



SEN information report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. We have due regard to the statutory information we need to publish and the need to make the information easy to digest. The SEND Information Report will be published on the school website.

Our SEND Information Report has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.



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Our school's approach to supporting pupils with SEND

All Saints' C of E Primary School is dedicated to providing the highest levels of support to all learners including those with Special Education Needs and Disabilities (SEND). We support all children to learn and make progress using Quality First Teaching strategies. Where children require additional support our teachers and support staff, working under the direction of our experienced Special Education Needs and Disabilities Co-ordinator, Mr Stuart Gawthorpe, carry out detailed assessments of need and plan interventions in order to help the child to catch up as quickly as possible.

Catering for different kinds of SEND

The SEND Code of Practice 2014 divides educational needs into 4 main types:

Cognition and learning

All Saints' C of E Primary School uses a range of diagnostic assessments in order to understand the specific need of a child in order to plan the most appropriate intervention. Using tools such as Lass, COPS, Memory Magic and reading fluency assessments we tailor support to the individual needs of children which is then monitored by the SENDCO. The school is currently working with a specialist SCIL teacher in order to further develop our support in this area of need.

Communication and interaction

All Saints' C of E Primary School prides itself in having communication friendly environments as highlighted by the recent SEND audit. The use of visual cues across the school supports all children but particularly those with communication needs. Staff have received training in communication friendly strategies with our SCIL Link Teacher who continues to support the children and staff. We use Widgit software to provide consistent support across our school including in social stories and signage.

Social, emotional and mental health

At All Saints' C of E Primary School we recognise that mental health is an important need in us all and we aim to provide the highest levels of support, be it long or short term, when we have members of our school who are going through difficulties. Staff in school are trained to recognise needs and to highlight them quickly to the SENDCO. We use a range of strategies to support SEMH needs.



Sensory and/or physical needs

At All Saints' C of E Primary School we use the Bradford SCIL Team's Sensory Profile document to identify children who may have sensory needs. From this information we modify the environment (where possible) or demands placed on a child to ensure that their sensory needs are met. We have a Sensory Room which contains resources to support sensory regulation including calming activities and those to stimulate the senses. For children with physical needs we liaise with parents and the Physical Disabilities Team to modify the environment and curriculum as appropriate.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mr Stuart Gawthorpe	SENDCo	National Qualification for SEND – Canterbury Christchurch University
Mrs. Caroline Murphy	SEMH – Mental Health First Aider	
Mrs. Gill Gilroy	SEMH - ARTiculate	
Mrs. Lisa Barker	SEMH – Jenby's facilitator	

The SENDCO

Name of SENCO	Email address	Phone number
Mr. Stuart Gawthorpe	sendco@allsaintsilkeley.bradford.sch.uk	01943 607852



Securing and deploying expertise

At All Saints' C of E Primary School we have close links with a range of professionals who support the children directly and also who work to develop our staff expertise. We currently work with SCIL teachers from Bradford with specialisms in Communication and Interaction and Cognition and Learning. We also have close links with the Speech and Language Therapy Team and the Educational Psychology Service. We have access to the Specialist Teachers for Physical and Sensory needs who supports children in school who have medical conditions.

Equipment and facilities

At All Saints' C of E Primary School we are proud of our school facilities to support children with SEND. We have a carefully planned Sensory Room which is used by children in both planned times and is accessible whenever children need time to re-regulate. Our Sensory Room is equipped with sensory lighting, a bubble tube, comfortable furniture for children to be comfortable on, soft activity blocks, sensory balls, weighted blankets. We also have a sensory swing to support children with proprioception.

Our classrooms are all set up to be communication friendly with unnecessary stimulation removed wherever possible. We use communication friendly images and learning walls designed carefully to allow all children to easily access information to support their learning.

We have a lift to access our second floor and an accessible toilet on each floor. The ground floor accessible toilet also has a shower and hoist. We have a personal evacuation chair on the second floor in case of an emergency evacuation.

