



SEN Report and Accessibility Plan

Governors' committee normally reviewing:	Full Governing Body
Date approved by Governors:	02.2023, reviewed 02.2024
Review Cycle:	Annually
Next Review Due:	02.2025
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SEN Report:

1. How will Cherry Garden School staff support my child?

Our Staff

There is a strong team approach across the school, with excellent positive working relationships. This team approach includes senior leaders, support staff, teachers, governors, health professionals and volunteers. All staff working with the children are highly trained in a wide range of strategies. There is 100% commitment from all staff to ensure all pupil needs are fully met.

Classroom Environment

All classrooms are well-structured, nurturing and stimulating to encourage learning through play throughout the day. There is a high staff ratio of up to five staff with eight pupils. Highly trained teachers provide a broad and balanced curriculum.

Outdoor Environment

Our inclusive playgrounds provide an amazing sensory experience that provides physical, social and mental challenges. They include: sandpit; two sunken trampolines; swing; roundabouts; spinners; accessible treehouses, zip wire; chalkboards; sensory garden; bikes; games pitch; and a wide range of additional play resources.

2. How will I know what my child is doing at school?

Home/School communication

Teachers and parents use the home-school book to communicate daily.

We have an open-door policy to observe your child in school and arrange additional consultations with your class teacher if needed.

The Tapestry assessment system allows parents to see photo and video assessments of their child's progress throughout the year, with the ability for parents to upload their own examples from home.

Regular meetings with parents and teachers

- Parents'/carers evenings in the autumn and summer terms
- Annual Reviews

Parents/carers are invited to a planning meeting six weeks after their child starts at the school. At this meeting, parents have the opportunity to contribute to their child's yearly goals. A child has personalised goals set, which link to the core areas of the curriculum and take in to account the views of the pupil and parents. Every subsequent twelve months, an annual review takes place where targets are reviewed and new targets created. These targets are used to inform the child's Just About Me goals – smaller, personalised termly goals that the child works towards across all curriculum areas.

Annual reviews are also an opportunity to review the recommendations of the multi-disciplinary team working with the child and any additional support needed either within school or in the home.

- Termly JAM goal reviews

Three times a year the child's teacher and class team review their progress towards their goals, and amend or extend these. The review notes are then shared with parents. Further discussion of the child's progress is had between the class teacher and a member of the leadership team to identify particular successes and challenges – again this occurs three times a year and the notes are recorded on Tapestry in a learning journal which tracks with the child throughout their time at school.

In-School Assessments

Cherry Garden use ongoing formative assessment. Pupils are assessed using our own 'Branch Map' assessments, which were created specifically for our children's needs and cover the full curriculum. These assessments inform teacher planning and provide summative information for staff and parents.

