

Leigh Academy Cherry Orchard

Special Educational Needs and
Disability (SEND) Awareness
Workshop for Parent/Carers



Who makes the decision about how much support my child receives?

How will Cherry Orchard support my child?

What curriculum will my child be taught?

How does Cherry Orchard know that my child needs extra help?

What does Cherry Orchard offer for the well being of my child?

What should I do if I think my child has special needs?

What specialist services and expertise are available at Cherry Orchard?

How will Cherry Orchard help with transitions to the school initially and later to a new school?

How will my child be included in outside activities, including trips?

How accessible is Cherry Orchard's environment?

What training have staff at Cherry Orchard had to be able to Support my child?

How does Leigh Academy Cherry Orchard know that my child needs help?

- All teachers at Leigh Academy Cherry Orchard provide **quality first teaching** and are trained to support children with additional needs.
- Some children require special educational provision beyond high quality differentiation, which is additional to or different from that made for others of the same age.
- Assessment for Learning allows us to gain essential information on abilities, progress and achievements via:
 - Teacher/SEND Support staff observations
 - Marking of Work
 - Half termly/termly assessments
 - Termly pupil progress meetings
 - Reviewing strengths, needs and experiences
 - Specialist SEN standardised assessments
 - External Agency Assessments
 - Kent Mainstream Core Standards

Who makes the decision about how much support my child receives?

- When a child enters our school, the SENCO (Special Educational Needs Coordinator) will note any identified SEND and seek to liaise with previous schools
- A member of the SEND team may also contact the parent/carer to gain additional knowledge. There will be an opportunity for parents to contact the SEND team if your child will be joining EYFS.
- The class teacher and SENCO will discuss any pupil concerns
- An intervention programme will be developed
- If appropriate, the child may already have been placed on the school's SEND register, this will come through from the receiving school.

Intervention will vary depending on the child's needs. The main areas of focus are:

- Class support
- Cognition and Learning Support
- Speech, Language and Social Communication
- Social, Emotional and Mental Health
- Physical Support

If a child is entering school at EYFS then observations will be made by the class teacher and if further support is required this will be discussed with parents and possibly the SEN Team.

How will Leigh Academy Cherry Orchard School support my child?

- Leigh Academy Cherry Orchard ensures that **quality teaching** is our first priority, **differentiating and/or adapting** accordingly to meet the needs of the children
- Support is given through the **type of task**, differing levels of **complexity** or **resources** used
- Support can be as simple as a writing frame with an example answer or the use of specialist equipment, specific learning programmes or interventions
- **Working with professionals** with specialist training such as speech and language therapists , advisors for visually impaired pupils or working with bi-lingual members of staff
- Specific targets are set to meet the child's needs, that are discussed with parents/carers and together we plan the next steps

What curriculum will my child be taught?

We teach a varied and exciting curriculum, rooted in the importance of the core subjects: English, Maths and Science. We offer a unique creative approach to providing enrichment opportunities for our young people through access to The International Baccalaureate Programme – The PYP.

Through our curriculum, assemblies and the school ethos, pupils are taught PD

Our SEND support structure offers additional programmes to support:

- Social and communication skills
- Life skills such as cooking
- Awareness in the community
- Friendship groups
- Planning for the next stage in their education.

What does Leigh Academy Cherry Orchard School offer for the well-being of my child?

- We have an outstanding Pastoral Support Team that includes:
- Designated Safeguarding Leads
- Family Liaison Officer
- Qualified First Aiders
- School Nurse
- Local Inclusive Forum Team
- Staff trained to deliver support for SEMH
- Attendance Officer
- Access to the Virtual School for CiC

What specialist support and expertise are available for referral at Leigh Academy Cherry Orchard School?

- Social Care
- Speech and Language Therapy (SALT)
- Specialist teachers via The Community of Schools
- Educational Psychiatrist (EP)
- Children and Young People's Wellbeing Service (formally CAHMS)
- Emotional support Assistants
- Place2Be
- Occupational Therapy (OT)

What training have staff at Leigh Academy Cherry Orchard School had to support my child?

- Our staff are highly trained. We work closely with specialists who train, guide and advise us so we can deliver the best support for children with SEND
- We have staff trained to deliver support with:
 - Learning difficulties (including Dyslexia)
 - Emotional literacy
 - Autism
 - Speech and Language
 - Working Memory deficits
 - Anger/Anxiety Management

How accessible is the Leigh Academy Cherry Orchard School environment?

- Accessibility is a high priority at Leigh Academy Cherry Orchard
- The building is a two storey block with all areas accessible via a lift.
- We regularly review our building and take advice on how to adapt the school environment to ensure it meets the needs of all pupils
- We are DDA complaint

How will my child be included outside the classroom, including trips?

