All Saints Church School

SEND Information Report 2026-2027

created: October 2026

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

This report is to inform you of the types of support available to your child at All Saints Church School. It will help you to understand who can help and how this support may be accessed.

Our **School SEND Policy** can be reached through our school website (All Saints Church School - Home) and contains additional information for parents about:

- the identification and assessment of children with SEND
- how the school monitors and evaluates progress made by children
- the Assess, Plan, Do, Review cycle for children with SEND
- access to the curriculum and aims for inclusivity
- the school's aim to maintain support from parents of children with SEND through good teacher/parent communication, meetings with the SENDCo throughout the year
- SEND Parent Forum

Name of SENDCo: Mrs Joanne Fear
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Email: office@allsaints.bwmat.org
School website: All Saints Church School - Home | Tel: 01935 826626

All Saints Church School aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

We recognise a Special Educational Need as:

… a child who has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have significantly greater difficulty in learning than the majority of others the same age; or

(b) Have a disability which prevents of hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(DfE SEND Code of Practice 2014)

As a mainstream school, Special Educational Needs (SEND) can fall within any of the six categories of:

- Cognition & Learning Needs
- Communication & Interaction Needs
- Physical, Medical & Alternative Communication Needs
- Hearing Impairment
- Visual Impairment
- Social, Emotional & Mental Health Needs.

The Levels of Support offered by the School

Your child's education will be overseen by the **Class Teacher** in the school. They will oversee, plan and work with each child with additional needs in the class to ensure that progress is being made. Our **SENDCo** (Special Educational Needs Co-ordinator) co-ordinates all the support and progress of any child requiring additional needs across the school. There may be a **Teaching Assistant (TA)** working with your child in the school either individually or as part of a group. If this is above the normal support given in the class, these sessions will be explained by the class teacher to the Parents/Carers when the support starts, which may be during a Parents' Evening or at the end of the school day. Additionally, there will be review meetings where the child, parent and teacher set and review targets for the term ahead.

There are 3 levels of support that are offered to all children in the school, depending on their learning needs:

Level 1 – **Universal Support** – this is the level of support that the class teacher provides for ALL children in their class using differentiated planning and high quality of teaching (known as Quality First Teaching).

Level 2 – **SEND Support** – this is when a child or small group of children need a little extra support by working with a Teaching Assistant on a specific skill. This may be a recognised intervention programme or may come from gaps identified in their learning on a day-to-day basis, where children may need to go over the work again or in a different way, to fully understand it and make progress.

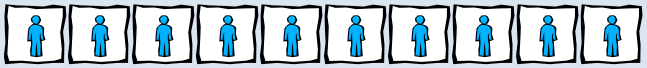
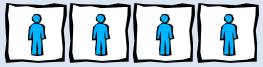
Level 3 – **High Needs Support** – this is used for children that have a significant gap in a child's learning and a Teaching Assistant delivers a recognised intervention programme to help to close that gap. Outside agencies may become involved in planning the provision for those children.

How do we identify children with special educational needs?

All children at All Saints Church School are monitored closely by their Class Teachers. This is done through regular monitoring and assessment and termly **Pupil Progress Meetings** to discuss individual needs and progress. We use the Somerset's Graduated Response Tool to identifying children with needs. This means that there are 3 different levels of support (explained above) depending on the child's needs and progress.

Initially, Level 1 (Universal) is support that is given by the class teacher and a teaching assistant to ensure needs are being met within the class. If the Class Teacher feels the child still isn't making the required progress, they will discuss these concerns with the Special Education Needs & Disabilities Co-ordinator (SENDCo), which is Level 2 (SEN Support).

If parents or carers have any concerns, they should initially raise these with the class teacher. The class teacher will provide advice about how to support your child with their learning and if any further support is needed, then they will ask the SENDCo for further advice. An appointment with the class teacher or the SENDCo can be made at the school office or by emailing: enquiries@allsaints.bwmat.org.

