



SEND Information Report September 2023

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SECTION 1

Definition of SEND:

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 or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Additionally the definition of what constitutes as SEN Support is as follows:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement." (KCC)

Definition of disability:

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015)*

Beliefs and Values:

- Cherry Orchard Primary Academy aims to give every pupil the opportunity to develop his/her potential to the full. It recognises that all pupils have their own particular needs and seeks to ensure that each pupil is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.
- Cherry Orchard Primary Academy is committed to ensuring all pupils receive their full entitlement to a whole-school curriculum regardless of their needs or disabilities.
- Cherry Orchard Primary Academy and all staff believe that every teacher is a teacher of every child or young person, including those with SEN.

SECTION 2

Aims and objectives:

The school is committed to raising the aspirations of and expectations for all pupils with SEN. The school reviews the progress of all its pupils on a termly basis during pupil progress meetings (PPM) and it is our absolute priority to make certain that all pupils

are achieving as well as they can at all stages of their schooling. If we are concerned that a pupil's progress could be improved initially, Quality First Teaching strategies in the classroom will be reviewed and amended if appropriate.

If all recommended Quality First Teaching strategies are in place and progress remains unsatisfactory additional interventions and provision will be put in place.

Our aims are to:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils.

SECTION 3

Identifying Special Educational Needs:

There are four broad areas of need (SEND COP 2015) for which Cherry Orchard Primary Academy is responsible for planning provision:

- Communication and Interaction*
- Cognition and Learning*
- Social, Emotional and Mental Health Difficulties*
- Sensory and / or physical needs*

The purpose of the identification of a SEN is to establish what action Cherry Orchard Primary Academy needs to take to best support our pupils. Cherry Orchard Primary Academy identifies the needs of pupils by considering the needs of the whole pupil, not just the special educational needs.

Cherry Orchard Primary Academy is clear that only those pupils who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are **NOT SEN** include:

- Disability* (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- *Attendance and punctuality*
- Health and Welfare*
- EAL*
- Being in receipt of Pupil Premium Grant*
- Being a looked after child*
- *Being a child of Service personnel*
- *Identifying behaviour is not always identified as a SEN need.*

Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need, which Cherry Orchard Primary Academy will be able to recognise and identify clearly as we know the child/young person well and can respond to their needs.

(Please refer to Cherry Orchard Primary Academy's Behaviour policy)

At Cherry Orchard Primary Academy **all** teachers are responsible and accountable for the progress and development of **all** pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching in class and phased learning for individual pupils, is the first step in responding to pupils who have or may have SEN.

Cherry Orchard Primary Academy regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. Members of staff are regularly observed throughout the year and where problems are identified robust support is immediately put in place with a follow up observation within two weeks.

Book checks are regularly carried out as part of the monitoring process which is led by the Senior Leadership team, on a termly basis. Teachers and support staff also attend Pupil Progress meetings which are chaired by a member of the Senior Leadership Team.

The school is committed to making certain all teachers are including all pupils in all lessons and differentiating/adapting where appropriate and necessary. CPD training around differentiation/adaptation for SEN is run throughout the academic year and SEN training is offered to all staff on an annual basis. All SEN training is focused around the needs of the pupils in the Academy.

SECTION 4

The graduated response to SEN Support:

When Cherry Orchard Primary Academy decides to make special educational provision this decision is made with the consideration of all staff linked with the specific pupil.

All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is taken into consideration.

We will seek the views and opinions of the parents/carers and pupils in making decisions about the SEN support to be put in place.

Cherry Orchard Primary Academy identifies and manages pupils with SEN status by the following process outlined below:



Assess:

- Information collated from all teaching staff who teach pupils with SEN status
- Information collated from teaching team that are responsible for the pupils with SEN status
- Current rate of progress for all subjects acquired
- Information from parents of pupils with SEN status sought
- Information from pupils with SEN status sought– what is working well / what needs to be done differently

- Any outside specialist assessments requested where appropriate (i.e. LIFT, Educational Psychology, CAMHS, Behaviour Support Service, Speech and Language/Words First)
- Current Personalised Plans for all pupils with SEN status reviewed – what has been tried already and what was the impact of this intervention?

