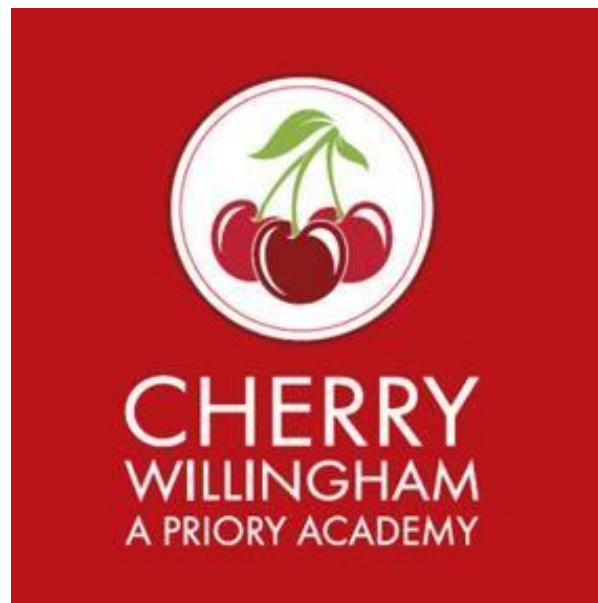


**Special Educational Needs and Disabilities**

**Support for your child at**

**Cherry Willingham Primary Academy**

**Information Report 2025**



## Introduction

Cherry Willingham Primary Academy works hard to provide a broad and balanced curriculum for all children.

However, you know your child best and may feel that they need some additional help or support for some or all of their time at the academy.

The Information Report is designed to inform you of the types of support available, who can help you and how support can be accessed.

A paper copy is available at the academy office if you would prefer that.

[The SEN Code of Practice 2014 requires all Local Authorities, Schools and Academies to provide access to the support they provide to their SEN pupils and parents.](#)

## What is special educational needs and disability?

A special educational need (SEN) is a difficulty, difference or barrier that affects a child's ability to learn and access the curriculum.

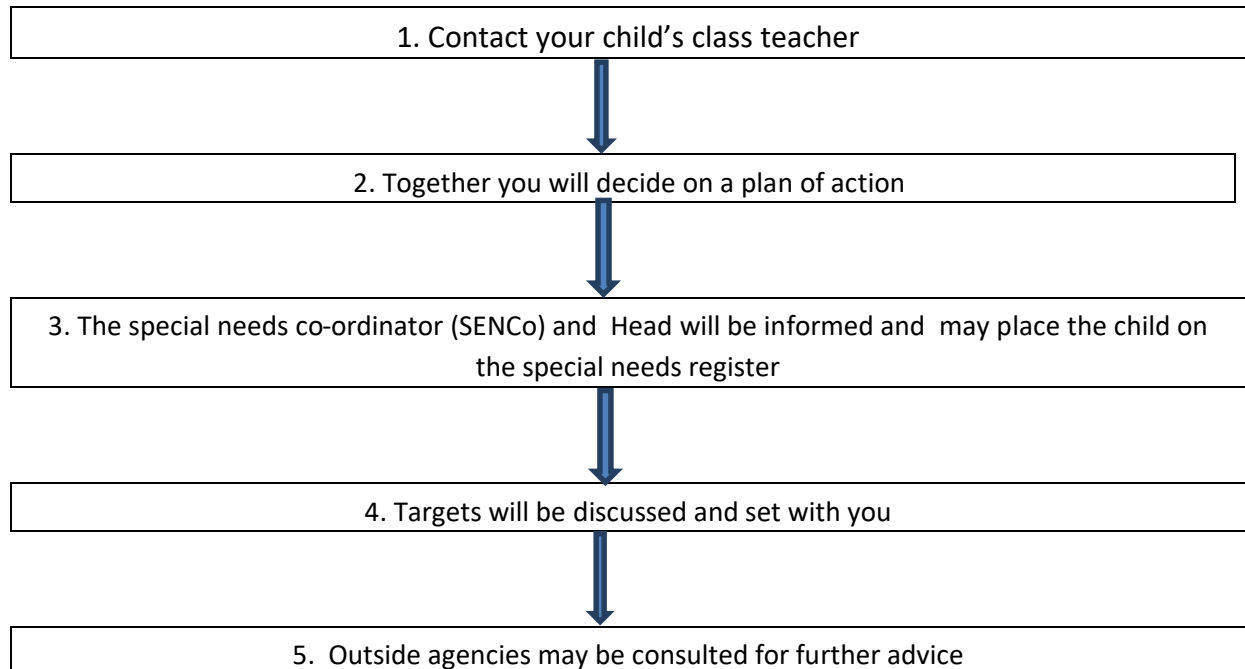
A disability is a longer term health condition which causes a difficulty, difference or barrier to learning and/or accessing the curriculum.

