Special Education Needs and Disability Information Report

All Saints Church of England Primary School.

September 2026

All Saints Church of England Primary School is a small and mighty' school. We aim to inspire curiosity and confidence to learn and grow in body, mind and spirit. Supported by our Christian foundation, we strive to provide a nurturing environment that promotes joy, creativity and a lifetime love of learning. Our emphasis is about learning to learn, promoting a Christian ethos and equipping children with the knowledge and skills that they need in order to become valued citizens of the future.

What does SEND mean?

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

This report will describe the way we meet the needs of children who experience barriers to their learning – whether these are long or short term.

How do we know if a child has additional needs?

Parents are their child's first teachers and often know before their children begin school. We encourage parents to come into school and discuss their child's educational needs. At All Saints we pay close attention children's academic attainment throughout the school year. We closely monitor children to ensure that any difficulties that present academically are quickly picked up. Staff at All Saints will discuss regularly with the Special Educational Needs Co-coordinator (SENCO) the children in their class who they have concerns about. These concerns, whether academic, physical, social or emotional, are discussed and plans made to provide further support if it is required.

How do we support children with disabilities to participate in our curriculum?

As a school, we value the opportunity for every child to experience a broad and balance curriculum where children are supported to access the activities provided. Pupils with additional need may require an adult to support them or a specific activity to demonstrate their understanding of the work taught. A child's disability will be taken into consideration when planning activities and reasonable adjustments made so that they can participate.

Is All Saints Primary School currently supporting children with SEND?

We are currently supporting children with needs such as dyslexia, dyscalculia, dyspraxia, speech and language difficulties and hearing difficulties. Some children are on the autistic spectrum or have a diagnosis of Attention Deficit Hyperactive Disorder (ADHD) and others are challenged to manage their feelings and behaviour. We are supporting children with sensory and medical needs also. Children who have needed help with balance or coordination have also been supported.

How do we support children with additional needs?

In any lesson, teachers will pitch work at different levels so that all children are able to access the curriculum appropriately. Sometimes it is necessary for work to be differentiated on an individual basis. Support for individuals, pairs or small groups may sometimes be provided by teaching assistants, learning support assistants, therapists or a specialist teacher. As part of our high-quality universal provision, we embed Voice 21 oracy frameworks and structured sentence stems across the curriculum to scaffold talk, remove communication barriers, and build the confidence of pupils with SEND.

How will I know how my child is doing?

Parents are invited to contribute to parent/teacher consultations for 'IEP's (Individual Education Plans) with the class teacher and/or the SENCO as often as necessary, usually between 3 and 5 meetings a year. Class teachers are available for 'quick catch ups' at the end of most days. If a child has significant and complex needs, they may need an Education, Health Care Plan. This can be requested by the school or parents and will have an annual review to inform and plan the next steps.

What support will there be for my child's overall well-being?

Pastoral support is available in addition to academic support. As a school we have adopted the Zones of Regulation framework for supporting emotional literacy and currently have two members of staff who are trained to use the 'Thrive' program which supports social and emotional wellbeing. Further support may be provided through the 'Socially Speaking' programme or 'Time to Talk' programme. If children need medical support or intimate care,

this will be planned with the school's Health and Safety Lead person or School Nurse and a care plan created.

What specific support does All Saints Primary School currently provide?

A range of strategies are used to support children with disabilities to access the same information as their peers, these approaches can be by:

- Providing phonic, reading, writing and maths interventions,
- Spelling interventions through Little Wandle
- Speech and Language Programmes- Elklan and Talk Boost
- Precision teaching
- Occupational Therapy
- Social skills and coaching
- Resources to support posture
- Workstations

Further recommendations from Occupational Therapists, paediatricians or the SEND team.

What specialist services can the school access?

For some children, we are able to access the Local Authority Support Service, which may involve an Educational Psychologist or the services of a specialist teacher. We also access advice for physical impairments and medical conditions, including hearing and vision. Sometimes we work directly with professionals from the NHS.

What training is provided for staff who will work with children with SEND?

All staff have access to on-going training to equip them with strategies for supporting children with SEND or medical needs. Teaching and Learning Support Assistants receive specific training according to the programmes they are delivering. All staff have also had basic awareness training with Elklan; which supports speech and language. Our Reception class teacher holds an level 4 Elklan certification. All staff have been trained with the delivery of Precision Teaching.

How accessible is the school?

Please refer to the school accessibility plan. A number of challenges that the school used to have, in relation to its traditional Victorian layout were met by the redevelopment of the site between 2016 to 2019, there is a lift between floors, ramps and all areas of the school are accessible. There are stairs internally with hand rails. There are open and shared areas for specific teaching around the school. When children take part in off-site educational visits, appropriate travel and administration of medicine arrangements are made. We encourage 'whole school' support of our no nuts policy at lunchtimes.

How will All Saints Primary School support my child when joining – or moving to a new school?

If children are identified as having SEND prior to starting in Foundation Stage, a planning meeting will be held. Parents will be invited along with school staff and pre-school key workers. If necessary, a Health and Safety care plan will be written. When moving to new classes, children may have additional visits to their new class and transition support activities as required. On moving to Secondary School, further additional visits may be organised and the SENCO from the Secondary School may be invited to a transition meeting with the class teacher from All Saints CofE Primary School, once places have been offered. Alternatively the SENCO from All Saints CofE Primary School may visit the new school to attend meetings to discuss transition.

How are the School's resources allocated and matched to children's SEND?

The school does its best with the funds available to meet the needs of all children as well as possible. Most classes have allocated support time from a team of LSAs, individuals are allowed support time on a needs basis. A specialist teacher works with some children and advises staff and parents when possible. Children who have the most complex needs will be allocated more LSA time and relevant provision allocated.

What do I do if I am worried?

Initially, speak to your child's teacher. It may be appropriate for you to speak with the SENCO. If you are still concerned, make an appointment to speak with the Head teacher who oversees the progress of all children.

- Child's Class Teacher
- SEND Coordinator – Rachel Mills
- Head teacher – Mr Stephen Webber
- Governors with responsibility for SEND – Mrs. Victoria Morris

What are the arrangements for handling complaints related to SEND provision?

Complaints should follow the school's complaints procedure, available on the school website. This report was written in line with the Code of Practice September 2014. The Local Authority provided guidance.

For more information, call the school office on 01275 874169