



ST. MARK'S CE SCHOOL
ONE SCHOOL - SERVING ALL - THROUGH EXCELLENCE

St. Mark's C.E. School

**Special Educational Needs
and Disabilities (SEND)
Information Report
September 2023**

"Love, Service, Belonging"

Our school SEND Policy can be found on the website. Both the SEND policy and this Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation and guidance:

- Part 3 of the Children and Families Act 2014, and associated regulations which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinator (SENCOs) and the SEND information report
- Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Introduction

At St Mark's C.E. School we welcome children of all abilities, offering them access to a broad, balanced and relevant education. As a church school all children receive their entitlement to quality education and all that this embodies within a caring Christian community. Within Year R - 6 we are a 2 form entry school (approx 60 children per year group) and from Year 7 upwards we have a 6 form entry (approximately 180 pupils per year group). We currently have capacity for 780 children on roll. This number will increase every year as we expand the secondary site, until 2026 when all our year groups will be fully functioning. We will eventually have capacity for 1320 children as an all-through school from Year R - 11.

We have high expectations of all our children and we aim to achieve this through the removal of all barriers to learning and participation. We believe that it is important that the successes and achievements of children with SEND are recognised and celebrated by the school community.

Who should I contact if I am considering whether my child should join the school?

Contact the School Office to arrange to meet the SENCO (Mrs Lambert) or SENCO Assistant (Alex O'Brien) who will discuss how the school could meet your child's needs.

Admissions to the school are made through Southampton City Council. If your child has an EHCP, please speak to your child's SEN Lead Worker regarding the application for a place at St Mark's CE School.

How will the school prepare and support my child when joining the school and transferring to a new school?

- Before choosing St Mark's for your child, we encourage all parents to look round the school and if your child has SEND needs, we strongly advise parents to meet with the SENCo to discuss your child's needs before-hand.
- We write social stories and share photo books with children if transition is potentially going to be difficult. If your child has complex needs then a transition meeting or EHCP Review will be used as a transition meeting and staff from both schools will be invited to attend. We will try to attend the child's Annual Review to discuss their transition plan in more detail.
- We have a robust transition process for all children: senior leaders will visit the children in their setting, discuss the child's progress with the teachers that know them best and disseminate information to all new staff. Children are invited to come to St Mark's for Transition Days where they have the opportunity to explore the space and meet new staff and peers. In Year R, we have Stay and Play days where parents and the child are invited to attend school for play sessions.
- When children are preparing to leave us for a new school, we ensure that the child's SEN file is transferred to the new setting on arrival. We liaise carefully with the pastoral leader and SENCo at the receiving school.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has an EHCP then the review meeting will be used to plan transition and staff from both schools will be invited to attend.

How accessible is the school environment?

- The school is a three storey level building, built in 2022 with good access internally to all areas.
- The building is wheelchair accessible on all levels. There are accessible toilets on all levels of the school. There are two lifts, and we have some specialist facilities including a physio therapy room and hygiene room.
- The school has an up to date Accessibility Plan and can be viewed on our website

The following information will explain how our setting works towards meeting the needs of children with special educational needs.

What type of school are you and what special educational needs do you cater for?

St Mark's is an inclusive mainstream all-through school, where staff believe in, and are committed to, giving all children with SEN the same entitlement to education as all young people, wherever possible. Through SEN law, parents have the right to state their preference of school and where St Mark's is a first choice for parents, we use our best endeavours to accommodate and meet the needs of any child. However, it must be recognised that some children have needs which are very complex and which can only be met in a special school setting. In that situation we would work with the child, carers and professionals to obtain the most suitable setting for that child.



How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs and Disabilities (SEND)?

The SEND Code of Practice states **A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (6.15)**

At St Mark's children are identified as having SEND in a variety of ways including the following:

- Liaison with the feeder school or nursery attended by the child.
- Teacher assessments or tests show that the child is performing significantly below age-related expectations
- Concerns raised by class teachers, for example behaviour or self-esteem is affecting performance
- Concerns raised by parents and carers
- Liaison with external agencies, for example Educational Psychology, Speech & Language Therapy, Physiotherapy or Occupational Therapy
- Health diagnoses through the Paediatrician or Child and Adolescent Mental Health Services (CAMHS)
- Your child's needs will be categorised under the four broad areas of needs, as stated in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Physical and/ or Sensory Needs.
- If your child is identified as having special educational needs, you will be informed through either discussions or written communication with the class teacher and /or SENCO.

