in Education. Individual staff have undertaken training related to areas they have responsibility for including Paediatric First Aid, First Aid at Work, Makaton, PECS, EYFS E Safety, Nurture and Lego Based Therapy.

Our Curriculum

The school comprises of five classes at the present time. One class covers EYFS/Reception and some year 1 pupils; a second has year1/2 pupils, with the addition of two year three pupil. Three classes cover key stage two pupils, one catering mainly for year 3/4 pupils, a second having year 4/5 pupils and a third with year 5/6 pupils. Our curriculum is based on the New National Curriculum, modified to enable all pupils to access each subject in a meaningful and purposeful way. At all ages there is an emphasis on enabling pupils to be as independent as possible.

EHCP Annual Review

The Annual Review will give the opportunity for parents/carers, teachers and other professionals to review progress over the year towards previously identified outcomes, to identify ones for the future and to plan who and what will need to happen to achieve success.

Measuring success

We continually monitor student progress in a number of ways. B Squared is the assessment tool that is used to record and measure progress and attainment. Progress is measured against the government's guidance relating to student's expected levels of progress. Teachers set annual aspirational targets which are monitored termly. Interventions are quickly implemented if pupils are not making expected progress. Individual targets are also set with the pupil to form part of their MAP (My Aspirational Plan) which is reviewed termly.

Attainments towards the identified outcomes will be shared with parents termly through the termly updating of MAPs, parent's evenings and end of year reports. We scrutinise student's work throughout the year to ensure that their learning is challenging, relevant and accessible.

Equality of opportunity

The School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip students with an awareness of our diverse society and to appreciate the value of difference. We value each individual and promote opportunities for pupils to achieve the highest standards, having regard for individual circumstances and abilities. The curriculum is broad and balanced, enabling students to strive for and meet the highest expectations that we have for them.

Every member of the School is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or ability/ disability.

Pupil Wellbeing

This is an important area of learning for our pupils if they are to achieve their best and become part of the wider community. The school has an open door policy to parents/carers, and is always willing to support pupils and their families in any way they can if required to do so. There has been an enthusiastic response to the introduction of Parent Workshops which will continue.

Pupils are supported through:

- Staff modelling appropriate behaviour and using positive reinforcement to reward pupils' achievements.
- Small class sizes which enables pupils to feel confident in speaking out.
- Experiences in the wider community enables pupils to learn appropriate social behaviours.
- Wide range of class based resources to support pupils well being

- School Leadership Groups
- Active House System
- School and individual class reward systems

Working with other professionals

Working with other professionals is crucial in meeting the needs of our pupils. We promote working partnerships providing invaluable support and advice from Educational Psychologists, Speech and Language Therapists, Occupational Therapist, Physiotherapists, Behavioural Community Nurse and the School Nurse.

If necessary, we are able to call on more specialist advice if a need arises

Funding for SEN

We receive a fixed sum for each pupil at the school and in addition receive top up funds for some depending on the pupil's level of need. There are also other sources of funds we are able to use with specific pupils, such as those that are looked after or in receipt of free school meals.

Preparing for the next step

Transition from year six to Wightwick Hall School is an important step for our pupils and involves a timetabled transition of activities during the second half of the spring term and then two complete days during the summer term. Cherry Trees School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Pupils who may move to other schools at the end of year six and not WHS, or at other times also have a transition plan put in place after liaising with their new school.