

# St Mark's Catholic Primary School



## Special Education Needs Information Report

2022-2023

At St Mark's we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this report covers all of these pupils.

#### **How can parents/carers find out more about our school?**

- Come and visit our school
- Meet our staff
- Look at our website
- Read our documents

### **Key Contacts**

**Interim Headteacher: Mrs. B Derrett**

**SENDCo: Miss L Andrews**

**Tel: 01473 601748**

**[admin@st-marks.suffolk.sch.uk](mailto:admin@st-marks.suffolk.sch.uk)**

### **What is our approach to teaching children with SEN?**

Teachers offer high quality teaching to all children. The class teacher has full oversight of SEND provision. Where children make less than expected progress, despite high- quality targeted teaching, the class teacher and Special Educational Needs and Disabilities Coordinator (SENDCo) should assess whether they are experiencing a learning difficulty- where this is the case the assessments will be shared with the parents and the details discussed, to agree the type of SEN support that is required.

As an inclusive school, we support children with any SEND need. Currently, across the school we cater for children with Autism, ADHD, Speech and Language needs, children with SEMH (Social, Emotional, Mental Health) and Cognition and Learning Difficulties, Physical needs, Fine and Gross Motor control, Dyslexia. When a child joins our school, we assess the needs they have and ensure that we are supporting these needs as best we can.

#### **An overview showing our approach to teaching children with SEN**

- Quality First Teaching
- Graduated Response
- Provision which is additional to and different from that normally available to pupils of the same age
- Research based intervention programmes
- Response to specialist outside agencies including social care where necessary.

When appropriate, Learning Support Assistants (LSAs) and teachers undertake specific training in SEND. The most recent of these being 'Provision within the Classroom' and 'A Dyslexic Friendly Classroom'.

We have specialist Learning Support Assistants who work across the school. This includes Early Language, Emotional Literacy and THRIVE.

The SENDCO regularly attends meetings and relevant training to support her role. This is then disseminated to staff to allow them to best support the SEND children in their care.

### **How can parents/carers find out more about our SEN provision?**

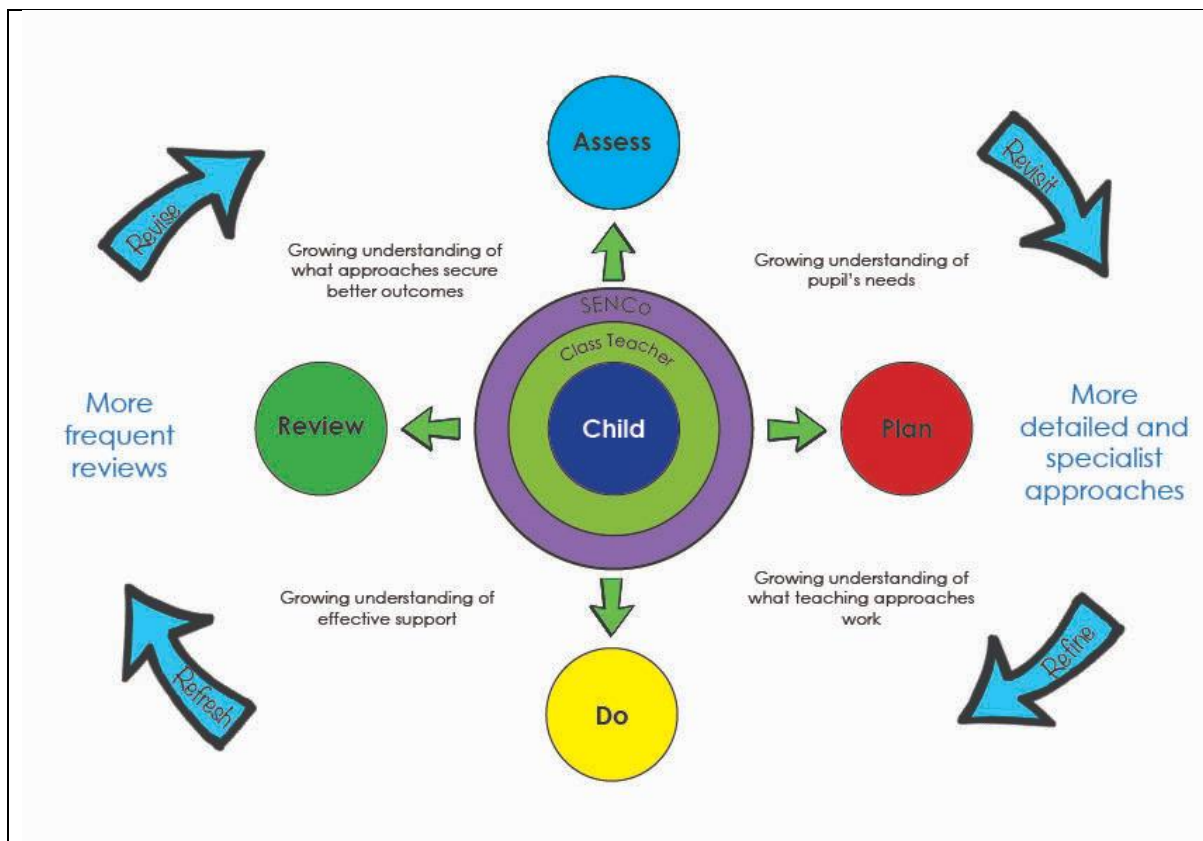
- Speak to the Class Teacher
  - Contact the SENDCO - 01473 601748
- The school office will always forward emails if required
- Read our SEND Policy

