



# Totley All Saints CE Primary School

## SEND Information Report

**“I have come that they may have life,  
and have it to the full.”**

**John 10:10**

**Our vision:**

**‘Every day excellence for EVERY child’**



<b>SENDCo:</b>	Rebecca Underwood <a href="mailto:runderwood@tas.dsat.education">runderwood@tas.dsat.education</a>  Mrs Underwood oversees and co-ordinates SEND provision for children. She supports and guides staff and parents so that children with SEND have both high-quality teaching and ambitious support. She advises on the use of the school's SEND budget and resources to meet the children's needs. She identifies training needs and delivers internal CPD. She organises SEND reviews and manages support plans and EHCPs. She acts as the key contact for external SEND support services.
<b>Headteacher:</b>	Melissa Drake <a href="mailto:mdrake@tas.dsat.education">mdrake@tas.dsat.education</a>
<b>Assistant Headteachers:</b>	Emily Scarpello <a href="mailto:escarpello@tas.dsat.education">escarpello@tas.dsat.education</a>
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### Our vision for pupils with SEND

Totley All Saints School is an educationally inclusive school. We commit ourselves to providing an inclusion environment based on love and mutual respect where every pupil can thrive and is supported to achieve their unique and amazing potential. The ethos and culture of our school is based upon person-centered practice in which the interests and needs of all pupils including those with SEN and/or disabilities are at the heart of all that takes place. We celebrate the success of every pupil, encouraging them to take pride in their own achievements as well as in those of others through a creative curriculum that is tailored to the needs and abilities of pupils, no matter how varied. All children at Totley All Saints, have opportunities to build the confidence, skills and self-esteem needed to be successful.

### Building relationships with pupils

At Totley All Saints our first priority is to **protect** pupils by creating a mentally healthy environment that promotes play, care and safety. As a Trauma Informed school, we prioritise access to emotionally available adults who **relate** to pupils through good quality coregulation. All staff at Totley All Saints support pupils by matching their emotional energy ensuring they are at their most **regulated**. They are warm hearted, accepting of difficulties and lead with empathy by showing care and concern. Through non-judgemental opportunities to **reflect** and **repair**, pupils experience the psychological safety they deserve. Our compassionate ethos values everyone and places relationships at the centre of our school.

### What is SEND?

A pupil has SEND if they have a learning difficulty or disability that we need to make special provision for.

## The four categories of SEND

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken into 4 categories:

1. **Communication and interaction.**
2. **Cognition and Learning.**
3. **Social, emotional and mental health.**
4. **Physical and/or sensory needs.**

**Some pupils have more than one type of SEND.** We welcome pupils with any of the above types of SEND who have applied for a place. If a pupil has complex needs, we consider admissions on a case-by-case basis (through an Educational Health and Care plan consultation). For more information on this, please contact our SENDCo, Becky Underwood.

## Identification of SEND

**Before a child starts at our school:** Some children already have identified needs and these are discussed with parents and at visits to pre-school settings. Any review meetings arranged by the pre-schools in the term before children are admitted to Totley All Saints are attended by our Foundation Stage 2 staff.

**In school:** All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEND as early as possible. This could be through teacher observation, teacher assessment, and screening or assessment tools. High quality 'Ordinarily Available Provision' is provided from within school's own resources, without the need for extra or specialised support. This is the support and resources that school is expected to provide for pupils with special educational needs and disabilities. If staff have concerns that a pupil may need further SEND support because they require frequent and specific input, they will have a discussion with parents and the SENDCo. Teachers will complete a 'Cause for Concern' form, which identifies pupil strengths, barriers to learning and any strategies that they are currently trying. After parent consultation, pupils may be put on the school SEN register.

**Parents:** Parents' early observations of their child are crucial. Staff at our school recognise that parents know their children best and are keen to discuss any concerns they might have.

Where appropriate, referrals are made to outside agencies such as, Learning Support, Early Years Inclusion, Educational Psychologist, Autism Social Communication Team, Family Intervention Service. Referrals to Ryegate, for example if a parent thinks their child may have Autism or ADHD, may be made by one of these agencies or by a parent via their own GP. School can write a supporting letter for parents to take to the GP.

