



*'Loving to Learn, Learning to Love'*



# **Special Educational Needs** **Information Report**

**Last Approved:** November 2023

**Review Date:** November 2024

## School Information and Context

St. Mark's CE Primary School strives to provide an inclusive education for all children who attend the school. St. Mark's CE Primary School is a mainstream school which makes provision for children with special education needs and disabilities. Every teacher is responsible and accountable for every child they teach, including those with Special Educational Needs (SEN). The school has a nursery class located on a separate site within Thomas Boughey Children's Centre.

### 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-** Mr. L. Nicholls

**Deputy Head Teacher** – Mrs S. Goodwin

**Inclusion Leader (SENDCO)** - Miss J. Thomas

**Teacher in charge of Nursery** – Mrs L. Bradbury

**Home School Links Worker(s)** – Mrs S. Khan (Main site) & Mrs S. Malik (Nursery)

**School website** -[www.saintmarksprimary.org.uk](http://www.saintmarksprimary.org.uk)

The Special Needs Co-ordinator (SENDCO) at St. Mark's CE Primary School is Miss J. Thomas.

Miss Thomas was appointed as SENDCO in January 2018 and is a member of the senior leadership team in school.

The SENDCO can be contacted via the school office by telephone on 01782 234411 or by email [office@stmarkssch.org](mailto:office@stmarkssch.org)

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?

The Special Educational Needs 'Code of Practice' (2014 and updated January 2015) states that there are four main areas of need. These areas are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or physical

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 does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

Evidence that a child needs extra help may be from a concern expressed by parent, the child's key worker or class teacher, evidence from the previous school or setting, lack of progress at school, medical diagnosis, a change in behaviour, assessment by the SENDCO or another education or health professional e.g. an assessment by a Speech and Language Therapist or an Educational Psychologist. Additional needs are identified at the earliest opportunity and parents are consulted. If you are concerned that your child may have special educational needs, you should speak to the class teacher or make an appointment to see the teacher in charge of nursery or the Inclusion Leader (SENDCO).

## **How will school staff support my child?**

St. Mark's has a graduated response to supporting children. This begins with good quality teaching. (Quality first teaching). Phonics is taught through the Read, Write, Inc. programme and children are regularly assessed to ensure that progress in reading is as rapid as possible. Additional one to one support is given to those children who need it. The 'Assess, plan, do' process will be followed to address any concerns and to provide evidence in readiness for further support from specialists and other professionals if required.

Those who need additional support in other areas may complete a programme in a small group which will usually be for 10-12 weeks. Some pupils who need intensive support may have one to one support for part of the curriculum. Any advice given by professionals will be integrated into the curriculum. Key workers, teaching support assistants, bilingual assistants and learning mentors support children's learning including those with special educational needs or disabilities and those learning English as an additional language. Where additional needs have been identified, the school is able to access a range of outside agencies to support children.

## **How will the curriculum be matched to my child's needs?**

Teachers plan based on children's needs, against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help such as pre-teaching.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors. If a child is identified as having a special need, they will be given a pupil passport. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENDCO three times per year. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

St. Mark's has a curriculum which is planned considering the interests and needs of the children in each class. Questions and activities during lessons may be adapted for groups or individuals. The level of work set will be matched to children's age and the level they are working at. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards etc. Computer programmes may be used to support learning.

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

Children in nursery are observed while they are playing at adult led activities and their own choice play activities. This information is used to compile each child's "Early Learning Journey". Parents meet regularly with key workers and with the teacher in charge to talk about how their child is getting on. The discussion includes their health and wellbeing, their learning and any family circumstances that may be affecting them. Parents, children and the teacher compile a "pupil passport" to summarise their child's needs. Children with SEND will have short term targets set. Detailed developmental charts are used to help us to identify next steps for the children. Pupils development mat also assessed using the 'Stoke Speaks Out Development Tool'.