The special needs and disabilities code of practice: 0-25 years states that:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age: OR*

*Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in main stream schools or post 16 institutions.'*

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



**Head:** Mrs G Curtis

**SENCo:** Mrs C Baldock

**SEN Governor:** Nicola Barnes

## **How will the academy respond to my concern?**

- ✚ Initial concerns may be expressed at parent's evenings or on request after school with the class teacher.
- ✚ A further meeting may take place.
- ✚ Your concerns will be discussed with the Head and SENCo.
- ✚ Depending on the child's needs outside agencies may be requested to assess or observe the child.
- ✚ A plan of action will be put together with you and your child. Specific targets will be set.
- ✚ The plan and targets will be reviewed regularly with you and your child.

## **How will the academy decide if my child needs extra support?**

At this stage decisions can be based on formal or informal assessments

- ✚ If limited progress has been made it will show up on our tracking system which is regularly updated and monitored
- ✚ If concerns are raised by parent/carer, teacher or the child
- ✚ If concerns are raised through adult observations over a period of time from teacher, teaching assistants or midday supervisors
- ✚ If there is a sudden change in the child's behaviour

## **What will the academy do to support my child?**

Your child's targets will be set by the class teacher and monitored by them. However, support may be given by a teaching assistant within the classroom.

### Assess

Through summative data from:

- ✚ Regular assessed pieces of writing
- ✚ Weekly table test or mental maths tests
- ✚ Maths and literacy tests
- ✚ Agency assessments

Through informal methods:

- ✚ Observations over time within the classroom or playground
- ✚ Daily formative assessments
- ✚ Observations from outside agencies

## Plan

- ✚ Adapted tasks are set in lessons by the class teacher
- ✚ Pupil Profiles set out specific targets using assessed information (This could be using the academy monitoring system.)

## Do

A range of different strategies are used which might include:

- ✚ Additional classroom support by a teaching assistant
- ✚ Small group support within the classroom
- ✚ Small group support outside the classroom
- ✚ 1:1 support within or outside the classroom
- ✚ Agency support 1:1
- ✚ Specific teaching practices to support your child

## Review

- ✚ Pupil Profiles are reviewed three times a year, however, if targets are fulfilled reviews will be held more frequently.
- ✚ Additionally, parent's evenings are held twice a year to review progress.
- ✚ If further meetings are required these will be arranged with your child's class teacher.

All meetings will review targets against progress, effective or non-effective strategies and the next steps for focus.

## **Who will support my child in the academy?**

We have an experienced team of staff who may be involved in supporting your child. These include:

Who?	How and why?
Your child's class teacher	Will set tasks that are appropriate and accessible for your child Will be responsible for interventions that are set Will monitor the effectiveness of interventions
Teaching Assistants	Who support all pupils in class May provide 1:1 or small group work in class May provide 1:1 interventions outside the classroom, in or out of school time
The SENCo (Mrs C Baldock)	Completes referrals to agencies for support Will take review meetings and complete relevant paperwork
Midday supervisors	Who may provide support for monitoring personal, social and emotional needs through play

Additional agency support	May complete assessments or observations to assist with target setting May be involved with reviews and next steps
SEN Governor (Nicola Barnes)	Who oversees the SEN strategies
Volunteers	Who may hear readers within the class

## What training and experience do staff have for the additional support my child needs?

### Safeguarding

All staff have taken part in safeguarding training.

### Autism

Most staff have taken part in autism and ADHD training.

### ELSA

One member of staff is trained to deliver this programme for social and emotional difficulties.

### Lego Therapy

One member of staff is trained to deliver this programme.

### National SENCo Award.

The SENCo holds the National SENCo Award which is a masters level course that is statutory for all SENCo's appointed newly to the role since September 2008.