- We want all of our students to benefit from the education we offer, this includes taking part in school trips
- Where appropriate for children with SEND, additional risk assessments will be carried out prior to the trip
- Where appropriate, members of the SEND team will attend trips to provide additional support

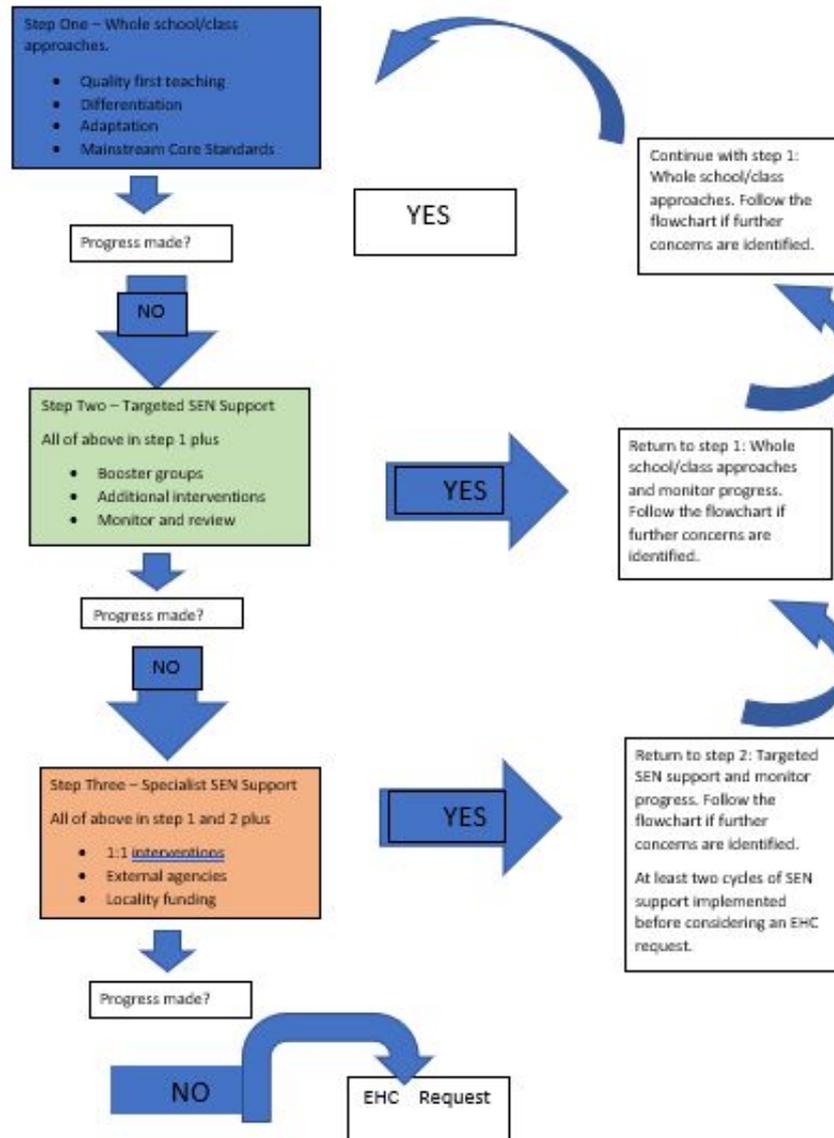
How will Leigh Academy Cherry Orchard help with transitions to the school and moving on to secondary education?

- Your child's needs are paramount. In order for your child to be happy at school, they must feel safe and secure. To ensure a smooth transition, preparations include:
- Preliminary visits with a known adult. This includes a guided tour of the school, a chance to meet senior staff, teaching staff, members of the SEND team as well as current students
- A suitable transition program depending on needs
- Parent and external agency involvement if required
- Resources in place or adaptations to the environment

