



School SEND Information Report – January 2026

Introduction

At Cherry Tree Hill Primary School, we are committed to providing an inclusive learning environment that enables all pupils, regardless of their specific needs, to achieve their potential. We have adopted the Derby City approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) and work closely with the Local Authority (LA) to ensure that effective support is in place.

Derby City Local Authority supports our school by providing advice, resources, and, where necessary, financial assistance to ensure that pupils with SEND can thrive in a mainstream setting. Our aim is to foster an environment where every child feels valued, supported, and empowered to succeed.

Our Approach to SEND

At Cherry Tree Hill Primary School, we follow a graduated approach to SEND, ensuring early identification of needs and providing a continuum of support to enable all children to make progress. Further details can be found in our Special Educational Needs and Disability Policy, which outlines the purpose, nature, and management of SEND within our school.

What is SEND and SEND Support?

SEND stands for Special Educational Needs and/or Disabilities. According to the Special Educational Needs Code of Practice 2014:

'A student has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children and Young People of the same age.'

Many children experience special educational needs at some point during their education. While most children overcome these challenges with appropriate support, a small number may require additional or ongoing help.

Types of SEND Provided for at Cherry Tree Hill Primary School

We support children with a wide range of additional needs, including:

1. **Cognition and Learning**

- General learning difficulties, profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD), such as dyslexia (reading and spelling difficulties) and dyscalculia (numerical and calculation difficulties).

2. **Communication and Interaction**

- Speech, language, and communication needs (SLCN), including difficulties with speech production, language comprehension, or social use of language, as well as Autism Spectrum Disorder (ASD).

3. **Physical and Sensory**

- Sensory impairments, such as visual impairment (VI) and hearing impairment (HI), and physical disabilities, including conditions like cerebral palsy.

4. **Social, Emotional, and Mental Health (SEMH)**

- Challenges with emotional regulation, social skills, and mental health, including diagnosed disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).

We recognise that children may have needs spanning multiple areas and always take a holistic approach to support each child as an individual.

Policies and Procedures

We identify children's needs early in their school journey by:

- Monitoring progress to identify those making less than expected progress.
- Consulting with parents/carers, the SENCO, and class teachers to gather information about the child's strengths, difficulties, and needs.
- Implementing the Graduated Approach's four-part cycle:
 1. **Assess:** Analyse the child's needs with input from all stakeholders, including outside agencies.
 2. **Plan:** Develop a personalised support plan.
 3. **Do:** Implement targeted support and interventions.
 4. **Review:** Regularly evaluate the effectiveness of interventions and adjust as necessary.

Collaboration with Parents/Carers and Pupils

We believe in the importance of partnership with parents/carers and value their insights into their child's needs. Children are also encouraged to share their views and actively participate in creating and reviewing their support plans where appropriate.

SENCO Contact Details

Our Special Educational Needs Coordinator (SENCO) is Abbie Watts. She can be reached via the school office at 01332 673520 or by email at senco@cherrytreehill.odysseyct.org.uk

Additional key staff include:

- **Head Teacher:** Mr. Appleton
- **Inclusion and Behaviour Support:** Miss East and Mrs Brady
- **Attachment and Trauma Leads:** Miss East and Mrs. Taylor
- **SEND Governor:** Mrs J Christie

Assessing and Monitoring Progress

We use the Graduated Approach to ensure children with SEND make progress. This involves:

- Regular analysis of assessment data.
- Monitoring the impact of interventions.
- Adjusting provision based on outcomes.
- Gathering pupil voice to inform decisions.

Supporting Transitions

To help children with SEND manage transitions, we provide:

- Transition booklets with visual aids.
- Additional visits and activities.
- Comprehensive handovers between staff and schools.

Staff Training and Expertise

Our SENCO has achieved the National Award for Special Educational Needs Coordination, is a trained 'Autism Advocate' and Mental Health Lead. She participates in regular training. All staff receive ongoing professional development on SEND-related topics, such as Autism Spectrum Disorder, sensory processing needs, and attachment training, including inclusive classroom provision and adaptive teaching.

Supporting Looked After Children

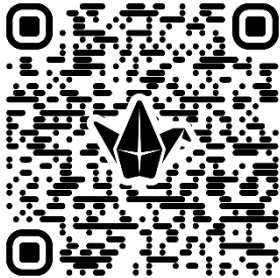
Mrs. Taylor, our Assistant Head Teacher, is the Designated Teacher for Looked After Children. Personal Education Plans (PEPs) are reviewed twice yearly, alongside SEND Support Plans where applicable.

