St Mark's Primary School SEN Information Report September 2024

St Mark's Primary school is an inclusive, mainstream school, which provides education for primary (4-11) aged children with or without Education, Health & Care (EHC) Plans.

It is a single storey building which is accessible by the main entrance or through the individual classrooms.

Our Special Educational Needs and Disability Co-ordinator (SENDCo), Miss Hambleton, is contactable via the school office on 01934 513008. Mrs Catto, our SENDCo Support Assistant is available from Tuesday – Thursday to assist with any queries.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- The class teacher is responsible for the progress of each child in the class and will use quality first teaching, on-going observations and assessments to identify any causes for concern.
- Children who are not making sufficient progress will be referred to Miss Hambleton (SENDCo) following consultation with the Head Teacher and parents/carers.
- A variety of tests may be used to identify any additional need. This may result in new strategies being used within the classroom or a referral to an outside agency such as Speech and Language, Educational Psychologist, Community Paediatrician, Occupational Therapist, Physiotherapist, School Nurse or Behavioural Support etc.
- If you have concerns about your child's progress at school around any of the following: reading, writing, numbers, social and emotional development, behaviour, speech, language, and communication, physical or sensory development then the first person to speak to about your concerns is your child's class teacher. The class teacher will liaise with Miss Hambleton who will contact you so that home and school can work in close partnership.

What kinds of special needs does the school make provision for?

The SEND Code of Practice (2014) identifies four broad areas of need:

1. Communication and interaction – This can include difficulties with speech, language and communication, as well as Autism Spectrum Disorder (ASD).
2. Cognition and learning –this covers learning difficulties both moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD) This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. Social, mental and emotional health – including challenging behaviour needs or anxiety.
4. Sensory/physical – including vision/hearing difficulties or physical disabilities.

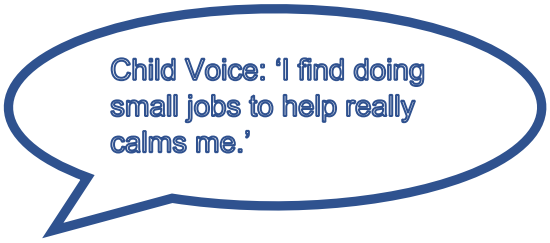
Parent/Carer Voice: 'My child needed help with reading and writing.'

How does the school make provision for children with additional needs (with or without an Education Health Care Plan – EHCP)?

- We believe that all teachers are leaders of SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom. They always seek to provide high quality education for all the children in their care.
- Children may be given differentiated tasks, work in small groups with adult support or receive a personalised curriculum delivered on a 1:1 basis by an adult according to their specific needs.
- Additional support can be sought from outside agencies that may work directly with the child or give advice to the school.
- The school has a sensory room, a wide range of resources and activities to meet a variety of needs, such as the Sit 'n' Move cushions, writing slopes and can support exercises (under the guidance of Occupational Therapy or Physiotherapists.) There is a disabled toilet and a changing room for the children and level access throughout the school.

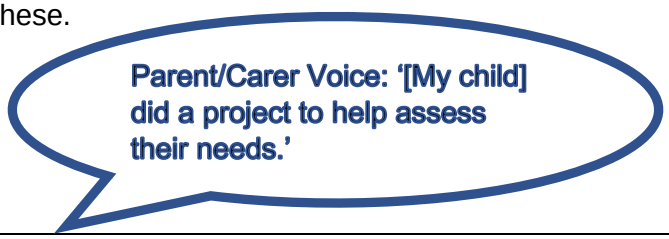
How does the school adapt the curriculum and learning environment for children with additional needs?

- The curriculum for children with additional needs is differentiated to their specific level. The children may work in small groups with an adult to support their learning; they may be withdrawn from class to work on specific targets to support their learning or they may work on a personalised curriculum 1:1 with an adult.
- Visual timetables, clear labelling and easily accessible apparatus/equipment is available to the children to help promote independence.



What additional support for learning is available to children with additional needs?

- Children are assessed and/or tested initially to find the child's additional need(s). Following this, the most appropriate support for the child's individual need(s) is put in place.
- Support may be individual or group support with a Teaching Assistant (TA) before, during or after school. Appropriate activities which address the child's specific area/s of need would be put in place which may address physical, emotional, behavioural or academic needs or any combination of these.