Plan:

- Using the information acquired, decisions are then made regarding whether the provision in place needs to be adapted to allow the pupil to make increased progress / achieve their full potential
- Parents formally notified of SEN support to be provided. Parents and pupils consulted on any adjustments, interventions and support to be put in place and information to be on a Personalised Plan.
- All staff working with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies/approaches that are required.
- Planning put in place at this stage will be until the next APDR cycle
- Changes are reported on the SEN register and personalised plans.

Do:

- All of the planning is now in place and being actioned on a daily basis
- Teachers informed of updates.
- Whole Class Provision maps/personalised plans are used by class teachers to inform their planning.

Review:

- The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date.
- The impact of the APDR process will be formally reviewed in terms 2, 4 and 6 but grades for all pupils with SEN status are reviewed informally by the SENCO on a termly basis.
- Where the needs of a pupil are more complex and they require support from an external agency / provider the school will endeavour to obtain this support. Cherry Orchard Primary Academy will involve parents and pupils at all stages of the decision making process for external agency support. The affordability of this provision is monitored by the Vice Principals, Associate Principal and Principal.

This process will take place three times a year in terms 2, 4 and 6. (See Appendix B for a flow diagram which outlines the process)

SECTION 5

Criteria for exiting the SEN Register

All parents with children with an EHCP will be invited to attend yearly Annual Reviews where their children will be discussed; all professionals who are working with their child will also be

invited. This review gives the school/parent the opportunity to add/amend the child's EHCP and make new targets.

Pupils' progress is tracked regularly as part of Quality First Teaching. Pupils with SEN are discussed as part of the pupil progress meetings for that class. Regular inclusion meetings are also held where teachers can identify and meet with the Inclusion Team regarding any concerns.

SEN review meetings are held in terms 2, 3 and 4 where the provision in place for all SEN status pupils and EHCP pupils are assessed.

If pupils with SEN status no longer require additional specialist support to make the progress that the school expects of them they will be discussed at the next available Pupil Progress Meeting to determine whether they can come off the SEN register.

Pupils with EHCP will remain on the SEN register for as long as they have their EHCP.

The decision to remove a pupil from the SEN register will be a joint one with the School, parents and pupils concerned.

SECTION 6

The name and contact details of the SEN Co-ordinator

The SENCO at Cherry Orchard Primary Academy is Vicki Adams, who is a qualified teacher and has been in post for The Leigh Trust as SENCO since November 2006. As she has been a SENCO continuously since before 1 September 2009 she is not required to undertake the National Award for SEN Coordination She also holds a Leadership accreditation and Language for Learning Award. She is assistant principal for Cherry Orchard Primary Academy.

Mrs Vicki Adams is available on 01322 242011 or senco@cherryorchardprimary.org.uk

SECTION 7

The SEN Team:

Cherry Orchard Primary Academy has a SEN Team which are directly responsible for SEN, these are:

Julie Burgess – Principal
Vicki Adams - SENCO
Sheena Williams – Attendance Officer FLO
Ioana Lucaciu – SEN teacher SRP
Oyenike Oyelajav - SEN Teacher SRP

Julie Forsythe, Sheena Williams, Rachel Pilcher, Vicki Adams and Nadine Bill are the Designated Safeguarding Leads or deputies (DSL)

Zoe Bushell (Vice Principal) is responsible for children in care across the Academy.

SECTION 8

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at Cherry Orchard Primary Academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have an EHCP which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Pupils who have to take medication during school or have special dietary requirements will be issued a Health Care Plan (HCP) which will be signed by the parent and the school. Copies of the HCP will be kept with the class teacher, first aid room and school office. All HCP are reviewed by the school yearly, if, however medication changes it is the parent's responsibility to inform the school.

SECTION 9

Support available for improving the emotional and social development of pupils with special educational needs.

