SEND Information Report 2025-2026

All Saints C of E Primary School

Our Core Offer

All Saints Church of England Primary School is a mainstream setting and we welcome all children whatever their abilities and needs. We aim to provide a secure and caring environment where all children are valued and respected and where children are given the opportunity to achieve their very best. We strive for excellence in all we do as a school. The children are encouraged to be courteous, co-operative, kind and considerate. In partnership with parents, we give the children in our care an inclusive atmosphere, based on respect for people's differences, and we show commitment to challenging and preventing any form of discrimination

The Special Educational Needs or Disability Co-ordinator (SENDCo)

is Mrs Clare Darling-Chalke

The Local Offer

From September 2014 every Local Authority will be required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or disabilities (SEND) and also services outside the area which they expect children and young people will use. This will be known as the local offer.

All schools are to complete an SEN information report, which will contribute to the local offer.

At All Saints, this report is designed to communicate to parents/carers and give a clear profile on how we work with children with SEND in our individual setting.

All Saints Church of England Primary School

Our school is a mainstream setting for pupils age 4-11.

Our SEND practice is in line with the SEN Code of Practice 2014.

Accessibility	There is disabled access via a ramp to the Hall and via the staff car park. There are accessible toilet facilities in the office and near the Key Stage 1 toilets. There is one disabled parking space in the staff car park. The school site is not fully wheelchair accessible.
Policies	The following related policies are available to view on our school website: https://www.allsaintsceprimary.co.uk/policies-and-documents/ Safeguarding Child Protection Anti-Bullying Equality Confidentiality Attendance Complaints Admissions
How does the school know if my child needs extra help?	At All Saints, we know children need extra help if: • Limited progress is being made through the school's assessment procedures • Concerns are raised by parents/carers, teachers or the child • There is a change in the pupil's behaviour or progress
How can I let the school know if I am concerned about my child?	• If you have concerns about your child, you should speak to the class teacher initially • If you still have concerns about your child's progress or feel that further support is needed, you are encouraged to speak with the SENDCo or Head Teacher.

How will the school support my child? All Saints use a graduated approach which starts with ordinarily available provision	**Ordinarily Available Provision.** Ordinarily available provision refers to the everyday support and resources that are available to all pupils in a school. It forms the foundation for an inclusive environment, ensuring everyone can succeed. This approach recognises that strategies which help pupils with additional needs also benefit all learners. Each pupil will have access to ordinarily available provision, as planned by the class teacher. It may include additional support by the teacher or Learning Support Assistant in class. Ordinarily Available Provision includes: - Having high expectations for your child and all pupils within the class - Teaching is based on building upon skills and knowledge the child already has and moving them forward - Using different teaching styles, such as practical learning and using the outdoor space - Specific strategies that may be suggested by the SENDCo and outside agencies involved with your child's care **Small Group Work** Pupils may have access to specific small group work. This support is available to any child within school. These groups may be run by the Class Teacher, Curriculum Support Teacher or Learning Support Assistant. These groups may work on English and Maths skills, or have a focus on friendship and social skills. **Specialist Small Group Work** Specialist groups are run for children who have barriers to their learning that ordinarily available provision may not be able to meet. Examples of these specialist groups are Speech and Language groups and Occupational Therapy groups. These groups are run with the support and advice from professional outside agencies and Learning Support Assistants with specific training will run these groups under the guidance of the SENDCo. In order for your child to access a specialist group, they would need to be identified by the SENDCo, parents or by a professional, such as the Educational Psychologist (EP), Speech and Language Therapist (SaLT) or Occupational Therapist (OT). Parents would have given permission for these specialists to be involved with the care of their child. **Individual Support** If your child is showing a particular difficulty and making limited progress, the school may support your child by running an individual intervention. These are 1 to 1 short term programmes, designed to give your child intensive support for the area of difficulty presented. Programmes available within school are shown through the school's SEN provision map and change depending on need through the school. The suitability of the intervention programme is dependent on child's ability and age and the SENDCo with the class teacher is responsible for organising this provision.

