Inclusive Teaching and Learning at All Saints

Supporting Pupils with Special Educational Needs and Disabilities (SEND)

"Learning and growing together to be the best that we can be":

Our vision is rooted in the belief that every child can flourish. Inspired by the Parable of the Sower, we are committed to providing the fertile soil in which all children can grow, regardless of their starting points, needs or abilities.

Inclusion is at the heart of our school. We have high aspirations for every pupil and work hard to remove barriers that may prevent children from succeeding. Each year, our school improvement priorities focus on strengthening inclusive practice, drawing on the latest educational research, advice from specialist partners and, most importantly, the needs of the children and families we serve.

Our approach to our developing high-quality teaching and learning for all pupils is based on the principle that:

"Good teaching for pupils with SEND is good teaching for all"

The principles that underpin our approach to inclusive practice:

High expectations for all: We believe that every child can succeed. Our curriculum is ambitious for all pupils and we support children to access age-related learning wherever possible. Rather than lowering expectations, we adapt our teaching, provide appropriate support and remove barriers so that all children can achieve, make progress and develop confidence as learners.



Early identification of needs: We use an Assess-Plan-Do-Review (APDR) approach to build a detailed understanding of each child's strengths and needs. Through ongoing assessment, observation and close partnership with families, we aim to identify any barriers to learning as early as possible so that support can be put in place quickly. This enables us to respond effectively and ensure that support evolves as children's needs change over time.



Nurturing environment: Positive relationships are at the heart of our school. We prioritise children's wellbeing, promote our school values and encourage a positive, "can do" attitude. Our consistent and supportive approach helps children feel safe, valued and ready to learn. We want every child to develop a strong sense of belonging and to feel fully included in the life of our school community.



Highly skilled staff: We invest heavily in professional development to ensure that staff have the knowledge and skills needed to support a wide range of additional needs. We work closely with external specialists and our Trust to continually develop staff expertise and strengthen inclusive practice across the school. This helps ensure that pupils receive high-quality support informed by the latest research and best practice.



Working in partnership with families: We recognise that parents and carers know their children best and believe that the most effective support is developed through genuine partnership between school, families, pupils and external professionals. We work closely with families and can provide advice, guidance and signposting to additional services, including Warwickshire's Family Help offer and other partner agencies where appropriate.



High-quality teaching for every child: High-quality teaching is the foundation of our approach to inclusion. Staff continually develop their practice using the latest educational research and evidence-informed approaches. Strategies such as scaffolding, flexible grouping, explicit instruction, modelling and emotion coaching are used every day to help all pupils access the curriculum and achieve their best possible outcomes.

How we use our SEND budget



The notional SEND budget is part of the school's overall funding and helps us provide support for pupils with Special Educational Needs and Disabilities (SEND). It is used to help ensure that children with additional needs can access learning, participate fully in school life and make good progress.

At All Saints, this funding contributes towards:

- Specialist advice and support from external agencies, such as the Specialist Teaching Service (STS) and Educational Psychology Service.
- The leadership and coordination of SEND provision through our SENDCo and Inclusion Team.
- Additional staffing to support pupils in classrooms, small groups and, where appropriate, through individual support.
- The provision and development of The Rainbow Specialist Resource Provision.
- Training and professional development for staff to strengthen inclusive practice and meet a range of additional needs.
- Specialist resources, equipment and interventions that support learning, communication, emotional wellbeing and independence.
- Access to evidence-informed programmes, resources and support services that help pupils overcome barriers to learning.

The notional SEND budget is not allocated on a per-pupil basis. Instead, it allows the school to provide a wide range of support based on individual needs. For a small number of pupils with the most significant and complex needs, additional funding may be available through an Education, Health and Care Plan (EHCP). This funding helps schools deliver the provision specified within the child's EHCP.

Assess-Plan-Do-Review and diagnosed conditions

All additional provision for pupils with SEND is based on the **Assess-Plan-Do-Review (APDR)** process, often referred to as the graduated approach. This allows us to assess needs, put support in place, review its impact and adapt provision over time.
A child's support is based on their individual needs, not simply on whether they have a particular diagnosis.
Even where a child has a confirmed diagnosis, such as autism or ADHD, our approach remains rooted in the APDR process and follows the SEND Code of Practice. A diagnosis can help us develop a deeper understanding of a child's strengths and needs and may provide useful recommendations for support. However, in many cases, effective strategies and provision will already be in place before a diagnosis is received. We therefore focus on understanding each child and providing the right support at the right time.

Support, advice and reports from specialist services

As part of the Assess-Plan-Do-Review (APDR) process, we may seek advice from specialist services, such as the Specialist Teaching Service, Educational Psychology Service, Speech and Language Therapy or other professionals, where additional support or expertise is needed. Parents may also be able to access some services directly or request support with referrals where appropriate.
When specialist reports are received, we carefully consider the recommendations alongside our knowledge of the child, the support already in place and the resources available within school. We use this information to identify the strategies and provision that are most likely to meet the child's needs effectively. Support is then reviewed regularly through the APDR process to ensure it is having a positive impact.

Universal Provision: Adaptations made within classrooms to support pupils with identified needs

High-quality teaching is the first step in supporting pupils with SEND. Staff make adaptations within the classroom to ensure that children can access learning, participate fully and make progress alongside their peers.
Examples of universal provision include:



- Additional support from teachers and teaching assistants through flexible grouping, modelling and guided practice.
- Increased use of praise, encouragement and positive reinforcement.
- Adapting language and instructions to improve understanding.
- Careful seating arrangements and grouping to promote learning and appropriate peer support.
- Pre-teaching important vocabulary and key concepts.
- Using practical, concrete and visual resources to support understanding.
- Breaking learning tasks into smaller, manageable steps.
- Providing additional scaffolding, such as writing frames, worked examples and visual prompts.
- Using technology to support access to learning and alternative methods of recording.
- Adapting homework tasks where appropriate.

These adaptations are used flexibly and are tailored to the needs of individual pupils, helping to remove barriers to learning and promote independence.

Targeted provision: Additional support for pupils who need help to 'keep up' or 'catch-up'

Through the Assess-Plan-Do-Review (APDR) process, we may identify that some pupils would benefit from targeted support in a particular area of need. Targeted provision is usually delivered in small groups and is designed to help pupils develop specific skills, overcome barriers to learning and make better progress.
Examples of targeted provision include:



- Phonics interventions
- Reading fluency and comprehension interventions
- Maths interventions
- Fine and gross motor interventions
- Social skills and behaviour support programmes
- Speech, language and communication interventions
- Sensory support programmes
- Emotional wellbeing interventions

Targeted support may also be used to help us better understand a child's needs as part of the APDR process. This means that some pupils may access targeted interventions before a decision is made about whether they have a special educational need.

Higher needs provision: Individualised support for pupils with more complex needs

Some pupils require a higher level of support than can be provided through universal and targeted provision alone. These pupils often have complex or long-term needs and may have an Education, Health and Care Plan (EHCP), or be undergoing assessment for one. Specialist services may also be involved in supporting the Assess-Plan-Do-Review (APDR) process.



Higher needs provision is personalised to the individual child and may be delivered on a one-to-one basis or within a very small group. The support provided varies according to each child's strengths, needs and outcomes, and may include specialist programmes, bespoke adaptations, targeted interventions or provision delivered through The Den or The Rainbow Specialist Resource Provision.