At Cherry Orchard Primary Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g.:

- PSHE
- Cross Year Group Mentoring
- Reading Buddies
- and indirectly with every conversation adult's have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g.:

- External Counsellor
- ELSA Teaching Assistant
- Pastoral Support Officer
- FLO
- Lego therapy
- Time Out – Quiet spaces
- Individual Work Stations
- Place2Be

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

SECTION 10

Supporting Pupils and Families

Parents can view all available additional support services offered by Kent Council on their web page from the Kent County Council LEA Local Offer.

The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity. Parents of pupils with SEN status and EHCP will be invited to an informal coffee morning/afternoon three times a year to meet with the SEN team.

Parents can contact the SEN team at any time to discuss concerns regarding their child, regardless of whether they have SEN status. The school is committed to supporting all parents and pupils with any SEN concerns.

Information about SEN pupils is shared with all staff on the SEN register; updates to the SEN register are issued to all members of staff termly.

If a SEN pupil transfers to a new school, the SEN team will contact the new school or education provider to share all appropriate information prior to transition.

The SEN Team has a very good transition phase in place for the transition to support pupils and families to aid the transition between KS1 and 2 and KS2 and KS3. This includes meetings with Phase Leaders, Class teachers and Parents. When moving from KS2 to KS3 the SENCO and Year 6 teachers work on a phased induction if necessary, in the Summer Term with additional visits to the school and interaction with the SEN team.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information and Support Advice Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am to 5pm

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

<https://www.iask.org.uk/>

SECTION 11

Monitoring and evaluation of SEND

Cherry Orchard Primary Academy regularly and carefully monitors and evaluates the quality of provision we offer all pupils.

The SEN Governor meets with the SENCO regularly each year.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 12

Transition of pupils with SEND

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Cherry Orchard Primary Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Foundation Stage teachers and teaching assistants visit all children prior to school entry both at their pre-school setting and in their home. They meet with pre-school staff and meet with the children during transition days, usually held in July, prior to entry to school.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transition to secondary education is supported with additional visits to the destination school, meetings with Cherry Orchard Primary Academy SENCO, parents and destination school staff and pupil information made available via a pupil profile/transition events held in the local area.

SECTION 13

Training and resources

SEN is funded through KCC and all mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. This funding is determined by a local funding formula.

Cherry Orchard Primary Academy has an amount identified within its overall budget called the notional SEN budget but this is not a ring-fenced amount and Cherry Orchard Primary Academy endeavours to provide high quality appropriate support for SEN pupils from the wider budget where appropriate and necessary.

Pupils with SEN/ECHP can have additional top-up funding provided to help meet their needs if KCC deem it appropriate. This is typically allocated where the needs of an individual pupil exceeds the nationally prescribed threshold (approximately £6,000) and is applied for using the Higher Needs Funding application process via Kelsi.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils the SENCO, assistant SENCO, SRP Lead teacher and S&L Therapist run training for inclusion and phased learning for SEN throughout the year; all staff are invited to attend this training.

When specific training is needed to support the needs of an individual pupil, training is delivered to all members of staff who are involved with the pupil on a regular basis.

Where required Cherry Orchard Primary Academy involves the support of external providers to support training needs.

Cherry Orchard Primary Academy's SENCO attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO is part of a Primary SENCO network within the local area.

The Trust also holds regular meetings with the lead SEN curriculum advisor and other SENCO's, this is called the SENCO Forum to gain further knowledge and support from other professionals.

The SENCO will be also expected to attend the LIFT (Local Inclusion Forum Team) meetings which aid us to refer children for specialist teacher intervention, Educational Psychologist referral from Kent and most importantly to request application for an EHCP.

SECTION 14

Expertise of staff at Cherry Orchard Primary Academy

All teachers and teaching assistants have had the following training:

ASD Awareness

Dyslexia Foundation Level Training

Phonics Training

Behaviour Management Awareness

In addition, identified teachers and teaching assistants have received further enhanced and/or specialist training:

Cued Articulation

ELSA

Lego therapists

Sensory Circuits

1:1 RWI Training

Makaton Training

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Milestone Academy, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding. We also use a Speech and Language company called Words First.