External Agencies and Support

We collaborate with various professionals and agencies, including:

- Educational Psychologists
- The STEPs Team (vision, hearing, and ASD support)
- Speech and Language Therapists
- Occupational and Physiotherapists
- Community Paediatricians

- Early Help Assessment Team
- Education Welfare Officers
- SENDIASS
- Virtual School (for Looked After Children)



Admissions

We follow Derby City Council's admissions process and ensure no discrimination against pupils with SEND. We consult with all relevant parties to ensure provision is appropriate. For more information, visit the Derby City Council admissions website.

Complaints

We value positive communication with parents/carers. If you have concerns, we encourage you to contact our SENCO. Formal complaints can be addressed through our Complaints Policy, available on the school website.

Equalities Act

We adhere to the Equalities Act 2015 and respect all Protected Characteristics, including:

- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

Derby City Local Offer

For more information about SEND services in Derby City, visit the Local Offer at [Derby City Local Offer](#). For Derbyshire residents, visit their [Local Offer website](#).

The School information Report directly links to these Policies:

1. SEND Policy

This policy outlines the school's approach to identifying, assessing, and supporting pupils with SEND. It explains:

- The process for identifying children who may need additional support.
- How the school works with parents, carers, and external professionals.
- The provision available, such as in-class support, interventions, or specialist services.
- How progress is monitored and reviewed for SEND pupils.
- This policy ensures the school meets its obligations under the SEND Code of Practice (2015).

2. Safeguarding and Child Protection Policy

This policy describes how the school ensures the safety and welfare of all pupils, with particular attention to vulnerable children, including those with SEND. It includes:

- Procedures for identifying and reporting concerns about a child's welfare.
- Staff training on safeguarding practices.
- Specific provisions for SEND pupils who may face additional risks, such as difficulties in communicating abuse or neglect.

3. Accessibility Plan

This document outlines the school's commitment to ensuring the physical environment, curriculum, and communication are accessible to all pupils, including those with disabilities. It includes:

- Adaptations to the school building, such as ramps or lifts.
- Adjustments to teaching methods or materials to meet individual needs.
- Communication aids or strategies to support children with sensory impairments or communication challenges.

4. Behaviour Policy

This policy sets out how the school promotes positive behaviour and manages challenges, ensuring strategies are inclusive of pupils with SEND. Key elements include:

- Rules and expectations for pupil conduct.
- Supportive interventions for children struggling with self-regulation.

- Adjustments for SEND pupils, such as alternative consequences or rewards tailored to individual needs.

5. Equality Policy / Equality Information and Objectives

This policy demonstrates how the school prevents discrimination and promotes equality under the Equality Act 2010. It ensures SEND pupils are treated fairly and have access to the same opportunities as their peers. The policy includes:

- Actions to eliminate discrimination, harassment, or victimization.
- Steps to advance equality of opportunity for all pupils.
- Measures to foster good relations between pupils with and without SEND.

6. Teaching and Learning Policy

This policy explains the school's approach to delivering high-quality education for all pupils, with an emphasis on differentiation and inclusion. It includes:

- Strategies for tailoring lessons to meet diverse learning needs.
- The use of scaffolding, visual aids, and assistive technology to support SEND pupils.
- Expectations for teaching staff to adapt their methods to ensure progress for every child.

7. Complaints Policy

This policy outlines how parents and carers can raise concerns or complaints about their child's education, including SEND provision. It ensures that:

- Complaints are dealt with promptly and fairly.
- There is a clear process for escalation if issues remain unresolved.
- Parents know their rights, including seeking support from external agencies or tribunals if needed.

8. Admissions Policy

This policy explains the school's process for admitting pupils and ensures that children with SEND are not unfairly disadvantaged. It includes:

- Information on how the school makes reasonable adjustments during the admissions process.
- Details on prioritizing children with Education, Health, and Care Plans (EHCPs).

9. Supporting Pupils with Medical Conditions Policy

This policy describes how the school supports pupils with medical needs, ensuring they can participate fully in school life. It covers:

- Arrangements for administering medication.
- Individual healthcare plans for children with chronic or complex medical conditions.
- Staff training to support medical needs safely and effectively.

10. Exclusions Policy

This policy outlines the school's approach to suspensions and exclusions, including:

- Circumstances under which a pupil may be excluded.
- The process for investigating incidents fairly.
- Support strategies to avoid exclusions, particularly for SEND pupils who may display challenging behaviour as a result of unmet needs.

11. Data Protection and Privacy Policy

This policy explains how the school collects, stores, and protects personal data, including sensitive information about pupils with SEND. It ensures:

- Compliance with the General Data Protection Regulation (GDPR).
- Confidentiality of SEND information, such as medical or learning needs.
- Transparency for parents about how their child's data is used and shared.
- How These Policies Work Together

These policies collectively ensure that the school operates inclusively, safeguards all pupils, and provides high-quality support for children with SEND. They create a framework for collaboration between the school, parents, and external agencies to meet the diverse needs of every child.