



SEN information report

Children have special educational needs if they have a learning difficulty or disability which calls for *special educational provision* to be made for them. Children have special educational needs if the young person

“has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.”

Draft Special Educational Needs and disability code of practice:0-25, p.4

Our Aims

Staff and governors of St. Mark’s believe in providing every possible opportunity to develop the full potential of all children regardless of ability. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education.

SEN policy St Mark’s Primary School, page 1

Roles and Responsibilities in of the Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for the operation of the School Special Educational needs policy and works in partnership with teachers and parents to plan support for children.

We work with a variety of different professionals from outside agencies who can offer more specialised advice and support for our children.

If you have concerns and would like to come and talk, then please do get in touch.

The changes in Special Educational Needs (2014)

You may be aware of the reforms in special educational needs provision on a national level. More information about these changes can be found on the Hampshire website

<http://www3.hants.gov.uk/childrens-services/specialneeds/sendreform.htm>

Education and Health Care Plans (0-25)

Education and Health Care Plans 0-25 (EHC plans) will gradually replace Statements of Special Educational Needs. These plans aim to extend support plans for young people throughout further education and improve how services are coordinated. These plans will emphasize the importance of services and families working together for the child.

A statement or EHC plan is only required for a very small number of children who have been identified as needing SEN Support and this is done through a process of Statutory Assessment. The majority of children with SEN can be supported with additional help in school or with the expertise of professionals from other agencies.

The Local offer

All local authorities will provide a 'local offer' outlining the services that are available to children with special educational needs and their families in an area.

This information has been co-produced with families in the area and is designed to be presented as clearly as possible.

The offer will outline

- What is available
- Where a service can be found
- How you can access those services, including how decisions are made

(Information taken from <http://www3.hants.gov.uk/childrens-services/specialneeds/sendreform/localofferworkstream.htm>)

Parent participation and the school SEN report

Hampshire local authority have worked in partnership with parents, schools and other agencies to determine the key information that families need about an educational setting and what some of the commonly asked questions are.

St Mark's staff have gathered views from some of our pupils and their parents to respond to these questions for our school. The new SEN code of practice gives the clear message that families are 'at the heart' of our SEN system. We believe strongly that this has always been a vital part of our school ethos.

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

If a child has been identified as needing 'SEN Support' then the teacher will put together a plan for that child and discuss the issues with parents. SEN needs are reviewed in a variety of ways

- Personalised learning targets are reviewed on a termly basis. This forms part of an Individual Education Plan. (IEP)
- Parents evenings take place in the autumn and spring terms. The SENCO can attend meeting with parents on request. These meetings are valuable opportunities for sharing targets with parents. Informal opportunities for talking to staff take place throughout the year.
- The progress of children with Statements/EHC plans are reviewed formally through the annual review process. This is a meeting that is held every year to monitor progress.
- Year group teaching teams evaluate the outcomes of intervention groups (small teaching groups with specific teaching outcomes) in partnership with the SENCO. Targets are refined and further intervention is planned for those not making expected progress.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

We encourage parents to be partners in their child's education. In addition to parents evening there are a variety of ways parents can find out more about their child's learning and how they can support their children at home.

- Curriculum evenings (take place in September) to provide information regarding the curriculum in the year ahead
- Communication via home learning logs
- Informal contact at the classroom door
- Positive Parenting workshops
- Through arranging a meeting with the SENCO or class teacher.
- The fortnightly newsletter and year group curriculum letters give important information about what your child is learning and when events are taking place.

***How will the school staff support my child?
How will the curriculum be matched to my child's/young person's needs?***

The staff team at St Mark's understand the importance of matching the learning opportunities to individual needs of the children. Good quality teaching takes into account the variety of learning needs in a class and provides opportunities for participation from all children. For children with SEN, the teachers devise a set of individual targets for each child to achieve in order to take their next steps in learning. These are worked on throughout the term. Children may take part in small group teaching activities to focus on these targets. These interventions may be led by teachers or Teaching Assistants. Throughout the school there are a variety of whole school initiatives that support children with SEN to achieve for example

- Read, Write Inc phonics groups match children at similar levels of attainment
- Teachers assess in a variety of different ways to help to capture the progress a child is making and match teaching to the next steps in learning.
- Grouping according to need for some activities in whole class learning
- Support accessed from partners in other agencies, where appropriate.
- SENCO to work with class teacher to plan provision, where appropriate.

How is the decision made about the type and how much support my child will receive?

