



Special Educational Needs **Information Report**

Last Approved: February 2026

Review Date: February 2027

School Information and Context

St Mark's CE Primary School is committed to providing inclusive education for all its pupils, including those with special educational needs and disabilities (SEND). As a mainstream school, it offers appropriate support for these children. Every teacher is responsible for the learning and progress of all pupils, including those with SEND.

St Mark's Nursery, located at a different site within Thomas Boughey Children's Centre, also follows this approach.

School Address

Main site

Wood Terrace
Shelton
Stoke on Trent
ST1 4LR

Nursery Class

College Road
Shelton
Stoke on Trent
ST4 2DQ

Phone Number

01782 234411

Phone Number

01782 237125

Head Teacher- Mrs D. Sadler

Deputy Head Teachers – Mrs S. Goodwin and
Mrs V Bradbury (SENDCO)

Teacher in charge of Nursery – Mrs L. Bradbury

School website - www.stmarksprimary.org.uk

The SENDCO can be contacted via the school office by telephone on 01782 234411 or by email office@stmarks.orchardct.org.uk

St. Mark's CE Primary School is a larger than average primary school with a very high percentage of pupils from minority ethnic backgrounds and pupils who have a first language other than English.

What kinds of SEND does the school provide for?

Our SEN provision covers all four broad areas of need:

Area of need	Description
Cognition and Learning	Difficulties with reading, writing, maths and thinking
Communication and Interaction	Problems understanding or using language, speech or social skills.
Social, Emotional & Mental Health	Issues with feelings, behaviour or mental wellbeing.
Sensory & Physical	Difficulties with sight hearing, movement of physical health

The school provides for a range of needs within these areas. Some pupils may have needs in more than one area and needs can change over time.

How we identify a child's SEND needs?

1. Parent or teacher raises a concern – you can speak to the class teacher or SENDCO.
2. Information from previous school or professionals – e.g. medical diagnosis, speech-language therapist report.

3. Observation of progress – if a child is not making expected progress, we investigate.
4. Formal assessment – carried out by the SENDCO or external specialists if needed.

How we support pupils

- Quality First Teaching for all – the first step for every pupil.
- Additional small-group or 1:1 support– focused teaching for specific needs.
- Pupil passport –jointly created with parents and pupils, including SMART targets
- Intervention programmes tailored to the pupil's specific needs.

Monitoring Progress

- Termly reviews of pupil passports
- Feedback from teachers and support staff
- Parent-teacher meetings twice a year
- Termly reports in autumn and spring term and an annual report in the summer term detailing progress and next steps
- Annual reviews for pupils with Education, Health and Care Plans (EHCPs)

Specialist Services

We work with:

- Speech & Language Therapists (SaLT),
- Educational Psychologists
- Occupational Therapists
- Hearing and Visual Impairment support services
- CAMHS and other health professionals

Staff receive ongoing CPD to deliver interventions and meet medical or SEND needs.

Inclusion in Activities & Trips

- Risk assessments for all trips and extracurricular activities
- Appropriate adult-to-child ratios, including 1:1 support where necessary
- Accessible venues and resources for pupils with mobility or sensory needs
- Outdoor learning environments are adapted for all pupils

Accessibility

- Annual review of accessibility plan
- Disabled toilet facilities
- Accessible resources and staff trained to support physical needs

Transition Support

Within school:

- Handover meetings between teachers
- Transition visits for pupils with their new teacher

To another school / secondary:

- Liaison with receiving school's SEN staff
- Transfer of records and support information
- Secondary school visits and familiarisation sessions

Resources & Support Allocation

- Additional SEND funding used for teaching assistants, interventions, and resources
- Highest support is given to pupils with the most complex needs

Decision-making and Parent Involvement

- Pupil progress meetings – held each term with teacher, headteacher and deputy heads (One is responsible for inclusion)
- Inclusion meetings- held each term with class teachers and SENCO
- Joint decisions – parents, teachers, SENDCO and external professionals.
- Termly pupil passport review meetings ensure parents and pupils contribute to planning
- Education, Health & Care (EHC) plans reviewed conducted annually with all stakeholders– for

children with an EHC plan, support follows the plan's recommendations.

Pupils with medical needs

- Every pupil who has a medical condition receives a Health Care Plan.
- The plan is written by the school together with the relevant health professionals, the child's parents and, where appropriate, the pupil themselves.
- All staff who give medication are trained and are signed-off as competent by the school nurse.
- Medicine-administration procedures follow the Local Authority policy and the Department for Education's statutory guidance on supporting pupils with medical conditions (December 2015).

What do I do if I want to make a complaint?

1. Informal discussion – speak to the class teacher, headteacher or deputy head.
2. Formal complaint – write to the school office; the complaint will be handled according to the school's complaints policy.

Local SEND support (SENDIASS)

Westfield Family Hub,

Bucleuch Road,

Normacot,

Stoke-on-Trent

ST3 4RF.

Tel: 01782 234701

E-mail: iass@stoke.gov.uk

Website: www.sendiass-stoke.co.uk

Opening hours: Monday-Friday, 10:00 am – 12:30 pm (or 1:30 pm)

For further information about the Local Offer in Stoke on Trent please visit:

<https://localoffer.stoke.gov.uk>