## What is our approach to teaching pupils with SEN?

School takes a graduated approach to teaching pupils with SEND linked to their identified need. This is the process we follow when deciding what support is needed for a child with SEN. We **assess** the needs, **plan** the support, **do** the work and then **review** whether it has made a difference. We repeat this cycle throughout the school year. The main principle underpinning all of our work is that wherever possible children with SEND are supported through differentiation, scaffolding and adaptation to access the main class provision on offer.

## Class Teachers:

Teachers are the primary educators of our children and have responsibility for enabling all pupils to learn. Below are some examples of the 'universal provision' they provide in class for all pupils:

## Speech and Language & Speech and Fluency:

- Teachers are aware that speech and language difficulties may impact confidence.
- They are considerate of the time needed to process language.
- Word mats available to support vocabulary and spelling.
- Resources and displays that support independence.
- Pre learning of language combined with visuals to support learning in the classroom.

- Teachers adapt their language level to the level of the pupil.

### **Communication and Interaction – Social Communication:**

- Teachers value pupil voice – pupils feel happier and safer when they are listened to.
- They make use of roles and responsibilities – a sense of purpose is a good way to build structure and routine.
- Teachers create a sense of belonging, e.g., meet and greet on the door, get to know the children's likes/dislikes/special interests
- The classroom has a clear and consistent routine.
- Where possible, warning is provided in advance of when things are going to change.
- Teachers are emotionally available and 'check-in' with pupils.
- They are willing to prioritise well-being over the completion of an academic task.
- Teachers model and practise de-escalation techniques with all pupils.
- Expectations of the amount of work will vary based on pupil stress levels.

### **Cognition and Learning:**

- All class work and homework is differentiated across all subjects to enable pupils to access the full curriculum.
- Teachers break instructions down into small chunks, allowing 1-2 mins 'take up' time.
- They check understanding by asking pupils to repeat instructions back.
- Demands on memory are limited.
- Checklists, reminder notes and visual timetables are used.
- Key vocabulary is displayed.
- Teachers minimise copying from the board.
- They scaffold work by providing writing frames and/or prompt sheets.
- Tasks are broken down into mini steps.
- Teachers focus on effort not attainment.

### **Social, emotional and mental health:**

- Teachers offer breaks between tasks and give legitimate 'moving around' activities.
- Teaching is personalised where possible to reflect pupil interests.
- A safe space is available for the pupils to calm.
- Teachers offer an 'Interest box' containing objects/toys/ activities that spark pupil curiosity, calm or reward for engagement.
- Anxious pupils use transitional objects to self soothe.
- Teachers provide opportunities for short, managed time out.
- They reduce demands temporarily in response to challenging times in pupils' lives.

### **Sensory and/or Physical:**

- Teachers ensure that learning resources are clear, clutter free and enlarged if necessary.
- When using the interactive whiteboard, they turn off lights to improve the contrast.
- They consider seating position to ensure it promotes good listening and attention-at the front is usually best.
- Teachers don't walk around the room or turn to write on the board when talking.
- They offer sensory equipment that supports individual sensitivities.
- Teachers ensure pupils are eating, drinking and toileting regularly.
- They incorporate sensory circuits and physical activity into daily timetables.
- Busy transition times are considered and adaptations are made accordingly.

### **Support Staff:**

Our support staff are deployed by teachers to support children within the class to access the mainstream teaching and maximise the impact of the teacher's expertise in accelerating progress and removing barriers. This is organised in the following way:

- through 'quality first' teaching and access to 'universal provision' (listed above), support the teachers in enabling all pupils to access the learning.

- supporting the teachers in enabling pupils with SEND to have access to an appropriate curriculum.
- encouraging and promoting independence in the pupil.
- liaising with the Class Teacher.
- helping to prepare resources and adapt materials.
- leading interventions to close the gap for pupils experiencing difficulty.
- promoting the inclusion of all pupils in all aspects of life at school.

Alongside this, the 'Five a Day' Approach is embedded into their daily classroom practice. Support staff use the following:

1. **Explicit instructions** – using clear and succinct language.
2. **Cognitive and metacognitive strategies** – helping pupils to organise their thinking by 'chunking' the content into smaller steps.
3. **Scaffolding** – using scaffolding in a way that reduces pupils' reliance on adult support.
4. **Flexible grouping** – promoting peer tutoring, facilitating pupils learning from one another.
5. **Technology** – supporting pupils to use technology to record their learning.