SECTION 15

Storing and Managing Information

Cherry Orchard Primary Academy recognises the importance of appropriately managing and storing documentation associated with SEN.

When receiving confidential documentation through the post, letters are received via the Office Manager and forwarded to the SEN Team for further action.

SECTION 16

Accessibility

The Local Authority has designated Cherry Orchard Primary Academy as capable of accommodating pupils with physical impairments.
All classrooms and specialist teaching areas are accessible to all pupils.
Disabled Toilet provision throughout the school is adequate.
Safe routes via ramps exist on the site.
Safe storage facilities for wheelchairs and specialist equipment are available.
Emergency evacuation routes have been identified and procedures implemented for all disabled pupils
All disabled pupils are fully included in the school curriculum including teaching and learning, school trips and extra-curricular activities.
The SEN team have very positive relationships with the parents and carers of the disabled pupils in the school setting; parents and carers of these pupils can contact the SEN team directly by email or telephone.

SECTION 17

Dealing with complaints

If parents and carers have complaints about the SEN provision within the school they can address these directly with the Principal. The school is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times. Please refer to the Academy Complaints policy.

SECTION 18

Reviewing the Information Report

The new SEN Information Report will be reviewed on an Annual basis given the climate of reform and extent of changes at a National Level.

APPENDICES

Appendix A:

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DFE 1 Feb 2012

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- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

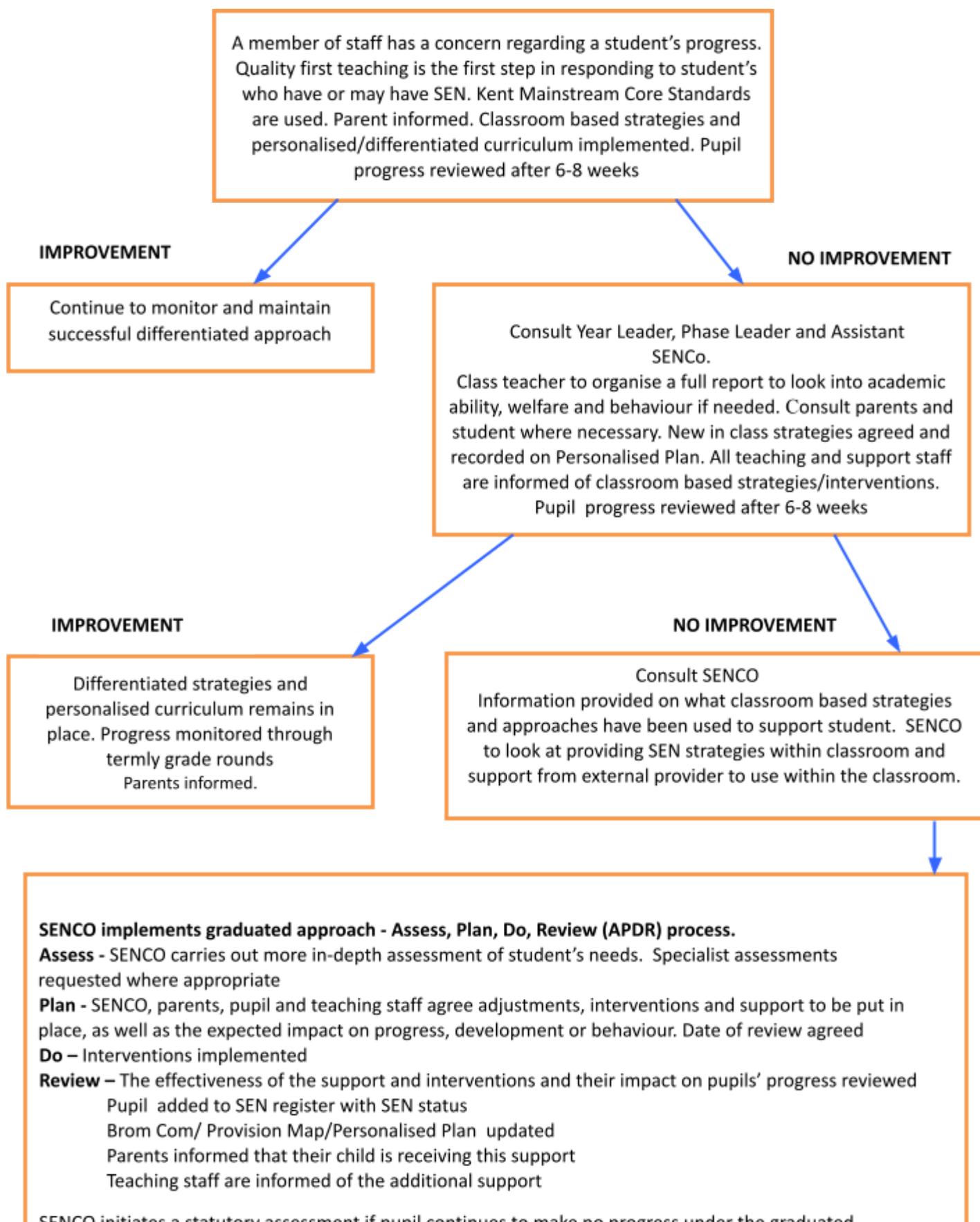
This policy should be read in conjunction with the following school policies;