3. How will the curriculum be matched to my child's needs?

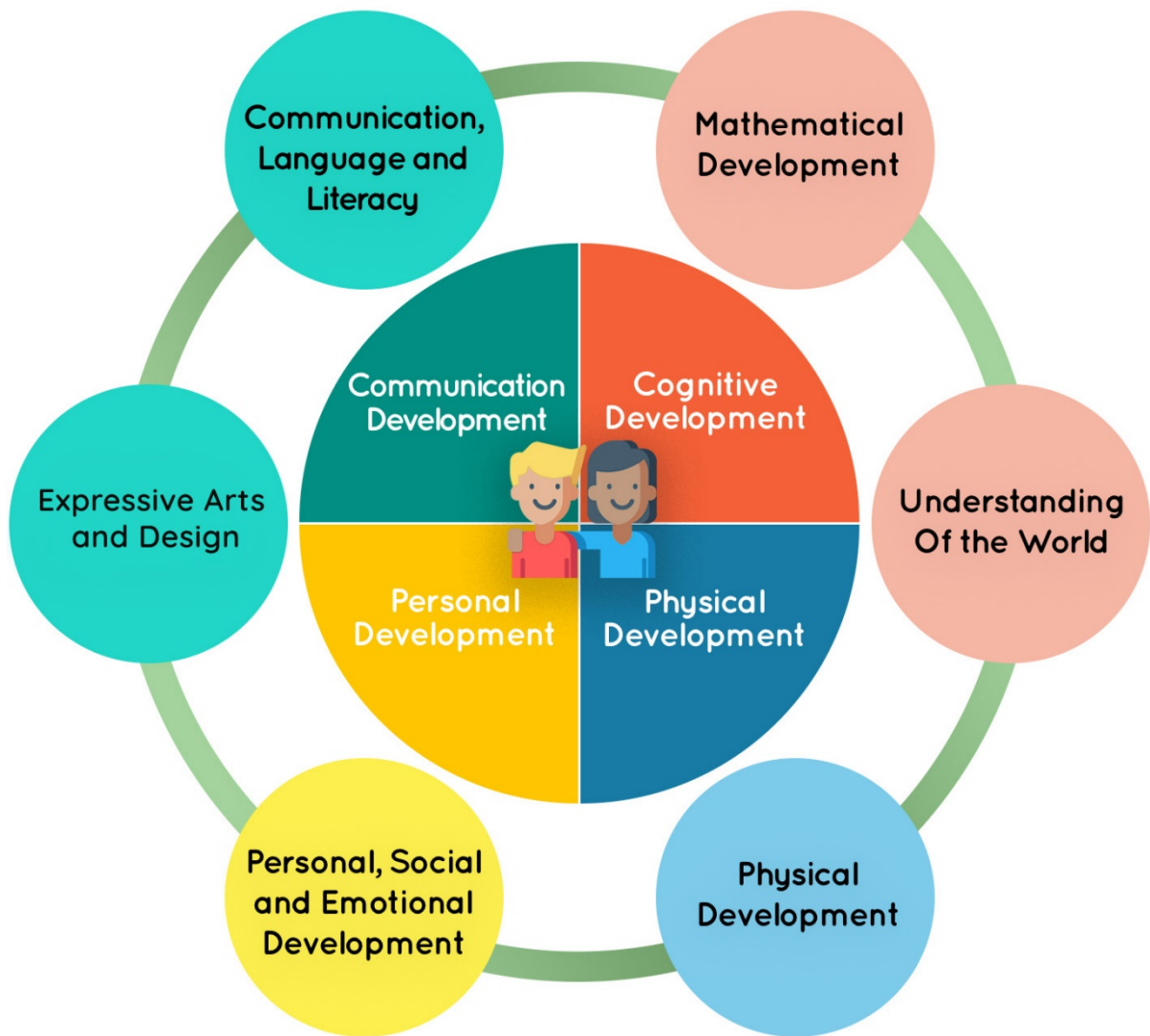
Our curriculum at Cherry Garden is based on providing child-centred, individualised learning opportunities for all children through a play-based provision.

Cherry Garden Child Centred Curriculum aims to be:

1. **MOTIVATING** – pupils learn when they are interested, stimulated and engaged.
2. **RELEVANT**- relevant to the learning levels of the pupils, functional and takes into account their prior knowledge.
3. **CHALLENGING** – Suitably high and realistic expectations are held by everyone in the team, and inclusive yet differentiated teaching is used to ensure progress for all pupils.

Individual Education Plans are central to all aspects of provision and link closely to long term goals in the child's 'Education, Health and Care plan'. Our child centred curriculum promotes respect for each child as an individual, emphasising the four core development areas of Communication, Personal, Physical and Cognitive skills. JAM (Just About Me) goals, derived from EHCP short term and long term aims, are integrated into these curriculum areas to meet the needs of the individual pupils.

Pupils on the Exploratory curriculum will focus on the four core areas, with opportunities to develop and generalise skills across all six areas of learning. Pupils working at the Discovery and Investigatory curriculum levels are taught through the six areas of Learning as shown in the diagram below. Children work on JAM (Just About Me) goals related to each curriculum area. The number of goals each child is working on is dependent on which curriculum pathway they are following. All children also have a special JAM wish – which is a goal focused on their wellbeing and what they would like to do or learn that half term. Where practical and meaningful, children are involved in deciding these goals themselves.



Behaviour Support

We recognise the importance of children regulating their own behaviour. We have a behaviour management policy that promotes a holistic approach to help children learn appropriate behaviour and regulation strategies. The school aims to help pupils develop a sense of achievement, value and self-respect, as well as respect for others.

All staff use positive behaviour management strategies, such as:

- Praise and Rewards
- Reasoning
- Setting clear limits and expectations
- Consistency of approach
- Avoiding confrontations
- Distractions
- High expectations of achievement

- Individual behaviour plans
- Using a range of communicative strategies

Specialised approaches to support positive behaviour for learning are used throughout the day, i.e.

- o Use of strong motivators
- o 'Make a deal' reward system
- o Individual timetables or Now and Next
- o Sensory diets
- o Intensive interaction
- o Positive physical handling (CPI)

Communication

A total communication approach is used throughout the school and Cherry Garden excels in meeting the wide range of communicative needs across the school. The types of strategies used are: • Objects of reference • Pictures • Symbols • PECS • Eye gaze • Intensive interaction • Communication books • PODD • Touch cues • Makaton • Verbal language programmes

Much of the support in communication takes place throughout the day and in additional specialist groups and specialised one-to-one programmes.

