All Saints Bedworth CofE Academy SEND Information Report



This is All Saints Bedworth CofE Academy's SEND information report. This report has all the information that you will need to participate fully in the education of your child and should be read together with our SEND and Inclusion policy.

Our Vision for Inclusion

At All Saints Bedworth CofE Academy, inclusion is at the heart of everything we do. Our vision is based on the Parable of the Sower and our commitment to providing the fertile soil in which everyone can grow and flourish.

"Learning and Growing Together to be the Best that We Can Be.“

We believe that every child is unique and deserves the opportunity to achieve their potential, regardless of any additional need or disability. We are committed to:

- having high expectations for every pupil
- removing barriers to learning
- identifying needs early
- working closely with families
- enabling pupils to participate fully in school life
- celebrating strengths, talents and achievements
- preparing pupils for their next stage of education and life beyond school.



Our approach is underpinned by the belief that:
"Good teaching for pupils with SEND is good teaching for all pupils.

What are Special Educational Needs?

A child has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them which is additional to or different from that normally available to pupils of the same age.
The SEND Code of Practice identifies four broad areas of need:

1. Communication and interaction

Including: Speech, Language and Communication Needs (SLCN)Autism Spectrum Condition (ASC)

2. Cognition and learning

Including: Moderate Learning Difficulties (MLD)Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

3. Social, emotional and mental health difficulties

Including: Anxiety, Emotional regulation difficulties, ADHD, Attachment difficulties

4. Sensory and/or physical needs

Including: Hearing impairment, Visual impairment, Physical disabilities, Sensory processing difficulties









Who are the SEND staff at our academy ?

Mrs K. O'Grady Headteacher	Miss M. Carbonell SENDCo and Inclusion Leader	Mrs A. Greenway Inclusion Coordinator
		

Our SEND Governor is Mr K. Brehon. At All Saints Bedworth CofE Academy, all of our staff are teachers of SEND and as a result all receive training on supporting pupils with SEND .

How do we identify children with SEND?

We believe that early identification is crucial.



Children's needs may be identified through:

- information from parents and carers
- information from previous settings
- teacher observations
- ongoing classroom assessment
- pupil progress meetings
- standardised assessments
- screening tools such as WellComm
- external agency advice
- medical information
- pupil voice.

A child will not automatically be identified as having SEND because attainment is low. Leaders and teachers consider the whole picture before determining whether special educational provision is required.



What should I do if I think my child may have SEND?

If you have concerns about your child, you should:

- Speak to your child's class teacher.
- Arrange a meeting with the SENDCo or Inclusion Coordinator if concerns continue.
- Work with school staff to review evidence and consider the most appropriate support.

We value parents as partners and encourage families to share concerns as early as possible



What happens if school is concerned about my child?

