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St Mark's CE Primary School SEN Information Report



1. Aims of our provision in regards to pupils with special educational needs and/or disability.

The aims of our school policy and practice in relation to special educational needs and disability are:

- To ensure equality of opportunity by providing a learning environment that is conducive to their needs so that pupils with SEN make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.
- To ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

At St Mark's School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**
Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '**... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2. The kinds of special educational needs for which provision is made at St Mark's School

St. Mark's CE Primary School is a mainstream setting. It is an inclusive school, all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at the school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of the pupil.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP. Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Our school makes provision for children whose needs fall into the following categories:

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- **Cognition and Learning** e.g. dyslexia
- **Communication and Interaction** e.g. speech and language, autism
- **Social, Emotional and Mental Health difficulties** e.g. social skills, behaviour
- **Sensory and/or Physical Needs** e.g. hearing impairment

Our school has an experienced Headteacher/SENCO and the needs of the children are carefully considered and supported by Teaching Assistants as appropriate.

3. How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

4. What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with the class teacher. The classteacher will discuss your concerns with the SENCO/Headteacher whose name is Mrs Freeman and can be contacted on 01704 880636.

Parents may also contact the SENCO/Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and the provision that is provided by the school.

5. How will school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by subject leaders, SENCO/Headteacher, school advisor and external verifiers.
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Curriculum meetings with teacher and SENCO/Headteacher to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Termly attendance and behaviour records.
- Termly progress reports to parents.
- Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have curriculum targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evening.

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- Pupils' attainments are tracked using the whole school tracking system and those not making expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the classteacher, Headteacher and, if appropriate, the pupil themselves.
 - Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
 - Action relating to SEN support will follow an assess, plan, do and review model.
1. **Assess:** Data on the pupil held by the school will be collated by the classteacher/Headteacher/SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required then the views of all involved, including the parents and the pupil, will be obtained and appropriated evidence-based interventions identified, records and implemented by the classteacher with advice from the SENCO.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Social Services
3. Health partners such as school nurse, Speech and Language Therapists, physiotherapists, Child & Adolescent Mental Health Service (CAHMS)

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

6. How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Education Needs Coordinator (SENCO) and/or external specialists.

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- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

7. How will parents know how their child is doing?

- Attainment towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the classteacher or the SENCO at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact Mrs Oliver, Administrative Officer, on 01704 880636 who will arrange an appointment for you

8. How will parents be helped to support their child's learning?

- The school organises a number of parent workshops during the year. Parents are informed about these through the newsletter and on the school website - www.st.marks.lancs.sch.uk. A reminder of the workshops is sent to parents via a parent text.
- The classteacher or SENCO may suggest additional ways of supporting your child's learning.
- All parents receive half-termly information sheets which include links to websites and resources to support their child's learning.
- The school website includes links to websites and resource to support parents to help their child learn at home.
- The school distributes to parents local learning opportunities when available.
- The school subscribes to several on-line learning platforms such as Mathletics and TTRockstars which children can use at home with parents.
- The school has a named Parent Support Advisor whose role is to support parents in engaging with their child's learning and development and to develop their parenting skills by providing accessible information, explanation, guidance and signposting. The school's parent support advisor is Mrs Lyness. If you wish to speak to Mrs Lyness please phone Mrs Oliver, Administrative Officer, on 01704 880636 to arrange an appointment.

9. What support will there be for children overall well-being?

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. All children are seen as individuals and the caring ethos ensures the children feel valued. Staff are adept at recognising when individuals are in need of emotional support and strategies are in place to do this, at both a class level and, if needed, on an individual 1:1 basis.
- Class teachers and TA's provide excellent pastoral support to their pupils, giving their time to listen to pupils' problems and issues in order to resolve them as quickly as possible.
- School has a rigorous Anti-Bullying Policy. Bullying is regularly addressed through the PSHE curriculum, Collective Worship and key events throughout the year ie Anti-Bullying Week or E-Safety Day. Children acknowledge that they can highlight 'bullying concerns' and both parents and pupils are confident that these are investigated and documented. The school will check with the children or parents regularly to establish whether the anti-social behaviour has ceased.
- The Personal, Social, Health and Economic (PHSE) and Relationship Education (RE) curriculums provides pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

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- Half-termly class information sheets which are distributed to parents include the topics that are being taught within this area of the curriculum. Class information sheets are also available on the school website.
- The Headteacher/SENCO is also able to request advice from external agencies and professionals such as trained counsellors, Educational Psychologists and CAMHS in order to ensure difficulties such as behavioural, emotional and social are understood and managed appropriately.
- The school can also access a Pupil Attendance Officer who can liaise with families and school.

