

# Special Educational Needs (SEN) Information Report 2025-2026

## St Mark's Catholic Primary School



**Part of the Our Lady of Walsingham Catholic Multi Academy Trust**

<b>Approved by:</b>	Cathy McKenna	<b>Date:</b> [Date]
<b>Last reviewed on:</b>	October 2025	
<b>Next review due by:</b>	October 2026	

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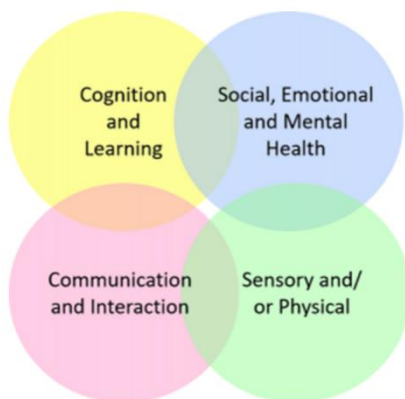
Dear parents and carers,

The aim of this information report is to explain how we implement our SEN policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEN read our SEND policy which is found on our website <https://stmarkscatholicprimary.co.uk/send/> **Note:** If there are any terms we've used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

As a general primary setting we make reasonable adjustments and are able to cater for pupils with additional needs in the four areas of need. See the four areas outlined below. We will always meet with parents in the hopes of tailoring our school to offer to meet individual needs wherever possible. Adaptations to the pupil's provision, environment and adult supervision is all part of the process. Below is a list of the typical areas of need we cater for.



AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child?

**Class Teachers**

The class teacher is responsible for all pupils in their class. They are the first person to ask questions and to arrange meetings with. Class teachers will always listen to parents and put in place reasonable adjustments as outlined in the Suffolk Mainstream Framework. In addition to this, class teachers will work closely with the SENCo to ensure each pupil is receiving timely formal support by external professionals, if required. All of our teachers receive in-house SEN training to ensure they can provide high quality teaching to all pupils. Pupils as identified with special educational needs have individual education plans with SMART targets which are written and reviewed three times a year. This process is done in consultation with parents and pupils. Importantly, we listen and capture pupil voice.



### Teaching Assistants (TAs)

We have a team of TAs, including a number of higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Every class has the support of a Teaching Assistant who provides class-based support during the morning lessons: reading, writing and maths. The support Teaching Assistants can offer our pupils is critical. We have high expectations for all pupils, including our SEN pupils. This approach requires responsive teaching and flexible groupings. All staff are asking probing questions, scaffolding learning and adapting to the needs of the learners. Our TAs provide in the moment marking for the pupils they are supporting and critically enable independence, not dependence.

In the afternoons our TAs run a programme of in all the four areas of need. This ensure pupils are given opportunities for pre-teaching, addressing misconceptions, overlearning and catch up. A list of our current interventions can be found below but is not limited to:

Speech and language link	1:1 Reading
Colourful Semantics	60 second reads
Precision Teaching	1:1 Speech and Language follow up sessions
Lightning Squad	Social interaction groups
SRSD Writing - DBV	Sensory Circuit
Reciprocal Reading - DBV	Gardening
Rainbow Maths	Hamish and Milo – DBV
Plus One Maths	Thrive
Write from The Start	Gross motor development groups
BEAT Dyslexia	Bespoke 1:1 provision as outlined in EHCP paperwork



## **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Mrs K. Taylor

Mrs Taylor is also the school Assistant Headteacher. She works part-time but is effectively supported by the rest of the senior leaders to ensure the inclusion offer is robust. Mrs Taylor works Monday morning, Tuesday and Thursday. Should you wish to organise a meeting, following a meeting with the class teacher please arrange this via the front office or by emailing [admin@st-marks.suffolk.sch.uk](mailto:admin@st-marks.suffolk.sch.uk)

## **SEN Governor**

Our SEN Governor is also our Chair of Governors Mrs McKenna. Mrs McKenna has a wealth of experience in the education system and has been extremely supportive in developing our school practice. Her email address is – [cathy.mckenna@st-marks.suffolk.sch.uk](mailto:cathy.mckenna@st-marks.suffolk.sch.uk)