Identifying and assessing pupils with SEND

At All Saints' C of E Primary School, teachers and the SENDCO work closely to ensure that children who may be making less than expected progress or have a need that is not being met are quickly identified and strategies to support them are put in place. Many of these difficulties can be addressed through quality first teaching or short-term intervention however some may require more strategic investigation. Where this is the case we use a range of assessments in order to carefully identify the specific needs of children. We have software that identifies specific needs in reading and spelling which staff have been trained to administer. This software then suggests strategies that will support and identified need. We also have an assessment available to identify areas of need in mathematics. Where a need is more emotional or mental health it is much harder to assess the need. All our staff are trained to identify potential un-met mental health and well-being needs.



Consulting with pupils and parents

Parents

At All Saints' C of E Primary School, we value the contribution parents can make to the education and well-being support for their children and work to ensure that they feel included in the investigation, planning and support for their child. If a parent has a concern over their child, in the first instance, they are encouraged to speak to their Class Teacher who knows their child best. Many concerns can be addressed this way. The Class Teacher will seek the support of the SENDCO if they feel that this would be beneficial. Parents also have a direct email address to make contact with the school's SENDCO (senco@allsaintsilkley.bradford.sch.uk) to highlight concerns or just to provide an update on their child.

Depending on the identified need, parents may be invited to regular review meetings to discuss their child's progress in addition to the regular, planned 'Parents' Evenings'. Where a child has a Personal Provision Plan or an Education, Health Care Plan, these will be reviewed 3 times each year.

Pupils

At the heart of the assessment, planning and support process we always discuss the stages with the child involved wherever appropriate and possible. For children with communication needs this is achieved using 'story boards' developed using Widgeit software appropriate to the conversation needed. Copies will always be shared with parents. We also seek regular 'pupil voice' to ensure that children feel they are well supported. Where any issues arise these are discussed further with the conversation recorded on CPOMS along with any proposed actions to improve SEND at All Saints C of E Primary School.

Transition support

At All Saints' C of E Primary School we recognise that transitions can be a source of anxiety for some children and make every effort to support these times. Every classroom has a Visual Timetable that helps children understand the transitions between lessons and events in the school day. For unplanned changes we try, wherever possible, to provide as much explanation and support as possible however this is not always achievable.



Transition into All Saints' C of E Primary School

When children join our school all children, regardless of any identified need, are provided with a carefully planned transition phase which includes Social Stories prior to starting which identify key staff, the environment they will be learning in and an introduction letter from their class teacher. Children will also be invited to transitions session, accompanied by staff from their nursery, where they begin to get to know the staff and have chance to spend time in the classroom prior to the start of the school year. Parents are also invited in to meet the key members of staff. For any child who has additional vulnerability at the point of entry to school, these will be discussed with parents and a plan co-produced to ensure a successful transition experience.

When children transition between year groups we provide a social story and welcome letter from their new teacher as well as plan in opportunities to visit their new classroom before they 'move up'. For any child who has additional vulnerability at the point of entry to school, these will be discussed with parents and a plan co-produced to ensure a successful transition experience.

For children who join All Saints' C of E Primary School mid-year we will discuss any transition arrangements with the child and parents prior to their first day but always suggest that the child visits the school with their parents as part of the decision to join us.

When children transition to secondary school we liaise with the receiving school to provide information to support the process. For children with additional vulnerabilities we also arrange additional visits in collaboration with their new school.

Teaching approach

We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.

Adaptations to the curriculum and learning environment

Our curriculum intent states:

'Through a strong set of Christian values, our school curriculum ignites an enthusiasm for learning and provide key opportunities for children to:

- learn about and understand their local area, Ilkley



- learn about the wider local area to ensure knowledge and understanding of the diversity within the area in which they live, to promote social cohesion and ensure that children are prepared for life now and in the future.
- understand their responsibility as global citizens and be courageous advocates who bring about change.
- understand how to keep themselves safe and healthy in this ever-evolving world.