10. Pupils with medical needs

- Pupils with medical needs such as diabetes, epilepsy or those that require medication to be administered daily during the school day have an Individual Health Care Plan, compiled with the school, parents and if needed the school nurse. If appropriate, the pupil themselves. This plan is reviewed on an annual basis and effectively communicated to staff.
- Anaphylaxis awareness training and use of an epi-pen is given to all members of staff. Most members of staff have received training to deal with diabetes, asthma, so that all staff are able to manage medical situations. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have completed a basic 6 hour first aid training course to deal with emergencies in school. This training is refreshed every three years.
- Early Years staff have completed paediatric first aid training which is refreshed every three years.
- Members of staff such as the class teacher and SENCO are readily available for pupils and parents who wish to discuss issues and concerns.
- Medicines are kept in the school office or in the staffroom fridge. Asthma inhalers are kept in an accessible cupboard in the school office or with parental and school consent with the pupil. All medicines and asthma inhalers must be prescribed by a practitioner and clearly marked with the pupil's name.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions (DfE) 2014* and identified on the School Medicine Administration Policy.
- Pupils with medical needs are identified in the class attendance registers to ensure all staff including temporary staff are aware of pupils with medical needs. The kitchen staff are also made aware of pupils with medical needs or with severe food allergies.

11. What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (5) above.

The SENCO is the Headteacher and she has had experience in this role for over 20 years.

12. What training does the staff supporting children with SEND undertake?

School staff have received a range of training on

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.
- The SENCO attends termly Headteacher Forums where SEND policies and procedures are discussed and reviewed when required.

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- The SENCO has received specialist training from the LA on the role of SENCO.
- The NHS Speech Language Therapist assesses and plans support for targeted pupils. These programmes are then delivered by Teaching Assistants.
- The Governor with specific responsibility for SEN is Mrs Jo Ellison-Adams. She has completed the SEN Governor training.

13. How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity

14. How accessible is the school environment?

Since the SEN & Disability Act of 2001 the school has implemented plans which have increased accessibility for disabled pupils.

- The early years classroom which was added to the original layout of the school in 2012 includes a separate disabled toilet which is fully wheelchair accessible.
- Access to the front and rear of the school has been improved with all doors being wide enough for wheelchair access.
- Pedestrian gates and path have been widened for wheelchair access.
- The school has a range of ICT programmes for pupils with SEN in addition to laptops, iPads and headphones, computers and interactive whiteboards are installed in every classroom.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- The school continually monitors the arrangements in place for communication information and responds sensitively to the needs and requests of its families. Hard copies of policies or procedures are made available through the school office or via the school's website and notice boards in addition to regular newsletters.
- The school is happy to discuss individual access arrangements and we would liaise with the EMAS (Ethnic Minority Achievement Service) who would assist us with English as an additional language and or other agencies to access specialist services or resources to support children with additional needs.

15. How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- An introduction programme is delivered in the Summer term to support transfer for pupils starting school in September if they have not attend the school nursery
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

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- The reception class teacher visits the settings of new pupils starting school in reception class in September.

Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The record of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

16. 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 that includes:

- A proportion of funds allocated per pupil to the school to provide for their education.
- The Notional SEN budget. This is a fund devolved to school to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc).
- Out of class support (relationship building, social, emotional skill development).
- Small group tuition to enable catch up (subject or targeted at additional need).
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc).
- Provision of specialist resources or equipment (use of ICT, sloping board).
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs).
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher or SENCO/Headteacher.

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17. How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18. How will I be involved in discussions about and planning for my child's education?

This will be through

- discussions with the class teacher or SENCO/Headteacher.
- during parent evenings.
- meetings with support and external agencies.

19. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher.
- The SENCO/Headteacher.
- For complaints, please contact the Chair of Governors Mr Fairbrother, who can be contacted via the school office on 01704 880636.

20. Support services for parents of pupils with SEN include:

Independent information and help for parents and carers can be found on the website for Lancashire Special Educational Needs and Disabilities at www.lancashire.gov.uk/children-education-families/special-educational-needs

The school website has links to support services for parents of pupils with SEN at www.st-marks.lancs.sch.uk

21. Information on where the Local Authority's Local Offer can be found.

The Local Authorities Local Offer can be found at www.lancashire.gov.uk/children-education-families/special-educational-needs

The SEN and Disability Local Offer of St Mark's School can be found at www.st-marks.lancs.sch.uk