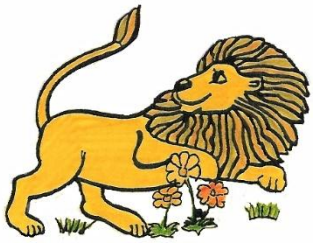
Special Education Needs and Disability (SEND) Information Report



St Mark's CofE Primary School

At St Mark's, we believe that all children have the right to an outstanding education. Our four Christian values are at the heart of all that we do, including the decisions behind those actions.

When supporting children with special educational needs or disabilities, our values of love and hope are particularly important. Love, because we value everyone and celebrate our similarities and value our differences. We know that God loves each and every one of us, no matter what needs we have. We understand that all of us have needs, and that for some of us, these are related to academic learning, relationships, emotions, or physical disabilities. Not one of us is perfect, and just as God loves each one of us, so we love one another, whatever our needs. This is what it means to grow and learn together ***in God's love***.

Hope is important, too. As God gives us hope because of his unending love for us, so we understand that there is hope for each and everyone of our pupils. Hope to succeed. Hope to enjoy. Hope to love and be loved. Hope to be looked after and provided for. Hope to have a great future, whatever stumbling blocks are in our path. As it says in Jeremiah 29:11, "…for I know the plans I have you, plans to give you hope and a future." Our value of hope encourages us to strive for the best for ***every*** individual.

It is in the context of our Christian values that we aim to provide outstanding education at St Mark's CofE Primary School.

What does "Special Education Needs and Disabilities" mean?

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

***Special Educational Needs and Disability Code of Practice:0 to 25 years**, p.15-16, January 2015*

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.

Education and Health Care Plans (0-25)

An EHCP is only required for a very small number of children who have been identified as needing SEND Support and this is done through a process of Statutory Assessment and after following what is referred to as the 'graduated approach to support'. The majority of children with SEND can be supported with additional help in school or with the expertise of professionals from other agencies. Schools follow a cycle of plan, do and review and work with supporting agencies to determine how best to support the child and meet their additional needs. If a statutory assessment is required, then all the agencies involved contribute to the plan for the child. EHCPs emphasise the importance of services and families working together for the child.

The Local offer

All local authorities 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 https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page)

'The Bridge' resourced provision

We have a resourced provision at St Mark's that supports up to 7 children with social, emotional and mental health difficulties (SEMH) as their primary special educational need on their Education, Health and Care plan (EHCP). These children are placed in our school by Hampshire County Council, in consultation with us, as part of the wider SEND provision in Hampshire.

The Bridge resourced provision is a team of dedicated and experienced LSAs who are led by a passionate and equally dedicated 'Teacher in Charge'.

Children also have access to a small suite of rooms which are used to run small group and one-to-one interventions when required and to give the children attached to the Bridge a quiet and calm place to come when things can become overwhelming in class to help regulate their emotions and to do their work.

Each child becomes a full member of our school and is expected to be in class for the majority of their day supported by our team of experienced LSAs and their class teacher. Transition information from their previous school will be used in conjunction with baseline assessments to understand the individual needs of each child and these will inform personalised learning and behaviour plans that are reviewed regularly throughout the year. These plans will include individualised targets, how best to support a particular child and any interventions required to support their academic and social and emotional needs.

Parent participation and the school SEND 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 work closely with parents to address frequently asked questions within our SEND information report. The code of practice gives the clear message that families are 'at the heart' of our SEND 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 (SEND)?
If a child has been identified as needing 'SEND Support' then the teacher will put together a Learning Plan for that child and discuss the barriers to learning with parents. SEND needs are reviewed in a variety of ways -Personalised learning targets are reviewed regularly -Parents evenings take place in the autumn and spring terms. The SENCO can attend meetings 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 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. -Key Information Sessions (take place in September) to provide information regarding the curriculum in the year ahead -Communication via home-school reading logs -Informal contact at the classroom door -Through arranging a meeting with the class teacher or SENCO -The newsletters and website provides regular updates and information from individual year teams.

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 teaching takes into account the variety of learning needs in a class and provides opportunities for participation from all children. For children with SEND, 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 Learning Support Assistants. Throughout the school there are a variety of whole school initiatives that support children with SEND to achieve, for example -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

-Targeted intervention to support progress
-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?

SEND support is different for every child because every child with SEND is an individual and has different needs. A school-based SEND 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 Learning Support 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. This may include some individual work with a member of our pastoral team.
-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 LSA
-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.

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 Claire Cooper) liaise with other agencies and work alongside teachers and parents to plan the provision for children with SEND and monitor the impact of the support in place.
-**Deputy Headteacher and Assistant Headteachers** - Nikki Ford (DHT), Hannah Carter and Jo Rosso (AHTs) work as part of the leadership team and support inclusion and well-being for all children
-**Headteacher** - The Headteacher, Charles Applegate, takes an active role in ensuring the wellbeing of pupils throughout the school and is available for parents on the gate in the mornings. Parents are encouraged to talk through any worries or concerns.
-**The Pastoral Team** – They provide support for children to meet their emotional needs and promote well-being. This could be providing a safe emotional space to explore their feelings or via a specific intervention to support skills development.

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 SEND both within school and from outside agencies. These agencies include

-School nursing team
-Referral via Patch to NHS health services. This may lead to assessment from a paediatrician.
-CAMHS (Child and Adolescent Mental Health Services)
-Primary Behaviour Service (PBS)
-Educational Psychology Service (EPS)
-Speech and Language Services
-Children's Services Department
-Specialist teacher advisory service (supporting children with visual impairment, physical disability, hearing impairment)
-The Communication and Interaction team (C and I team)
-Ethnic Minority and Traveller Achievement Service (EMTAS)
-SEND Service. There is a Special Needs Officer who works as part of the County SEND team.

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)
Claire Cooper –SENCO (Works Wednesday - Friday)
Joanna Heels – Teacher in charge of the Resourced Provisions
Kate O'Neill – SENCO assistant
Nikki Ford is the Designated Teacher for looked after, and post-looked after children.

Training in the use of physical support/intervention

Key members of staff from The Bridge, the SEND team and teaching/support staff are trained to physically support children in school.

Teaching and support staff receive regular training internally. External staff training and targeted support from outside agencies takes place throughout the year and is responsive to the needs of our children.

How accessible is the school both indoors and outdoors?

St Mark's school is an accessible site and meets relevant standards. There are accessible 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
-Occasional training or information evenings e.g. internet safety
-Key Information Sessions
-Parents evening
-Christmas, Easter and summer performances
-Helping on school trips and visits
-Parent helpers in school
-Art exhibition/open evening

-Sports day

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 help in building independence for learning. We may support transition by providing additional support. This may include

-A transition plan for some children 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, a Transition Partnership Agreement (TPA) 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 Policies section, which is available on the school website.