



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 2025

"Love, Service, Belonging"

Categories of Special Educational Need provided for at St Mark'

SEND practice does not assume that there are neatly defined categories of special educational need, but recognises that children's needs and requirements fall into the following broad areas:

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|----------------------------------|---|
| 1) Communication and interaction | 3) Social, emotional and mental health difficulties |
| 2) Cognition and learning | 4) Sensory and/or physical needs |

Students' educational need can then be further categorised into specific learning difficulties or needs:

Speech, Language and Communication Need (SLCN): Speech and Language difficulties usually fall into one of three categories: expressive disorders, where children find it difficult to express their thoughts and feelings through speech and/or writing; auditory processing difficulties, where students find it hard to make sense of what they hear, or process what has been said; receptive disorders, where children have problems understanding certain aspects of speech – for example confusing similar words, or misinterpreting instructions.

Autistic Spectrum Condition (ASC): Students who are diagnosed with Autism or Asperger's Syndrome will require specific provision to enable them to achieve at school. They often find social situations difficult and communication can be difficult. Some students with ASC find change difficult and can show challenging behaviour when anxious or when situations change. They can take language very literally and often find it difficult to express their emotions and thoughts. *[We are an Autism in Schools project school]*

Moderate Learning Difficulties (MLD): A student may have difficulty in acquiring new concepts or remembering newly acquired skills. They may be unable to participate in tasks requiring them to use imagination or to follow group instructions. They may have a short concentration span and become easily distracted. They may have difficulty following texts which their peers can read, or in mastering basic number concepts.

Specific Learning Difficulties (SpLD): A student in this category will have an uneven profile of strengths and weaknesses; this may include a diagnosis of dyslexia, dyspraxia or dyscalculia. There is usually a disparity between their practical and verbal abilities and their ability to acquire some, or all, literacy or numeracy skills, or have difficulty with co-ordination, handwriting or motor skills.

Social, Emotional and Mental Health (SEMH): This can include students with a wide range of needs, often including those who are diagnosed with ADHD, ODD or other mental health issues; those who are experiencing emotional issues outside of school, or who, for a range of reasons, are disengaged from education. These students may show challenging behaviour in school, have frequent or prolonged absences, or become withdrawn. They are often at risk of underachieving academically, unless suitable provision is identified and implemented.

Physical Disability (PD): This term covers a very wide range of physical and medical conditions including mobility difficulties. Any students with a physical impairment (this includes physical, mobility and medical conditions) will be monitored by the SENCO and appropriate measures will be put in place to ensure their needs are met. This information will be shared with all staff involved. The

provision will be included in a support plan, shared with students and parents/carers and will be reviewed regularly.

Hearing Impairment (HI): Hearing impairment may be recognised in students who are slow to react, and who watch carefully to see what others are doing. They may watch faces intently and become overanxious about understanding the task. They may keep asking to repeat what was said and may either shout or whisper when talking.

Visual Impairment (VI): Visual impairment is a partial or total lack of vision in one or both eyes. Colour blindness is not deemed a visual impairment – although it is useful for the teacher to know if this problem exists. A student with vision problems may have watery, itchy and/or red eyes and keep blinking rapidly. They may squint or peer at their work or appear clumsy, bumping into things or missing a catch. They may write in large letters, not on the line, or complain of not being able to see the board. They may not like strong light or glare.

Terminology:

SEN K: In the context of Special Educational Needs (SEN), "K" refers to SEN Support. It indicates that a pupil is receiving additional or different educational provision to support their learning, beyond what is typically provided for their age group to help them access the curriculum and make progress. This support can encompass various areas of need, including: Communication and Interaction, Cognition and Learning, Social, Emotional, and Mental Health, Physical and Sensory Needs

EHCP: In a school setting, EHCP stands for Education, Health and Care Plan. It is a legally binding document that outlines the specific educational, health, and social care needs of a child or young person with special educational needs and disabilities (SEND). The EHCP details the support required to help them achieve their potential and prepare for adult life. An EHCP is a formal document that Local Authorities are legally required to implement the provision outlined within it. EHCPs are for individuals aged 0-25 who have special educational needs and disabilities that are complex.

SEN: Special Educational Needs

SEND: Special Educational Needs and Disabilities

SENDCO: Special Educational Needs and Disabilities Coordinator

EHCP: Educational Health Care Plan

TA: Teaching Assistant

CLA: Child Looked After

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)

SENCOs:

Mrs Jilly Razzell (Primary - working Monday, Tuesday and Wednesday)

Mrs Laura Barker (Secondary - working Wednesday, Thursday and Friday)

SENDCO Assistant:

Mrs Alex

SEND Governor:

Mrs Gerry Gibbs

Southampton City Council SEND case officer:

Mr Michael Purdy

Designated Teacher for CLA:

Mr Amir Fakhoury (Director of Pastoral and Inclusion)

Our school SEND Policy and SEND Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation and guidance, reports:

- **Southampton Children & Learning Service Southampton Ordinarily Available Provision Guidance** Supporting schools to deliver inclusive education
- **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 (2023)**: 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
- **SEND Review: Right support Right place Right time (2022)**
- **Autism in Schools Project** <https://www.local.gov.uk/case-studies/autism-schools>

Consulting parents/carers of children with SEN

EHCPs: Parental/Carer views for an Education, Health and Care Plan (EHCP) should focus on the child's strengths, needs, and aspirations, highlighting what is working well and what requires change or support. These views are crucial for Section A of the EHCP, which outlines the child's individual circumstances and perspectives. Contact will be made to obtain these views by the school in advance and within timescales of an annual review (every 12 months) or emergency annual review.