The progress of all pupils is monitored through pupil progress meetings half termly where class teachers discuss the progress of all children with the Head Teacher, Deputy Head Teacher and Inclusion Leader. Parents are consulted in a variety of ways including consultation evenings, informal discussions and structured conversations. Review meetings are held for children with additional needs and strategies to support them are agreed. These are shared with parents. Learning logs are used to provide a variety of homework tasks. Class teachers are always willing to discuss ways in which you can support your child.

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

The school has a nurturing ethos based on the values of RESPECT. (Responsibility, equality, spirituality, perseverance, enthusiasm, commitment and trust).

As a church school, we have close links with St. Mark's church. Each class has a reflection area and a prayer room is available for children of all faiths or none to use at break and lunchtimes. Collective worship is inclusive and sensitive to the needs of children from a variety of backgrounds and cultures. A range of after school clubs are offered where children can extend their learning and try new skills.

There is a consistent behaviour management policy and every day is a fresh start. Our two Learning Mentors are able to support children with emotional or social needs.

In our Nursery class, key workers are always sensitive to children's emotional needs. Children are able to access before and after school care with Thomas Boughey Kindergarten, which is also situated within the Thomas Boughey Children's centre.

Where appropriate, Early Help and referrals to outside agencies are available for families.

## **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school with support from appropriate health professionals and in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)

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

Staff are able to deliver a range of intervention programmes including communication, English and maths programmes and support for children learning English as an additional language.

St. Mark's employs Bilingual Teaching Assistants (Currently we have Urdu, Panjabi, Arabic, Polish and Czech speakers).

A range of specialist services can be accessed including

- Special Educational Needs and Disability Service (SEND)
- Autism Outreach Team
- Speech and Language Therapists
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- Educational Welfare Officer
- Children and Young People's Services
- School Health
- Co-operative Working
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy,
- Physiotherapy
- Outreach support from Watermill & Kemball special schools. (Special schools within the Orchard Community Trust).

Referrals can be made to special school outreach for children with Education, Health and Care Plans.

Educational Psychology support is sought for individual pupils where required. The Educational Psychologist would normally only work directly with pupils whose needs are quite considerable and who have not responded well to the interventions previously put in place for them. This involvement is planned by the SENDCO with the permission of parents/carers. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. The Educational Psychologist will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

The school is able to access support from specialist teachers and advisers from SEND Services.

### **What training have the staff supporting children and young people with SEND had or are having?**

Staff have the appropriate professional qualifications for their role.

All staff have Level 1 training on safeguarding children. Basic first aid training is updated regularly. Staff in the Foundation Stage have training on Paediatric First Aid, and the Communication Screen Toolkit. Several members of staff are trained in manual handling and using a hoist for children with physical difficulties. Several staff including some of the Senior Leadership Team attend Safety Interventions training (previously known as MAPA).

Staff are trained to administer medicines where this is necessary for individual children with specific medical conditions.

Staff have been trained in the use of a wide variety of intervention programmes to support children's learning. These include Numicon, Better Reading Partnership, Talking Mathematics, Talking Partners, Active Literacy Kit, Precision Teaching, Inference Training, Use of Clicker 6 and

pre-teaching vocabulary. All staff have done Stoke Speaks Out Level 1 training. There is ongoing professional development for all staff. Training is arranged in response to specific needs.

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

St. Mark's is an inclusive school which endeavours to provide opportunities for all children to participate in activities including visits and clubs. When planning visits, children's needs are considered and where necessary adjustments are made or additional support provided in consultation with parents. Where this is not possible, every effort will be made to provide a suitable alternative. Risk assessments are carried out and procedures are put in place to enable children to participate. If the school or a health and safety risk assessment suggests that a child requires 1:1 support due to their particular needs the school are able to provide this.

### **How accessible is the setting/school/college environment?**

The nursery class is within Thomas Boughy Children's Centre, which was built in 2005 and conforms to building regulations ensuring ease of access for all. Suitable changing and toilet facilities are available in the building for people with disabilities.