Social Skills/Independence Skills

There is a strong focus on developing pupils' social and independence skills from day one. Pupils are encouraged to play an active role in their self-care wherever possible, such as dressing, eating, drinking, washing and using the toilet. As pupils progress, there are higher expectations for pupils to tidy up after activities, take part in jobs around the school, walk independently in the community and experience using public transport. These and many more milestones are achieved incrementally with sensitive support from adults who know the pupils well.

The Arts

We are passionate about creative arts in the school and work in partnership with other organisations to enhance the provision for our pupils. Currently, we work with several local arts providers and work on collaborative art projects with other schools. All children have weekly movement and music sessions and we work in partnership with Southwark Music Hub.

MOVE

The MOVE programme is run by a small influential charity called the MOVE Partnership, and is a practical mobility programme based around the philosophy that movement is the foundation for learning. The MOVE programme uses the combined knowledge of the family, carers, education and therapy team. It is designed to teach anyone who has not learnt to sit, stand, walk or transfer by the

age they would expect to, or those who have lost these skills, to increase their independent mobility to the best of their ability.

4. What specialist services and resources are available at or accessed by, Cherry Garden?

Multi-Agency Team

- School doctor
- School nurse
- CAMHS
- Educational psychologist
- Educational welfare officer
- All Age Disability Team (Social Care Team)
- Occupational therapist
- Speech & language therapist
- Physiotherapist
- Visual impairment advisory teacher
- Teacher of the Deaf

Resources

- Soft play rooms
- Sensory room
- Sensory gym
- Sensory garden and adventurous outdoor areas
- Quiet group rooms for focused work
- Eye gaze computers
- Hydrotherapy pool
- Indoor and outdoor trampolines for rebound therapy
- Specialist art, music and cooking rooms

Community Links

We are proud of the numerous links we have within the very vibrant community of Peckham, and London as a whole. The school is positioned close to markets, a library, cafes and local shops. Pupils access local swimming pools, sports centres, and visit museums and art galleries. We make links with local schools, both mainstream and other specialist settings, to promote inclusion and a wider sense of community.

Accessibility

Cherry Garden School is fully wheelchair accessible and was designed with the needs of the pupils in mind. There are lifts, hoists, fully accessible bathrooms and hand rails throughout the school. Many of the appliances and furniture are height adjustable to accommodate pupils in wheelchairs or other specialist seating and we have a wide range of adapted equipment to support all areas of the curriculum. We have a full-size trampoline installed into the floor of our trampoline room for Rebound Therapy, allowing much easier access for all pupils than a standard trampoline.

We use specialised minibuses which have wheelchair lifts for travel to and from regular activities and also for class trips.

5. What training have staff received to support children with SEN?

All staff have continuous training in a wide range of curriculum areas. High priority is placed on the following areas:

- Makaton
- PECS
- Intensive interaction
- Manual handling
- Physical intervention strategies
- Literacy and Phonics (Read, Write Inc)
- Mathematics
- MOVE
- Language & communication strategies
- Assessment & planning
- Safeguarding
- Paediatric first aid and child-specific medical training

Staff training is updated regularly and we invest in expertise within the school by having experienced staff qualifying as trainers in key areas. This ensures we are able to keep training up to date and tailored to the school. As well as our own trainers, we also work with external specialists to develop skills and good practice within the school.

6. How will you help me to support my child's learning?

Partnering with Parents/Carers

At Cherry Garden School, we recognise the importance of working in partnership with parents. We have an open door policy, which means that parents are welcome to come at any time to join the class and work with their own child and other members of the group. This needs to be discussed with teachers to ensure the class is on-site at the time of the visit.

We have a number of specific activities which parents/carers are welcome to join on a regular basis. For example, there are a range of workshops, social events and whole school activities, such as sports days, festivals and celebrations.

We have a Parent Support Advisor who leads workshops for parents on a range of topics and is available to meet individually with parents to provide additional advice and support.

We really value the knowledge and support parents bring to the school and expect parents to work closely with the school to support their child's learning at home.

We have a parents room for parents who need to support their child during their start at Cherry Garden School.

Our assessment tool, has been created in partnership with Tapestry, to give parents the opportunity to have an active part in their child's learning and assessment.

7. How will my child be included in activities outside of the classroom, including trips?

All pupils have access to a range of community facilities, such as swimming pools, library, and make regular visits to local shops & cafes. Pupils access local area visits on a regular basis to support the curriculum and promote skills for life-long learning.