## **LOW**

As part of the LOW Trust, our school works collaboratively with other Trust schools to share expertise, resources, and best practices to ensure the highest quality support for pupils with Special Educational Needs and Disabilities

## **External agencies and experts**

Some of our pupils require additional support from external professionals to ensure we meet their needs effectively. We are always open to advice and eager to engage with additional support to benefit our pupils. Below is a list of some of the professionals we engage with. The list is ever changing and is not limited to the below:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Education welfare officer (EWO)
- Specialist Education Services (SES)
- Inclusion Services Meetings (ISM – part of SES)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## **3. What should I do if I think my child has SEN?**

The first person to speak to is your child's class teacher. They know your child best. In this initial meeting you discuss your concerns and create a plan for next steps. Please see further information below.

Tell us about your concerns

We will invite you to a meeting  
to discuss them

We will decide whether your  
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Speak to your child's class teacher and pick up and arrange to meet after school to discuss their needs.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, your child will be added to the school's SEN register.

Or we might decide to continue to monitor and have a follow up meeting later that term. Sometimes with a few adaptations in place it is not necessary to add the pupil to the SEN register.

#### **4. How will the school know if my child needs SEN support?**

We have termly pupil progress meetings following our formal assessments. In these meetings all children are discussed and monitored. A pupil who is making less than expected progress will be discussed and their personal circumstances and barriers to learning addressed.

Senior leaders support teachers to best understand their pupils. Quickly staff try to establish whether the lack of progress is due to a barrier in learning or a gap in understanding. Depending on which will determine the next course of action.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

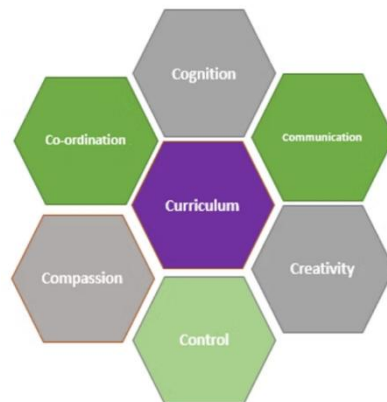
The SENCO will ask for your opinion and speak to your child to get their input as well. Importantly, pupils are monitored overtime once additional support has been put in place. Additional support is through reasonable adjustments, additional scaffolds, adaptations and/or adult support. We use the Suffolk Mainstream Inclusion Framework to support our decisions.



Based on all of this information, the SENCO in consultation with parents will then make the decision to add your child to the SEN register.

Any pupil on the school SEN register has an Individual Education Plan with individual SMART targets which are written and reviewed three times a year: October, February and May.

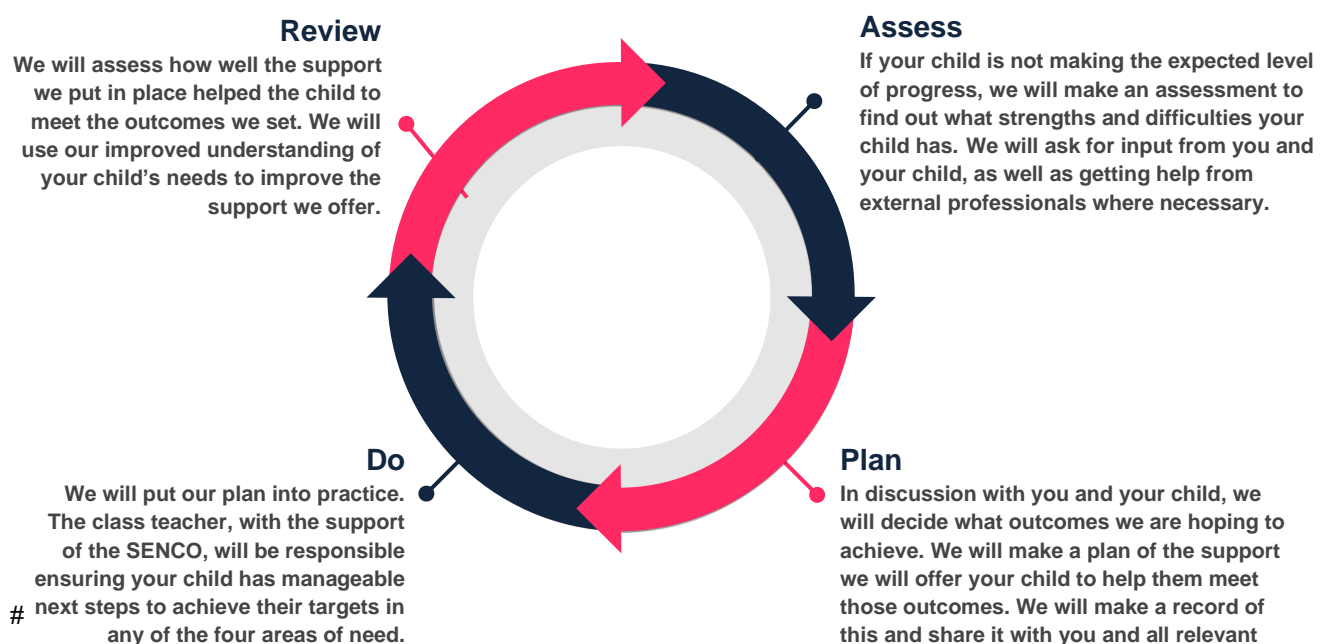
We follow the Judith Carter 7Cs strengths-based approach to understanding children and capture this on our Individual Education Plan documents.



## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**. Any child on the SEND register has individual targets which they are working on, at least one of the targets will be curriculum based but importantly we recognise developing the whole child so there will be other areas of development.

See the assess plan do cycle below:



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. This is agreed with input from parents and pupils. Parents know their children best and it's critical we work together to ensure next steps are manageable and will have the greatest impact on their progress as a learner.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

All pupils on the SEND register meet with their parents three times a year to review and set new targets. These meetings will take place in October, February and May. In addition to these meetings SEN pupils have the school parent evening meetings and will review the annual formal written report.

In the SEN meetings three times a year, the meetings follow the process below:

- › Review progress towards those outcomes
- › Set clear outcomes for your child's progress
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support, particularly for pupils with an EHCP.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Please do this by asking the class teacher for a meeting at the end of the school day or emailing the school office: [admin@st-marks.suffolk.sch.uk](mailto:admin@st-marks.suffolk.sch.uk). The message will be passed on internally.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. Our school teaching approach



follows the 'I do, We do, You do' approach which provides high-quality models and enables time to practice with adult guidance and support.



We adapt how we teach to suit the way the pupil works best. These adaptations include different scaffolds to support learners effectively to achieve the same outcome or we alter the expected outcome to ensure it is appropriate for the learners.

Below are some examples:

- Concrete apparatus providing hands on learning experiences – following the CPA approach
- Sentence stems, word banks and closed procedures
- Chunking work to reduce demand
- Additional processing time given
- Additional adult support provided
- Illustrated and personal dictionaries.
- Appropriate book choice – running record.
- Recording devices – talking tins and recording buttons
- Phonics flashcards
- New vocabulary explicitly taught
- Pre-teaching strategy implemented
- Live marking used to address misconceptions and move learning on.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks. We also consider impact of time taken out of the classroom.
- Using pupil questionnaires
- Monitoring by the SENCO
- Termly Pupil Progress meetings
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure additional High Needs Funds from the Local Authority. This is when a child requires additional, bespoke support to meet their individual needs. Some of the reasons are outlined below:

- A great level of adult time and support
- Bespoke interventions
- Further training for our staff
- Specific equipment, which is only used by the pupil

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. For further information please refer to the SENDIASS website <https://suffolksendiass.co.uk/education/sen-funding/schools-funding/>

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential trip in Year 6 to Mersea.
- All pupils are encouraged to take part in days which enhance our curriculum offer including sports day, performances, workshops and school mass. If for any reason these events are challenging for a pupil we consult with parents to work out a solution and to see what adaptations with support the pupil to attend.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.
- We do ensure additional needs are noted on the relevant risk assessment and if necessary, we alter the adult ratio accordingly. Sometimes if appropriate parents accompany pupils as a supportive measure for a pupil to attend. The level of support and adaptation will always depend on the location of trip and needs of the pupil.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