The school has two stories with fourteen classrooms, four of which are on the second floor. Access to upstairs classrooms is gained by stairs or by a lift. An evacuation chair is available in case of emergency and four members of staff are trained to use this. The ground floor has wheelchair access and if necessary classrooms are relocated according to the needs of pupils. There are suitable toilet facilities for children with disabilities including a specifically designed changing bed. There are currently four portable sound field systems which will amplify sound in the classroom. Interactive whiteboards and visualisers are available in all classrooms. The school has a single equalities policy, which includes an accessibility plan. Adjustments are made to meet the needs of individual children when the need arises.

### **How will the school prepare and support my child to join the school or the next stage of education and life?**

We talk to parents about their children during home visits, play and stay sessions during the term before admission to the nursery. With parents' permission we talk to health visitors about any concerns from either themselves or the nursery. With parents' permission we talk to other settings that children have attended. During children's first few weeks in nursery, we get to know them and their needs and talk to parents.

Children joining the reception class are invited to play and stay sessions for ten afternoons during the summer term. This enables a smooth transition and children settle well. The SENDCO attends Annual Review meetings for children due to transfer to St. Mark's. Children joining mid-term may be supported by learning mentors or bilingual staff according to their needs. When children transfer to other settings, staff from St. Mark's liaise with the new school to share information and plan transition work and visits. This may include staff accompanying children and their parents on such visits. Staff from Secondary Schools are invited to review meetings from year five.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school

may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. speech and language programmes English and mathematics support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software or any equipment needed
- CPD relating to SEND for staff

When particular resources are recommended by professionals, these will be purchased wherever reasonable.

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

Decisions about support will be agreed at pupil progress meetings according to children's needs and progress and also in consultation with parents. Some support may be recommended by outside agencies and this will be implemented wherever possible. For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCO, class teacher parent and other relevant staff as appropriate. Children with Education, Health and Care Plans will be allocated the level of support recommended. This decision will be reached when the plan is being produced or through the annual review process.

### **How will our child and young person be involved in the decisions about their learning?**

Pupils' views are sought and the curriculum planned to meet their needs and interests. Each class from years one to six elects two representatives to the school council. Pupil passports include information from the child. Children's views are sought during reviews.

### **How will we be involved in the decisions about the learning of our children and young people?**

Parents/carers of children with identified special education needs are encouraged to contribute to pupil passports. They will be able to discuss the support their child is receiving via a review which will be held three times a year. Structured conversations are held and parents' views are sought through the Annual Review Process for pupils with Education, Health and Care plans. Parents are invited to meet with professionals from outside agencies.

### **How are parents involved in the school? How can I be involved?**

Parental involvement is welcomed and valued.

St. Mark's has an open door policy and parents are welcome to speak to staff at mutually agreed times either face to face or by telephone. Members of the Senior Leadership Team and the home school links worker are available at the beginning and end of the school day. Regular newsletters are sent home. Parent consultation meetings are held each term and there is an annual report on your child's achievement.

Parents are encouraged to attend class and celebration assemblies and invited to share other events throughout the year linked to the school curriculum.

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

Most complaints can be resolved informally or by making an appointment at the school office to see the class teacher, Head Teacher or Deputy Head Teacher. Complaints will be dealt according to the school's complaints policy. A copy of this can be found on the school website or via the school office.

### **What other support is available to parents and how can I contact them?**

SEND Information, advice and Support Services is a service which provides free, accurate, impartial, confidential, information, advice and support relating to special educational needs and disability (SEND) for parents/carers, children and young people 0-25 yrs.

#### **SENDIASS**

The Crescent Children's Centre  
Pinewood Crescent  
Meir  
Stoke-on-Trent  
ST3 6HZ  
Tel: 01782 234701  
E-mail: [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk)

#### **Business Hours**

The SEND Information Advice and Support Service Duty Phone is available Monday, Tuesday, Wednesday Thursday and Friday from 10.00am to 5.30pm and Wednesdays from 10.00am to 3.00pm

E-mail: [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk)

Website: [www.sendiass-stoke@co.uk](http://www.sendiass-stoke@co.uk)

[Stoke SEN and Disability - Local Offer](#)