



# **SEND Information Report**

**January 2026**

## Our School

### Our Vision

Our vision at All Saints is that through the power of God's love children will reach their full potential and be able to live their lives with an open mind so they learn from the world around them.

We do this by:

- Valuing the individual
- Offering a broad, rich, challenging, skills based curriculum
- Providing a stimulating learning environment
- Setting high expectations
- Carefully monitoring pupil progress
- Close involvement with pupils, parents and carers

Therefore, our school motto is 'Love, Live, Learn. This, along with our Anglican faith underpins everything we do at All Saints.

At our school we will provide all pupils with access to a broad and balanced curriculum.

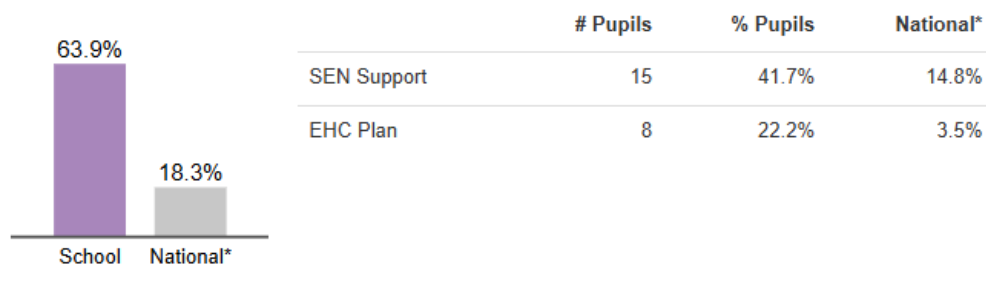
We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

### January 2026 Information

All Saints currently has 36 pupils on roll (excluding nursery-aged children).

#### Pupils with SEND



There are currently 23 children on the SEND register with a range of needs from universal to specialist. This equates to 63.9% of pupils who attend the setting which is an increase of 13.9% of pupils since January 2025.

8 children that have an EHCP (22.2%) and 15 children have a SEND Support Provision Plan (41.7%). An additional 2 children are currently on the EHCP pathway.



### Meet our SENDCO



The SENDCO is Mrs Hannah Mayhew.

If you would like to contact Mrs Mayhew, please call school on **01785 334 977** or email on [hmayhew@allsaints-bednall.staffs.sch.uk](mailto:hmayhew@allsaints-bednall.staffs.sch.uk)





My current working days are Mondays, Wednesdays and Fridays.



### Special Educational Needs

At All Saints Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practise 2014:

	Cognition and Learning MLN, SPLN
	Communication and Interaction ASC, SLCN
	Social, Emotional and Mental Health ADHD
	Sensory and Physical HI, VI, MS



### Identifying and Assessing Need

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap (this may include progress in areas other than attainment, for example, wider development or social needs)

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

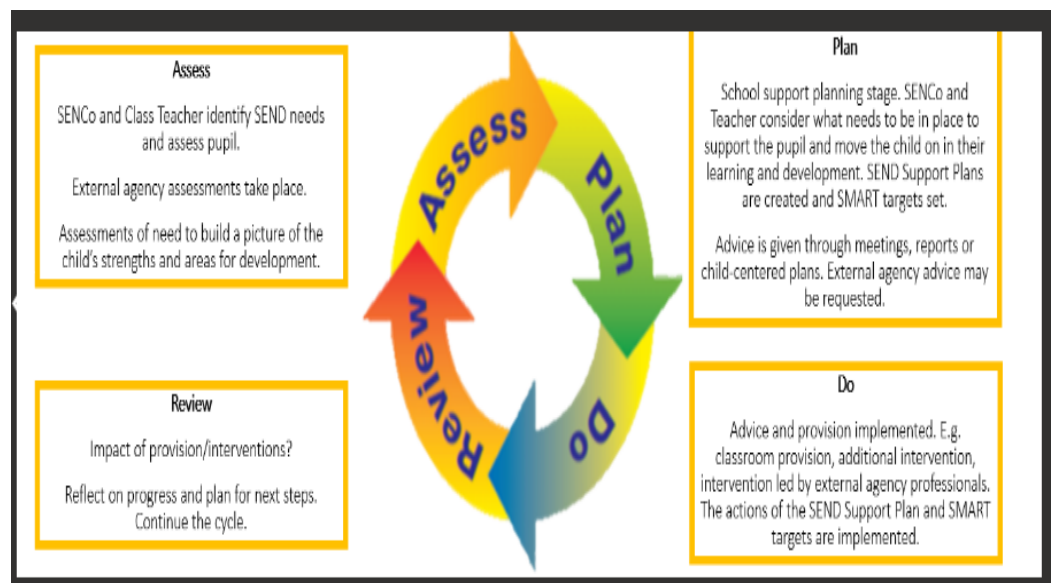
When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If any of the following applies when a pupil joins the setting, then the school will work in a multi-agency way to make sure we get relevant information so support can be put in place as early as possible:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