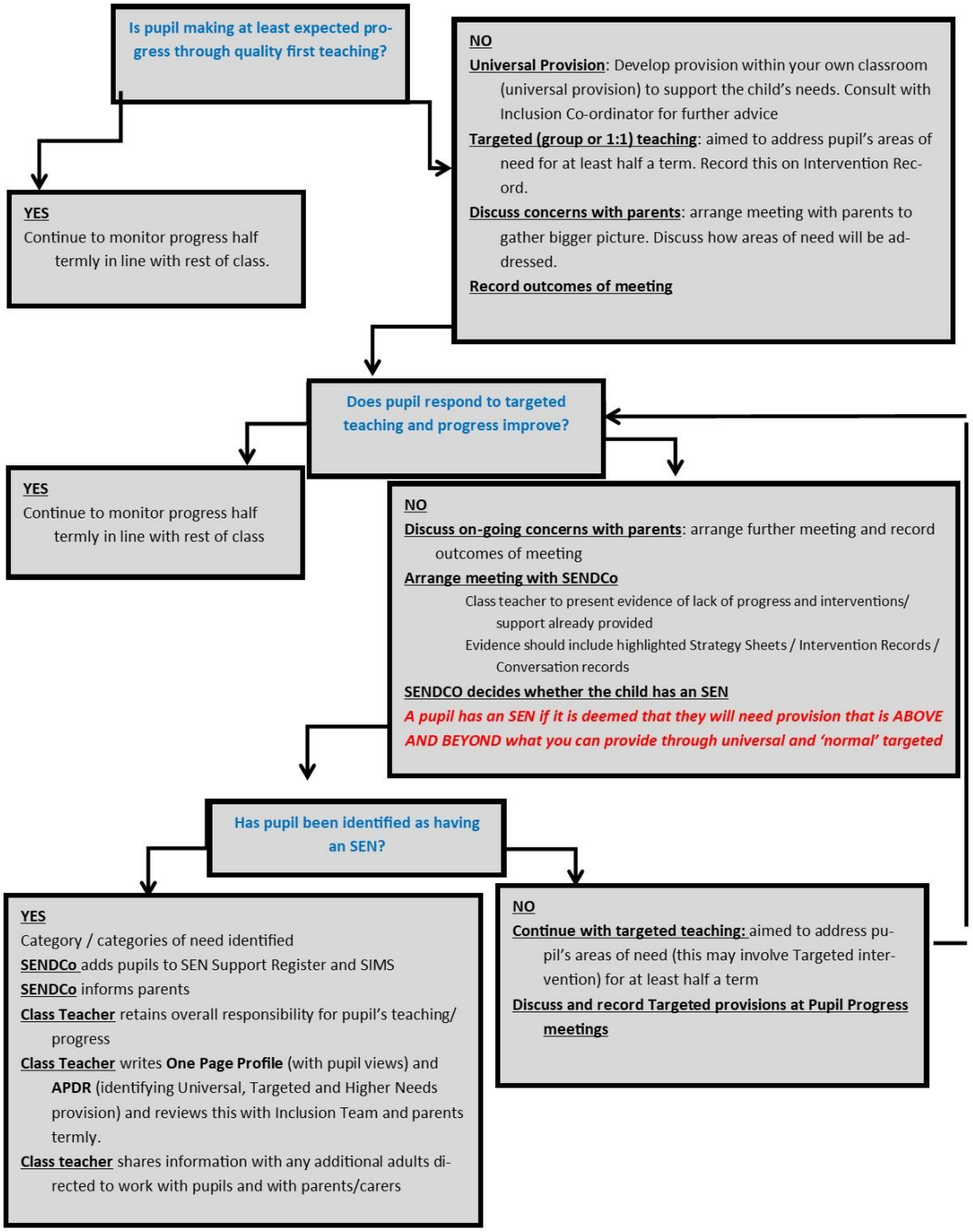
Teachers continually monitor progress, wellbeing and development.

Where concerns arise:

- classroom support is adapted
- targeted support may be introduced
- progress is reviewed
- parents are involved
- the SENDCo may observe the pupil
- specialist advice may be sought where appropriate.

This process forms part of our graduated approach.

Process for Identifying pupils with Special Educational Needs



Our Graduated Approach

We use an Assess - Plan - Do - Review (APDR) cycle to identify needs and evaluate support. This ensures provision is continually reviewed and refined.



1. UNIVERSAL PROVISION

All staff make sure that all children, with identified SEN or not, can access the curriculum through high-quality adaptive teaching.

- Planning additional support from teacher or TA
- Alternative ways of recording
- Using visual resources / prompts / word banks etc
- Scaffolding/breaking tasks into smaller chunks.
- Using concrete / practical resources
- Alternative ways of recording (ICT / voice recording / scribing)
- Flexible grouping
- Adapting language / questioning used.
- Pre-teaching vocabualry



2. TARGETED PROVISION

- Additional support to keep-up or catch-up (Intervention groups).
- Delivered in small groups or 1:1, usually away from the classroom.
- Children with identified SEN might need this to help meet their needs in one or more areas of need
- Also used as a way to gather evidence to support identifying SEN as part of our APDR cycle.



3. HIGHER NEEDS PROVISION

Pupils have a higher lever of need.
Usually children have an EHCP or are waiting for an EHCP in addition to external agencies being involved (STS), EP, CAMHS.

- Pupil-centered, specialised provision, following advice from specialists

What is The Rainbow Specialist Resource Provision?

The Rainbow is a Specialist Resource Provision for up to eight pupils with identified Communication and Interaction needs.

The Rainbow provides:

- a nurturing and structured specialist learning environment
- personalised support linked to EHCP outcomes
- targeted work on communication, independence and emotional wellbeing
- opportunities to develop confidence and social skills
- access to a broad curriculum tailored to individual needs
- close partnership working with families and external professionals

Pupils enrolled in The Rainbow remain members of the wider All Saints community. Where appropriate, they access:

- mainstream lessons
- collective worship
- educational visits
- playtimes
- clubs
- enrichment activities
- wider school experiences

Admission to The Rainbow is determined through Warwickshire County Council's Specialist Resource Provision admissions process.

The Rainbow reflects our commitment to ensuring that every child has the opportunity to flourish within a supportive and inclusive school community.

How do we involve parents and carers?

We believe parents are experts on their own children and play a vital role in the SEND process.