## **Identification and Early Intervention**

### **How to do we identify, assess and make provision for children with SEND?**

We make links with our pre-school providers and their key workers, who keep us informed about children with specific needs who are starting school. We also assess our new intake and use other screening assessments to help us develop a picture of each child's development. We adopt a graduated approach to identify children with SEND. This will be done using a range of assessments, observations, consultations with parents and gathering evidence.

Where a pupil is identified as having additional needs or is attaining significantly below age appropriate expectations then further support will be put in place and recorded on an individual plan. The plan will be regularly monitored and reviewed, involving parents and children. When providing support that is "additional to" or "different from" that received by other children of the same age we engage in a four-stage process:



**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. A one plan meeting will be held with the parents and class teacher, overseen by the SENDCo and decisions will be recorded on an Individual Education Plan (IEP).

**Do** - providing the support – extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – child, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

### What sort of assessments will be completed?

- Baseline assessments – reading and spelling age
- Teacher observation and marking
- Parent information concerns
- Tracking progress
- Phonics screening
- Foundation baseline
- Speech and Language Assessments
- Literacy and Maths Assessments
- Specialist assessments from other professionals

**How can parents/carers find out more?**

- Speak to your child's class teacher
- Speak to the SENDCO
- Attend Parent Consultation meetings
- Refer to individual plans and arrangements
- Online parental workshops (please ask the SENDCo for further information)

**SEN Provision and Progress**

The quality, appropriateness and impact of the overall provision are kept under regular review, through rigorous monitoring of the impact of interventions using observations, feedback from staff and checking progress data. In addition to normal reporting arrangements and during the process of ASSESS, PLAN, DO, REVIEW an Individual Education Plan is developed in collaboration with the child, family, and all staff involved, along with specialists and other professionals. These are carried out termly to formulate outcomes looking at what is best for the child.

The progress of all children, including those with SEN, is monitored and assessed regularly by teachers and senior leaders. If the school has concerns about the progress of an individual pupil, further observations and assessments will be carried out to identify what the barriers are and what could be done to overcome them. Action planning is agreed and shared in pupil progress meetings. If the child is not on the SEND register and it is felt that this is appropriate, parents will be informed of this and the reasons behind any decisions will be discussed with parents. Children can move onto and off the register throughout their school journey. Whole school monitoring of the provision in place to support children is done through completion of a provision map in each class. The provision maps list all the interventions taking place for the children.