### The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach:



#### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in a pupil passport, individual education plan (IEP) and if applicable an education health care plan (EHCP)

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

**3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

**4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

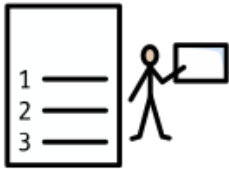


**Our approach  
to teaching  
children with  
SEND**

At All Saints C of E, we aim to offer a curriculum that is broad and balanced; which promotes spiritual, moral, cultural, mental and physical development; and which prepares our pupils for the opportunities, responsibilities and experiences of later life. We have adopted an inclusive approach to teaching and learning and we ensure that all children can access a curriculum that is tailored to meet their individual needs. We follow the formal requirements of the National Curriculum but we also provide a wide range of additional opportunities to enrich the experiences of our children and where necessary, we adapt the curriculum to make it more accessible for pupils with SEN.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. All pupils are encouraged to go on residential trips and to take part in sports day/ school plays/ church services/ special workshops etc. Children are also given a responsibility within class or the wider school to ensure they feel valued. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities. If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1. Parents are encouraged and welcome to help on school trips to support their children.

Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence. We help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have. Our curriculum is modified to meet individual needs and our staff are sensitive to the needs of all pupils, teaching them in a way that is more appropriate to their needs.



## Curriculum adaptations including scaffolding support

### How will the curriculum be adapted to meet my child's needs?

- All children will be working towards the same objective, but with varying support or resources. This is called scaffolding and allows all children to access the a broad and balanced curriculum.
- Whole Academy policies (e.g. English and Maths) are evaluated annually to ensure they measurably increase both the inclusion and progress of pupils with SEND.
- We monitor the curriculum to ensure that there are no physical, environmental or language barriers that prevent access.
- We reduce barriers to learning by ensuring we have the right resources, visual, auditory or concrete learning prompts, visual timetables, colour overlays (for dyslexia), now and next boards, slanted desk support, pencil grips etc. Where appropriate we offer adult support for particular learning activities.

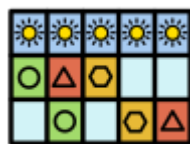
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### Supporting Pupils with Medical Needs

We support pupils with medical conditions through Individual Care Plans which are developed in partnership with parents using information from healthcare professionals. Staff receive appropriate training and medication is administered in line with our Trust policy.

The school's Accessibility Plan outlines how we improve access to the curriculum, physical environment and information for pupils with disabilities. This can be accessed via the school website or upon request from the school office.

## Equipment and Facilities



Visual timetables



Task boards



Word banks



Nessy Dyslexia Support



Ear defenders



Timers



## Consultations

At All Saints, we know it is good practice for young people and their families to be involved in supporting their additional needs. We formally consult each time an IEP is reviewed and also whenever we review an EHCP. However, at All Saints, we pride ourselves on the level of communication we have with our families and aim to maintain an open dialogue with parents regarding their child throughout the year. Parents can request a meeting with the SENDCo to discuss any aspect of their child's development and to access advice about next steps if they have any concerns. Whenever it is possible and accessible to do so, we include pupils views so that they feel in control of the process and have a say in how best to support them.



## Evaluating Provision

We evaluate the effectiveness of our SEN provision by following the graduated approach and using the 'review; and 'assess' parts to check pupils progress to see if the agreed targets and outcomes for a pupil are being met. Where professionals from other agencies are involved with the child, we will ask for their help to inform and review progress to make sure that all those supporting the family are working together effectively.

If assessments and reviews identify that provision is not being effective then the teachers work with the SENDCo, the parents and the child to make sure any SEN support is adapted or replaced by another approach, which would be reviewed again follow the graduated response. In addition to this, All Saints uses Insight Tracking to monitor attainment and provision mapping details the reasonable adjustments and interventions that are taking place in each class.



## Staff Training

All Saints is highly committed to ongoing training for staff. All staff have access to National College and we this is one of the tools used to ensure all statutory duties are met and up to date. All staff have clear job descriptions which detail the required qualifications for each post in school, some directly relating to meeting the needs of individual children on a 1:1 basis.