Parents are involved through:

- regular communication with class teachers
- parent consultation meetings
- APDR reviews three times per year
- annual reviews for pupils with EHCPs
- meetings with specialists
- contribution to One Page Profiles
- discussions about future provision and support.



How do we involve pupils?

Pupil voice is central to our SEND provision.

Children are encouraged to:



- contribute to their One Page Profile
- share what helps them learn
- discuss their strengths and aspirations
- contribute to target setting
- participate in reviews where appropriate
- contribute to annual reviews if they have an EHCP

How do we measure progress?

We monitor progress through:

- daily assessment in lessons
- termly assessment points
- pupil progress meetings
- review of intervention outcomes
- APDR reviews
- provision mapping
- annual reviews for pupils with EHCPs.



Interventions are regularly reviewed and adapted if they are not having the intended impact. Leaders rigorously evaluate provision to ensure it improves outcomes, participation and wellbeing.

Which external agencies support the school?

We work closely with a range of specialist services including:

- Educational Psychology Service
- Specialist Teaching Service (STS)
- Speech and Language Therapy Service
- Occupational Therapy
- Mental Health in Schools Team
- Integrated Disability Service
- Visual Impairment Team
- CADMUS
- Connect for Health
- CASS
- RISE
- Pepper Therapy
- Beacon School Support.

Where specialist reports are received, school carefully considers recommendations as part of the APDR process and implements strategies that are appropriate and achievable within the context of the child's needs and school provision

How do we support wellbeing?

We recognise that emotional wellbeing is fundamental to successful learning.

Our support includes:

- strong pastoral care
- positive relationships
- emotional regulation support
- mentoring
- My Happy Mind
- No Outsiders
- Protective Behaviours
- family support and Early Help
- referrals to specialist services where appropriate



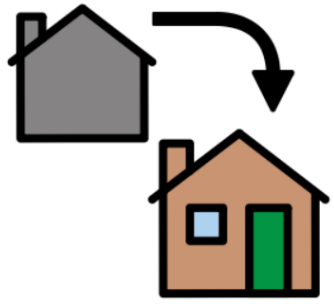
'All different, All welcome'

How do we support transitions?

We work hard to ensure transitions are successful.

Support may include:

- enhanced communication with previous settings
- additional visits
- transition booklets
- personalised transition programmes
- information sharing between staff
- meetings with families
- liaison with receiving schools.

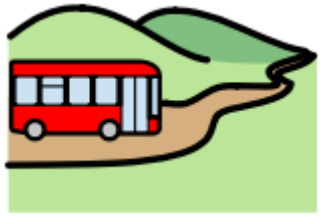


How do we ensure equality and inclusion?

We are committed to ensuring that pupils with SEND can participate fully in every aspect of school life.

This includes:

- the full curriculum
- educational visits
- residential experiences
- clubs
- enrichment activities
- leadership opportunities
- collective worship
- wider personal development experiences.







Where required, reasonable adjustments and individual risk assessments are used to ensure pupils can participate safely and successfully.

How do we support pupils with SEND who are looked after?

For pupils who are both looked after and have SEND:

- SEND processes continue to apply
- Progress is reviewed through Personal Education Plan (PEP) meetings
- Additional support is considered where required
- Multi-agency working is prioritised



What is the Local Offer ?

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND). This is the ‘Local Offer’ and is available through:

www.warwickshire.gov.uk/sendlocaloffer

Believe in children Barnardo’s

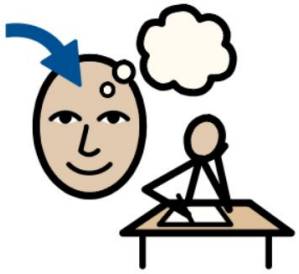
Barnardo's Warwickshire (warwickshiresendiass.co.uk)



https://youtu.be/QXtnb3wuBwI

What training is available to staff supporting SEND?

- All staff have safeguarding training.
- Our school SENDCo is qualified and is experienced in this field.
- All our teachers hold Qualified Teacher status, and they receive training across each academic year. We keep a record of ongoing training.
- Some of our staff are trained in specific interventions.
- All staff receive training on how best to support children with SEND.



How are complaints dealt with?



If you have concerns about SEND provision, please:
1. Speak to your child's class teacher.
2. Contact the SENDCo if concerns remain.
3. Contact the Headteacher if further support is needed.

If concerns cannot be resolved informally, parents may use the school's formal complaints procedure.

Complaints are dealt with in line with the school Complaints Policy which is available on the school website or from the School Office.

Trust Wide Policies | All Saints Church of England Academy (covmat.org)