- LAT SEND Policy
- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy
- Inclusion Policy
- Attendance Policy
- Health and Safety Policy.

This policy was developed with the Principal. Representatives from the governing body and the Leigh Academy Trust. Parents of children with special educational needs will be consulted. This information will then be reviewed annually.

Appendix B:

Process for identifying and supporting SEN



Appendix C – Personalised Plan Format

| [Name's] Personalised Plan started on [Date] | | | | |
|---|---|--|---------------------------------|-------------|
| 1. The Outcome I am working towards | | | | |
| 2. What I need to help me (resources) | | 3. Resources/training for which funding has been applied/agreed | | |
| 4. Ways to help me best (strategies) | | | | |
| 5. Extra support I need (intervention) | 6. How often I need this and who will provide it | 7. What I need to achieve by the next review | 8. How well did it work? | Date |
| | | | | |
| In-year meeting 1 | Provider signature | Young person/parent/carer signature | Comments | Date |
| In-year meeting 2 | Provider signature | Young person/parent/carer signature | Comments | Date |
| In-year meeting 3 | Provider signature | Young person/parent/carer signature | Comments | Date |

Appendix D – Provision Map/Local Offer for Cherry Orchard Primary Academy by SEN category across the school – September 2022

| Area of Need | All pupils, where appropriate | Monitor | SENS/EHCP |
|--------------------------------------|---|--|---|
| <i>Cognition and Learning</i> | Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor In class support from TA Focused group work with CT e.g. guided reading RWI Pyramid Punctuation | Booster groups In class support from TA Individual reading with TA / CT Awareness of learning styles - Visual, auditory and kinaesthetic approach Fresh Start RWI Additional keyboard skills group | Intense literacy or numeracy support Adapted catch up programmes Additional phonics training Additional individual reading Paired reading Memory skills training Peer tutoring Daily phonics/SPAG sessions Awareness of learning styles - Visual, auditory and kinaesthetic approach Pre- and Post-tutoring Specific language intervention groups Basic skills checklists e.g. high frequency words/Phonics Fresh Start |
| <i>Communication and Interaction</i> | Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines Speech Link screening Signing | In class support from TA with some focus on supporting speech and language Additional use of ICT Signing Cued Articulation Makaton | Speech and Language support from SALT, followed up in school The children with identified SLCN and an EHCP are supported in the SRP Paired/group talk Barrier Games Input from Autism Outreach Team Support for alternative forms of communication e.g. Makaton/PECS Visual organiser ICT – Communicate in Print Word mats, topic glossaries Individual visual timetables TA support during whole class teaching time to engage each child and model/ elicit n responses Pre and Post tutoring Discussion and scribing to promote quality responses Resources e.g. voice recorders, iPads Role play and hot seating |

