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All Saints Inter-Church Academy



SEND Information Report

September 2026

What does SEND mean?

SEND stands for Special Educational Needs and Disabilities.

At All Saints Inter-Church Academy, we value and celebrate diversity in all its forms, and we strongly believe that all children deserve access to the best education that we can provide. Sometimes, children may be recognised as having a special educational need or disability and it is our duty to ensure that these unique and wonderful children have the same opportunities as their peers and achieve their full potential during their time with us.

SEND is split into four broad areas;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Some children with SEND may have a specific need in one of these areas, while some children's needs may span more than one.

Our Special Educational Needs and Disabilities Coordinator & Inclusion Manager

Mrs Tracy Pooley is our school SENDCo & Inclusion Manager and she is responsible for co-ordinating additional needs support across the school. Mrs Pooley became the school SENDCo in April 2026 and is working towards holding the SENCO national professional qualification (NPQ). Mrs Pooley is also the Early Years Lead and Deputy Safeguarding Lead in school. She has twenty-three years of teaching and leadership experience across a range of primary settings.

If you need to contact Mrs Pooley, please get in touch via the school office on 01354 659000 or by emailing senco@allsaints.cambs.sch.uk

Which kinds of SEND do we currently support at All Saints Inter-Church Academy?

Within our school, we are currently providing additional and/or differentiated provision for a variety of needs in each of the four key areas, including but not limited to:

- Communication and Interaction

Autistic Spectrum Disorder (ASD), speech and language difficulties and social communication difficulties

- Cognition and Learning

Dyslexia and other Specific Learning Difficulties (SLD), global delay and Moderate Learning Difficulties (MLD)

- Social, Emotional and Mental Health Difficulties

Attention Deficit Hyperactivity Disorder (ADHD), anxiety and attachment difficulties

- Sensory and/or Physical Needs

Sensory processing needs, congenital ataxia, hypermobility, vision impairment and early developmental impairments

At the time of producing this report, we have 37 children registered as having a Special Educational Need and/or Disability at All Saints Inter-Church Academy; this includes children from age 2 (Little Saints) up to age 11 (Year 6). This is comprised of 29 children at the level of SEN Support and 8 children with an Education Health Care Plan (EHCP). Of the 29 children at SEN Support, we have 10 currently undergoing the Education Health Care Needs Assessment (EHCNA) process, with the aim of achieving EHCPs for these pupils.



How do we assess children at All Saints Inter-Church Academy?

All learners at All Saints Inter-Church Academy are assessed on a regular basis. In EYFS, children are assessed in accordance with the new Early Years Framework. In Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6), they are assessed in line with the National Curriculum guidelines. Where appropriate, we have a range of standardised, evidence-based assessments to evaluate the progress of children with additional needs. These include: the York Assessment of Reading Comprehension (YARC); Sandwell Early Numeracy Test (KS1 and KS2 versions); Phonological Assessment Battery (PhAB); Renfrew Action Picture Test; and several more.

Our aim is to work collaboratively with parents and carers to identify children who may have a special educational need and/ or disability, at the earliest possible opportunity.

How do we identify children with SEND at All Saints Inter-Church Academy?

With clear, open and honest communication between home and school, we identify children as having Special Educational Needs through a variety of ways including the following:

- The child is working significantly below age expected levels
- The child is not making progress at the same rate as the majority of their peers or at the same rate they previously did, despite short term interventions and/or support
- The child's behaviour, social interactions or wellbeing are causing concern
- Involvement with external agencies e.g. Speech and Language Service
- A health diagnosis through a paediatrician
- Liaison with a previous school or setting, if applicable



What should you do if you think your child may have a Special Educational Need or Disability?

Come and chat to us - we are here to help you and your child. The first port of call is your child's class teacher, who can be contacted via the school office.

If needed, they will then direct your concern to Mrs Pooley (SENDCo) who will get in touch to talk things through and make a plan for going forwards.

The conversations that we have in the early stages of a child's SEND journey ensure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- Your concerns are listened to and taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are



Notes of these early discussions will be made, added to the pupil's record and shared with parents and carers. We will keep you updated at each stage of the journey and will formally notify parents when it is decided that a pupil will receive SEND Support.

SEND Provision

What will happen after initial concerns are raised and discussed between home and school?