## Who else might be involved in supporting my child?

Agency	Support available
Educational Psychologist	Assessment for learning; personal, social and emotional needs
Specialist Teaching Service	Assessment for learning difficulties Support for Target setting
BOSS Team	Observations to support with personal, social and emotional difficulties (including anxiety) 1:1 support to identify and manage a range of feelings Target setting
Speech and Language Therapy	Assessments of speech difficulties and language acquisition Programmes to improve

The Working Together  
Team

Assessments through their Ladder system to support children with social, communication difficulties including those with Autism

We can also make referrals to:

Community Paediatricians

Early Help Workers (to support with actions impacting on the child and family)

Child and Adult Mental Health Service (CAMHS)

Here For You (Healthy Minds)

Young Carers

Visual Processing Clinic

### **What support will be there for my child's emotional and social well-being?**

Pastoral and Social Support:

- ✚ All members of staff build up strong relationships with children to support their social and emotional needs.
- ✚ Members of staff, such as the class teacher, designated teaching assistants and SENCo are readily available for pupils who wish to discuss issues and concerns.
- ✚ All child protection issues are reported to the Head Teacher.
- ✚ We have a clear behaviour code of practice which is adhered to by all staff.

Medical Needs:

- ✚ If your child has specific medical needs please contact the class teacher or Head Teacher.
- ✚ If needed a detailed 'care plan' can be written through consultation with the school nurse and parents to inform and guide staff about the care required.
- ✚ Where necessary medicines can be administered by the staff (in the company of another member of staff) in agreement with the parent/carer. A medicine administration form must be completed. Medicines are kept in a safe place.

Support for Behaviour:

If your child has specific difficulties regarding behaviour, they may require a Pastoral Support Programme and risk assessment. (This will follow the Inclusive Lincolnshire Pastoral Support Programme).

An initial meeting will be held to express worries and decide on what action needs to be taken. Targets will be set for your child, the school and yourself. Outside agencies may be referred to for support. Further, regular meetings will take place to assess behaviour and targets, usually every 6 to 8 weeks.

## **How will my child be involved in the process and be able to contribute their views?**

### **Review meetings:**

Your child will be asked for their thoughts regarding:

- ✚ their progress towards their targets
- ✚ what strategies have worked well
- ✚ what they think they may need support

with next

### **Social stories:**

These are written with individual children to help them understand how to manage their emotions or behaviour in certain situations i.e.: anything they are anxious about or acceptable behaviour.

### **Feelings books:**

These are used by individual children who find it difficult to express themselves orally.

### **Proud books:**

These are used by children to show how proud they are of positive aspects of their time in school eg day, week

## **How will the curriculum be matched to my child's needs?**

If your child has SEN then they will require support that is 'additional to and different from' the rest of the class. For most of the time your child will be taught along with the rest of the class where a variety of different strategies will be used to support them.

### ✚ Use of different groupings

- mixed ability
- mixed ages
- same ability

### ✚ Use of visual aids

- visual timetables, class/individual
- displays
- working walls
- word mats
- visual instructions

### ✚ Use of talking partners



- sharing ideas
- peer learning

✚ Use of concrete apparatus

- practical equipment in mathematics
- magnetic letters, sand etc for phonics
- Ear defenders
- Wobble cushions
- Pencil grips
- Specialised rulers and scissors

✚ Use of drama

- hot seating
- freeze framing
- speaking and listening activities
- filming

✚ Use of ICT

- ipads to write (also improve typing skills)
- ipads to record (as an alternative to writing)
- laptops/ PCs to write, improve typing skills, improve skills through educational games in phonics and mathematics

✚ Use of seating

- careful positioning of pupils

**What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?**

Opportunity	Details	Frequency
Review meetings	Pupil Profiles are reviewed with parents. Educational Health Care plans are reviewed with parents.	3 times a year  Once a year

Assessment or observation feedback (outside agencies)	Feedback is given for an assessed report or observation from an outside agency. If reports coincide with review meetings they will be discussed then.	When appropriate
Parent consultations	Targets will be reviewed.	2 times a year with the class teacher and once more by appointment if required
Class teacher feedback	If there are concerns or a celebration of success, you may be phoned or asked to a meeting.	When appropriate
Home/school communication	If there are behaviour, medical or anxiety issues a communication book or diary may be sent home. Alternatively, emails will be exchanged.	Daily or weekly as appropriate

Your child's teacher is usually available at the end of each day if you wish to speak to them. Alternatively phone the office to request an appointment.

### **How does the academy know how well my child is doing?**

Each child's progress is carefully checked every term and placed on our tracking system using data from tests, classroom work and observations. These include the following:

- ✚ The academy tracking system
- ✚ The Provision Map
- ✚ Early learning goals – for pupils in the Foundation Stage
- ✚ Reading assessments
- ✚ Standardised assessments (carried out by Specialist Teachers)
- ✚ Assessment for learning – carried out within the classroom by the teacher, pupil self-assessment, peer assessment
- ✚ Individual targets, such as, Pupil Profiles, PIVATS, Progression Framework statements.

