Cherry Orchard Primary School
SEND and Inclusion Policy

Date of Policy: September 2026
Member of Staff Responsible: Anita Jaswal Pastoral AHT (**Pastoral Lead SENDCo, Safeguarding)**
Review Date: September 2027
Consultation: This policy was developed and is reviewed and updated with staff following local and national curriculum guidance.

This policy should be read in conjunction with the school's SEN Information Report which can be found on the school website.

Ethos and values statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

"We care, we learn, we succeed."

At Cherry Orchard, strongly believe in the importance of inclusion and equality for all children and are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. We endeavour to remove barriers to learning as early as possible in order to ensure that our children achieve their full potential.

We value the contribution that every child makes to the school and welcome diversity of culture, religion and ability. We believe that every child should have an equal opportunity and right to be included as a valued, respected and equal member of the learning community They should have access to a broad and balanced curriculum and a range of experiences and suitable learning challenges, which enable them to be successful.

Our inclusive philosophy underpins all that we do with effective partnerships between all children, parents and other essential services; the staff at Cherry Orchard maintain high aspirations for all.

As a Rights Respecting School we also promote the individual rights of a child

Aims

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

- To ensure equality of opportunity for all and to eliminate prejudice and discrimination against children with special educational needs.

- To give every child opportunity to experience success in learning through quality first teaching and to achieve as high a standard as possible through flexible systems that respond to children's diverse learning needs and overcomes potential barriers to learning and to be included as valued, respected and equal members of the learning community

- To continually monitor the progress of all children in school, to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum* through adapted and scaffolded planning and resources. *(*Except where disapplication, arising from an Education, Health and Care (EHC) Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all of our pupils.)*

- To provide specific input, matched to individual needs for those pupils identified as needing SEND support or having an EHC Plan.

- To ensure that pupils with SEN and/or a disability (SEND) are perceived positively by all members of the school and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our local/reach area.

- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

- To involve parents/carers at every stage in plans to meet their child's additional needs.

- To involve the children themselves in planning and in any decision making that affects them.

- To promote effective partnership and involve outside agencies when appropriate.

Legislation

This policy is based on the statutory Special Education Needs and Disability (SEND) Code of Practice and the following legislation

- Part 3 of the children and Families Act 1974, which sets out school's responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordination (SENCOs) and the SEN information report.

Children with Special Educational Needs

A child or young person has SEND 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 or mainstream post-16 institutions.

Special educational needs and provision can be considered as falling under four broad areas.

- Communication and interaction

- Cognition and learning

- Social, mental and emotional health

- Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas whilst for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs. Making provision and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, informing the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs. Practitioners may need training in the use of evidence- based programmes and advice and support on the effective use of specific interventions may need to be sought from external specialists.

Children with Disabilities

The Equality Act 2010 defines disability as when, 'A person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Cherry Orchard is bound by a general duty to have due regard to the following in relation to disability and other protected characteristics:

- eliminating discrimination

- advancing equality of opportunity
- fostering good relations across the community

We are committed to ensuring equality of education and opportunity for disabled children, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled children and students will be monitored and we will use this data to raise standards and ensure inclusive teaching.

Monitoring & Review

The Inclusion Leader for the school is Anita Jaswal and the Link Governor is Mrs S. Khan. However, the Governing Body as a whole is responsible for making provision for children with special educational needs.

Responsibilities

The Governors:

- In cooperation with the head teacher, determine the school's general policy and approach to Inclusion, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- Nominate a member to take a particular interest in and closely monitor the quality and effectiveness of the school's work on behalf of children with SEND
- Report to parents annually on the school's policy on SEND as well as work with the Head Teacher and SENDco to determine the strategic development of the SEND policy and development in school.

The Head teacher:

- Has responsibility for the day-to-day management of all aspects of the school's work, including provision and progress of children with SEN and EAL
- Keeps the governing body fully informed and also works closely with the school's SENDCo and team
- Works with the SENCo and SEN Governor to determine the strategic development of the SEND policy and provision in school
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The SENDCo (working closely with the head teacher, senior leadership, the fellow teachers):

- Works with the Head teacher, DHT and SEND Governor in the strategic development of inclusive practice within the school
- Oversees the day-to-day operation of the school's SEN & Inclusion policy
- coordinates provision for children with SEND, working alongside the Assessment Lead (DHT)

and class teachers to monitor tracking and assessment data to identify children who may need additional support and progress made, including those how have EHCPs

- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support an high quality teaching
- In role as the DSL, ensures the correct support is in place where a looked after child has SEND
- Advises on a graduated approach to providing SEND Support
- Advises on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaises with parents of children with SEND
- Liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Acts as a key point of contact with external agencies, especially the LA and LA support services
- Liaises with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Works with the head teacher and school governors so that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensures that the school keeps the records of all children with SEND up to date, maintains SEND data and registers
- Contributes to in-service training of staff.
- Works closely with SEN teaching assistants.