Each class has longer day trips that links with the curriculum theme. Every other year, there is an outward bounds Year 6 residential trip.

8. How does the school support the social and emotional development of the children?

Personal, Social & Emotional Development

At Cherry Garden, a core area of our curriculum is PSED (Personal, Social & Emotional Development), which we refer to in our curriculum subject headings as "My Self".

The children have timetabled PSED sessions, as well as opportunities for developing independence throughout the day. This may be related to dressing, eating & drinking, toileting or other bathroom skills. There is continuous play provision exploring the different strands of PSED available daily within classes, covering areas such as feelings and emotions, relationships, self-care and body awareness. As pupils grow, they take part in focused group work looking at topics such as puberty and privacy.

We use Intensive Interaction as a technique to develop a child's early social and communication skills. Our staff receive training in this area and are encouraged to seek opportunities for interactions throughout the day. The skills the children learn are key building blocks in the preparation for more formal communication methods.

9. What types of SEN are provided for?

Cherry Garden School is an outstanding special school for pupils from 2-11 years old in the London Borough of Southwark. We (our experienced team of professionals) are committed to providing individualised learning, support and opportunities for pupils with severe learning difficulties, complex needs (including physical, visual and hearing impairments) and autism. We are also committed to meeting all children's individual needs.

10. How are young people consulted on and involved in their education?

Pupil Voice

At an annual review, the child's teachers help the child to complete a series of questions that contribute to a 'pupil voice' presentation, including photos and videos of their key achievements. The child has the opportunity to give their opinion

on what they like about school and what they have found easy or difficult. For the children who have difficulty in understanding these questions, the class team contributes to the pupil voice document on the child's behalf.

Cherry Garden School has a school council, which meets regularly to contribute their ideas about key projects within the school such as making the school more eco-friendly and developing the playground resources. The pupils on the school council gather thoughts from their classes to bring to the meetings and the minutes of the meetings are shared in an accessible format with the whole school community.

11. How does the school evaluate the effectiveness of its provision?

Evaluation of Effectiveness of Provision

The senior leadership team, alongside the governing body, continually review and evaluate the existing provision.

The Head Teacher completes a self-evaluation form annually, which summarises the achievements we have made as a school. Each subject leader evaluates the effectiveness of their input and the progress of the children and this information is used to help the Head Teacher make judgements on future areas of increased focus or that may require improvement.

12. What are the arrangements for supporting and preparing children in moving between phases of education?

When pupils start at the school, the class teacher and a member of the senior leadership team will complete a home visit to get to know the child in more detail and learn from the family about how best to support them. There will also be at least two opportunities for the child to spend time in Cherry Garden with their parent/carer to familiarise themselves with the team and the school environment. Detailed handover meetings are held with the child's current setting (if they are in an education provision at the time), and a book of pictures and information about the school is sent home so that the family can look at this together.

Parents are encouraged to visit secondary settings when their child is in Year 5. There are three secondary special needs' schools that the majority of our pupils transfer to, and each school has particular criteria for admittance. Parents' preferences are always given a high priority when choosing their secondary school in Southwark.

We work closely with secondary special schools in the borough to ensure a smooth transfer for the child. Children visit their new school in the summer term, and receive visits back from their new teachers. A transfer review is held in July for the adults involved to discuss the finer details of the child's transition.

Please see: Admissions policy

13. Where can my child or I get further help, information and support?

Southwark Local Offer (this describes services and activities in the area available to children and young people with SEN, and their parents)

<http://localoffer.southwark.gov.uk/>

Cherry Garden support the Southwark Children and Families Centres with their SENSational Stay and Play sessions. These are held across the borough several days of the week for children under 5 (under 8 for weekend sessions). Cherry Garden supports with training and advice and also hosts the Thursday morning stay and play at our school. <https://localoffer.southwark.gov.uk/leisure/afterschool-and-youth-clubs/sensational-stay-play>

SIAS (Southwark Information Advice and Support Team), previously known as Parent Partnership <https://localoffer.southwark.gov.uk/sias/> Email: sias@southwark.gov.uk
Telephone: 020 7525 3104

Southwark Carers –www.southwarkcarers.org.uk Email: info@southwarkcarers.org.uk
Telephone 020 7708 4497

Family Information Directory <http://cypdirectory.southwark.gov.uk/> Email: family.info@southwark.gov.uk
Telephone: 0800 013 0639

14. How does Cherry Garden support children with SEN in mainstream Southwark schools?

Cherry Garden Outreach Support Service

Cherry Garden School is Southwark's primary school for children with severe or profound learning differences. We have an outreach teacher who is funded by Southwark for three days a week to support children with special educational needs in mainstream schools, who are working significantly below their peers. These children are referred through a direct referral system to Cherry Garden Outreach by the individual schools (with parental consent). Support for autistic children is provided through Southwark's Autism Support Team.