SEN K: Parental/Carer views for children being added to or already on the SEND school registers will be captured at the time of being added to the register, or during a review cycle, such as termly or even significant changes are being made.

Consulting young people with SEN

EHCPs: Children's views are a crucial part of the Education, Health and Care (EHC) plan process. It's essential to ensure children participate in decisions about their education and support, and their views, wishes, and feelings are taken into account. This includes their views on what is working well, what needs to change, and what their hopes and dreams are. Children will be supported to capture their views in relation to these areas as appropriate to their development stage or methods of communication by the school in advance and within timescales of an annual review (every 12 months) or emergency annual review.

SEN K: Children's views for those being added to or already on the SEND school registers will be captured at the time of being added to the register, or during a review cycle, such as termly or even significant changes are being made as appropriate to their development stage or methods of communication by the school.

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

If a child is SEN K or EHCP, their progress will be reviewed as part of their assess, plan, do review cycle, opportunities are available to work with parents/carers and young people as part of this assessment and review, these can be scheduled within the cycle and time frames may vary depending the pathway of support they are on, support needed, or changes to needs identified.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

When your child joins the school you will be able to attend an open event or you can be shown round by a member of the leadership team. You are welcome to talk to children and teachers and ask any questions that you may have during this visit.

When students join St Mark's as part of phase transition (Yr and Yr7), class teachers, tutors or heads of year meet with and children's their current settings, e.g. preschools, nurseries and feeder schools. This allows staff to get a clear understanding of the child and find out about any particular needs. It also allows for the child to be seen in an environment they are comfortable in. 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.

When a child transfers during the year, information is exchanged between schools and visits sometimes made. If a child has complex needs, then a more extensive transition process can be discussed.

At the end of each school year, primary children already at and remaining 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. Those transitioning from St Mark's Primary to St Mark's Secondary, take part in a full transition day, which takes place in line with other local authority maintained schools, so all children moving to Year 7 can access their new school in preparation for the new year. In both primary and secondary, if a child has very specific or complex needs, then a more extensive transition process can be discussed.

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. Such arrangements will be conducted in consultation and partnership with key professionals, families and the school to support transition from Year 9 into Year 10 as well as Year 11 through to further education or training. For example, at an annual review for a child with an EHCP (every 12 months) or a Personal Education Plan meeting, termly for a looked after child with a SEN K plan or an EHCP by the designated teacher.

The approach to teaching children and young people with SEN

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. Our website details the school curriculum, which demonstrates what your child will be learning throughout each year.

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, but are not limited to support from a TA, the use of Makaton, Picture Exchange Communication System (PECS) or adapted or additional learning resources. Any in class support is always provided based on the individual child's needs.

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.

We actively encourage parents/carers to engage with us on how we support your child, so you are always welcome to find out about the support your child is receiving. You are also welcome to discover how to support your child at home.

Alongside classroom learning, support for pupils with SEND, can include, but is not limited to, a range of specialist interventions, such as those that support numeracy literacy, speech and language difficulties or social and emotional learning. Many of these involve students taking part in approximately 6 week programmes, where they work one to one or in small groups on an area of need.

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. The school also receives support and training by the NHS and Speaking Space Speech and Language Therapists (SaLTs).

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

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

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 and there are accessible 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 neurodivergent, such as those who are autistic or with ADHD, who may find displays overstimulating and need adjustments to the spaces they learn at and in.

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 at all times.

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 provisions where we can, taking into account any limitations of the school environment. We also access outside agencies to advise, help and provide equipment and advice. This includes NHS Occupational Therapy, NHS Physiotherapy and hearing and visual impairment services, such as Specialist Teacher Advisors (STAs).

If a parent, carer or guardian has a disability, we will endeavour to ensure reasonable adjustments are made wherever possible, such as meetings in accessible places for physical disabilities.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The Executive Headteacher (Mrs Bryant), Director of Pastoral and Inclusion (Mr Fakhoury) and the SENCOs (Mrs Razzell, Primary and Mrs Barker, Secondary) are responsible for the management and on-going training all staff at St Mark's receive in supporting pupils with SEND. This ensures all school staff are fully able to teach children with SEND. Training includes, but is not limited to, raising awareness of children who are neurodivergent (such as those with Autism or ADHD), training in specific theories or practices, training in assessment and identification of SEND, training in interventions. All staff have mandatory Child Protection training. The wider leadership team, lead by Mrs Hoad (Head of Primary) and Mr Godber (Head of Secondary) 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, subject specialists in areas such as numeracy and literacy.