SEN support is different for every child because every child with SEN is an individual and has different needs. A School based SEN package of support may include one or more of the following

- Opportunities for 1:1 time to focus on a key skills or target with a teaching assistant or teacher
- Small group teaching to support a particular area of the curriculum or to support the child with an emotional or social need. We have members of staff who are trained to deliver this support. This is called an ELSA (Emotional Literacy Support Assistant)
- Lessons may be broken down into smaller parts to enable a child to focus for manageable periods or recognise success. Rest breaks or planned alternate activities may be integrated.
- Visual resources may be used to support understanding. For example a plan for the day using symbols might be displayed in the area that a child is working.

The class teacher will work with the SENCO and the parents to explore how best to meet a child's individual needs. The amount of support changes to meet emerging needs. Good communication with parents helps our children to make good progress.

How will my child be included in activities outside the school classroom including school trips?

We are committed to supporting pupils to safely participate in off-site activities. Additional provision may be required to support access to a trip or extra-curricular activity. This may include one or more of the following

- Additional preparation for the child from the class teacher or SENCO
- The use of a visual support. A 'social story' can be used to explain a new situation to a child before the trip occurs.
- The allocation of additional supporting staff may be made, following a risk assessment for the visit.
- Parents may be asked if they are able to accompany their child to make the trip or to support with an after school activity.

What support will there be for my child's overall well being?

The first point of contact and the key provider of support for all children is their class teacher. For some children there is a need to seek additional help from other professionals

- SENCO-The SENCOs (Madeleine Prevett and Nikki Ford) liaise with other agencies and work alongside teachers and parents to plan the provision for children with SEN and monitor the impact of the support in place.
- ELSA-An ELSA may work with children for fixed periods focussing on Emotional and Social needs. This may be in a group or on a 1:1 basis.
- Headteacher and Deputy Headteacher-The Head and Deputy take an active role in ensuring the wellbeing of pupils throughout the school and are available for parents on the gate in the mornings. Parents are encouraged to talk through any worries or concerns.

What specialist services and expertise are available at or accessed by the school?

There are a range of professionals involved in meeting the needs of pupils with SEN both within school and from outside agencies. These agencies include

- School Nurse/community nursing team-Is our link to other medical services such as Paediatricians or CAMHS (Child and adolescent mental health services)
- Primary Behaviour Service (BPS)
- Educational Psychology Service (EPS)
- Speech and Language Service
- Children's Services Department
- Specialist teacher advisory service (supporting children with visual impairment, Physical disability, Hearing impairment)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- SEN Service (Special Needs Officer for this area is Hannah McGoldrick)

What training have the staff supporting SEND had or what training are they having?

SENCOs

There are two staff members who fulfil this role at St Mark's who work as a job-share
Madeleine Prevett –SENCO with national accreditation (Works Monday-Wednesday)
Nikki Ford –SENCO and Designated teacher for Looked After Children. (Fulfills SENCO role Thursday and Friday) Mrs Ford is also Assistant Headteacher.

TEAM TEACH

Several key members of staff from the Resourced Provision, the SEN team and teaching staff are Team Teach trained in "positive behavioural strategies, designed to reduce anxiety, risk and restraint"
<http://www.team-teach.co.uk/>

ELSA (Emotional Literacy Support Assistant): Kathryn Smith and Yvonne Haynes

Staff training opportunities take place throughout the year and are responsive to need.

How accessible is the school both indoors and outdoors?

St Mark's school is an accessible site and meets relevant standards. There are disabled toilet facilities and designated disabled parking bays. The school works in partnership with professionals from the teacher advisory services, OT and medical services to make additional adaptations, where possible, for young people.

How are parents involved in the school? How can I get involved?

St Mark's welcomes involvement from parents and carers and encourages full participation in school life. Opportunities exist throughout the school year for parents to come into school

- New parent transition meetings/workshops
- Occasional training or information evenings e.g. Bug club, internet safety
- Curriculum evenings
- Parents evening
- Christmas, Easter and summer performances
- Helping on school trips and visits
- Parent helpers in school
- Art exhibition in the summer and open evening
- Sports day
- Positive parenting courses

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

All individual targets are designed to help children to take their next steps and also help in building independence for learning. We may support transition by providing additional support. This may include

- A transition plan to include a book with photographs and information about a new class or school.
- Extra visits to a new setting
- A transition meeting with school staff.
- In some cases an Inclusion Partnership Agreement (IPA) may be drawn up between two settings, outlining key support. This helps to support a successful transition.

***What steps do I take if I have a concern?
Who can I contact for further information?***

We operate an open door policy and encourage you to come in and speak to a member of staff if you have any questions or concerns. If you do not currently have a child at the school then please contact the school office who can put you in touch with one of the SENCOs, Headteacher or Deputy Headteacher. Further information regarding more formal procedures can be found in the Complaints Policy which is available on the school website.