| Area of Need | All pupils, where appropriate | Monitor | SENS/EHCP |
|---|--|--|--|
| <i>Emotional, Social and Mental Health Difficulties</i> | Whole school behaviour policy Whole school / class rules Class reward and sanctions systems Circle Time / parachute games | Small group Circle Time Group reward system Support for unstructured times ELSA FLO | Individual counselling Individual reward system Anger management training Peer mentoring/ Friendship support groups Social skills training Circle of Friends Social stories Resources for outdoor play Social Use of Language Programme Clubs Circle time Celebration assemblies School Behaviour Policy and Strategies Educational Psychologist Communication and Autism Team support and resources Children and Young People's Mental Health Service (CYPMHS) Early Help |
| <i>Sensory and Physical</i> | Flexible teaching arrangements Staff aware of implications of physical impairment Medical support Brain gym exercises BEAM GoNoodle | Additional keyboard skills Additional handwriting practice Access to equipment e.g. writing slopes Sensory Circuits | Motor skills programme for small group Clever Fingers Individual support in class during PE Physiotherapy programme Access to ICT Pencil grips Specialist pencils Posture support Sloping writing boards Further differentiation of physical activity (fine and gross motor) Occupational Therapist Physical adjustments and support as necessary Provision of specialist equipment & resources eg. Special scissors Fine and gross motor skills Enlarged text Health Care Plans Promotion of self-care and personal hygiene Sensory Circuits |

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Appendix E:

SEND and the Primary Years Programme

Philosophy:

We believe that all learners have unique needs to consider when helping them to meet/exceed their academic and non-academic potential. To provide access to the IB PYP at Cherry Orchard Primary Academy we apply approaches and support systems that address the individual needs and varied learning styles of pupils, including those identified with additional needs (special education, gifted and talented and English as an Additional Language Learners). By recognizing the diversity of our collective learning community, we support the development of internationally minded people.

Practice:

At Cherry Orchard Primary Academy, pupils with varying disabilities, English as an additional language Learners (EAL) and pupils identified as gifted and talented are educated the majority of the time in the classroom with appropriate support and services. Identified pupils may receive support from teachers with specialisms in these areas through a co-teaching model or through interventions for part of their school day. We build positive learning communities in which a culture of collaboration encourages and supports problem solving for all students.

Differentiation:

At Cherry Orchard Primary Academy, all pupils receive teaching that enables them to succeed within the range of their approaches to learning, abilities and interests. Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed upon outcomes. Dynamic groupings within classrooms, tiered lessons, use of pre -assessments and formative assessments to discover pupils' strengths and areas to focus targeted teaching on, open ended learning engagements, and provision of materials (such as levelled reading materials, enrichment activities, and choice menus) designed to address pupils' level of readiness are some examples.

How does the school's policy on inclusive education reflect the IB standards and Practices?

Cherry Orchard Primary Academy is currently working towards becoming an International Baccalaureate World school for our PYP Programme. Each programme promotes an inclusive education based on the IB Standards and Practices.

PYP Inclusive Education at Cherry Orchard Primary Academy

Cherry Orchard Primary Academy's PYP Programme consists of EYFS to Year 6. As all pupils at the school participate in IB, it reflects the PYP requirement of the school implementing the PYP for all pupils. Pupils remain in the whole class setting as much as possible, but based on pupils' needs there may be occasions where pupils are taken out of the classroom and given small group or 1:1 tuition, as individual need dictates. Due to the large amount of staff that

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have to collaboratively work together for pupils to be successful, Cherry Orchard Primary Academy ensures there are planning periods for the teachers, so they can work together for collaborative planning. During collaborative planning, teachers brainstorm on the most effective, research based methods on how pupils can meet unified expectations. They plan differentiated lessons for pupils in various tiers of instruction based on what they know and what they can do. When planning, teachers also use the Central idea that encompasses a scope of learning, pupil achievement, and reflection of diversity. Much of this planning is based on data through observations, Standardised test Scores, and yearly benchmarks along with summative and formative assessments.

Conclusively, Cherry Orchard Primary Academy works diligently through specialised teaching services, collaboration, data, and reflection, for all pupils, regardless of need, to learn and reach their Outcomes.

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