More information about this can be found here:

<https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>

### Organisation of Support:

Our inclusive approach to provision means that the majority of pupils have their needs through **ordinarily available provision**. Further details on universal support and classroom strategies are contained within the (January 2025) Sheffield Support Grid which can be accessed here: <https://www.sheffielddirectory.org.uk/localoffer/education-and-learning/support-within-school-if-your-child-may-have-special-educational-needs/sheffield-support-grid/>

At Totley All Saints, we believe that this approach to ordinarily available provision and practice is 'helpful to all, harmful to none and crucial for some'. Teaching staff have a responsibility to provide classroom support that prioritises the following in all four categories of SEND need:

- Positive and effect relationships
- Enabling environments
- Access to learning
- Communication

### Intervention:

Where pupils show moderate to severe difficulties that affects access to the curriculum, they will require frequent, specific and specialised input additional to ordinarily available provision. Their needs are met using a combination of approaches (including small group interventions and 1:1 individualised support in and out of the classroom) following support and advice from other professionals as appropriate. This is arranged and timetabled by the SENDCO and/or the Senior Leadership Team in collaboration with teaching staff. Teaching staff generally provide the intervention so that they can adapt provision according to need.

### How do we consult parents of pupils with SEN and involve them in their education?

- The class teacher will meet with you formally on at least a termly basis (usually as part of parents' evenings or separately if required), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCO to discuss support in more detail if required. Support Plans are written and discussed. These will form part of the written record of the support provided and copies will be shared with parents.

### How do we assess and review pupils' progress towards their outcomes?

As a school we track and analyse pupil progress in learning against national expectations and age-related expectations on a half-termly basis. The class teacher continually assesses each pupil and notes areas where they are improving and where further support is needed. As a school, we track progress from entry at Reception, using the Statutory Baseline Assessment, through to Year 6, using a variety of different methods. Pupils are monitored to ensure they are 'on track' to meet the age related expected. Gaps within learning are identified and taught.

### To monitor progress the school:

- Hold Pupil Progress Meetings each half term between each class teacher and the Head Teacher, and assistant headteachers. In these meetings, a discussion takes place concerning pupils who are not making expected progress and possible actions are discussed.
- Carry out a range of assessment, or arrange for this to be done by specialists, where specific needs are identified, which can be used to explore a child's strengths and difficulties in more depth.
- Hold Teacher/SENDCo meetings each half term to discuss the progress of SEND pupils in particular and to review support plans.
- The Headteacher and SENDCo report regularly to the Governing Body to inform them about the progress of pupils with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- We have a governor who is responsible for SEND, who meets regularly with the SENDCo and attends briefing sessions. They also report back to the Governing Body.

### How will we secure specialist expertise?

When a pupil's need frequently impacts on their engagement with day-to-day activities, their readiness to learn and their relationships with peers and/or adults, school will engage with relevant external services. This is triggered when:

- A pupil continues not to make adequate progress.
- Continues working at levels substantially below that of pupils of a similar age even when teaching approaches have been targeted on an identified area of weakness.
- Continues to have difficulty in developing Literacy and Numeracy skills.
- Emotional or behavioural difficulties substantially or regularly interfere with the pupil's own learning or that of the other learners, despite taking part in an individualised behaviour management programme.
- Sensory or physical needs require additional specialist equipment or regular advice or visits by a specialist service.
- Communication or interaction difficulties obstruct the development of social relationships and cause substantial barriers to learning.
- A pupil's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school. For these pupils, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the pupil's records in order to establish which strategies have already been tried and parental permission must be given.

### The external specialist may:

- Act in an advisory capacity to refine outcomes set by school.
- Extend the expertise of the staff.
- Provide additional assessment.
- Be involved in supporting the pupil directly.
- Suggest that a statutory assessment is advisable.
- Consult with all parties involved with the pupil.



## Outside agencies include:

- Family Intervention Service
- Speech and Language Therapy
- Educational Psychology Services
- Early Years Inclusion Team
- Autism and Social Communication Team
- Hearing / Visual Support
- Ryegate Children's Hospital – which provides support across the medical fields e.g., physiotherapy, occupational therapy, communication clinics, Autism and ADHD Support and Child and Adult Mental Health Support.
- SEND Statutory Assess & Review Service (SENDSARS)
- School Nursing Service
- Diabetic Nursing Service
- Special Schools

## EHCPs

When a pupil is struggling to function adequately during the school day on a lesson-by-lesson basis, requires constant support to access a flexible and responsive timetable planned to meet specific outcomes agreed by specialist practitioners/outside agencies, parents and school staff, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel.