	Trained Learning Support Assistants. Wellbeing Lead or the SENDCo deliver these interventions. Parents are notified through a letter/parent's consultations that their child is having any individual support. **Personal Support Plans** All children identified by the SEND register will have a Personal Support Plan (PSPs) These plans have small targets and ideas to support your child in making progress. They are reviewed every term by the Class Teacher, SENDCo and any other adults working with your child. These are sent home so parents are aware of their child's individual targets and the small steps of progress the school is currently working on.
What if my child has an Education Health and Care plan?	This type of support is available for children whose needs are severe, complex and long term. Children would usually require specialist support, such as from the Local Authority, Speech and Language Therapy, Educational Psychology Services or from Medical teams. Pupils may join All Saints with an EHCP in place from their pre-school or previous school. The school will read through the arrangements and provision suggested in the ECHP and work in consultation with parents and professionals to put them into practice. Children who have an EHCP will have an annual review. This is a meeting whereby we all review the statement, suggest ways forward and monitor progress. Professionals, staff and parents are all invited to the meeting and have the opportunity to share reports, discuss successes and areas for development.
What if my child may need an Education, Health and Care plan	The process for applying for an EHCP; • The school (or you) can request that the local authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child • All Saints C of E Primary values that this process will be undertaken as a partnership between home and school and other professionals that have been involved with your child's support. • The school will send the request to the local authority. This is a large document full of information about your child and you will have been included in the collection of evidence and your opinions sought. • The local authority will decide, based on the evidence given, whether or not to proceed with the assessment • If the local authority declines the request, they will give school and home detailed reasons behind the decision. • If the request is successful the EHCP will outline provision your child may need, such as individual/small group support, types of strategy and provision that may be put in place. It will also give long term and short term goals for your child.

	• All Saints will work in consultation with parents to put the provision/strategies in place as suggested by the EHCP
How will the curriculum be matched to my child's needs?	• Class Teachers plan lessons according to specific needs within their class. • Work/activities are varied to enable children to access the curriculum at their level. Children who are accessing a curriculum well below their peers may have individual learning objectives in their books to support their bespoke curriculum. • Learning Support Assistants can adapt planning and be allocated to work with pupils, either 1 to 1 or in small groups. • Children may have access to specialist equipment and resources to support in accessing the curriculum.
How will I know how my child is doing?	Your child's progress is continually monitored by their Class Teacher and is discussed each half term with the Headteacher, Deputy Head Teacher, and SENDCo as part of our pupil progress meetings. • Personal Support Plans are shared at parents evenings • Pupils with an EHCP will have an annual review where progress is shared. • Parents are welcome to talk through progress concerns with their Class Teacher, SENDCo, through making an appointment with the school office. • All children receive an annual report from their Class Teacher during the summer term.
How will my child be involved in sharing their thoughts?	All children are encouraged to share their thoughts about their learning. Children with SEND have a pupil voice part of their personal support plan and children with an EHCP are invited to share their thoughts at annual reviews.
How will I be involved in discussions about planning for my child's education?	Parents are encouraged to contribute to their child's education, this may be through: • Discussions with the class teacher. • During parents evenings, targets are discussed and parental feedback/suggestions are welcomed. • Discussions with the SENDCo or other professionals during meetings. • For pupils with an EHCP, these discussions also occur during annual reviews.
How will the school help me in supporting my child at home?	• The Class Teacher is available for you to discuss your child's progress and to share information about what is working well at home and school so similar strategies can be used. • The SENDCo is available to discuss learning strategies and offer support for any behavioural/emotional needs. • All information from outside agencies will be shared/discussed in person or through a report. • All Saints employs a Wellbeing Lead who can be contacted if parents require any support at home or sign posting to where support is available.
What support is available for my	All Saints offers a wide variety of pastoral support for all pupils, who are encountering emotional, behavioural or social difficulties.

