



Cherry Orchard Primary School

Special Educational Needs Information Report

‘We care, we learn, we succeed’



At Cherry Orchard Primary school, we strive to ensure that the school’s motto of, ‘*we care, we learn, we succeed,*’ is at the heart of all we do. We passionately believe in the importance of an inclusive approach and curriculum and are proud of our children and all that they achieve.

This information report will provide an overview of the provision in place.



What types of SEND do we provide for?

Cherry Orchard Primary School supports the needs of all pupils including those with SEND.

Additional and or different provision is made in school for children with a range of needs including:

- Communication and interaction challenges
- Cognition and learning- moderate learning difficulties; specific learning difficulties
- Social, emotional and mental health needs
- Sensory and physical/medical needs

We also have a 16 place resource Base for children with a diagnosis of Autism.



Identification

How do we decide whether a child has special educational needs?

Parental concerns

If you feel concerned about your child's progress, come in and talk to us.

Please contact your child's class teacher firstly or the SENDCo: Miss Jaswal.

How does the school identify a child's Special Educational Need?

-  Listening to parent/carers, and regular discussions around learning and progress
-  Clear procedures for class teachers/teaching assistants to raise concerns
-  Termly pupil progress meetings to discuss individual/group progress
-  Data monitoring
-  Specialist assessments through external agencies.



How do we make sure that children with special educational needs do well?

-  Children have Learning Plans. Targets are set and reviewed at least every term
-  Ensure the correct teaching and learning support for children who require support, are at risk of not making progress, or have identified specific needs
-  Hold regular progress meetings
-  Review assessment data regularly
-  Make additional provisions which are monitored through an '*assess, plan, do review*' cycle
-  Ensure that our curriculum is accessible for all learners.
-  Monitor and discuss attendance concerns as appropriate
-  Take advice from the latest research and information available on how to support our children



How will school work with parents?

We believe it is important to work closely with our parents and families. We will ensure that:

-  Class teachers will meet with parents on at least a termly basis to discuss and review targets
-  Parents evenings
-  Open door policy - happy to discuss concerns
-  Annual review for children with an EHCP/SSPP
-  SENDCo available for further information and support
-  Work as a team with families and external agencies.
-  External agencies to liaise with parents

How do we teach children with special educational needs?

Quality First Teaching

- ✿ All staff have the highest possible expectations for pupils in their class.
- ✿ All teaching is based on building what children already know and can build on.
- ✿ There are different teaching and learning methods to motivate and involve children in their learning.
- ✿ Teaching and learning is supported through resources and scaffolds to enable children to make good progress from their starting point.
- ✿ Through on-going assessment, all progress and attainment are monitored to ensure that teaching and learning meets the needs of the children and support needed is identified.
- ✿ Our curriculum is designed to ensure that children are able to build on their learning, and there is a clear focus for staff on knowing how children learn effectively.
- ✿ Progress is constantly monitored.
- ✿ Reference to Ordinarily Available Guidance to support

Intervention Groups

- ✿ Children may work within a small group on specific targets or objectives to support their progress.
- ✿ Sessions can be led by the class teacher or a teaching assistant (under advice from the SENDCo or Assessment Lead).
- ✿ Progress is constantly monitored to ensure that the intervention meets the needs of the group and individuals.

Individual Target Work

- ✿ Some children may work on a 1:1 basis with a member of staff, usually a teaching assistant, under the direction of the class teacher, SENDCo or Assessment Lead.
- ✿ Activities are designed to support children in key areas of challenge and to support their progress.
- ✿ Progress is constantly monitored to ensure that 1:1 intervention is meeting the child's needs.

How are children with Special Education Needs involved in their own education?

- ✿ All pupils are encouraged to take part in their own learning journey, for example by:
 - Identifying targets they may want to work on
 - Self-assessing their work against their own targets
 - Pupil Passport completion
 - Pupil Voice, to include discussing targets set for Learning Plans and EHCP annual review meetings.
- ✿ All children are encouraged to speak to staff if they have any worries or concerns.
- ✿ Pastoral support as appropriate

What extras do we offer children with Special Educational Needs?

Cherry Orchard Primary is an inclusive setting and all activities are available to all children with SEND. Activities and resources offered change throughout the year and, if appropriate, reasonable adjustments are made to meet the needs of children.

Music Lessons

- ✿ Violin
- ✿ Recorder
- ✿ Keyboard
- ✿ Dohl

Sporting Activities

- ✿ Karate (after school club)
- ✿ Participation at Birmingham School Games for pupils with SEND
- ✿ Multi sports
- ✿ West Bromwich Albion (Resource Base support)

Sensory based activities

- ✿ Sensory Room
- ✿ Trim trail
- ✿ OT programmes
- ✿ Mindfulness
- ✿ Sensory circuits



Who are the specialists who support children with SEND needs?