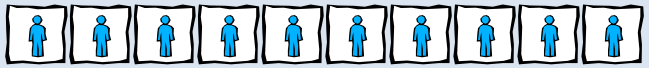
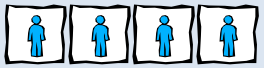
Whole school approaches The **universal** offer to all children. 	Additional, targeted **SEND support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Children's progress is monitored and assessed regularly through teacher assessment, Assessment for Learning and termly Pupil Progress Meetings. ▪ Lessons are differentiated to meet the needs of all pupils. ▪ The Somerset Graduated Response Tool is used to identify difficulties and try different support/interventions.	▪ The class teacher or keyworker has identified that a child is not making the progress expected and decides that some extra support is needed. ▪ Small group interventions are used to practise key skills and target areas for development.	▪ The SENDCo carries out individual assessments. ▪ The SENDCo observes the child in class and discusses any difficulties with the class teacher and parents. ▪ The SENDCo and child's parents completes a referral to outside agencies to provide support and advice. ▪ A SEND Passport is drawn up with targets to meet the needs of the child.

How will the curriculum be matched to my child's needs?

Teachers at All Saints Church School plan high quality lessons – Quality First Teaching. All work within class is pitched at an appropriate level, so that all children are able to access the lesson's objectives according to their specific needs. This is known as **Universal Support** where the teachers have a range of strategies that they employ to support all the children within their class. There is also where support is targeted for a more specific difficulty in a child's learning.
SEND Support may be provided within the classroom on an individual basis or as part of a small intervention group delivered elsewhere in the school by a Teaching Assistant. Groupings of children can change regularly according to needs and understanding. Interventions are monitored regularly and start and end data is gathered to ascertain the impact of the intervention.

High Needs support is when your child may need further intervention to support their learning in a specific area of the curriculum or where targets have not yet been met, or they may have met their targets when the intervention has been completed.

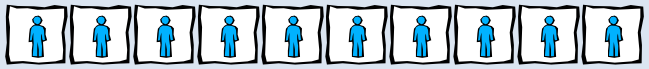
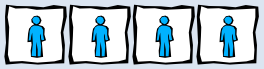
The school uses Arbor, which tracks the children's progress with core subjects. Interventions are also tracked and monitored for impact to decide how successful they are. There are Parents' Evenings in the Autumn and Spring terms and reports are written in the Summer term.

Whole school approaches. The **universal** offer to all children 	Additional, targeted **SEND Support** and provision 	Specialist, individualised support and provision for **High Needs** 
▪ Quality First Teaching that is differentiated to meet the needs of all children in the class. ▪ Targeted support within Quality First Teaching. ▪ Pupil Progress Meetings monitor the progress of all children and identify those who are not making expected progress. ▪ Additional resources are available to all children. The Somerset Graduated Response Tool is utilised and several different strategies, interventions and resources are put into place	▪ The Somerset Graduated Response Tool is explored in greater depth and additional strategies and support put into place. ▪ An intervention that is targeted to meet a specific area of learning. Start data is gathered and the intervention is delivered by a trained Teaching Assistant. When the intervention has been completed, end data is gathered to ascertain the impact of the intervention.	▪ Targeted intervention is carried out on a 1:1 basis which is planned from advice given by outside agencies that have assessed and observed your child. ▪ The SENDCo coordinates with outside agencies for assessment, advice and intervention support for your child in and out of the classroom. ▪ Assess, Plan, Do, Review meetings.

How will the teaching and learning of my child with SEND be monitored and recorded?

Children on the school **SEND Register** are identified as having a special educational need. This means that the child requires some support that is **different from or additional to** the class as a whole. In order to keep track of the additional support, the child has a **SEND Passport** that identifies specific teaching and learning strategies, resources that may be useful and individual targets based on additional provision.

