How do we identify needs?

Every child is different. We look at what helps each pupil learn—not at fitting a child into a label.

We work together: parents and carers, the child, class teacher, teaching assistants, SENDCo and school leaders.

We may look more closely when a child:

- is making progress more slowly than classmates with a similar starting point
- is not building on their previous progress
- is not closing, or has a widening, learning gap

First steps in class

Teachers adapt lessons and resources, use different ways to teach, support communication and literacy/maths, and help children take part safely and confidently.

If a child needs more help, the teacher may introduce targeted support or an intervention. You will be told about the area of need and planned intervention.

A disability, English as an additional language, attendance, health or family circumstances do not automatically mean a child has SEND. We consider each child's needs individually.

Support that grows with your child

We use a graduated approach. Support is matched to need and reviewed regularly.

1. ASSESS

We gather information in school, talk with you and your child, and monitor learning and progress.

2. PLAN

If extra support is needed, the class teacher, parents/carers and SENDCo agree specific targets and the support to help meet them.

3. DO

Teachers and teaching assistants provide high-quality teaching and targeted individual or small-group support. Advice from specialists may also help.

4. REVIEW

We check whether the support is helping, listen to your child's views and consider progress with you. We adjust the plan and repeat the cycle as needed.

Children on the SEND register

Parents/carers are invited to meet with the class teacher at least termly to discuss targets, provision and the child's and family's views. The SENDCo is also available to meet.

If progress remains a concern, the school may discuss seeking advice from outside professionals with you.

What support might look like

Support is planned around your child's strengths and needs. It may include:

- adapted teaching, learning materials or extra time
- visual, practical or multi-sensory approaches
- a helpful classroom position or resources to reduce distractions
- pre-teaching or revisiting a skill
- individual or small-group interventions
- specialist advice, where appropriate

Four broad areas of need

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

Children's voices matter. We ask pupils how learning is going and whether support is helping.

For some children with significant, complex needs, an Education, Health and Care (EHC) needs assessment may be considered with the family.

Working together

Parents and carers are important partners in their child's education. We share progress, consult you about outside support and make decisions together.

Please tell us what you notice at home, what your child enjoys and what you feel helps. Your child's views are important too.

Transitions

We plan transitions between classes and into Reception or secondary school. This may include visits, meeting new staff, a Pupil Passport or a social story, depending on need.

SATs and access

Where appropriate, the SENDCo, class teacher and Headteacher discuss access arrangements with parents/carers. Alternative arrangements may be discussed if a Year 6 pupil cannot access SATs.

Medical needs and accessibility

Please share medical information with the school office. We make reasonable adjustments and adapt equipment, materials or activities to support access to learning and school life.

Useful information & next steps

If you have a concern about your child's learning or support:

1. Speak to your child's class teacher first.
2. If you still have concerns, arrange to meet the SENDCo.
3. The SENDCo may discuss the concern with the Headteacher and, where appropriate, the SEND Governor.

SENDCo

Mrs Joanne Fear

SEND Governor

Mrs Rachel Jones

Local and specialist support

The school may work with services such as educational psychology, speech and language therapy, occupational therapy, hearing or vision support, autism and communication services, mental health services and family support.

Somerset's SEND Local Offer provides information and resources for families. The school website also has our SEND Information Report for more detail.

For information about an Education, Health and Care Plan, ask the SENDCo or visit Somerset's SEND Local Offer.

All Saints Church School

SEND: a parent & carer guide

Working together to support children in becoming the best version of themselves they can be.

Every child deserves to feel included, understood and able to make progress. This leaflet explains how we identify needs, plan support and work with families.

Questions or worries? We're here to listen.

All Saints Church School

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Full details are in the school's SEND Policy and SEND Information Report.

Policy reviewed: October 2026 • Next review: October 2027