What support is available for improving the emotional, mental and social development of pupils with special educational needs?

- Each child at our school takes part in a structured PSHE curriculum which helps to support their development. As with other lessons in school, these are adapted depending on the needs of the child.
- If a child needs additional support, this can be provided in a range of ways including group or 1:1 work with a TA or member of the SEN team. These interventions can be supported by other professionals such as educational psychologists where appropriate.

Child Voice: 'I would talk to any adult – I know they would be nice.'

Parent/Carer Voice: 'The school is good at supporting him emotionally – building his confidence.'

Who will be co-ordinating the support for my child at school?

Additional support for children with additional needs will be co-ordinated by the SENDCo, Miss Hambleton.

How does the school help pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs? How will equipment and facilities to support children with additional needs be secured?

- Inside and outside the classroom, modifications are made to enable to inclusion of all children in the life of the school. For example, enlarged script and assistive technology can help with sight or hearing difficulties, and an adult can support children taking part in PE.
- Wheelchairs can be used where necessary so that all children can access school trips.
- Trained staff have carried out exercises advised by physiotherapists to support children with additional physical needs.
- The school has a specific SEND budget which can be used to purchase equipment for children with additional needs if the resources are not already in school.

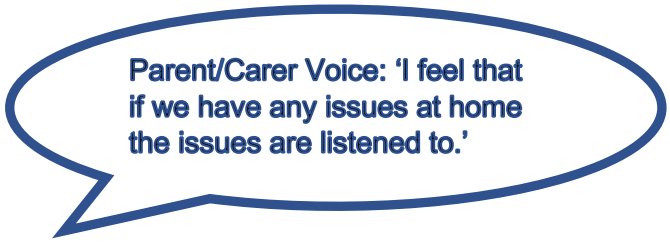
Child Voice: 'I use Teams or the VNC [app] on the iPad to help me'

How will parents of children of additional needs be consulted about and involved in the education of their children?

- Parents are consulted through discussions with their child's class teacher in the first instance and through parents' evenings.
- The class teacher and/or SENDCo in consultation with the parent will discuss support for the child. The child may be placed on the school SEN register and a Pupil Passport (PP) will be

written together with the child, parent, teacher and SENDCo. This Passport will set targets for the child relevant to their particular area of need.

- The Pupil Passport will then be reviewed 3 times a year. Pupil Passport review meetings are held with a member of the SENDCo team, parent, child, class teacher and any additional adults working with the child. At the Pupil Passport review, the targets will be reviewed and new ones will be written. At present these reviews with the parents are held twice a year, however, if parents have any concerns regarding their child, please do not hesitate to contact us at any time.



How will children with additional needs be consulted about and involved in their education?

The children's views will be sought formally through regular teacher conferencing and during their Pupil Passport reviews.

How are the teachers in school helped to work with children with SEND and what training do they have?

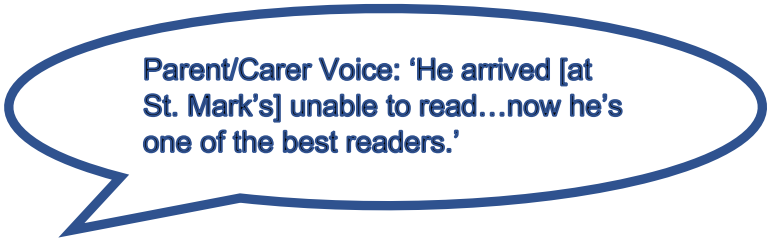
- The SENCO supports the class teacher in planning and providing for children with SEND.
- Curriculum leads may provide support and advice in how to differentiate appropriately for less able children.
- Whole school training takes place on SEND issues such as Autism and Speech and language difficulties.
- Staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton.
- The Foundation Stage Lead attends Link meetings for children with additional needs who are due to start in Reception to share strategies.

How does the school involve other bodies, including health and social care, support agencies and voluntary organisations in a) meeting the needs of the children and b) supporting families of such children?

