

	<u>Appley Bridge All Saints'</u> <u>Primary Academy</u>	<i>'In God's hands, we place ourselves and with the strength He gives us, we love, live and learn together.'</i> <i>"We can do all things through Christ who strengthens us"</i> <i>Philippians 4:13</i>
SEND Information Report		

All Saint's C of E Primary Academy SEND Information Report 2025

Headteacher: Mrs J Dunn

Senco: Mrs M Waine

1. The kinds of special educational needs for which provision is made at the school.

All Saints C of E Academy identifies and supports four broad areas of need: Communication and Interaction (including SLCN and ASD); Cognition and Learning (including MLD, SLD, PMLD, and SpLD such as dyslexia, dyscalculia, and dyspraxia); Social, Emotional and Mental Health difficulties (including anxiety, ADHD, and attachment disorder); and Sensory and/or Physical needs (including vision and hearing impairment).

2. Information about the policy for identification and assessment of pupils with SEND.

The school uses a graduated approach. Teachers conduct regular progress assessments to identify pupils making less than expected progress. Initial concerns are recorded and discussed with the SENDCO. If underachievement persists despite quality first teaching, an Individual Education Plan (IEP) is agreed upon with parents.

3. Arrangements for consulting parents of children with SEND and involving them in their child's education.

Parents are invited into school to discuss their child's needs with the Class Teacher and/or SENDCO when a concern is identified. For pupils on the SEN register, termly meetings are held to discuss progress, targets, and referrals to external agencies.

4. Arrangements for assessing and reviewing children's progress towards outcomes.

Progress is reviewed at least termly (or half-termly depending on need) through Individual Education Plans. Review meetings consider the child's progress, the views of parents and pupils, and the effectiveness of current support. For pupils with an EHCP, the school cooperates with the Local Authority to ensure an annual review takes place.

5. Arrangements for supporting children in moving between phases of education.

The school ensures smooth transitions by engaging with secondary schools and other educational settings. EHC plans are reviewed and amended prior to key transfers (e.g., KS2 to KS3), and all relevant records are transferred to the new setting.

6. The approach to teaching children with SEND.

Provision for children with SEND is a whole-school responsibility. The school employs inclusive and adaptive teaching strategies, maintaining high aspirations for all pupils. Quality First Teaching is the primary approach, with additional support and interventions planned and assessed by class teachers and specialist staff.

7. How adaptations are made to the curriculum and the learning environment.

Staff skilfully adjust daily routines, curriculum planning, and the environment to meet individual needs, such as providing sensory breaks or tailored personal targets. Support staff are deployed to enable pupils to access high-quality teaching while developing independence.

8. The expertise and training of staff and securing specialist expertise.

Staff receive ongoing CPD, including training in Trauma Awareness, Youth Mental Health First Aid, ADHD, and autism. The SENDCO works with external agencies such as Educational Psychologists, SALT, and Physiotherapists to secure specialist advice as needed.

9. How the school evaluates the effectiveness of its provision.

The school uses quantitative data from termly NFER tests and tracking systems alongside qualitative observations to evaluate provision. The SEND Governor monitors the effectiveness of SEND and disability provision and updates the governing body regularly.

10. How children with SEND are enabled to engage in activities with children who do not have SEND.

All pupils are encouraged to participate in all aspects of school life, including academic, social, and practical experiences. Breakfast and after-school clubs are fully inclusive, and adaptations are made to events like Sports Day to ensure participation.

11. Support for improving emotional and social development.

The school uses targeted interventions like Social Stories and the Zones of Regulation to support emotional regulation. Staff are aware that children with SEND face additional risks, such as bullying, and the Safeguarding Policy reflects these additional barriers.

12. How the school involves other bodies in meeting children's SEN.

The school enlists support from a wide range of external agencies including CAMHS, Speech and Language Therapy, and the Local Authority. The SENDCO acts as a key point of contact with these external bodies to coordinate support for pupils and families.

13. Arrangements for handling complaints from parents.

The school supports the early resolution of disagreements at the local level. Independent disagreement resolution arrangements are explained in the Complaints Procedures Policy, accessible on the school website.

14. Details of the Local Offer.

The school publishes a link to the Local Authority's (LCC) Local Offer on its website. The SEND Information Report is updated annually to reflect the school's current provision and partnership with other bodies.

The next scheduled review for this report is Autumn 2026