



Cherry Orchard Primary School's School Information Report For Children with Special Educational Needs and/or Disabilities (SEND)

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 individual needs of every child and that they have access to a broad and balanced education.

Children are identified as having SEN when their progress has slowed or stopped and the intervention and/or resources put in place do not enable improvement. We have high expectations for all pupils, including those with SEND, ensuring the best possible progress for the children at our school through an exciting curriculum.

This document is intended to give you the information you need regarding the different areas of need and the strategies and resources we may put in place. Support is tailored to the individual child and provision is modified regularly to meet their needs.

More information can be found in our SEND policy, information for parents leaflet or Worcestershire's local offer. All of this information can be accessed via our school website. If you would like any further information about what we offer at Cherry Orchard Primary school please contact us directly.



Area of Need	Wave 1 Inclusive Strategies for <u>all</u> learners embedded in Quality First Teaching	Wave 2 Targeted support/time limited intervention for some learners	Wave 3 Specialist provision for a few learners (SEN Support)
<p>Cognition and Learning</p> <p>Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs:</p> <p>Children with moderate learning and severe learning needs are likely to need support in all areas of the curriculum. (MLD) (SLD)</p> <p>Children with profound and multiple difficulties are likely to have severe and complex learning needs as well as physical disability or sensory impairments. (PMLD)</p> <p>Specific learning difficulties affect one or more specific aspects of learning encompassing a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia. (SpLD)</p>	<p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Increased visual aids / modelling, etc</p> <p>Visual timetables</p> <p>Illustrated dictionaries</p> <p>Use of writing frames</p> <p>Access to word processor</p> <p>In-class support from TA</p> <p>Focused group work with CT, eg guided reading</p>	<p>Booster groups</p> <p>In-class support from TA</p> <p>Additional keyboard skills group</p> <p>Individual reading with TA / CT</p> <p>Catch up reading</p> <p>Rapid Maths</p> <p>Rapid Writing</p> <p>Pre-teaching is used to introduce key points, content and concepts.</p>	<p>Teaching assistant are deployed to increase pupil success and independence</p> <p>Some 1 to 1 work is implemented outside the classroom</p> <p>Pupils access to ICT software</p> <p>Intense literacy or numeracy support</p> <p>Adapted catch-up programmes</p> <p>Additional phonics training</p> <p>Additional individual reading</p> <p>Paired reading</p> <p>Memory skills training</p> <p>Peer tutoring</p> <p>Specialist equipment</p> <p>Precision teaching</p> <p>Input from the Educational Psychologist</p> <p>Input from Learning Support Team</p>



Area of Need	Wave 1	Wave 2	Wave 3
<p>Communication and Interaction</p> <p>Children with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand the social rules of communication. (SLCN)</p> <p>Children with Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination. This can impact on how they relate to others.</p>	<p>Inclusive Strategies for all learners embedded in Quality First Teaching</p> <p>Differentiated curriculum planning, activities, delivery and outcome, eg simplified language Increased visual aids / modelling, etc Visual timetables Use of symbols Structured school and class routines</p>	<p>Targeted support/time limited intervention for some learners</p> <p>In-class support from TA with some focus on supporting speech and language Additional use of ICT, eg Clicker 6</p>	<p>Specialist provision for a few learners (SEN Support)</p> <p>Speech and language support from SALT, followed up in school Input from Autism Outreach Team Support for alternative forms of communication</p> <p>Visual organiser ICT – Writing with Symbols</p>



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<p>Social, Emotional and Mental Health</p> <p>Children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms which are medically unexplained. Children may have disorders such as Attention Deficit Disorder (ADD) , Attention Deficit Hyperactive Disorder (ADHD) or Attention Disorder (AD)</p>	<p>Whole school behaviour policy, eg based on</p> <p>Assertive Discipline approach</p> <p>Whole school / class rules</p> <p>Class reward and sanctions systems</p> <p>Circle Time / parachute games</p>	<p>Small group Circle Time</p> <p>Group reward system</p> <p>Support for unstructured times</p>	<p>Individual counselling</p> <p>Individual reward system</p> <p>Nurture group</p> <p>Anger management training</p> <p>Peer mentoring</p> <p>Social skills training</p> <p>Circle of Friends</p> <p>Friends for Life</p> <p>CAMHS</p> <p>Educational Psychologist</p> <p>Play Therapy</p> <p>Thrive</p>



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<p>Sensory and Physical</p> <p>Some children require SEN provision because they have a disability which prevents or hinders them from making use of the educational facilities provided.</p> <p>Many children with Vision Impairment (VI), Hearing impairment (HI) or a Multisensory impairment will require specialist support and/or equipment to access their learning. Children with MSI have a combination of vision and hearing difficulties.</p> <p>Many children require minor adaptations to the curriculum or physical environment. Some children with a Physical Disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Some children require special educational provision.</p>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Medical support</p> <p>Brain gym exercises</p>	<p>Additional keyboard skills</p> <p>Additional handwriting practice</p> <p>Access to equipment, eg writing slopes</p>	<p>Motor skills programme for small group</p> <p>Individual support in class during PE</p> <p>Physiotherapy programme</p> <p>Access to ICT, eg PC with switch, IPAD</p> <p>Specialist Equipment</p> <p>Physical disability outreach team.</p> <p>HI team</p> <p>VI Team</p>

This report was reviewed February 2016
This report is due to be reviewed February 2017