We firmly believe that a child does **not** need a diagnosis in order to receive the help that they need. We focus less on 'labels' and more on investing time into what will make a difference. We always encourage parents to do the same and to work cooperatively with teachers and outside agencies to ensure the best outcomes for your child.

If we feel that a child is not making progress, we have a range of assessments which we can use to assess difficulties which a child may be experiencing. Teachers are adept at dynamic assessments of pupils, identifying which areas of the curriculum, or areas of the child's social and communication needs the child is displaying difficulties with. It is the relationships between staff and pupils and understanding of age appropriate learning that enable our staff to make an initial assessment of the child or young person.

If it is felt that standardised testing would be beneficial to scrutinise the areas of difficulty further, we have a range of tests that can be used including; Phonological Assessment Battery (PHAB2) and Special Needs Assessment Profile (SNAP). For emotional difficulties, we may use a Boxall Profile or Strengths and Difficulties Questionnaire (SDQ). For Speech and language difficulties, we have an in-house Speech and Language Support Assistant (SALSA) who is able to assess a child's speech sounds, using the Solent Therapies Pack and British Picture Vocabulary Scale (BPVS3).

You will be informed before these assessments are used and the results will be shared with you and teaching staff to inform teaching.

You will also be consulted and informed about any extra provision which is allocated.

If necessary, we will talk with you about referring your child to outside agencies for further assessment and support.

The SEND Code of Practice (2014) identifies the fact that some pupils with SEN may have learning difficulties that call for special educational provision. However not all children defined as disabled will require this provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the Equalities Act 2010. We will assess each child as required and make the appropriate provision based on individual needs.

Who is responsible for SEN provision at St Mark's CE School?

Quite simply - everyone! All members of staff are expected to support the needs of pupils with SEN. The school leadership structure is as follows:

Mr Fakoury is the Director of Pastoral and Inclusion. He has the strategic overview on the policy and procedures adopted by the school to meet the needs of pupils with SEN.

Mrs Lauren Lambert currently holds the responsibility for Special Educational Needs & Disabilities Coordination (SENCO) and she works with teachers and teaching assistants (TAs) as a team to support children with particular needs. Mrs Lambert has the responsibility for managing, tracking and assessing the support/interventions. Mrs Lambert will chair all Annual Reviews for pupils with EHCPs and apply for EHCPs when required.



Mrs O'Brien is the school SENCO Assistant. Mrs O'Brien will process referrals to outside agencies, organise visits from health professionals, and deal with the administrative aspects of annual reviews and SEN plans.

What do I do if I think that my child has special educational needs?

If you are concerned about your child, please speak to your class teacher (Year R - 6) or their tutor (Secondary) in the first instance and/or contact the SENCO who will be happy to speak with you about any concerns which you may have and discuss an action plan.

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

The progress of your child will be tracked and monitored as with all children. This will take place half termly with reviews with teaching staff and senior management. Children with special educational needs are tracked against the national curriculum objectives, Pre Key Stage assessments, Engagement Model, learning and behaviour targets on 'SEN Support Plans', EHCP (Education Health Care Plan) targets and on the SEN register.



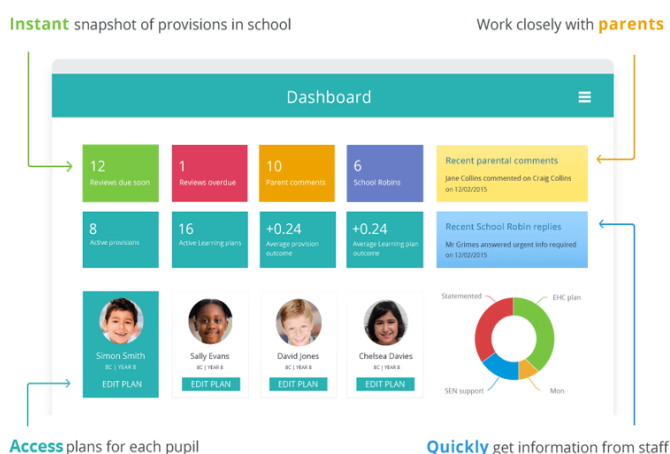
Assessment can take the form of observations, children's application of skills in class, children's interactions during the intervention and also formal assessments of reading and spelling ages and tracking of numeracy and literacy. If your child is looked after by the Local Authority he or she will have a personal education plan (PEP).

Progress in interventions will be assessed against individual learning and behaviour targets and PEPs. The effectiveness of an intervention will be judged against your child's ability to function independently and apply the skills taught, in class.