Members of staff have specialist training through outreach advisory teachers to explore ways to support children with learning and behaviour needs. There are also many opportunities for staff to develop expertise in particular areas. For example, 'Attention Autism' and 'Bucket Time'. The school is training members of staff in Dyslexia and staff have undertaken training with the British Dyslexia Association.

Evaluating the effectiveness of the provision made for children and young people with SEN

In the first instance, the progress of your child will be tracked and monitored as with all children at class teacher level. This will take place termly with reviews by teaching staff, middle leaders and senior leaders. You will be informed about progress during parents'/carers' 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 personalised support, provision and targets recorded and reviewed. Support plans are stored online through the Edukey Provision Map site. The progress of children with special educational needs is tracked against the national curriculum objectives, Pre Key Stage assessments, learning and behaviour targets on pupil support plans and EHCP targets and outcomes.

Assessment can take the form of observations, reviewing children's application of skills in class, children's interactions during interventions and formal assessments. If your child is looked after by the Local Authority they will have a personal education plan (PEP), which their progress and provision can be monitored and assessed against and is over seen by the designated teacher, Mr Fakhoury.

Progress in interventions is assessed and monitored against the national curriculum objectives, learning and behaviour targets on pupil support plans and EHCP targets and outcomes. The

effectiveness of an intervention will be judged against your child's ability to function independently and apply the skills taught in the intervention when they are in class.

Reviewing pupil support plans and provisions for children with SEND, including interventions in place, takes place termly. Progress on targets will be shared with you and your child and you and your child will have opportunities to contribute in these processes. We actively encourage parents/carers to engage in the process and share their views. The views of both parents/carers 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, then discussions about different assessments, provisions or next steps will take place between the SENCO, class teacher/tutor or Key Stage Leader, Head of Departments or Head of Year and, when necessary, an appropriate member of the Senior Leadership Team. Outcomes of these meetings will be communicated to you by your child's class teacher, tutor, key stage leader or head of year or the SENCOs.

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, SENCOs and the Senior Leadership Team (SLT). Gerry Gibbs is the link SEND governor who reports back to the governing body.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

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.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

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

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

Pastoral care and Safeguarding Primary:

As well as class teachers, teaching assistants, key stage leaders and pastoral staff, children can talk to Mrs Slade, Mr Causley or Mrs Hoad 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. These named staff are Designated Safeguarding Lead trained staff.

Pastoral care and Safeguarding Secondary:

As well as tutors, subject teachers and pastoral staff, children can talk to Mr Fakhoury, Mr Godber or Mrs Bryant 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. These named staff are Designated Safeguarding Lead trained staff.

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.

Emotional Literacy Support

SENCOs and key pastoral staff are able to advise and co-ordinate any necessary help children need with their mental health and wellbeing so that they are ready to learn.

Speech and Language Support

When children need extra help with their speech sounds or expressive language, our SENCOs can advise on the appropriate support or signposting internally or externally to support children with speech and language programmes.

Discreet, individualised care is devised for matters such as the administration of medicines, nappy changing and other aspects of personal care. For children needing this support, an intimate care plan will be filled in which you will be asked to sign. These are regularly reviewed. We have accessible 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.

Our attendance team monitor the attendance of children and work with parents/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. Further information can be found in our attendance policy on this.

Mr Fakhoury is the school's Mental Health Leader and works with the Mental Health School's Team (MHST) to provide eligible children with referrals for low intensity support as well as a menu of workshops, assemblies, or training to suit the needs of the school community.

We also make referrals to a range of external agencies, such as No Limits, Yellow Doors, The Hospital School, Simon Says and Young Carers. Please get in contact with Mrs McDonald (Secondary) or Mrs Slade (Primary) via the school contact details, if you feel that you require support from these organisations.

Our comprehensive PSHE and Personal development curriculum in Primary and secondary 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.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

At St. Mark's we have access to a wide variety of outside services. We work with a number of external support services in order to meet needs including:

- JIGSAW
- 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 - (formally SAOS)
- Simon Says
- Education Welfare Officer
- No Limits
- Young Carers
- Visual and Hearing impairment services
- Holiday Activity and Food (HAF) Programme.

Contact details for all these services can be obtained from school or via their own websites.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

You are most welcome to discuss any concerns with your child's class teacher or tutor, the SENDCOs or a member of the school senior leadership team if you have any concerns. Meetings can be arranged for outside agencies to be involved in these 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 (<https://www.stmarksschool.co.uk/>) and contact the relevant governor to make a formal complaint.

Arrangements for supporting children and young people who are looked after by the local authority and have SEN.

The designated teacher for children who are looked after is Mr Amir Fakhoury and works closely with the school SENCOs and inclusion linked colleagues internally and externally to support both their special educational needs and disabilities as well as the spend of their pupil premium plus as appropriate.

Where can I get further information about how the local authority supports my child?

Your first point of contact is the school where staff will be able to sign post you to the appropriate services and/or help with referrals if/where necessary. You can go onto the local authority website to find out more about Southampton's local offer:

<https://www.southampton.gov.uk/schools-learning/support-inclusion-education/>

SEND information is provided as part of the local offer.