child's overall well-being?	Children may need pastoral support through short term parts of their school career, or longer term support as appropriate to their individual needs. We can offer • Wellbeing Lead/Emotional Literacy Support Assistant • Friendship/Social skills groups • Time to talk to an adult • In class behaviour support strategies • Signposting to relevant agencies • Lunchtime clubs – activities for children who find lunchtime a challenge • Support through Ambassadors, such as Cyber Ambassadors, EARA group and school council.
What specialist services and expertise are available at or accessed by the school?	Available in school: • Wellbeing Lead • ELSA – Emotional Literacy Support Assistant Accessed by the school: • Hampshire Educational Psychology Service • NHS Speech and Language Therapy • Outreach service from Special schools • School Nurse • Physiotherapy/Occupational Therapy • Primary Behaviour Support • Local Authority Services, such as Specialist Teacher advisers for Physical Difficulties, Visual impairments, Hearing impairments, Communication and Language Team
How are the staff in school helped to work with children with SEND and what training do they have?	• The SENDCo supports the class teachers in planning and resourcing for children with SEND. • As part of the performance management cycle, every staff member has opportunities to improve practice, teaching and learning of all pupils, including those with SEND. This may include whole school training, individual courses and e-learning opportunities. • The SENDCo plans training opportunities with their support staff teams and with the whole school during INSET days and regularly meet with their teams for update and advice sessions. Training and development is linked with the school development and SEND development plans • Individual staff may also access advice and support from outside agencies who are working with specific individual children.
How will my child be included in activities outside of the classroom, including school trips?	At All Saints, activities and trips are available to all pupils. • Risk assessments are carried out and procedures are put in place to enable all children to participate. • If an intensive level of support is required for an individual pupil, we may ask a parent or carer to accompany their child during an activity or a key member of staff would be put in place for that child.
How will the school prepare and support my child when joining All Saints or	We recognise that transitions can be difficult for children with SEND and we take steps to ensure that any transition is as smooth as possible. If your child is joining All Saints:

transferring to a new class or school?	• Early Years Practitioners or/and the SENDCo will endeavour to visit the pre-school or make links with pre-school/agencies involved with your child before they start school. • We offer a home visits to all our parents of children coming into Reception year. When moving between classes at All Saints: • Information is passed between class teachers in advance of joining the new class. • If your child would be helped by a social story to support them in understanding moving on then it will be made and shared within school and a copy sent home for the summer holidays. • Pupils attend a 'changeover' morning where they can spend some time with their new teacher and any adults supporting them. Moving to secondary school: • The SENDCo and/or Year 6 teacher will attend the primary transition event to discuss specific needs of the child with secondary school staff. • Your child may have extra transition visits with the secondary school and in some cases secondary staff may visit your child within school. • Our school Wellbeing Lead is able to run transition groups or 1 to 1 sessions to talk through and support anxieties about going to secondary school. • The Mental Health Support Team come into school each year to offer workshops for our Year 6 pupils.
How are the school's resources allocated and matched to the children's special educational needs?	• The school receives a budget from the local authority to support pupils with SEND. • The Head Teacher and Governing body decide on the budget for SEND. • The Head Teacher and SENDCo discuss all the information they have about SEND in the school, including; - The children getting extra support already - The children needing extra support - The children who have been identified as not making as much progress as would be expected Together they decide what resources/training and support is needed. This support is regularly reviewed and changes made as required. • Resources are allocated according to individual need, children with an EHCP may have specific allocations in terms of resources and additional adult support.
<u>Complaints procedure</u>	At All Saints Church of England Primary School, our Christian vision and values shape all we do. Our complaints policy and procedure reflect this, and concerns and complaints are approached by the School with compassion, care and openness. If you need to make a complaint about our school SEND provision, the procedures are found in our complaints policy on our school website. https://www.allsaintsceprimary.co.uk/policies-and-documents/

Who I can contact for further information?	Our SENDCo is Mrs Darling-Chalke and she works in school part-time on Mondays, Wednesdays and Fridays. There is a member of the Governing Body responsible for SEND, Elizabeth Bull who can be contacted through the school office.