Children who require SEND Support

If, following discussions between home, school and the child, it is decided that they need additional SEND Support, we will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review. Please click [here](#) to find out about this process in more detail.

The class teacher will work with the SENDCo, Mrs Pooley, to carry out a clear analysis of the pupil's needs, and then plan appropriate and tailored support to help them make the best progress they can. 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
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment and subsequent support will be reviewed regularly, each half-term. This will gauge the effectiveness of the support and interventions and their impact on the pupil's progress. As a school, we use the secure online 'Provision Map' platform to write and review children's APDRs, and parents are provided with an account so that they can read and add comments to their child's plan. Parents will also be invited into school on a termly basis to review their child's Assess, Plan, Do Review. These are short term targets set by your child's teacher. If appropriate, your child will be invited along to this meeting. Alternatively, the class teacher will share the APDR with your child in a way as to help your child understand their next steps.

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.

SEND Provision

Children who have an Educational, Health and Care Plan (EHCP)

Sometimes, despite the additional support put in place and everyone's best efforts, children still don't make the progress we would hope for. In this instance, once the child has gone through at least three cycles of Assess, Plan, Do, Review, we may consider applying for an Education Health Care Plan (EHCP). Please click [here](#) for further explanation of what this means.

Children who have an EHCP will have an Annual Review meeting every year. Children who are in Reception and have an EHCP will have an Annual Review every 6 months.

Parents and carers and/or the school can ask for the SENDCo to arrange an Annual Review before the yearly meeting, if they would like to make a change to the current EHCP.



How do we support children with SEND when they move schools or between phases of education?



Children moving from Early Years settings to Reception

During the summer term prior to their start in Reception, the staff from Reception and early years settings work together to provide visits for the children to the Reception learning environment.

To support the transition into All Saints Inter-Church Academy, the Reception teacher will visit you and your child at home or you may be invited into school for a 1:1, small group appointment with you and your child. These appointments will be arranged during the summer term. Here you will have the opportunity to discuss your child and ask any questions you may have.

If your child has previously had special educational needs support via the Early Years Pathway or via an EHCP, Mrs Pooley and the SENDCo of your child's early years setting will meet to discuss specific transition for your child. We will be in touch with you throughout this period to ensure that your child has the best possible start to their time at All Saints Inter-Church Academy.

Children moving from Year 6 to Secondary School

Children with an Education Health Care Plan



In the summer term of Year 5, you will be invited into school to discuss secondary school options available to your child. If you like, we can support you in making contact with these secondary schools and arranging visits to find the setting which you feel suits your child's needs best. At this meeting, we will aim to name the secondary school you would like your child to attend. If you are not ready to name a school, we will arrange another meeting In the Autumn term of Year 6.

During the summer term of your child being in Year 6, Mrs Pooley will liaise with parents and carers and the SENDCo of your child's chosen secondary school. We will decide on the best course of action in order to support your child's transition from All Saints Inter-Church Academy to secondary school. This is often likely to take the form of an enhanced transition programme for your child, although this does vary depending on the child's individual needs.

Children receiving SEND Support

If your child is on the SEND Register at any level, we will support them in their transition to secondary school. We will make sure all of their SEND records are passed on to their new school, and if necessary will liaise with the SEND department of that school to make sure their needs are known and discussed in advance. Dependent on the individual child, it may also be possible to arrange a programme of enhanced transition during the Summer Term of Year 6.

How will All Saints Inter-Church Academy welcome a new child or support a child's transition to a new school?

If your child transfers to All Saints Inter-Church Academy from another setting, we will contact their previous school's SENDCo to discuss their needs. In your child's first few weeks, we will allow them a period of 'settling in' and carrying out our own assessments, now that they have become part of our All Saints Inter-Church Academy family. During this period, we will use the information from their previous school to guide their provision and to allow for as smooth a transition as possible.

If your child moves on before the end of Year 6, the SENDCo will liaise with their new school to make sure all necessary information and records are passed on.



How do we approach teaching and learning for children with SEND?



At All Saints Inter-Church Academy, class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality, engaging teaching is our first step in responding to children who have SEND, as it is with all learners in our school.