Parents may also make a Request for Statutory Assessment. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

## How do we evaluate the effectiveness of our SEN provision?

The school ensures the provision is regularly reviewed through moderation with the Family of Schools, through regular Link Governor Meetings with the SENDCo, through the school 'Developing Excellence Plan', data analysis and external moderation.

## Transition

There is a comprehensive package for pupils joining the FS2 class. Pupils are visited in their nurseries and at home by the class teacher and teaching assistant. They are also invited to attend school for one morning or afternoon during the summer term before they start. More vulnerable children are invited for additional visits, sometimes outside school hours when the classrooms are less busy. The SENDCo and a FS2 teacher also attend transition review meetings at nurseries and liaise with the nursery/preschool SENDCo about children's needs.

## Transition within Year Groups

Transitioning between year groups can be an anxious time for pupils. To support pupils, teachers meet with the new class teachers in the summer term to hand over all of the relevant SEND information. If needed, pupils can have extra visits to their new classes or transition booklets are provided to help pupils with SEND have a smooth transition to their new class.

## Who can parents contact if they have concerns? How do we handle complaints about the provision made at the school?

We always encourage families to talk to us – this can be done by contacting the class teacher about concerns initially. If a parent feels that they would like to speak to a senior member of staff, we encourage them to arrange an appointment with the Headteacher, Melissa Drake or the SENDCo, Becky Underwood. Please access the following link to view our Complaints Policy: <C:\Users\runderwood\The Diocese of Sheffield Academies Trust\Totley SLT - Documents\2024-2025\Policies\Totley All Saints Complaints Policy 2024-25.docx>

## Useful links for Parents/Carers

Sheffield Parent/Carer Forum are an independent group of parents and carers of children and young people (0-25) with special educational needs and disabilities and aim to ensure the needs of children are met. They bring together parent/carers from across Sheffield to provide mutual support, exchange information, and influence policy and practice.

[Sheffield Parent Carer Forum](#)

Sheffield SENDIAS provides free impartial, confidential, information, advice and support to parents and carers of children and young people (0-25 years old) with Special Educational Needs and Disabilities (SEND) on education.

[Sheffield SENDIAS - Special educational needs and disability advice and support](#)

The Sheffield Local Offer lets parents and young people know what special educational needs and disabilities services are available in Sheffield, and who can access them.

[Local Offer: Information for children, young people and families | Sheffield City Council](#)

Sheffield Parenting Hub provide group based and one to one parenting support for parents and carers of children, from babies to teenagers.

[Sheffield Parent Hub Events | Eventbrite](#)

[Sheffield Family Hubs - YouTube](#)

[Positive parenting | Sheffield City Council](#)

Start Well Family Programme

[Healthy lifestyle advice for families with young children | Sheffield City Council](#)

## Glossary of terms

Here are the definitions of a few of the terms and abbreviations you might hear or read. You can access even more terms in our Totley All Saints SEND Glossary:

**SEN:** Special Educational Needs

**SEND:** Special Educational Needs or Disability

**SENDCo:** Special Educational Needs and Disabilities Co-ordinator in the school

**TA:** Teaching Assistant

**WS:** Welfare Supervisor

**LA:** Local Authority



**SEN Register:** The list of children who have SEND in a school

**SEN support:** Children who are on the SEN register and don't have an EHCP

**EHCP:** Education, Health and Care Plan for children with significant/complex needs

**Intervention:** Targeted support to accelerate learning in a specific curriculum area or to develop a skill which may be delivered to individual children or small groups of children. These will last for a specified length of time.

**Review meetings:** For children on the SEN register there will be termly review meetings three times each year. At these meetings staff and parents will agree longer term outcomes (usually yearly outcomes) and the steps children need to take in order to achieve these.

**Outcomes:** Longer term objectives that parents, staff and children are working towards.

**Code of Practice:** Details of legal requirements that schools must follow without exceptions.

**Adaptive teaching:** Teachers ensure that all children can access the curriculum and appropriate measures are put in place to ensure all children meet their potential.

**Learning Difficulty:** when a child finds it harder to learn than most children do.

**Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.

**Special provision:** is support that is extra or different to what is typically provide