Mrs Mayhew earned the NASENDCo qualification in January 2026 and has completed additional training in the SEN Code of Practice. Where specialist expertise is required, the SENDCo will liaise with appropriate external agencies (e.g. Autism Outreach Team, Speech and Language, Occupational Therapists, Educational Psychologist, SEND case keyworkers and SENIS). The SENDCos role also involves supporting staff to access a wide range of information on appropriate interventions for pupils with different types of need. All staff received SMART target setting and intervention training in January 2023 and have all completed Understanding Autism Training led by AIT.

CPD bespoke to individual teaching staffs job roles is planned individually to ensure each child receives the most effective support and achieves the very best outcomes.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENDCo and the Local Academy Council.

### Staff Training

- Precision Teaching (Oct 2023 – Hannah Pugh, Ed Psych)
- Understanding Autism (Dec 2023 – Janine Brown, AIT)
- Speech and Language Demonstrations (Dec 2023- Anna Benedict)
- Occupational Therapy Demonstrations (Sept 2023- Helen Burrows)
- SMART Target Setting (Jan 2023- Amy Stafford)
- Intervention Training Workshop (Jan 2023- Amy Stafford)
- Trauma Training (Oct 2024- Matt Frater, Educational Psychologist)
- With or Without Words Safeguarding Training (SSCB, January 2026)
- Communication & Behaviour Training (SEDIS Outreach Support, April 2026)






## Transition Support

### Nursery to Reception

Initially, the Reception class teacher will arrange to visit the child in their current nursery setting. The SENDCo will contact the nursery setting to discuss the child's current levels of development and the support they require in their current setting. The SENDCo will also meet with the child's parents about their needs in the Summer Term. Reception children are invited along to all our transition activities which take place over the course of a week in the Summer Term. Additional transition activities are planned bespoke for children who require this in order to ensure a smooth and positive transition into school.

### End of Year transition

	<p>At All Saints, transition takes place over the course of a week in July. The time spent in new classrooms and class groups is varied and builds progressively over the course of a week. A typical transition would look similar to:</p> <p>Monday – Complete an activity in new classroom with familiar staff  Tuesday – New teacher to lead PE session in new class groups  Wednesday – Wildlife Wednesday Session in new class groups  Thursday – Spend morning in new classrooms with new teachers with current support staff.  Friday – Spend whole day in new classroom with new staff</p> <p><b><u>Secondary Transition</u></b>  The SENDCo offers support and advice regarding suitable placements through year 5 EHCP phase review meetings or through meetings as requested for SEN support pupils. Once a secondary placement has been secured, the SENDCo will then arrange a transition meeting with the secondary SENDCo to discuss the reasonable adjustments and provision they will need in place for them.</p> <p><b><u>New starters including Early Years</u></b>  Once parents have decided on All Saints as a placement for their child, a suitable transition period will be planned with them based on their child’s needs and confidence levels. We pride ourselves in our individualised approach to supporting children and their families and transition is an essential part of this.</p>
 <p><b>Outside Agencies</b></p>	<p>We recognise that in order to support staff in meeting children’s needs, involvement from the following professionals from external support services will be required such as;</p> <ul style="list-style-type: none"> <li>• Speech and language therapists</li> <li>• Specialist teachers or support services</li> <li>• Educational psychologists</li> <li>• Occupational therapists, speech and language therapists/physiotherapists</li> <li>• General practitioners or paediatricians</li> <li>• School nurses</li> <li>• Child and adolescent mental health services (CAMHS)</li> <li>• Social services</li> </ul>
 <p><b>Clubs and Trips</b></p>	<p>All of our SEND pupils are welcome at both our Breakfast Club and After School sessions however, we are currently unable to offer 1:1 support as part of our wraparound care.</p> <p>We ensure all of our school trips and in-school enrichment activities are accessible for our SEND children. We also take all of our children each academic year, including those that require 1:1 support.</p>
 <p><b>Complaints Procedure</b></p>	<p>Your first point of contact is your child’s class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Mrs Kate Jackson – Chair of Governors and SEND Link Governor</p>



## Local Offer

Staffordshire [Local Offer](#) provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive. To access Staffordshire Local Offer, please visit the webpage below:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>



## Feedback

We pride ourselves on the regular communication we have with all of our families. We welcome feedback and encourage our SEN families to feedback to us as much as possible. We welcome feedback regarding all matters of SEN and this can be given via our SENDCo or headteacher:

[headteacher@allsaints-bednall.staffs.sch.uk](mailto:headteacher@allsaints-bednall.staffs.sch.uk)

[hmayhew@allsaints-bednall.staffs.sch.uk](mailto:hmayhew@allsaints-bednall.staffs.sch.uk)