Some children will also have objectives set on a statement or Education Health Care Plan (EHCP) and progress will be assessed against these objectives as well as on targets on their support plan or passport

Reviewing of SEN Support Plans and Passports will take place termly. Progress on targets will be shared with you and your child. You will have the opportunity to contribute at this stage. This is available to parents online at any time. We actively encourage parents to check the information on here and add your views to the plan. This is how we inform you of your child's provision and their progress towards their targets. The views of both parents and children are essential to the success of the plans and we have a strong culture of co-production.

If it is felt that your child is not making progress after a period of time e.g six weeks, then discussion about a different intervention or next steps will take place with the class teacher. You are always welcome to find out about an intervention and discover how to support your child at home. You will be informed about progress during parents' evenings and end of year school report, which are given out in the Summer Term. In addition, any child on the SEN register including children with EHCP's will have their own SEN Support Plan with targets and provision detailed. This can be accessed online through the Edukey Provision Map site. Parents will be given an access code to view their child's plan.



If you wish to speak to a teacher or tutor, please make an appointment directly with the teacher or through the school office. Home/school books are also used for some children to inform parents about progress and successes.

Our website details what your child will be learning throughout the year. You will have the opportunity to come into school for sharing of work opportunities. Parents can also take part in workshops where teaching is modelled and advice given about how to support at home.

Data on the progress of all children in the school, including those with SEN, is regularly produced by teachers and provided to senior staff and school governors to enable them to evaluate the effectiveness of provision. Reviews of each class's performance is held between the class teacher/ tutor and the Senior Leadership Team (SLT). Gerry Gibbs is the link SEN governor who reports back to the governing body.

How will your school staff support my child and how will the curriculum at your school be matched to my child's needs?

St Mark's is an inclusive school, where staff believe in, and are committed to, giving all children with Special Educational Needs (SEN) the same entitlement to education as all young people. The Early years framework (Year R) or the National Curriculum is the starting point.

When planning, teachers set suitable learning challenges and respond to diverse learning needs. Teachers take account of these needs and make provision, where necessary, to support individuals or groups of children. This enables them to participate effectively in curriculum and assessment activities. Some children may need additional help or different help from that given to other children of the same age. Individual support and arrangements may include the use of Makaton, Picture Exchange Communication System (PECS) and other interventions.



Effective use of adaptive teaching will give pupils the best possible chance of learning. In each class the teacher takes into account the needs and abilities of individuals and groups of learners and plans accordingly so that learning is accessible. The aim is to help children to achieve independence and success in learning.

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

The Executive Headteacher (Mrs Bryant) and Director of Pastoral and Inclusion (Mr Fakoury), are responsible for the overall support of SEND and will allocate resources, including TA time, appropriately. St. Mark's works with many outside agencies such as; the Southampton Inclusion Partnership and Outreach Service, NHS Speech and Language, Speaking Space, Educational Psychology and Occupational and Physiotherapy. We take advice from these agencies in order to help staff support your child.

If your child is the subject of an Education Health Care Plan (EHCP), he or she will receive funding from school for the first 12 hours of SEN support and any extra hours will be funded by the local authority.

Children on EHCPs and statements receive allocated SEN support, which may include access to additional adult support in class. In general, no child has a '1:1' teaching assistant, unless it is for

targeted interventions, or specifically stated on their EHCP. Support can also take the form of specialist resources and these will be provided and resourced according to the needs of the child. The forms of support can change during the child's time at St Mark's. We believe in encouraging children to become more independent as they learn, without constantly needing a teaching assistant. This has been as a result of the findings of the DISS report (Deployment and Impact of Support Staff).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/222374/RB776.pdf

We follow a graduated approach to providing for the needs of our pupils with SEND, as outlined in the SEN Code of Practice. This follows a cycle of 'assess, plan, do and review' whereby after consultation with staff, parents and children an appropriate intervention is planned and implemented. Another assessment will take place to see the impact on the pupil's progress, after a set period of time. If progress is still limited next steps will be considered e.g. another intervention. If progress has still not been made the pupil will be placed on the SEN register and will receive a SEN Support Plan. This will only be done after consultation with parents or carers.

Additional support may also include a range of specialist interventions for numeracy literacy, speech and language difficulties or social and emotional learning.

During tests and public examinations, children with SEN can be given extra time and support depending on their needs. Children who need extra time during Statutory Assessment Tests (SATs) will be assessed in accordance with regulations. If your child is given extra time or adult support for reading they may be allocated particular adults and given a quiet area to work in. You and your child will be informed about any such arrangements. Some children may be withdrawn from SATs or other screening assessments due to severe learning difficulties or their particular need or disability. Parents/carers will be informed of this decision.