Our curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils. We give children the opportunity to record their work in a range of different forms, which suits their needs and enables them to experience success.

For children with SEND wherever possible we teach them alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them with tasks carefully planned to ensure they are rewarding and enables them to experience genuine success. Learning environments are all set up to be communication friendly and, where physical adjustments are needed, we aim to make these possible through best endeavours. Where we are not able to make the adaptations that are necessary we will discuss these promptly with parents and try to achieve an agreed alternative.

We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.

Inclusivity in activities

At All Saints C of E Primary School we aim to support all children with their individual needs. We are able to provide a wide range of SEND support. Examples include support for: Speech, Language and Communication Difficulties; Literacy and Numeracy difficulties; Global Developmental Delay (GDD); Autistic Spectrum Disorders (ASD); Attention Deficit Hyperactivity Disorder (ADHD); Medical and physical needs; social and emotional needs.

The School's SEND Policy

The school's policy for all children identified as SEND, including pupils who do, and do not have an EHC Plan, can be found [here](#).

This summary will outline how All Saints C of E Primary School evaluates and assesses what level of support may be required for an individual child. It also highlights which members of staff support the child through each stage.



A child identified as having special educational needs and/or disabilities will be placed on the SEND Register, and depending on the level and complexity of support required, we will work with the family and child to plan their support using either a provision map, or an Individual Education Support Plan.

This is a document which defines what provision is being made to meet an individual's needs and is used to share targets, evaluate performance, and to demonstrate to parents, governors and the local authority that these needs are being met.

Supporting emotional and social development

At All Saints' C of E Primary School we recognise that every individual has mental health and we strive to promote good mental health for all. For children who have **suffered** Adverse Childhood Experiences we are acutely aware of the need to provide specialist support. We partner with the Educational Psychology Service to identify the need and appropriate support for these children and also consult with Early Help to ensure wider support for the child and their family. We also have access to a private SEMH trauma specialist.

Online safety

Research shows that children with SEND are more vulnerable to abuse including from online sources. At All Saints' C of E Primary School we take our responsibility to protect all children from harm through our IT and PSHE curriculums. For children with SEND we ensure that the messages delivered are appropriate and staff consult with the Designated Safeguarding Lead when they are unsure of how to differentiate resources or messages effectively.

Sexual violence and harassment

As with Online Safety we recognise that children with SEND are also more vulnerable to sexual violence and harassment than their peers. Our PSHE and Relationships Education curriculum teaches about healthy and safe relationships at an age appropriate level. Where children with SEND are unable to understand the message, teachers will liaise with the SENCO and DSL in order to ensure that the child is provided with a clear message that they are able to understand. The DSL uses the Brook Traffic Light Tool to assess cases where Harmful Sexual Behaviours are suspected and is trained to use the developmental age of the child rather than the chronological age of the child in investigations and decision making.

Evaluating effectiveness



The support for children with SEND at All Saints' C of E Primary School is monitored by the SEND Governor and reported at each FGB. Our SEND Governor is Mrs. Caroline Falconer who is an experienced Consultant Clinical Psychologist. The school has also commissioned a SEND review (October 2023) from the Local Authority to quality assure the recent developments in SEND which was shared with the FGB.

Handling complaints

Any complaint regarding the provision for a child with SEND should initially be raised with the Class Teacher as many concerns can be resolved through discussion and revision of practise. These discussions will be supported by the SENDCO. If this approach fails to resolve the concern then the parent should speak with the Headteacher who will aim to resolve the concern. If the concern is still not resolved then the school's complaints procedure, outlined on the website or available on request, should be followed.

Local Offer

Bradford Local Authority details the Local Offer on the following [website](#).

Named contacts

Name of individual	Email address	Phone number
SENDCO – Mr Stuart Gawthorpe	sendco@allsaintsilkeley.bradford.sch.uk	01943 607852
Designated Safeguarding Lead – Mr Stuart Gawthorpe	safeguarding@allsaintsilkeley.bradford.sch.uk	01943 607852