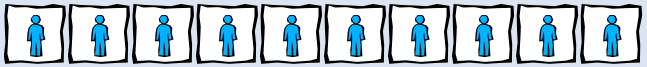
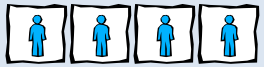
Children on the SEND Register often have support from outside agencies such as Advisory Teachers, Speech and Language, Educational Psychology or Occupational Therapy. These agencies provide school and parents with additional advice and individual actions for the child. This additional support will be reviewed at termly **Assess, Plan, Do, Review** meetings. Some children have access to higher needs funding as their needs are deemed to be at a level that requires specialist intervention which the school is required to provide. In some cases, Teaching Assistants are used to support these children for certain lessons or parts of the day. The role of the teaching assistant is to support learning and to encourage children to understand and develop their own styles of learning, not to do the tasks for them. Current research is clear that children of all abilities have equal access to time with the class teacher and should not become too reliant on teaching assistants.

Whole school approaches. The **universal** offer to all children 	Additional, targeted **SEND Support** and provision 	Specialist, individualised support and provision for **High Needs** 
▪ Use of Arbor to monitor the progress of all children in school ▪ Termly Pupil Progress Meetings to identify those children who are deemed to be 'falling behind' and require additional support.	▪ Targeted intervention as part of SEND support. ▪ Child is placed on the SEND Register depending on the level of additional need after consultation with the parents and class teacher.	▪ Higher needs interventions on a 1:1 basis. ▪ Outside agencies are consulted for assessment, advice and targets. ▪ Applications for an EHCP for those children receiving a variety of high needs support. ▪ Assess, Plan, Do, Review meetings held termly. ▪ Early Help Assessment may be needed to increase the level of support needed.

What support will there be for my child's overall wellbeing, including emotional and social development?

In addition to support received for academic subjects, there is a range of pastoral support available. We run sessions to help children express their feelings and also run an **Nurture** intervention which helps children manage their emotions. There are **social skills groups** to help those that find communication difficult and there is always the opportunity for any child to talk with a trained adult over any concerns and anxieties.

If you would like support at home, you can request to be referred to a Parent and Family Support Advisor (PFSA), who work with children and families. Specific support plans will be put into place for children experiencing difficulties managing their emotions and those needing medical support or intimate care. All children have access to a trusted adult who they can talk with, and children's views are always considered when planning interventions to support them. Each intervention will look different, depending on the needs of the child.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEND support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Personal, Social, Health, Citizenship Education (PSHCE) lessons are delivered as part of the National Curriculum. ▪ Supportive staff that will provide a 'listening ear' to those children who need a little more emotional support. ▪ Social Skills groups are run to support children with communication or anxiety difficulties.	▪ Social Skills groups are run to support children with communication or anxiety difficulties. ▪ Worry Boxes – created as a link between home and school to provide strategies for coping with anxiety. ▪ Sensory Play ▪ Break-out areas ▪ Sensory Tents ▪ Forest School Area ▪ The Incredible 5 Point Scale ▪ Zones of Regulation	▪ PFSA support ▪ ELSA specialist to support children in managing their emotions.

What type of provision is available to pupils with SEND?

All pupils at All Saints Church School receive Quality First Teaching through differentiated lessons and closely monitored progress and attainment. Pupils with SEND receive a **SEND Passport** to target specific areas of their learning where difficulties arise. The SENDCo consults with class teachers and parents to ensure that the best support for your child is given using targeted interventions delivered at SEND Support and High Needs levels. Outside agencies are called upon for assessments, advice and support. Families are invited to attend **TAF meetings (Team Around the Family**) and children in receipt of an EHCP will also have **Annual Reviews** – a yearly meeting between the child's parents, teacher, SENDCo and teaching assistant(s). Any outside agencies that are involved with the child's SEND Support will also be invited to this meeting. There are children with a wide variety of special educational needs. These fall into the four categories of need as described in the SEND Code of Practice for schools:

Cognition and Learning

Children with cognition and learning difficulties may learn at a slower pace than their peers, even with provided with Quality First teaching that is differentiated appropriately. Some children will need additional support with certain aspects of learning such as spelling, reading or Maths. They may have difficulty in organising themselves or their work, or poor working memories and need support in remembering a sequence of instructions. Other children may have complex learning difficulties that require specific targeted support from outside agencies.