Sometimes, children with SEND benefit from additional learning resources such as writing slopes, wiggle cushions, coloured overlays or individual visual timetables. The class teachers and SENDCo will work with parents, carers and children to make sure any specific resources are provided and any necessary adjustments within the learning environment are made.

In addition to this, our class teachers will differentiate their teaching to accommodate the needs of our learners with SEND; for example, children may be given longer processing time, they may be pre– and post– taught key vocabulary for lessons, or they may have their lessons interspersed with movement breaks to allow them the best possible chance of accessing the learning.

We also have a wide range of interventions accessible to the learners in our school with additional needs, such as Socially speaking and Lego therapy.

How do we support the social and emotional development of children with SEND?

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

- Pupils with SEND are encouraged to participate in all activities within school, alongside their peers without SEND
- Pupils with SEND are encouraged to be part of extra-curricular opportunities
- We have intervention programmes and groups to support social and emotional development, such as Lego Therapy and well-being activities.
- If needed, a referral can be made to the Mental Health in Schools Team for further specialist support.

From September 2025, All saints Inter-Church Academy became a My Happy Minds school. Weekly well-being lessons take place in each class and parents have access to

parents App which helps support parents to support their child's mental health at home. This scheme covers the PSHE scheme of work.

Amanda Davey, HLTA, is our ELSA Lead. She completed her training in June 2025 and is committed to support with issues such as friendship, understanding emotions and dealing with conflict.

How else do we provide additional support for children with SEND?

At All Saints Inter-Church Academy, we have a wonderful team of teaching assistants (TAs) who support the children under the direction of the class teacher and SENDCo. We are always looking to provide training and development for our TAs and have a variety of CPD sessions planned for this academic year, including but not limited to supporting children with an ASD diagnosis and supporting children with Speech and Language difficulties.

TAs will support pupils in class on a 1:1 basis when this level of support is specified in a child's EHCP, or in exceptional circumstances where we are in the process of applying for an EHCP and the child struggles to manage their learning or time in school without this level of support.

In the classroom, TAs will support pupils in small groups when this is specified in children's APDRs, or as directed in the class teacher's planning.

We also provide our teaching staff with continuous professional development opportunities to enhance their practice with regards to SEND; sessions planned for this year include workshops on Speech, Language and Communication difficulties, supporting children's mental health and on using the Cambridgeshire OAP (Ordinarily Available Provision) Toolkit.

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

- Speech and Language Therapy (SALT) Service
- Special Educational Needs and Disabilities (SEND) Service, including Educational Psychologists, Specialist Teachers and Specialist Practitioners
- Community Paediatrics Team including Clinical Psychologists
- Early Help Hub (EHH)
- Occupational Therapy
- Mental Health in Schools Team (MHST)

- Child and Adolescent Mental Health (CAMH)
- ICT Service • Statutory Assessment Team (SAT)
- Visual and Hearing Impairment Services
- SEND teams from local Early Years providers and secondary schools.

How do we monitor the effectiveness of provision for children with SEND at All Saints Inter-Church Academy?

All Saints Inter-Church Academy is committed to providing the best learning experiences that we can for our pupils. This is the same for children with or without SEND. One way that we strive to achieve this is by constantly monitoring and evaluating the effectiveness of our provision.