Class Teachers

Each class teacher is responsible for

- The progress and development of every pupil in their class in line with the Teaching and Learning Policy- to include Quality First Teaching and Learning being in place
- Use of Ordinary Available Guidance (OAG) used to support teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Under the guidance of the SENDCo review each pupil's progress and development and decide on any changes to provision
- Ensure they are following SEND policy
- Liaise as appropriate with external agencies, taking on board advice to support learners

Identifying pupils with SEND and assessing their needs

Cherry Orchard are committed to the early identification of SEND We assess each pupils' current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupil's and identify those whose progress

- Is significantly slower than that of their peers starting from the same baseline
- Is unable to match or better the child's previous rate of progress
- Is unable to close the attainment gap between the child and their peers

Concerns are discussed and an Initial Concerns Form is completed to further support the monitoring process. Parents are involved in the process.

Management and approach to teaching children with SEND

Quality First Teaching.

All staff are committed to the delivery of quality first teaching. This means that activities are planned according to the level at which the children are working on to make progress. Support offered depends on the individual needs of a child, for example if there is a specific learning need, then targets may be set and intervention put in place to meet the target. A pupil with a disability may be provided with specialist equipment, pupils with auxiliary aids may have reasonable adjustments made to ensure full access to the curriculum.

Identification Processes

Cherry Orchard is committed to early identification of SEN and adopts a graduated response to meeting SEN in line with the Code of Practice 2014. This response consists of a cycle of assess, plan, do, review.

Assess

Before identifying a child as needing SEND support the class teacher, working with the SENDCo, should establish a clear analysis of the child's needs. This should draw on the teacher's assessment and experience of the child, as well as information from the school's core approach to child progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent.

This assessment will be regularly reviewed to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a child with SEN Support, the parents must be notified. The class teacher and the SENCO should agree, in consultation with the parent and the child, the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Review

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the child and their parents, should feed back into the analysis of the children's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the children progress and development deciding on any changes to support and revised outcomes in consultation with the parent and child.

Involving Specialists

Where a child continues to make little or no progress, despite well- founded support that is matched to the child's area of need, we may involve specialists to advise us on early identification of SEND and effective support. We will always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support. The child's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent and teaching staff supporting the child in the same way as other SEND support.

Provision Mapping

Children who are identified as having SEND will be noted on the school SEND register as having 'SEN support', unless they have an EHCP. The class teacher, in consultation with the SENDCo, will identify specific targets for the child which will be recorded on their Learning Plan, the child will also have a provision map which will provide an overview of the additional provisions and interventions in place for them. Each child will also have a Pupil Passport which provides a profile of each child as a learner.

Expected outcomes for all additional provisions are detailed to enable the school to judge the effectiveness of interventions.

The SENDCo will monitor the progress of children on the school SEND register. If a child does not make sufficient progress after these steps have been taken, and the child meets the criteria set out by Birmingham County Council, then in consultation with the class teacher, parents and outside agencies, a request for statutory assessment may be made to the Local Authority.

Education, Health and Care Plans (formerly Statements of SEN)

The Local Authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person.

Consulting and involving pupils and parents

In working with our SEND pupils, we ensure that we take on board both parent and pupil voice. Discussions ensure that everyone develops a good understanding of the pupils areas of strength and difficulty. We take into account parental concerns. We ensure that everyone agrees the outcomes for the child and is clear as to what the next steps are. Parents will be notified when pupils are added to the SEND register.

Monitoring Arrangements

This policy will be reviewed by Anita Jaswal (SENDco) yearly. It will also be updated if any changes need to be made during the year.

It will be approved by the Governing Body.

Links with other policies and documents

This policy links to the

- Accessibility Plan
- Behaviour
- Equality Information and objectives
- SEND Information Report
- Supporting pupils with medical conditions