Language and Communication

Children with speech, language and communication needs have difficulty in communicating with others which makes it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

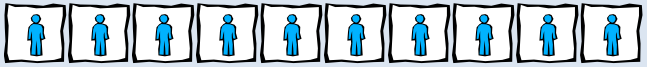
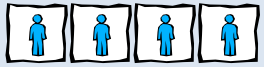
Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

Social, Emotional and Mental Health

Children may experience a wide range of social, emotional and mental health difficulties which present themselves in many ways. We work with children who are withdrawn, disruptive, have a lack of concentration or have immature social skills. They may behave in ways that make learning more difficult which can have a negative impact on their health and wellbeing. SEMH difficulties include Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and/or Physical Needs

Some children have visual, hearing or physical disabilities which prevents them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEND support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Quality First teaching that is differentiated appropriately. ▪ Well organised classrooms where resources are labelled for greater independence. ▪ Lessons are planned to meet the needs of ALL the children in the class. ▪ Child's position within the classroom is planned for maximum learning opportunity. ▪ Calm classroom environments for working. ▪ Resources are readily available and labelled. ▪ Support materials are available for Maths & English. ▪ Displays offer key information for English and Maths ▪ Key words are displayed or available on tables. ▪ Discussion work in pairs and as groups encourages good use of language and communication skills. ▪ Progress is monitored regularly by the class teacher. ▪ Marking includes positive comments and 'next steps' to move learning forward. ▪ After school clubs are available to all children. ▪ Breakfast Club and After-School Wraparound is available to all families to support them as working parents and encourage social skills. ▪ A clear behaviour policy is followed by staff and children. ▪ All children have opportunities to take part in class assemblies in the church. ▪ Each child's view is valued - this is taught through PSHE lessons. ▪ All children have access to PE lessons using equipment to support difficulties with fine and gross motor skills. ▪ Additional support for SEMH: Nurture group, TalkAbout, Lego Therapy, Sensory Circuits, SWFT OT programme.	▪ Social skills interventions are delivered by trained teaching assistants. ▪ Additional English and Maths groups for targeted area of support, such as: Springboard Maths Read, Write Inc Toe by Toe ILI ▪ Children are supported in the classroom ▪ Children are withdrawn from class for targeted support identified through assessment for learning ▪ Now and Next boards are used for individuals needing support with organisation. ▪ Chunked tasks – smaller 'bites' of work to support children with working memory difficulties. ▪ Behaviour Support Plans are put into place for those children who require help in managing their emotions. ▪ Time-out breaks – Sensory breaks for children who feel overwhelmed by whole lessons of work. ▪ Fiddle toys for children with ADHD that need to be moving all the time. ▪ Sensory toys ▪ Interventions – reactive and preventative to support children in the 4 areas of SEND. ▪ Visual timetables ▪ PFSA involvement available	▪ Visual timetables – personalised for alternative provision ▪ Now and Next boards with motivators ▪ Nurture groups ▪ Fine and Gross Motor skills therapy ▪ Individualised Literacy Intervention (ILI) ▪ SEMH support ▪ Speech and Language support ▪ Learning Support Services assessments ▪ Educational Health Care Plans for those children who require specific support with more complex learning or physical needs. ▪ Annual Reviews for those children with an EHCP with input from the class teacher, child, parents and SENDCo. ▪ Assess, Plan, Do, Review meetings held termly to assess the need of the child, plan suitable provision, ensure that the provision is being carried out to a high standard and review the impact of the provision. ▪ TAF meetings held every 8-10 weeks with parents and outside agencies to assess the child's needs and ensure that correct provision is in place. ▪ Input from outside agencies to assess the child's difficulties and provide support to school and families: Speech and Language Hearing & Vision Support Play Therapists Occupational Therapists Autism and Communication Learning Mentors Educational Psychologists

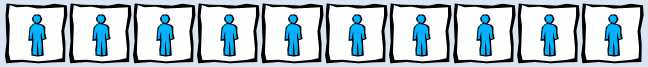
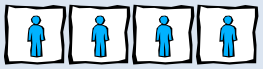
How does the physical environment support a child with SEND?