These help to identify areas of weakness to target. If your child is struggling, they will be given specific targets which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. It brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions are required.

## **How will my child be included in activities outside the classroom including academy trips?**

- ✚ Educational visits are an integral part of the curriculum at Cherry Willingham Primary Academy for literacy, topic and physical education in particular. All pupils are included with special needs being considered in risk assessments. If you have any particular concerns do not hesitate to contact the school.
- ✚ All pupils are entitled to take part in clubs after school and are encouraged to do so.
- ✚ We have a breakfast club and after school care, which all pupils may attend.

## **How accessible is the academy environment?**

- ✚ There is wheelchair access to the main building via the main entrance and pupil entrance
- ✚ 1 toilet is adapted for disabled users

## **How accessible is the curriculum?**

- ✚ There is access to laptops, computers, ipads and camera's
- ✚ Each classroom is equipped with a variety of mathematical equipment

## **How will the academy prepare and support my child to join the academy?**

### **Early Years Transition:**

- ✚ The teacher and teaching assistants visit feeder nurseries when possible
- ✚ Parents are encouraged to look round with their children
- ✚ Visits are arranged the term before starting
- ✚ The academy receives and uses relevant paperwork to plan extra support if needed
- ✚ Agencies already involved are consulted
- ✚ Parents are given an opportunity to attend an information event before their child starts in September

### **Transition between classes:**

- ✚ Exchange of information between classes, including successful strategies
- ✚ A lesson with the new teacher before the end of the summer term
- ✚ Extra lessons/visits with the new teacher can be arranged if a pupil is particularly anxious
- ✚ A parent's evening in the Autumn term to discuss settling in and any concerns

## How will the academy prepare and support my child to transfer to secondary school?

We understand that this is a daunting time for all pupils but more so if your child has SEN needs.

We support you child by:

- ✚ Meetings are arranged with SENCo's from Secondary Schools for parents if required
- ✚ Information is shared with the Secondary School through transfer of paperwork, face to face meetings, online meetings, emails, etc
- ✚ Secondary SENCo's and Teaching Assistants visit pupils in school to provide them with additional information and meet them prior to any visits
- ✚ Additional visits may be put in place to meet each child's individual needs
- ✚ Transition booklets are completed in the academy to support your child
- ✚ If your child has an Educational Health Care Plan relevant outside agencies and the Secondary School SENCo will be invited to the annual review prior to transition

## How can I be involved in supporting my child?

- ✚ At target setting reviews you will be asked to comment on progress and make suggestions for future targets
- ✚ You will be asked to support your child in achieving these targets either through the normal homework route or with extra work
- ✚ All parents are asked to hear their child read regularly, assist in learning x tables
- ✚ Joining us to celebrate success in activities, such as, assemblies, sports events, etc

### Online learning for SEND pupils:

SEND pupils are considered individually for any learning from home eg isolation due to Covid. Specific packs may be printed out on request and sent to parents with work matched to the needs of your child.

## How can I access support for myself and my family?

Useful organisations:

Organisation	Telephone	Website/email
Lincolnshire County Council		<a href="http://www.lincolnshire.gov.uk">www.lincolnshire.gov.uk</a>





Information, Advice and Support Services Network	0800 195 1635	<a href="http://www.lincolnshire.gov.uk/liaise">http://www.lincolnshire.gov.uk/liaise</a> email: <a href="mailto:liaise@lincolnshire.gov.uk">liaise@lincolnshire.gov.uk</a>
The National Autistic Society		<a href="http://www.autism.org.uk/">http://www.autism.org.uk/</a>
Lincoln ADHD group		<a href="#">Lincoln ADHD - Home (facebook.com)</a>
ADHD Foundation		<a href="https://www.adhdfoundation.org.uk/">https://www.adhdfoundation.org.uk/</a>
Independent Parental Special Education Advice		<a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a>

### Link to the Local Offer:

[http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=KsSPAFbxfGo&familychannel=2\\_7](http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=KsSPAFbxfGo&familychannel=2_7)

### Who can I contact for further information?

If you require any further help please contact:

-  Your child's class teacher
-  The front office
-  The SENCo – Mrs C Baldock
-  The Head Teacher – Mrs G Curtis