

SEND INFORMATION REPORT 2026

Our school is committed to inclusive education and meeting the needs of all learners.

Examples of the needs supported within our school include:

- Autism Spectrum Condition (ASC)
- ADHD
- PDA
- Dyslexia
- Speech, Language and Communication Needs (SLCN)
- Dyspraxia/DCD
- Visual or Hearing Impairment
- Physical Disabilities
- SEMH difficulties

How are concerns identified?

Early identification of SEND ensures that appropriate support can be implemented as quickly as possible. Accurate assessment allows barriers to learning to be identified and helps staff plan effective support that enables pupils to achieve their potential.

A range of information is used to identify and assess needs. This includes:

- Teacher observations
- Assessment data
- Parent concerns
- Pupil concerns
- Previous school information
- Professional referrals
- The graduated approach: Assess Plan Do Review cycle
- Screening tools and assessments
- SEN Register
- Behaviour policy

SENCO details:

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What arrangements are in place for consulting parents of children with SEN and involving them in their child's education?

Parents have valuable knowledge about their child and are essential partners in the educational process. Effective communication between home and school promotes consistency, strengthens relationships and improves outcomes for pupils with SEND. Therefore, parents and carers are involved at all stages via:

Regular review meetings.

Parent consultations.

Annual reviews for EHCPs.

Regular telephone calls and emails.

Home-school communication systems.

Sharing targets through Arbor

Effective communication between home and school promotes consistency, strengthens relationships and improves outcomes for pupils with SEND.

What arrangements are in place for consulting young people with SEN and involving them in their education?

Involving children and young people in decisions about their education helps ensure that support is tailored to their individual strengths, needs and aspirations. This is done via:

Pupil voice activities.
One-to-one meetings with the SENCO.
Contribution to review meetings.
Involvement in target setting.
Use of pupil questionnaires.
Child-centred planning approaches.
Encouraging pupils to discuss aspirations and support needs.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? This should include the opportunities available to work with parents and young people as part of this assessment and review.

Regular assessments and reviews ensure that support remains effective and responsive to changing needs. Monitoring progress allows the school to celebrate successes, identify areas requiring further intervention and maintain a clear focus on positive outcomes for pupils. This includes:

Termly review cycles.
Tracking academic progress.
Review of interventions.
SEN support plans/passports.
SMART targets.
EHCP annual reviews.
Input from teachers, parents, pupils and external agencies.
Use of assessment data to adapt provision.

What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood? As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Transitions can be significant periods of anxiety and uncertainty for many pupils with SEND. Careful planning helps pupils move confidently between settings and supports the development of skills needed for future education, employment, independent living and participation in the community.

Transition from primary to secondary school:

- Liaison with feeder schools.
- Enhanced transition visits.
- Information sharing meetings – in person and online
- Parent meetings.

Transition between year groups:

- Pupil profiles shared with staff.
- Transition meetings between YPLs

Preparing for adulthood:

- Career aspirations.
- Employability skills.
- Independence skills.
- Self-advocacy.
- Community participation.
- Further education guidance.
- Preparation for post-16 pathways.

What is the approach to teaching children and young people with SEN?

High-quality teaching is the foundation of effective SEND provision. An inclusive approach enables pupils to access learning, make progress alongside their peers and develop confidence in their abilities. This includes:

- High-quality teaching – following the All Saints' 8
- Adaptive teaching strategies.
- Inclusive classroom practice.
- Explicit modelling and scaffolding.
- Retrieval and repetition opportunities.
- Clear routines and expectations.
- Use of reasonable adjustments.
- Small group and individual support where appropriate.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

Adaptations help remove barriers to learning and ensure pupils with SEND can access the curriculum successfully. Creating an accessible environment enables all pupils to participate fully in school life and achieve their potential.

Curriculum adaptations include:

- Differentiated resources.
- Reducing cognitive load.
- Visual supports.
- Use of technology.

Environment adaptations include:

- Seating plans.
- Accessing quieter learning spaces e.g. X2
- Accessibility adaptations.
- Specialist equipment.

How are staff trained to support children and young people with SEN? Include how specialist expertise will be secured.

Well-trained staff are better equipped to understand and meet the diverse needs of pupils with SEND. Ongoing professional development ensures that teaching and support strategies reflect current best practice and evidence-informed approaches. This includes:

- SENCONPQ qualification for SENCO (Will be completed October 2026)
- Ongoing CPD programme for TAs to begin this half term.
- Whole-school training in:
 - Autism
 - ADHD
 - Dyslexia
 - SEMH
 - Speech and language
 - PDA
- Use of specialist services for advice and training.
- Teaching assistant development opportunities.

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

Regular evaluation helps the school understand the impact of SEND provision and identify areas for improvement. This ensures that resources are used effectively and that pupils receive the support they need to make meaningful progress. This includes:

- Progress data analysis.
- Intervention reviews.
- Learning walks.
- Work scrutiny.
- Pupil voice.
- Parent feedback.
- Attendance and behaviour data.
- EHCP outcome reviews.
- SEN governor monitoring.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Every effort is made to ensure pupils with SEND have equal access to all aspects of school life and are able to participate fully alongside their peers. Access to the full range of school experiences promotes inclusion, belonging and personal development. Participation in extracurricular activities helps pupils build confidence, develop friendships and enhance their social and emotional wellbeing. This includes:

- Inclusive curriculum opportunities.
- Whole school reading scheme.
- Educational visits.
- School trips.
- Clubs and enrichment activities.
- Sports teams.
- Student leadership opportunities.
- Reasonable adjustments to remove barriers.
- Risk assessments where required.

What support is provided to support emotional and social development? This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Positive emotional wellbeing is closely linked to academic and personal success. Providing appropriate pastoral support helps pupils develop resilience, build positive relationships and feel safe, valued and included within the school community. Support includes:

- Pastoral support systems.
- Form tutors and key adults.
- Wellbeing interventions.
- Worry Button.
- Nurture provision.
- Mental health support.
- Counselling/ELSA provision if needed.
- Pupil voice opportunities.
- Restorative approaches.

Anti-bullying measures include:

- Anti-bullying policy.
- Worry Button.
- Staff training.
- Monitoring incidents.
- Support plans following incidents.
- Promoting respect and inclusion.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Some pupils require specialist advice and intervention beyond the expertise available within school. Working collaboratively with external agencies ensures that pupils and families receive coordinated support that addresses their educational, health and social care needs. Examples of external support:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- School Nursing Service
- Autism Team
- Sensory Support Service
- Early Help
- Social Care
- Local Authority SEND Team
- Voluntary organisations and charities

Staff and parents can make referrals and the advice and support offered is then incorporated into our Student Profiles and shared with relevant staff.

What are the arrangements for handling complaints from parents of children with SEN about the provision made?

The school values open communication with families and aims to resolve concerns at the earliest opportunity through discussion and partnership working.

Following a clear procedure demonstrates transparency and accountability. It ensures that concerns can be raised and addressed fairly, promoting positive relationships between families and the school while contributing to continuous improvement in SEND provision. These procedures include:

- Raising concerns with class teacher/form tutor.
- Contacting the SENCO.
- Escalation to senior leaders.
- Contact with governors where appropriate.
- Signposting to external agencies for independent advice.
- Commitment to resolving concerns quickly and collaboratively.