**How do we assess and review children's progress towards outcomes?**

- Intervention records
- Individual Education Plan paperwork
- Pupil views
- Parents views
- Pupil progress meetings
- Observations
- Pupil Asset data
- Personalised assessments
- Teacher Reports

**How can parents and carers find out more?**

- Speak to your child's class teacher
- Speak to the SENDCO
- Attend parents' meetings and discuss your child's Individual Education Plan (IEP)
- Read your child's end of year report

## Our Staff

### Who is responsible for the Provision of SEN in our school?

***All teachers are responsible for the progress and development of all children in their class, including those with SEND. They are responsible for ensuring the needs of every child are met. (0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)***

The SENCO has regular meetings with staff, families and other professionals about the provision for children with SEND across the school. Furthermore, the SENCO regularly attends SEN updates, training and conferences to stay informed about latest policies and practices.

**Responsibilities:** Mrs Derrett is responsible for the day-to-day management of all aspects of the school. Miss Andrews is responsible for Pastoral care and Inclusion, this includes support for children with SEND. Our teachers offer high quality teaching to all pupils, providing an inclusive curriculum. The teachers differentiate learning to match each child's next steps and use a range of teaching strategies to meet different learning styles. Differentiation is a term used in school that refers to how teachers make changes in order to ensure all children are successful in their learning. For example, a teacher may do some of the following to differentiate for a child with special educational needs:

- Provide additional time for a child to complete the same task as their peers
- Alter the task itself
- Use questions at different levels
- Use visual resources as a resource
- Learning support assistants (LSAs) are employed and trained to support SEND children in all classes, as well as during lunch and playtimes if required. LSAs are trained to run intervention programmes according to the needs of the children across the school. The SENCO has oversight of the interventions and monitors their quality and impact.
- In addition to this, we have a member of staff trained as a Thrive Practitioner and another as an Emotional Literacy Support Assistant (ELSA). They oversee interventions related to children's emotional wellbeing, mental health and Emotional Literacy.

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

Local Authority provision available:

Specialist Education Services (SES) –

- 1) Cognition and Learning – supporting a range of learning needs including Moderate Learning Difficulties and Specific Learning Difficulties (dyslexia, dyscalculia)
- 2) Communication and Interaction – for children experiencing
  - Educational Psychology Service
  - Parent workshops

- NHS Mental Health Support Team (MHST)
- Speech and Language Therapy (SALT)
- Inclusion Support Meetings
- Whole School Inclusion service
- Occupational Therapy

**How can you find out more about the expertise of staff and how Specialist expertise will be secured?**

- Speak to the SENDCO
- Speak to your child's teacher

**What arrangements are there for consulting parents of children with SEND?**

We recognise the importance of parents and teachers working closely together. We always attempt to keep parents regularly informed of anything that may concern them or their children. Similarly, we ask parents and carers to share relevant information from home with us at school. At St Mark's we have an open door policy and we encourage parents and carers to be actively involved in school life; for example, supporting home learning, attending meetings and joining in other events and activities. The class teacher will contact you regularly to discuss your child's Individual Education Plan. Parents can also contact or make an appointment to see the SENDCO at any convenient time if they have a concern or need advice.

**Opportunities for consulting parents of children with SEND:**

- Parent Consultations
- Parents views
- Discussion
- Emails/ phone calls

**What is Education, Health and Care Plan (EHCP)?**

Some children with high needs have an Education, Health and Care Plan (EHCP) which is issued by the Local Authority. The EHCP gives details of the needs of the child and the provision that should be put in place by a school to meet those needs. These higher need pupils are more likely to have specialist services involved. At St Mark's we use support available from outside professionals to develop staff knowledge and understanding as well as to advise and help develop our provision of SEND.

**How do we make sure children are involved in their education?**

Pupils with SEND are given equal opportunities to participate in all school activities and take on roles of responsibility. Our aim for all of our children, including those with SEND, is to be happy, confident and have high aspirations. We include the children in conversations about their progress, welfare and achievements. It is

important that the children are at the centre of our planning. To ensure their voice is heard, we complete One Page Profiles. This is where the children get to record how they like to learn best and what is important to them.