Once a referral has been approved, and when a space is available, the teacher will come into the school for an agreed initial support package. They will observe the child and talk to the professionals involved, and then suggest targets or strategies that will support the child's learning. On subsequent visits, they can support in whatever way is most helpful for the school (for example planning with the teacher, modelling particular strategies or types of activity, training staff in programmes that will benefit the child, attending IEP reviews, working alongside the speech and language therapist or other professionals, supporting with assessment etc.). Reports of the visit are shared with the school and the schools can also pass them on to the parents/carers.

Cherry Garden are also a member of the London South Teaching School Hub. This was established in 2015 and brings together schools and selected partners who share a commitment to working together to achieve a vision of an education system where children and young people are nurtured and challenged to flourish in all aspects of their life.

15. Cherry Garden accessibility plan

Cherry Garden School Accessibility Plan 2023-2026

Introduction

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. Our staff recognise their duty under the Equality Act:

- o Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- o Not to treat disabled pupils less favourably
- o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- o To publish an accessibility plan

In performing their duties governors have regard to the Equality Act 2010.

Our setting:

- o recognises and values the young person's knowledge/parents' knowledge of their child's disability
- o recognises the effect their disability has on his/her ability to carry out activities,
- o respects the parents' and child's right to confidentiality

The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: March 2023. To be reviewed every three years

Definition of Disability

The definition of disability is set out in the Equality Act 2010, Part 6:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities.'

The purpose and direction of the school's plan: vision and values

At Cherry Garden School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Cherry Garden School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who are vulnerable;

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on the most recent parent questionnaire.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that we continue to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Accessibility Plan: February 2023-February 2026:

Issue	Action	People/Resources	Timescale	Success criteria	Monitoring method. Who? How?
<p>For pupils who rely on their wheelchair to access the playgrounds and outdoor spaces, there is no provision for them to have time out of their supported equipment outdoors, in order to further develop their MOVE skills or experience a change in position.</p>	<p>Purchase and install outdoor hoists in three playground areas.</p> <p>Install additional canopies and ramps in the KS2 playground to allow for the installation and access to the new hoist.</p>	<p>£25,000</p> <p>Premises Manager, Headteacher</p>	<p>July 2023, subject to external provider availability</p>	<p>Pupils in all key stages will have the opportunity to spend time out of their supportive equipment in the outdoor areas across the school day. They will use this to extend learning opportunities and generalise their MOVE skills.</p>	<p>Premises Manager, Headteacher</p>
<p>Pupils with additional sensory regulation needs do not have a dedicated space to support their regulation across the school day. A dedicated space, with specialised equipment designed to support</p>	<p>With support from the OT, research specialist equipment which would be most suitable to the regulation needs of the school's cohort of pupils.</p> <p>Get quotes for the necessary</p>	<p>£20,000</p> <p>PD coordinator</p>	<p>July 2024</p>	<p>Pupils with sensory regulation needs will have regular, well planned and effective sensory breaks, which impact positively on behaviour and the amount of time spent</p>	<p>Premises manager, behaviour/PD lead, Headteacher</p>

<p>sensory regulation, would allow them to more effectively regulate their sensory needs and spend more of the day ready to engage and learn.</p>	<p>equipment needed for the 'sensory gym'. Install matting and equipment in the satellite classroom space.</p>			<p>engaged in learning across the school day.</p>	
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16. What are the arrangements for handling complaints from parents?

See complaints policy for full details.

Cherry Garden School welcomes feedback about the education it provides to its pupils. This feedback may include concerns. We take your concerns very seriously and we will seek to resolve any concerns brought to our attention. It is in everyone's interests that concerns are resolved at the earliest possible stage and it is our hope that most issues can be resolved informally.

Parents/carers are therefore encouraged to raise any concerns they have directly with their child's teacher or an appropriate member of staff. If they remain unhappy they should make an appointment to speak to the Headteacher. The Headteacher can be contacted via the school office or at admin@cherrygardenschool.co.uk. Most concerns can be addressed and resolved in this way. Occasionally a resolution is not reached or the matter is too serious to resolve in this way and the complaints policy outlines the formal procedure which should be followed.