- Parents are consulted to see if they would agree to the school seeking advice and/or acquiring additional support.
- Written consent is obtained, and a referral is made by Miss Hambleton to the relevant body. Miss Hambleton will explain the process of assessment to the parent.
- The parents will then be invited to meet with the support agencies to discuss their child and the suggested support.
- Parents are invited to the review meetings.

How does the school assess and review the progress of children with special educational needs? How does the school know that its provision is effective?

- Teachers are continually monitoring the progress and outcomes for all children in their class and will adapt provision as required to provide targeted and specialist support.
- Pupil Passports allow staff to assess how well children are making progress in their targeted area of need.
- SEND pupils are a focus at each termly Pupil Progress meeting with the class, teacher, SENDCo and headteacher.
- Assessments of children's attainment are collected in class and formally at least three times per year. The SENDCo checks the progress of the SEND children in each aspect of these assessments.
- The SENDCo reports at least annually to the Local Governing Body about SEND provision in the school.



What are the arrangements made by the governing body relating to the treatment of complaints from parents of children with additional needs, concerning the provision made at school?

- If a parent has a concern or a complaint to make, it should, in the first instance, be directed to Mrs Randall, Headteacher, verbally or in writing.
- If the parent then feels that they are not happy with the outcome, then they should follow the guidance outlined in our Complaints Policy which is available on our school website.

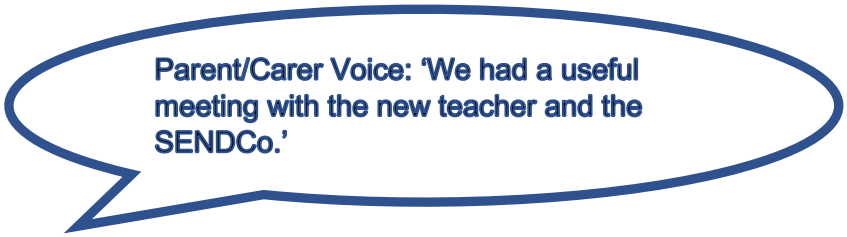
Contact details of all support services for parents of children with additional needs.

SEN Officer – Amelia Plumridge, Town Hall, Walliscote Rd, Weston-Super-Mare Tel: 01275 884428
Educational Psychologists Room, 119 Town Hall, Walliscote Rd W-s-M, Tel: 01934 634854
Speech and Language Therapy, Drove House, Drove Rd, W-s-M, Tel: 0300125 6710
Community Paediatrician, Drove House, Drove Rd, W-s-M, Tel: 0300 125 6740
Physiotherapy Dept, Drove House, Drove Rd, W-s-M, Tel: 0300 125 6710
Occupational Therapy, The Barn, Great Western Rd, Clevedon, Tel: 01934 426622

What are the school's arrangements for support for children with additional needs in transferring between phases of education?

- The Foundation Stage staff and where necessary the SENDCo visit our pre-school settings and liaise closely with the staff and parents prior to the children starting school.
- Parents are requested to complete a comprehensive form and speak directly to the SENDCo and/or Head Teacher if they are aware their child has additional needs before starting school.
- There is a Link Programme to support children with additional needs which is instigated by the pre-school settings.
- Children moving between year groups and Key Stages visit their new class teacher on transition days. They can also have additional visits to meet their new class teacher and may have a 'Moving up' booklet or sheet containing photos of staff, coat pegs, toilets etc. which are created personally for them.

- Class teachers and support staff meet to discuss and record the children's emotional, social, physical, or academic needs prior to the children transferring to their new classes.
- At Year 6, children with additional needs can have additional transition meetings to their secondary school. The children visit the school in a small group to meet the secondary school staff and areas of the school to help the child to become more familiar with the layout during the school holidays. The SEND staff at the local secondary schools liaise closely with our Year 6 staff, SENDCo, and Head Teacher.



Where is the Local Authority's local offer published?

The Local Authority local offer is published on the North Somerset Council website:
Information about the North Somerset offer is contained in this leaflet.

Date of report: September 2024

Date of review: September 2025

Acronym	Full title
EHCP	Education, Health & Care Plan
PP	Pupil Passport
TA	Teaching Assistant
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disability Co-ordinator