## Transition

When children move into a different class the current teacher will meet with the new teacher and all children and their needs will be discussed. The SENDCO supports this by ensuring each child on the SEN register completes a transition booklet and ensures all the relevant SEND information on a child and their latest provision are shared effectively between staff at times of transition. All children participate in 'Moving Up days' during the summer term spending time getting to know their new teachers and LSAs.

SEND folders are updated for the receiving class teacher. We have a clear induction process for new children joining St Mark's in Reception. The class teacher will arrange visits to see the children in their current settings, where appropriate the SENDCO will be involved in these meetings. Prior to starting school, children have transition visits and if needed additional visits can be put into place to ensure the child gets to know the new adults and the environment.

When children are transferring to Secondary School, the SENDCO and class teacher will make contact with SENDCOs of the transferring schools. All SEND records will be passed on to the new settings. Parents of children with an EHCP are invited to discuss transitional provision with the potential secondary school. Extra visits for children with SEND are made in the summer term.

### **How can parents find out about transition arrangements for supporting pupils transferring between stages of education?**

- Speak to SENDCO (current and receiving school)
- Attend transition meeting and meetings with relevant professionals
- Visit receiving school

## Our Governors

Our named governor is **Mr A Scott-Barrett**. He is responsible for working with the SENDCO to support SEND provision across the school. SEND information is regularly reported to the governors. The governing body's policies in regards to SEND, Safeguarding, disability and equality ensure the duty of the school to:

- Make referrals
- Seek advice and support from the local authority and other bodies to meet the needs of children with SEND.
- Work closely with a range of services to help meet the needs of our pupils and their families.

### **How can you find out more about Governor involvement?**

- Read the policies on the school's website
- Read more on the Local Offer:

[Layout 1 \(suffolksendiass.co.uk\)](http://suffolksendiass.co.uk)



## **If my child has medical needs, how will they be supported?**

The **Supporting Children with Medical Conditions policy** sets out clear guidance on responsibilities and procedures for administering prescribed medicines. All medicines given in school hours are recorded. Regular long term needs are met and monitored through a school medical care plan. Staff have training to meet the medical needs of pupils. **Our Intimate Care policy** also gives guidance and procedures for management of intimate care. If a child requires this specific support, **an Intimate Care plan is agreed** with the school and family

## **Our School Facilities**

The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources can be secured through; the Vision Impairment / Hearing Impairment specialist teacher team, external advisors and professionals and the school itself.

### **How accessible is the school environment?**

- We ensure that equipment being used is accessible to all children regardless of their needs.
- We have stair lifts available around the school
- We have a disabled parking space available in the school car park
- The appropriate steps would be taken to procure any equipment or facilities required for a child with SEND.

## **Complaints Procedures**

From time to time, many parents have a concern about their child's education. Many such concerns can, and should be, resolved at school level, particularly as they can often arise out of misunderstandings about the aims of the school and the methods employed to achieve them. If you have a concern, you should approach, in the first instance, your child's teacher, the SENDCO and then the Interim Headteacher. The governing body is also there to assist you and may be contacted through the school office.

If your concern relates to the curriculum, there is a statutory procedure established by the LA for dealing with written complaints. Details of this formal process are available from the school but you are asked to discuss your concerns with us first so that we may ensure that we have done all that we can to resolve the situation. Both the SENCO and the Headteacher aim to resolve any issues swiftly and in person, often coming to a mutual understanding and agreement.

### **How can parents find out how we respond to complaints?**

- Look at our Complaints Procedure on the school website or request a copy from the School Office.

## The Local Offer

### **Suffolk County Council's Local Offer will:**

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place

INFORMATION regarding the LOCAL OFFER is published at:

[Layout 1 \(suffolksendiass.co.uk\)](http://suffolksendiass.co.uk)

[Suffolk SEND Local Offer | Community Directory](#)