How will my child be included in activities including trips?

Staff at St. Mark's make every possible effort to involve children with SEN in all activities, both in school and externally.

We will involve you in planning, assessing possible difficulties and discussing how to overcome barriers. If necessary, you will be invited to take part in outside activities if this makes it possible for your child to participate. Whenever possible, school staff will be allocated to particular children during school trips.

Certain children with SEN will have additional adult support during breaks and lunchtimes. This will be dependent on their level of independence and particular needs.

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

St Mark's is committed to the social and emotional development of all children. This includes participation of all children in our extra curricular clubs, choir, sports teams and trips.

We have an excellent team of specialist staff who, in addition to teachers, provide interventions to help children develop their social and emotional skills and behaviours for learning.



Mrs McDonald (Pastoral and Safeguarding Lead):

Children can talk to Mrs McDonald if there are things that are worrying them in or outside of school, or if they are concerned about one of their friends or a family member. She is a **Designated Safeguarding Lead**.



Miss Patterson: ELSA (Emotional Literacy Support Advisor)

Miss Patterson helps children with their mental health and wellbeing so that they are ready to learn.



Miss Paddock: SALSA (Speech and Language Support Assistant)

When children need extra help with their speech sounds or expressive language, Miss Paddock supports children with speech and language programmes.

Reverend Condell: Chaplain

Our school chaplain is available for children to talk to. She will provide spiritual and moral guidance to children of any faith or none.



Discreet, individualised care is devised for matters such as the administration of medicines, nappy changing and other aspects of personal care and an intimate care form will be filled in which you will be asked to sign. We have disabled toilets on every floor of the building and also a dedicated hygiene room.

The school produces risk assessments to cover any child who has particular medical or behaviour issues.

Mrs Wendy Francis monitors the attendance of children and works with parents and carers and children to improve attendance. The Educational Welfare Officer (EWO) can work with a member of the school staff to support families where attendance is an issue.

We can also access support from the Mental Health School's Team to provide workshops or some individual support.

We also make referrals to a range of external agencies, such as No Limits, Simon Says and Young Carers. Please get in contact with Mrs McDonald if you feel that you require support from these organisations.



Our comprehensive PSHE and Personal development curriculum offers children the opportunity to discuss issues within school, however our school promotes the importance of talking with adults to share any concerns that they have. Every child is able to

talk to any member of staff as safeguarding is EVERYONE's responsibility.

The Senior accountability team and wider pastoral support team works with families and all staff members to identify behaviour difficulties and put support in place to reduce escalation of behavioural issues.



What training is provided for staff supporting children and young people with SEND?

At present the SENCO is Mrs Lambert and can be contacted through the school office. She is responsible for the management and on-going training in SEN for our TAs and teachers to ensure that the school is fully able to teach your child with special educational needs. Training includes raising awareness of children who are neurodivergent (such as those with Autism, ADHD etc) . All staff have mandatory Child Protection training. The wider leadership team also support accessible teaching strategies for all teachers and TAs through regular coaching and support.

All our TAs are expected to have training or to undertake training to ensure they have the skills to meet the needs of the children they are supporting. Knowledge of basic literacy and numeracy skills are a prerequisite. Training is also provided by teachers or outside providers if areas are identified which need to be addressed. This includes training and advice from speech and language services.

Members of staff have had specialist training through outreach advisory teachers to explore ways to support children with learning and behaviour issues.



There are many opportunities for staff to develop expertise in particular areas. For example, Mrs Dygas is trained in 'Attention Autism' and runs 'Bucket Time' interventions with groups of pupils.

The school is embarking on training all members of staff in Dyslexia and several team members have undertaken training with the British Dyslexia Association this year.

How accessible is your education setting?

St Mark's CE School is housed in a brand new building that has been designed and built with full compliance to Building Regulations (2010; amendments 2020) which outlines' the access and use of buildings other than dwellings' for people who are disabled. Access on site to all buildings have flat access or ramps and automatic doors. Inside there are two lifts to give access to every floor. There are disabled toilets located on every floor of the school.

In the classrooms we ensure that access is given to children moving around the classroom when finding resources.

We try to ensure in classrooms that there are areas which are conducive to children who are on the autistic spectrum or with ADHD who may find displays overwhelming and need 'quieter areas'.

Provision is made for wheelchair users in case of fire. Particular children with disabilities will have a PEEP (Personal Emergency Evacuation Plan). We monitor corridors to keep them free of obstacles to ensure easy access.

