


# SEND Report *September 2024 - 2025*

	<p style="text-align: center;">All Saints CE Primary School</p>
<p>SENCO with mandatory qualification/experience</p>	<p style="text-align: center;">Mrs L Phillips</p>
<p>Date of report:</p>	<p style="text-align: center;">21/09/2024</p>
<p>SEN Governor:</p>	<p style="text-align: center;">Mrs A. Smith</p>
<p>Key Information</p>	<p>Our SEND Information report including accessibility can be found on our school website at: <a href="#">here</a>.            Our policy for supporting pupils with medical needs can be found on our school website <a href="#">here</a>.            Our Admissions policy can be found <a href="#">here</a>.            Our Equality and Diversity Policy can be found <a href="#">here</a>.            Bradford Local offer for children with SEND can be found <a href="#">here</a>.            Local Advice and Support services for parents can be found <a href="#">here</a>.</p>

**“Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be.”**

**Rita Pierson, Teacher**

**Intent Statement** (Statement of Intent: e.g. What you intend to happen/achieve)


All Saints Church of England Primary School is a fully inclusive school that celebrates diversity and believes that all children should be valued and treated with respect. We focus on high aspirations and improving outcomes for all our pupils. We recognise that each child brings an individual set of abilities to school and needs an environment in which these can be fostered and grow. All children are individuals and find some things easier than others. Some children may require extra help. Our aim is to make sure that all children get the help they need.

**This is at the heart of our school’s belief and vision in that we are**





*‘A united, caring community of learners.’*

It is the belief of every member of staff in school that every child, including those with any form of Special Educational Needs and/or Disabilities, should have fair and equal access to an appropriate curriculum that is designed to raise expectations and attainment and prepare the individual for life. We endeavour to implement the very best for all pupils in our school.

**Implementation Statement**

<p><b>What do I do if I am concerned my child has a barrier to learning?</b></p> 	<ul style="list-style-type: none"> <li>• Contact your class teacher in the first instance.</li> <li>• Contact our SENDco – Mrs Phillips on the following number 01274 415222</li> <li>• Where appropriate an appointment can be made to discuss your child in more detail. Your child will be placed on our school tracking systems.</li> <li>• If a staff member has concerns about your child they will discuss this with the SENDco and Assistant Headteachers and you will be contacted directly at the earliest opportunity.</li> </ul>
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## How does the school identify learners with SEND?

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

The school follows a comprehensive identification process.

Click [here](#) to see Appendix A- Identification Flow Chart.

Your class teacher & SENDco will guide and support you through this process. At the point of investigation your child will be added to our SEND tracker on Arbor under 'Monitoring' and not on the SEND register.

To identify as early as possible, we look out for particular 'red flags' such as

- Poor learning behaviours or changes in behaviour
- Developmental delay – speech, physical, social-emotional
- Slow progress
- Working well below expected level – at least 2 years, even with additional catch-up support

We will consider whether a child has a disability under the Equality Act 2010 and what reasonable adjustments may be necessary. It is recognised that children with a disability may or may not have SEN. Children with who have an identified disability only, will have their needs met under the accessibility plan.

If a child reaches Stage 3 of our flow chart a decision will be made on whether a child has SEND in one or more of the 4 'broad areas of need' defined in the Code of Practice and at this point they are placed on the SEND register and identified as SEN Support.

This will be in discussion with the parent/carer.

## Provision, Access and Support.



All pupils have access to a broad and balanced curriculum adapted to support individual need where appropriate. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. This is monitored closely by class teachers and senior leaders to ensure SEND pupils receive high quality learning with consistent use of effective support and resources.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Evidence based interventions are used where need has been identified and some children may need an individual timetable, curriculum or other individualised resources. This Support is personalised to each individual pupil and reviewed regularly.

To view our Assess, Plan, Do, Review cycle please click [here](#).



\*Additional funding may be applied for when pupils reach stage 4 or 5 of our identification process.

**Intervention support and adaptations**



Interventions are identified using our graduated approach and allocated according to need by the class teacher, SENDco or outside agency.

 <p>Talk Partners</p>	 <p>Word Wizard</p>	 <p>Task planners Now and next board</p>
 <p>timers</p>	 <p>Tac Pac</p>	 <p>Bucket time</p>
 <p>Phonics (catch-up)</p>	 <p>Lego Therapy</p>	 <p>Nurture support</p>
 <p>Speech and Language</p>	 <p>Small group reading Cracking comprehension</p>	 <p>Multi – Sensory Literacy Alphabet Arc</p>
	 <p>Colour Semantics</p>	 <p>Zones of Regulation</p>

<p><b>Quality of provision</b></p>	<p>School leaders are responsible for monitoring the quality of SEND provision. Class teachers continually assess the quality and effectiveness of provision for SEND pupils on a daily basis and adjust where necessary.</p> <p>The quality and effectiveness of provision is known by</p> <ul style="list-style-type: none"> <li>• Daily &amp; weekly checks by the class teacher.</li> <li>• Termly check in between parent/carer and class teacher.</li> <li>• Termly data and progress discussions between the SENDco and teaching staff.</li> <li>• Calendared class teaching observations by the SENCo and senior leaders who give their judgement on the effectiveness of this teaching for SEND children.</li> <li>• At least once a year, the SENCo reports on how well children with SEND achieved to the Headteacher and the Local Governing Committee.</li> </ul> <p>The outcome of this monitoring informs the impact of the provision and any changes to adaptations, resources, staffing re organisation that is necessary and highlights any further referrals to supporting agencies that are required.</p> <p>We ensure our staff are trained to the level appropriate to their role.</p> <p>Click <a href="#">here</a> to view an overview of our current SEND support staff knowledge and expertise.</p>
<p><b>Child and Parental Voice</b></p> 	<p>Parents are vital partners in their child’s journey through school. Our identification process clearly outlines points within your child’s SEND identification process when you will be invited to meet and discuss progress and provision.</p> <p>If your child is placed on the SEND register you should expect to meet 3 times a year to review their individual provision map (IPM).</p> <p>A child with an EHCP will have an annual review that includes any outside agency reporting and local authority support.</p> <p>However, if you have any concerns or questions and wish to meet with the school SENDco they are available during parents’ evenings or by appointment at the school office.</p> <p>We offer parent information events and open mornings.</p> <p>Click <a href="#">here</a> to see our calendar for this year.</p>
<p><b>Transition</b></p> 	<p>It is essential that pupils’ transition smoothly to ensure continued progression and reduced anxiety. Pupil’s transitioning to and from our school are supported in the following ways.</p> <ul style="list-style-type: none"> <li>• Documentation is sent and received from transferring and receiving schools.</li> <li>• SENDCo/senior leader speaks directly with transferring or receiving school/nursery.</li> <li>• Parent/carer is offered a 1-1 meeting with SENDco.</li> <li>• Class teacher and/or SENDco visit child in current setting.</li> <li>• Child attends planned transition visits.</li> </ul> <p>Pupil portrait is completed preferably before arrival if possible, leading to placement on school’s identification process and relevant documentation completed.</p>