For those children with Social, Emotional and Mental Health difficulties that require a quiet, safe place when they are feeling heightened, then a support tent can be provided. Most classrooms only have one door leading in/out of the room and can be easily monitored by staff.

Within the school grounds, there is an ample playing field, a forest school area with raised beds for vegetables and quieter seating areas outside. This provision is ideal for those children with SEMH difficulties who need a break from the confines of a classroom at times of distress.

If you feel reasonable adjustments would need to be made for your child, please speak to us regarding appropriate adaptations. All children have the right to access class trips, wherever it is safe for them to do so, and we would work with the parents and the child to ensure that appropriate provision is in place.

For more information please see our separate Accessibility Plan.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEND support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Sloped tarmac ramp between the school drop-off area and the main building makes it accessible to all children. ▪ Main entrance / school office accessible by sloped entrance off the parking area. ▪ Classrooms are all accessible from inside the building via the main entrance. ▪ Outdoor areas for learning accessible by all children. ▪ Access to the forest school area via the field instead of the steps from the playground.	▪ Classroom tables vary in height according to the age of the children. Those children who require a different table height can be accommodated in the classroom. ▪ Writing slopes are available to those children with motor skills difficulties. ▪ A safe space with low Sensory input can be provided if required for children with SEMH or Sensory difficulties. ▪ Quiet working spaces can be available ▪ Toilets are at age-appropriate heights	▪ Additional provision for children with more complex physical needs will be advised and provided by the PIMS team.

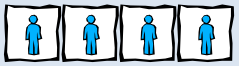
How will you support my child with SEND in making transitions between key stages?

Pre-school to Reception Class (Acorns) Prior to starting in Acorns, children identified as having Special Educational Needs will have a **School Entry Planning meeting**. This will be attended by parents, pre-school staff, school staff and any external professionals involved in supporting your child. It plans how everyone involved with your child can make the transition to school as smooth as possible. For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met. All families will be invited to new Parents meeting to gather information. The Acorns teacher, and at times the SENDCo, will also visit pre-schools to meet the children in a familiar setting. All children will be invited to 'stay and play sessions' to ensure they are familiar with the staff and the setting in advance. Home visits are also carried out by our Acorns Class teacher and Teaching Assistant. This will be done via TEAMs if COVID restrictions apply.

KS1-KS2 (Yr 2 moving to Yr 3) 'Move Up' mornings / days are standard practice in education. All children will spend a designated amount of time in their new classroom with their new teacher and any support assistants that may also be part of that class towards the end of the summer term. The children take part in fun activities designed to allow the teacher and children to get to know each other better.

KS2 – KS3 (Yr 6 moving to Yr 7) On moving to Secondary School, children in Year 6 with additional needs are discussed with the SENDCo at the Secondary School once places have been allocated. Additional visits can be organised by the Secondary School for children with additional needs. If your child has complex needs, an Annual Review meeting will happen in the Summer term and a representative from the secondary school will be invited to attend. We make transition books where necessary. The SEND policy provides further information.

