

### Partnership with Parents

At Cherry Orchard Primary School, we believe that the implementation of our S.E.N.D Policy needs the full involvement of parents and carers. This may be through:

- Reviews and parents' meetings
- Direct intervention of the class teacher, Head teacher, Provision Manager or other outside agency/specialist involved
- Provision Manager informing parents of any specialist intervention, explaining role and gaining parental permission for any assistance and support regarding a child's S.E.N.D

### Who do I speak to if I am concerned?

The class teacher of your child is the person who knows them best. They are the person to speak to if you have concerns about your child or think they may have a Special Educational Need. The class teacher may then refer to the school's SENCo if deemed appropriate.

### Our School Team

**Provision Manager/SENCo** – Mrs K Maddock

**Email** - [krm21@cherryorchard-pri.worcs.sch.uk](mailto:krm21@cherryorchard-pri.worcs.sch.uk)

**Thrive Practitioner** – Ms S Bedyal

**SEND Governor** – Mrs A Ridley

**Phone** - 01905 352787

**Email** – [office@cherryorchard-pri.worcs.sch.uk](mailto:office@cherryorchard-pri.worcs.sch.uk)

### Specialists we work with

This will depend on the needs of the particular child.

- **Educational Psychologist (EP)**
- **Speech and Language (SALT)**
- **Behaviour Support Team (BST)**
- **Family Support Worker (FSW)**
- **Integrated Specialist Support Service (ISSS)**
- **Physical Disabilities Support Team (PD Outreach)**
- **Learning Support Team (LST)**

For further information please look at the SEN information on the school website and follow the links for the SEND Policy, School Information Report and Worcestershire's Local Offer.

[www.cherryorchard-pri.worcs.sch.uk](http://www.cherryorchard-pri.worcs.sch.uk)



## Parents' Guide

## The SEND Code of Practice



At Cherry Orchard it is our philosophy to develop and maximize the full potential of **every** individual. Our general principles are:

- To ensure we meet the Special Educational Needs (S.E.N) of every child and that they have access to a broad, balanced education.
- Early identification and monitoring of pupils with Special Educational Needs. Where possible, these children will be educated alongside their peers.
- Parents have a vital role to play in supporting their child's education and that the views of the child should also be sought.

#### Definition of Special Educational Needs (S.E.N.)

Children have a Special Educational Need if they have a learning difficulty which calls for special educational provision to be made for them. This will be if the child:

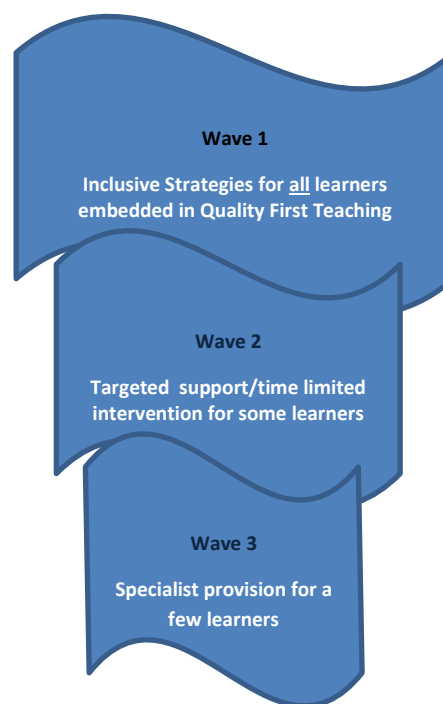
- Has significantly greater difficulty in learning than the majority of children the same age; or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the Local Authority.

#### Four Areas of Special Educational Need

- **Communication and interaction** (e.g. speech and language difficulties/Autistic spectrum disorders)
- **Cognition and learning** - (general or specific learning difficulties)
- **Social, emotional and mental health**
- **Sensory and/or physical** (hearing impairment, visual impairment, physical & medical difficulties)

#### Levels of Support

At Cherry Orchard we ensure we meet the learning needs of all our pupils through providing excellent teaching and learning, differentiated work and a personalised approach.



#### The Graduated Approach

In 2014, the S.E.N.D Code of Practice devised a new model of action and intervention in schools to support children identified as having Special Educational Needs. This is referred to as 'The Graduated Approach' and consists of a Four Part cycle of

Assess → Plan → Do → Review

#### SEN Support

If a pupil is making little or no progress despite targeted group support, more targeted support is needed and an Individual Provision Plan/Pupil Profile is put in place. In some cases, the school will involve external agencies for additional assessments, support and guidance.

#### Education Health and Care Plan (EHCP)

In some complex and extreme cases, when a child has a need for long term support at a highly tailored individual level, an EHCP may be required.

#### What difference will this make to the work that my child does at school?

The curriculum should be differentiated in order to reflect the individual needs of your child; details of this should be in your child's Individual Provision Plan (IPP) or Pupil Profile. The class teacher will provide a teaching programme for your child which is *additional to or different from* the usual curriculum.