When your child with a disability comes to St. Mark's, we will meet with you and your child to discuss their needs and make necessary provision where we can, taking into account the limitations of the school environment. We also access outside agencies to advise, help and provide equipment and advice. This includes occupational therapy, hearing and visual impairment services.

Wherever possible we will include children with disabilities on day and residential trips.

If you have a physical disability, we will ensure that meetings with you are held in accessible places.

How are parents/young people currently involved in our education setting? How can I get involved and who should I contact?

We strongly believe that it is only by working together with parents, carers and young people that we can make a difference. Your views and those of your child are extremely important to us.

We have regular parents' meetings and open evenings along with times when you are invited to come into class to share activities with your children.

We have open evenings for new parents and children where individual meetings can be arranged with particular staff such as the SENCO.

You will be invited in regularly and given the opportunity to meet with your child's class teacher or tutor.

Children on the SEN register have the opportunity at parents' evenings or at other times to meet with the SENCO and/or class teacher to discuss their child's progress. SEN Support Plans, Pupil Passports, Individual Behaviour Plans, and EHCPs are shared with parents and children and are reviewed during the year.

You and your child will be invited to annual reviews of EHCPs and asked for your views. At the annual review your child can share their reports with the help of an adult.

Parents are also welcome to meet with outside agencies. Outside agencies such as the Southampton Inclusion Partnership Outreach Service, School Nurse and Educational Psychology also contact parents to discuss progress.

What steps should I take if I have a concern about the school's SEND provision?

You are most welcome to discuss any concerns with your child's class teacher, the SENCO or another member of the senior leadership team if you have any concerns. Meetings can be arranged for outside agencies to be involved in discussions.

We recommend that you contact SEN Information Advice and Support Service (SENDIASS) particularly for help with EHCPs and tribunals. <https://www.southamptonsendiass.info/>

If you remain concerned you can access the complaints policy on the school website and contact the relevant governor to make a formal complaint.

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

At St. Mark's we have access to a wide variety of outside services. We work with:

- Occupational therapy
- Physiotherapy
- Speaking Space
- NHS Speech and Language Service
- School nursing
- Educational psychology
- Child and Adolescent Mental Health Service (CAMHS) - Including CAMHS for ADHD assessments and the Autism Assessment Service
- SEN Information Advice and Support Service (SENDIASS)
- Southampton Inclusion Partnership Outreach Service (SIPOS - formally SAOS)
- Simon Says
- Education Welfare Officer
- No Limits
- Young Carers
- Visual and Hearing impairment services.

Contact details for all these services can be obtained from school.

We adopt the TEACCH approach with visual timetables and the use of PECS for some children who are on the autistic spectrum or have associated difficulties.

We work closely with our NHS Speech and Language Therapist (SALT) to support our children. We can have between 20 and 30 children receiving speech and language therapy. We have our own school Speech and Language Support Assistant (SALSA), Miss Paddock, who has received training and is supported by the NHS and Speaking Space SALTs. Every child has their own individual targets which are regularly reviewed. Children can be taken off the speech and



language register but are then supported in class to maintain progress. Parents are encouraged to come and meet the SALSA and speech therapist to discuss children's progress and targets.

Families can also access the school nurse for hearing and eyesight difficulties.

Children who receive support from the local authority occupational therapist (OT) or physiotherapist will have some of their targets worked towards at school. This will be monitored by the local authority OT and the SENCO.

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

When your child joins the school you will be shown round by the Executive Headteacher or a member of the leadership team. You are welcome to talk to children and teachers and ask any questions that you may have.

Staff visit preschools, nurseries and feeder schools to see children joining the school and find out about particular needs.

When a child transfers during the year information is exchanged between schools and visits sometimes made.

At the end of the year, children already at St Mark's will spend time with their new teacher usually for a morning. Some children will have additional visits depending on their needs.

For new year R pupils, visits to the preschool, plus several visits to school take place in the summer term.

For new year 7 pupils, representatives from the school will visit the children in their primary school (wherever possible) and at least one full transition day will take place for all students in July.

Transition booklets are often made for particular children who need reminding and reassurance about their new class and teacher.

Where can I get further information about support for my child? THE LOCAL OFFER

Your first point of contact is the school where staff will be able to sign post you to other services and/or help with referrals.

You can go onto the local authority website to find out more about Southampton's local offer. The link for this is here:

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

SOUTHAMPTON CITY COUNCIL

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SEN information is provided as part of the local offer.