Language, Learning and Strategic Support Team (LLSS) (Previously known as Pupil and School Support - PSS)	LLSS work with educational settings to help pupils with cognition, learning and language difficulties; and other vulnerable groups, to progress and achieve to the best of their abilities. They work with children and young people to: • Increase levels of engagement and improve confidence • Listen and respond to what pupils and their families tell us and include their ideas and views as part of their feedback to schools • Identify cognition, learning and language needs and provide recommendations for provision
Educational Psychologist (EP)	Our EP ensures that we have the correct support in place for individual children in school who often present with more significant and complex learning needs. They support and advise staff in teaching strategies and may also complete individual assessments.
Speech and Language Therapist (SALT)	We use Traded Services provided by Birmingham Community Healthcare to provide a therapist who works with specific children to support the delivery of SSPP/EHCPs. In addition, we also receive core hours for a SaL therapist to work with key children. Advice and support is offered to staff working with children in how to support them as well as the completion of individual assessments of children. To note, the speech and language service have adopted the Balanced System Framework- they work with families, schools and health visitors to support children's communication needs through various methods to include targeted therapies, online resources and practitioner training.
Communication and Autism Team (CAT)	The CAT team provide support for children with social and communication issues as well as those with a diagnosis of Autism or who may be on the pathway. They provide individual and whole staff training as well as observations of children to advise and develop strategies used.
City of Birmingham School (COS)	COBS support through the provision of outreach work with children with challenging behaviours.
Sensory & Physical Support Team (SPS)	The SPS provide advice and strategies when working with children with physical difficulties and those with visual and hearing impairment. They may complete observations of a child and provide a support plan/develop Physical Management Plans. The sensory team support and advise on strategies and learning support for children who may have visual or hearing impairment.
Physiotherapists	We work closely with NHS physiotherapists who may be working with individual children in order to deliver physiotherapy programmes that may be in place.
Occupational Therapist (OT)	We use traded services to provide OT services once every two weeks. The OT provides advice and support for teachers as well as completing assessments of individual children.



How do we support children to move on?

Before your child starts Cherry Orchard Primary School in the nursery or reception class

- Admission packs and the school prospectus
- Open days/virtual introductions if appropriate
- Tour of the school for in term admissions
- Home visits/phone call contact for Nursery and new Reception children
- Transition Programme so children can become familiar with the building and staff
- Individual needs assessment for children with an EHCP/high level of SEND/awaiting an EHCP.

When children transition to the next class

- Teacher handover time - discussion will take place about each pupil and key information will be shared, to include Pupil Passports detailing how children are supported
- Your child's class will have at least one session in their new classroom with their new teacher
- Where necessary, individual children are given personalised books with pictures of key staff and rooms so that they can become familiar with them beforehand
- Extra transition time may be arranged if necessary - this may be recorded in the form of a transition plan.

Moving to a new school

This is based on the individual need of SEND pupils so may include:

- Contact between SENDCos/Class teachers/ Teaching Assistants/Mentors
- Additional visits for the child, which can include the child visiting the setting or staff from the setting visiting the child
- Transition Meetings
- Sharing documentation such as Learning Plans, EHCPs, management plans and reports from other agencies.



How will I know if my child is doing well in school?

Home-school Communication

-  Open door policy - we value the importance of communication between staff and parents/carers
-  Use of Home-School Planner to record targets set, achievements, and communicate messages
-  Home School Communication Sheets - some children may have a Home-School communication booklet used for daily communication. Some children may use their School Planners
-  Phone calls home
-  Parent Consultation Evening

In school we:

-  Set and review individual targets through Learning Plans
-  Hold EHCP reviews
-  Hold termly progress meetings
-  Produce a provision map highlighting support
-  Analyse assessment data
-  Attend regular external agency reviews and support meetings
-  Provide regular CPD for staff.



Who is responsible for SEND coordination?

We always encourage you to speak to your child's class teacher about any concerns that you might have.

If you have specific concerns about your child's Special Educational Need or additional needs please contact Miss Anita Jaswal, who will discuss any queries or arrange a meeting at a mutually convenient time.



Governor Roles and Responsibilities

-  The designated Governor for SEND is Mrs S Khan.
-  Governors are informed of the provision, progress and attainment of our children with SEND.
-  Reports do not refer to individual children and confidentiality is paramount.



What support is available? Where can I find Birmingham's Local Offer?



It is recommended that you contact your GP in the first instance if you have concerns about your child's needs, require medical support or assessments.



Parents can also access Birmingham Local Authority's Offer which also signposts to a range of services: <https://www.localofferbirmingham.co.uk/>



SENDIASS are a support service that can offer independent and unbiased advice and information about assessment procedures and educational provision for children with Special Educational Needs.

Reviewed by the Governing Body: September 2026

Next review date: September 2027