Admission arrangements for disabled pupils

In accordance with Section 69 of the Children and Families Act 2014 the arrangements for the admission of disabled pupils are stated in our School Accessibility Plan. The Accessibility Plan can be found on our website in the policy section <https://stmarkscatholicprimary.co.uk/policies/>

## **13. How does the school support pupils with disabilities?**

We work hard to ensure we can meet all pupils' needs. We outline further strategies in our accessibility plan How to find your school's accessibility plan? The Accessibility Plan can be found on our website in the policy section <https://stmarkscatholicprimary.co.uk/policies/>

#### **14. How will the school support my child's mental health, and emotional and social development?**

We are a small community and therefore every pupil is noticed. It is important that pupils are happy and eager to come to school. We take your child's well-being seriously. If for any reason this is not the case, we work hard to ensure we can effectively support a pupil to feel confident, happy and valued at school. We take your child's well-being seriously. We are an inclusive school who incorporate Christian values into the day to day running of the school. We understand that high self-esteem and positive wellbeing are vital for your child's happiness and progress. Teachers aim to foster a caring and understanding environment within the class and treat all pupils with respect. Children are encouraged, from Reception, to tell other children if they do not like a behaviour and are taught the skills to manage conflict. The children also cover aspects of Mental Health and Well-Being as part of PSHE. The class teacher has overall responsibility for the pastoral and social care of every child in their class and should be contacted if a parent has concerns about their child's well-being. Further support can also be obtained from the SENCo who may contact outside agencies such as Social Services, Wellbeing hub, School nursing team or the Local Authority Specialist Education Services Service (SES) for advice

- We provide support for pupils to progress in their emotional and social development in the following ways:
  - Pupils with SEN are encouraged to be part of the school council
  - Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
  - We provide opportunities to listen to pupils well-being through our SEMH interventions.
  - Teaching Assistants provide check-ins with pupils we're monitoring and our concerned about.
  - We raise pupils at our half termly Mental Health Services Team meeting for further targeted support.
  - We have a zero tolerance approach to bullying. See our behaviour and anti-bullying policy for further information: <https://stmarkscatholicprimary.co.uk/policies/>

#### **15. What support will be available for my child as they transition between classes or settings?**

During the summer term we hold moving up mornings to provide time for every pupil to familiarise themselves with the next year group, both in terms of the environment and expectations. In addition to this, identified pupils who find transition more challenging have an enhanced offer which involves more opportunities to build a relationship with new trusted adults.

All class teachers have a formal handover meeting in July to talk through all pupils. All formal plans and equipment go up with a pupil. We ensure all teachers have a meeting with the SENCo to talk through current adjustments and next steps in July and again in September.

#### **Year 6 to Year 7**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. In addition to this, every local school offer transition mornings for Year 7. The children are encouraged to attend. Sometimes with permission of a pupil's

parents we coordinate an enhanced transition with additional visits to the secondary school to meet the new tutor, Head of Year 7 and the SENCO.

### **16. What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Taylor will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **17. What should I do if I have a complaint about my child's SEN support?**

We strive to work closely with our parents to meet the needs of all our pupils. Hopefully through regular communication we can mitigate the need for a formal complaint. However, if you wish to make a formal complaint, please follow our complaints procedure. This can be found on our website in the policy section:

<https://stmarkscatholicprimary.co.uk/policies>

### **18. What support is available for me and my family?**

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Suffolk Local Offer. The website is very informative. In addition to this, please use the Suffolk SENDIASS offer <https://suffolksendiass.co.uk/>

The below charity is extremely supportive:

<https://www.familiestogethersuffolk.org.uk/index.html>

BEANs - Beans is a support service that is part of the NDD

Pathway. <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=PyDGuiAz4IU>

National charities that offer information and support to families of children with SEN are:

- **IPSEA** <https://www.ipsea.org.uk/>
- **SEND family support** <https://sendfs.co.uk/>
- **NSPCC** <https://www.nspcc.org.uk/>
- **Family Action** <https://family-action.org.uk/>
- **Special Needs Jungle** <https://www.specialneedsjungle.com/>

### **19. Glossary**

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages