



All Saints' CE Primary School

SEND Information Report

At the time of publishing the following roles were held:

Head teacher	Ashley Ryan
SENDCO – including contact details	Helen Jones helen@allsaints.cumbria.sch.uk 01900 823431
Governor with SEND responsibility	Anne-Marie Hall

Approved by	
Name:	Helen Jones
Position:	SENDCo
Signed:	
Name:	Anne-Marie Hall
Position:	SEND Governor
Signed:	
Date:	Spring 2026
Review date:	Annually in Spring

OUR VISION

At All Saints' CE Primary School we have a Christian environment where we are inclusive and we respect each other and people from all faiths and races. Together we flourish and help each other to learn and achieve our potential in a safe, loving and caring family.

Hebrews 12.1-2

Since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and let us run with perseverance the race marked out for us, fixing our eyes on Jesus.

All Saints' has a strong family ethos which is woven through every aspect of our school. We pride ourselves on being fully inclusive and we have high expectations for all of our children. We offer a carefully sequenced curriculum that is enriched by a variety of valuable experiences such as visitors, extracurricular activities, educational visits and residential to enhance the children's educational, moral, social and cultural development. Our committed staff strive to foster a lifelong love of learning, working closely in partnership with parents, carers, governors and members of the local community to ensure all of our children have the best possible start in life.

THE KINDS OF SEND WHICH ARE PROVIDED FOR

Our school community provides additional and/or different provision for a range of needs, including;

- Communication and interaction: Autism, speech and language difficulties
- Cognition and learning: dyslexia and moderate learning difficulties
- Social, emotional and mental health difficulties, attention deficit hyperactivity disorder (ADHD) and attachment disorder
- Sensory and/or physical needs: hearing impairments, processing difficulties, epilepsy and fetal alcohol spectrum disorder

These needs are present in both our mainstream classes and our Strategically Resourced Provision.

IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and mental health needs. Slow progress and low attainment will not automatically mean

a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil, where appropriate and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (High Quality First Teaching), or whether something different from or additional to is needed.

CONSULTING AND INVOLVING PUPILS AND PARENTS

The class teacher and the SENDCo will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take into account the pupil's views where appropriate
- Everyone is involved in writing the outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEN support.

HOW WILL SCHOOL STAFF SUPPORT MY CHILD?

We focus on inclusive, adapted, practice designed to break down barriers to learning. For the majority of children this can be achieved by identifying the specific barriers, followed by personalisation and adaptation using strategies as identified in the Great Teaching Toolkit and as evidenced by the Education Endowment Foundation.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- SENDCo attends termly pupil progress meetings
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's voice
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches

that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

SUPPORTING PUPILS MOVING BETWEEN PHASES

The staff at All Saints' CE Primary School work together to plan and prepare for the transitions between phases of education (when children enter or leave the school or when they move up to a new class). This applies to all children but especially those who have SEND. For children due to start Reception in the September, visits are made to early year's settings and the SENDCO will liaise closely with setting staff and parents. Where a SEND need has already been identified, a planning meeting will be arranged and attended by parents/carers, nursery staff, SENDCO and any professionals currently working with the child so a successful transition into school can be planned.

At the end of each school year, transition meetings take place between teachers so they have all the information they need about the child's strengths and needs including SEND records. Children also have the opportunity to spend time in their new classroom with their new teacher. When a child moves to a new school, we contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for the child. We transfer their SEND records to their new school as soon as possible. Where a child has an EHCP, the new school/setting will be invited to attend the Annual Review prior to transition.

OUR APPROACH TO TEACHING PUPILS WITH SEND

We follow the graduated approach assess, plan, do, review. Any concerns are discussed with parents/carers and following this the SENDCO. The type of school support your child will receive, is determined by their level of work and any pastoral support they may require. From the meeting with parents, interventions will be put in place and a support plan written (if required) to address the pupils' learning/pastoral/social and emotional needs. If school staff feel that a pupil requires further support, a discussion will take place with parents/carers and the SENDCO.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High Quality First Teaching is our first step in responding to pupils who have SEND, this will be adapted for individual pupils. We are developing the expertise to deliver the Equals Curriculum for our Strategically Resourced Provision children and for children in mainstream who are working towards Pre-Key Stage Standards in Year three.

We will also provide the following interventions: -

- Emotional Literacy Support Assistants (ELSA)
- Reciprocal Reader
- Nessy
- Toe by Toe

- Precision Teaching
- Individual plans from the Speech and Language Therapy team
- Social Stories
- Sensory diets
- Targeted interventions led by the Mental Health Support Team

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make the following adaptations to ensure all pupils' needs are met: -

- Adapting our curriculum to ensure all pupils are able to access it, for example, by targeted task selection, 1:1 work, teaching style and content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, visual prompts and larger font texts, ear defenders, fidget toys.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding, scribing and opportunities to revisit learning, working in a quieter area.
- Where necessary the use of the Equals Curriculum to foster engagement for children working below the level of National Curriculum assessments and to develop learning for life.

ADDITIONAL SUPPORT FOR LEARNING

Teaching assistants will support pupils on a 1:1 basis as detailed in the pupil's Educational Health Care Plan (EHCP).

Teaching assistants will support pupils in small groups or individually when delivering ELSA sessions.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service
- Speech & Language Therapy
- Hearing Support Team
- Vision Support Team
- Occupational Therapy Team
- Learning Disabilities Team
- GPs and hospital practitioners
- SEND Teaching Support Team

EXPERTISE AND TRAINING OF STAFF

Mrs Jones, SENDCO, has been a primary school teacher for over 30 years. She has 19 years' experience in the SENDCO role. Mrs Jones is allocated four afternoons a week to manage SEN provision across the mainstream classes and the SRP. We have a team of Teaching and Senior Teaching Assistants who are trained to deliver SEND provision.

At All Saints' CE Primary, we have staff trained in the following:

The National SENCO Award	Helen Jones
Specialist Teacher for Autistic Children	Helen Jones
Adaptive Practises for the Classroom	All teaching staff
Emotion Coaching and Zones of Regulation	All staff
Forest School	Matthew Charters
ELSA	Linda Lobb, Cheryl Beck, Rebecca Furness
Lego Therapy	Cheryl Beck
Mental Health First Aiders	Helen Jones, Linda Lobb
Team Teach De-escalation strategies	All staff
Attachment training	All staff
PECS	Helen Jones
Making Sense of Autism/Good Autism Practice	All staff

SECURING EQUIPMENT AND FACILITIES

The SENDCO works closely with relevant agencies to ensure that SEND children have access to appropriate specialist equipment to support their needs as appropriate. This could include meetings with the school and parents and school-based visits.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions once they are completed.
- Gathering pupil's voice
- Monitoring by the SENDCO
- Using provision maps and support plans to measure progress
- Holding annual reviews for pupils with EHC plans
- Termly meetings with SEND Governor
- Parent views

ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND

All of our extra-curricular activities and school visits are available to all our pupils, including, forest school and swimming. All pupils, including the SRP pupils where appropriate, are encouraged to go on school day trips and our residential trips. All pupils are encouraged to take part in sports day or adapted versions of sports day and Christmas performances. No pupil is excluded from taking part in these activities due to their SEND or disability. Please refer to our Accessibility Policy for more information.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school's holistic curriculum.
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork, building friendships and developing skills.
- 1:1 and/or group ELSA sessions We have a zero-tolerance approach to bullying. Further information can be found in our Anti-Bullying Policy on the school website

WORKING WITH OTHER AGENCIES

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's areas of need, we will consider involving specialists. This could include:

- Educational Psychologist
- Speech & Language therapists
- Occupational Therapists
- Mental Health Support Team
- Learning Disabilities Team
- Behaviour Emotional Welfare Officer

Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEND support. The SENDCO and class teacher, together with the specialists, and involving the child's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date when progress will be reviewed.

COMPLAINTS ABOUT SEN PROVISION

Complaints about SEND provision in our school should be made to the class teacher in the first instance. You may also ask to speak to the SENDCo and/or the head teacher if needed. Please refer to the school's complaints policy for further details of the procedures to follow.

CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND

Cumberland Family Hub: <https://cumberlandfamilyhubs.org.uk/homepage>

Neurodiversity and Emotional Wellbeing Service:

<https://cumberlandfamilyhubs.org.uk/neurodiversity-and-emotional-wellbeing/neurodiversity-and-emotional-wellbeing-service>

SENDAC: <https://www.sendac.org>

EHCP Officer

Emily Lumb

Emily.Lumb@cumberland.gov.uk

Discover more at [Cumberland Special Educational Needs and/or Disabilities \(SEND\) Local Offer](#)

ARRANGEMENTS FOR SUPPORTING TRANSITION

- If a child is transferring to another school or setting, appropriate data is shared with the new setting.
- If the child leaving has Special Educational Needs, then the SENDCO from All Saints' CE Primary School will contact the new school directly by telephone to discuss the needs of the child. If it is felt necessary a meeting is held with the school directly.
- For SEND children transitioning to our school as much information as possible is sought prior to the transfer.
- For Year 6 pupils transferring to Cockermouth School there are two intake days towards the end of the Summer Term.
- If a child has SEND, or is in our SRP and therefore might take longer to settle into a new setting, then extra visit days are arranged by Cockermouth School.
- The Head of Year 7 visits our school in the Summer Term to give the Year 6 pupils information about the secondary setting and answer any questions they may have.
- A member of staff from Cockermouth School also visits to assess the reading and spelling levels for all the pupils transferring there.
- Where pupils transfer to other secondary settings, visit days are arranged, usually about the same time.

THE LOCAL AUTHORITY LOCAL OFFER

The Children and Families Act 2014 requires the Local Authority (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It helps parents and young people understand the range of services and provision in the local area. Follow this link for more details:

Discover more at [Cumberland Special Educational Needs and/or Disabilities \(SEND\) Local Offer](#)

This policy and information report will be reviewed by Mrs Helen Jones (SENDCO) and Miss Anne-Marie Hall (SEND Governor) every year.

It will also be updated if any changes to the information are made during the year.

It will be approved by the full governing body. Links with other policies and documents.

This information links to the following documents:

- Anti-Bullying Policy
- Behaviour Policy and Procedures
- Disability and Access Strategy
- Inclusion Policy
- Safeguarding Policy
- SEND Policy
- Relationships, Sex and Health Education Policy