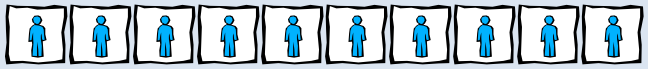
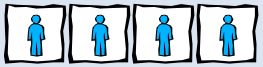
Mid-year applications When a new child enters school mid-year, we liaise with their previous setting to ensure that we have as much information as possible to provide appropriate support on their arrival. We offer an opportunity to see the school and meet the teacher.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEND support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ **Nursery to school** – 'Stay and Play sessions' ▪ **KS1 – KS2** A morning spent with their new teacher. ▪ **KS2-KS3** A minimum of 1 day up to 3 days spent in their new secondary school. Some secondary schools offer' Summer School' days for those children who need additional time in their new setting. A representative of the school may also visit All Saints Church School to meet with the children.	▪ **Nursery to school** – Additional visits to the school are encouraged and planned. A School Entry Plan will be arranged between the nursery setting and the school by the SENDCo. ▪ **KS1 – KS2** Additional time with the new class teacher is planned and implemented before and after the school's general 'Move Up' morning. ▪ **KS2-KS3** Each secondary school offers additional visits to the school.	▪ **Nursery to school** – a School Entry Plan will be made and outside agencies consulted that are involved with the child. School staff will visit the nursery setting. ▪ **KS1-KS2** For high needs children, a Transition booklet will be made that has photographs of the new teacher, the teaching assistant (if applicable) and the classroom environment. ▪ **KS2-KS3** Additional transition sessions at the new secondary can be arranged privately with each school if needed.

How will I know if my child is making progress?

Quality First teaching involves adapting lessons to suit the learning styles of the children within the class and using **Assessment for Learning**. This is a method in which teachers constantly assess the progress made by each child in the class during the course of a lesson. Children may be moved on to more challenging work, or they may need some support and additional resources to succeed in reaching the lesson's objectives.

All Saints Church School currently uses Arbor as a method of recording the progress of every child and from this, teachers can plan lessons that are tailored to meet the needs of the children in their class. This may be as a whole class, small groups working with an adult, or an intervention designed to close a gap in a child's learning.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEND support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Parents Evenings occur twice a year and parents are encouraged to attend to discuss the progress of their child/children. ▪ Teachers are happy for parents to make appointments to discuss the progress of a child after school. ▪ Annual School Reports – these are written at the end of the year to report on each child's progress and suggest targets for the following year.	▪ Additional meetings with the class teacher. ▪ Meeting with the SENDCo if a parent is concerned about their child's progress and believe that there is a learning difficulty.	▪ Assess, Plan, Do, Review meetings ▪ An Early Help Assessment may be carried out to invite outside agencies to become involved in a child's special educational needs. ▪ TAF meetings for outside agencies' involvement ▪ EHCPs and those children in receipt of High Needs Funding will require an Annual Review of their needs and provision. This will include the child, parents and class teacher. Outside agencies may also be invited to attend where possible.

How do we know how good our SEND provision is?

- The Headteacher and Governing body of All Saints Church School assist the SENDCo in ensuring that provision for SEND across the school is well coordinated, complies with legal requirements and meets the needs of the children on the SEND register.

- An audit of SEND provision across the school is undertaken each year by the SENDCo and SEND Governor.

- The SENDCo writes a report to the governors outlining the progress of SEND students in the school; the impact of interventions; training undertaken by staff to support children with SEND; resourcing for SEND and what additional resources are needed; and high needs funding for children with EHCPs.

- Learning Support Services are regularly brought into schools to assess the needs of children and ensure that SENDCos are supported in managing SEND across the school. They offer advice and can provide a pathway to additional services that may be required.

- Arbor – measures the progress of each child in the school. Children with SEND should also be making good progress, although it may be from a different starting point to their peers.

How do I make a complaint?

If you are unhappy with your child's SEND provision, then please contact the Headteacher or the SENDCo via the main office to make an appointment. We are happy to listen to your concerns and will endeavour to rectify the situation as needed.

School Office Tel: 01935 826626
School Office Email: office@allsaints.bwmat.org

This SEND Information Report was made in conjunction with the SENDCo, Headteacher, SEND Governor and Parents

Review Date: Autumn 2027