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

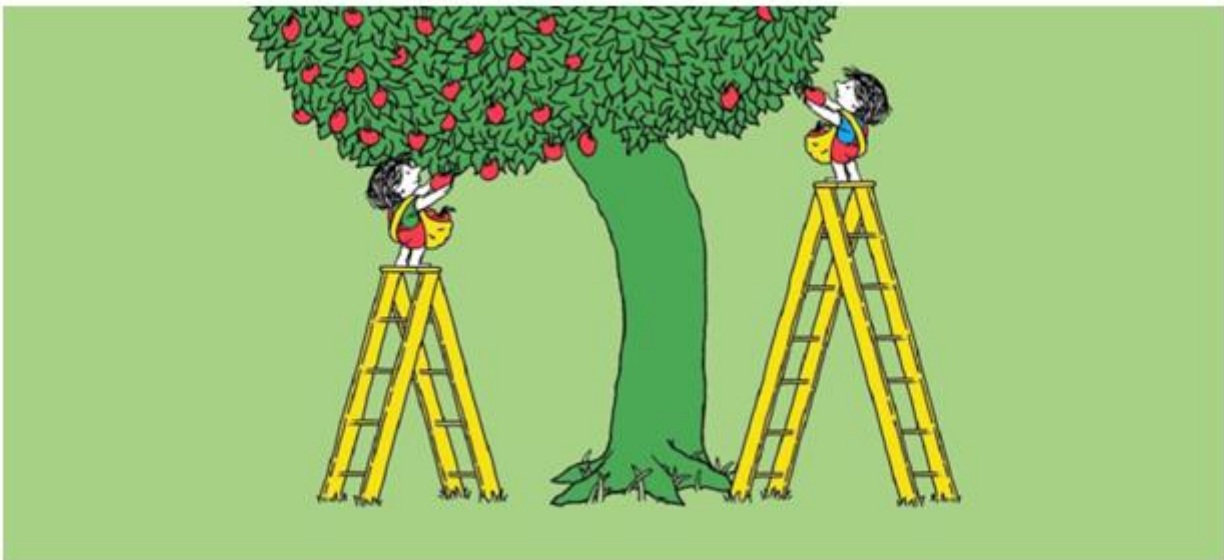
- Reviewing pupils' individual progress towards their goals at the end of each APDR cycle
- Using pupil voice and parent/ carer questionnaires. Our School council is included at least one child with SEND from each cohort, ensuring representation and inclusivity.
- Using staff questionnaires
- Using evidence-based assessments to evaluate progress
- Monitoring and evaluation by the SENDCo—this includes but is not limited to the monitoring and evaluation of APDRs, intervention sessions and whole class teaching
- Using costed provision maps
- Holding Annual Reviews for pupils with EHCPs
- Holding regular performance management reviews for the SENDCo



How do we enable learners with SEND to access the same opportunities as their peers without SEND?

At All Saints Inter-Church Academy, we have a strong ethos of inclusivity and equal opportunities being provided to all.

- All of our extra-curricular activities and school visits are available to all of our pupils without exception
- If necessary, we will meet with parents and carers before activities and visits to discuss their child's specific needs and put in place a tailored risk assessment
- All pupils are encouraged and supported to take part in sports days, school performances and curriculum-based workshops
- We have an Accessibility Plan which is reviewed and updated regularly, in line with the current needs of our learners. This can be found on our school website.



How do we work with our children with SEND and their families?

Here at All Saints Inter-Church Academy, we are working hard to develop strong links with the families of our children with SEND. This is an ongoing journey and we would love to hear from you. We aim to set up a SEND working party, where parents can meet with the school SENDCo and the School SEND Trustee to review provision, discuss what is working well, and identify areas for improvement.

We currently work together with families by:

- Including parents and carers in the APDR cycle using the 'Provision Map' platform
- Holding Annual Review meetings for our children with EHCPs; this is twice yearly for children in Reception. Before these meetings, we will gather the views of the child through a way appropriate to their age and stage of development
- Providing End of Year Reports on children's progress
- Holding Family Learning Workshops
- Encouraging parents and carers to talk through any questions, queries and concerns with our class teachers and/ or SENDCo—this can be done via the school office or email
- Arranging parent and carer workshops with outside professionals such as the Mental Health Support Team
- Updating the SEND section of our school website regularly
- Using questionnaires at key points to gather feedback from our families

What do I do if I have any concerns about my child's SEND provision at All Saints Inter-Church Academy or if I want to make a complaint?

Here at All Saints Inter-Church Academy, we aim to give your child the very best support and provision that we can.

If you feel that at any point we have not met this aim or you have questions about any aspect of your child's provision, please feel free to make an appointment with Mrs Pooley (SENDCo) in the first instance, either via the school office or via email (senco@allsaints.cambs.sch.uk).

If, following this discussion, you still have concerns or do not feel your questions have been answered, please make an appointment to speak to our Head Teacher, Mrs Johnson, via the school office.

You can view a copy of our school Complaints Procedure on the school website.

SENDIASS (The Special Educational Needs and Disabilities Information, Advice and Support Service) are a fantastic team who may also be able to advise you if you have any worries about your child's provision during their time in school. Please click [here](#) to visit their website.

What is the Cambridgeshire Local Offer?

All local authorities must publish information about how children and young people aged 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. Please click [here](#) to find out more about the Cambridgeshire Local Offer.