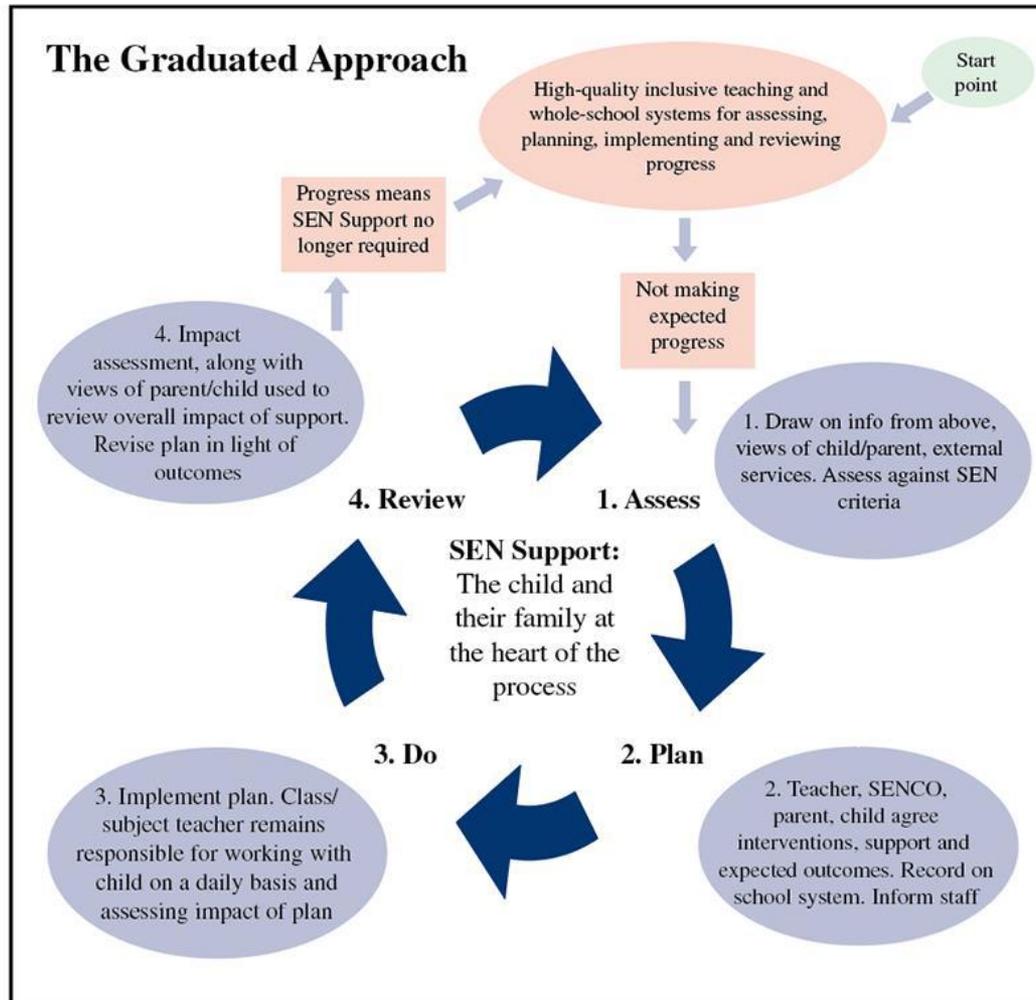
What should I do If I think my child has additional needs?

- Please talk to us. We have your child's best interest at heart and we want them to succeed. Working in partnership and building strong relationships with our pupils and their parents, allows us to better support their needs.
- First point of call is to talk to your child's **class teacher**, who will then be able to make a referral to the SEND team. If you require more information, an appointment can be arranged with the SENCO.
- Being SEN or being placed on a school's SEN register is not because a child receives a diagnosis of a condition – it must be because educational provision is consistently different for them to enable them to make progress in their areas of difficulty.

Cherry Orchard Primary Academy Graduated Approach



Assess, Plan, Do, Review



What is a Statutory Assessment?

A statutory assessment can be requested by:

- you, as a parent;
- the school or pre-school setting;
- health professionals.

You should always talk to your child's teachers or SENCo before requesting an assessment from the LA. There are clearly defined criteria for going ahead with an assessment and schools will be able to provide evidence of the progress, or difficulties, being experienced by your child, which will help to decide whether or not the assessment should proceed.

Decision to assess - an example of the contents of a letter from Kent.

Please find attached the letter declining an assessment for xxx

We have included the following reasons into the letter to parents:

- There is no evidence that where progress has been made it has only been because of much intervention and support over and above that which is usually provided.
- Although the setting has sought outside agency advice, there has been insufficient time for the recommendations to be implemented, the interventions given time to work, and to be evaluated and reviewed.

We have also said to parents that the setting should continue the appropriate levels of interventions and support. Should the further evidence become available the setting is able to submit a further request at a later date.

The SEND Team

- Mrs V Adams Special Educational Needs Coordinator
- Mrs I Lucaciu - SRP Teacher (Lead)
- Mrs P Juniper - SRP Teacher
- Mrs S Williams - FLO
- Mrs J. Forsythe- Principal/DSL

Important Links

- **Kent Local Offer:** This website is a collaboration between parents and carers of young people with disabilities, young people and Suffolk County Council, to help you find what is available in the area for young people with Special Educational Needs or Disabilities (0-25 years) and how to access a variety of services.
<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>
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- **SEND Code of Practice (2015):** Outlines current government SEND legislation
- [Special educational needs and disability code of practice: 0 to 25 years](#)