



St Mark's Special Educational Needs (SEN) Information Report

"The purpose of this document is to explain how St Mark's supports children with special educational needs and/or disabilities. Should you not find the information you require, please do not hesitate to contact us."

*Gina Wagstaff
Special Educational Needs and Disabilities Coordinator (SENDCo)*

Contents:

- 1. How will we identify a child's special needs?** *(Page 2)*
 - How does St Mark's know if children need extra help?
 - What should I do if I think my child may have special educational needs?
 - How is the decision made about how much support my child will receive?

- 2. How do we provide for children with special needs?** *(Page 2)*
 - How accessible is the school environment?
 - How are the school's resources allocated and matched to children's special educational needs?
 - How will I be involved in discussion about and planning for my child's education?
 - How will my child be included in activities outside the classroom including school trips?
 - How will the curriculum be matched to the needs of my child?
 - How will the school prepare and support my child when joining St Mark's or transferring to a new school?
 - How will you help me to help my child?
 - What specialist services and expertise are available at or accessed by the school?
 - What support is there for behaviour, avoiding exclusions and increasing attendance?
 - What support will there be for my child's overall well-being?
 - What training arrangements are in place for the staff supporting the children with SEND?
 - What training takes place for the staff supporting the children with SEND?

- 3. How will we work together to help your child?** *(Page 6)*
 - How will I share information with the school about my child's needs?
 - How will I know how St Mark's is supporting my child?
 - How will I know how my child is doing?
 - How will I be involved in discussion about and planning for my child's education?
 - How will my child access a broad and balanced curriculum?

- 4. Contact details** *(Page 8)*
 - SENDCo
 - Headteacher
 - Information, Advice and Support Service (IAS)
 - Who to contact if you are unhappy with support from St Mark's

- 5. General information, updates** *(Page 9)*
 - Roles and Responsibilities
 - Special Educational Needs and Disabilities Coordinator
 - Special Educational Needs and Disabilities Governor
 - Inclusion Team
 - Pupil Premium Grant (PPG)
 - Stockport's Local Offer

- 6. Common abbreviations** *(Page 10)*

1. How will we identify a child's special needs?

How does St Mark's know if children need extra help?

We learn what children need when:

- Concerns are raised by parents/carers, Health Visitor, previous setting (e.g. Nursery, previous school), teachers, teaching assistants (TAs) or the child
- Progress is not being made at the same rate as their peers
- There is a change in the child's behaviour or rate of progress

What should I do if I think my child may have special educational needs?

- Your child's class teacher should be your initial point of contact. Please make an appointment with them to discuss your concerns
- If you have further concerns contact the SENDCo (contact details below)

How is the decision made about how much support my child will receive?

- These decisions are made in consultation between the class teacher, SENDCo and Senior Leadership Team
- Decisions are based on termly tracking of children's progress
- During their school life, if further concerns are identified due to the child's lack of progress or perceived drop in their well-being, then other interventions will be proposed

2. How do we provide for children with special needs?

How accessible is the school environment?

Facilities we have at present include:

- Access button at the front door
- Whole school is on a single level
- Disabled toilet
- Doorways are all of a wheel-chair friendly width
- Furniture is chosen to support those with visual impairments
- Acorn Class– a distinct, school-resourced class within the school where individuals can receive personalised provision in a low-stimulation environment. In the morning, the focus is on core skills (Reading, Writing, Maths) with other needs such as social and emotional development, motor skills and speech and language also being timetabled. For the children accessing Acorn in the morning, this is their register class and they are not allocated to an age-determined class elsewhere in school. The class is led by a teacher/SENCo who is supported by two teaching assistants. Other children may also access Acorn at breaktimes and/or the afternoon. During these times the focus is on developing their emotional awareness and resilience and promoting mental well-being. The class takes part in a range of activities across the week including sport, RE, PSCHE and craft activities. This enables sessions to be delivered which incorporate both social skills and academic objectives within a nurturing environment. Acorn does not operate as a 'drop-in' provision, and places are allocated on a needs basis.
- As a school, we are happy to discuss individual access arrangements

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

- The SEND budget is allocated each financial year. The money is used to provide additional support and resources dependent on an individual's needs
- The additional provision may be allocated after discussion with the class teacher at Pupil Progress Meetings or if a concern has been raised by them at another time during the year
- Provision may include deployment of staff or resources dependent on individual circumstances

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

All parents/carers are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- During Parents' Evening
- During discussions with the SENDCo or other professionals

- Your child will also be supported in developing as an independent learner throughout their time at St Mark's and their views taken into account (age appropriate)
- Depending on your child's level of need, additional meetings may be held while the child is in Year 5 to determine what would be the most appropriate high school setting to apply for after they leave St Mark's and transition opportunities

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

- Activities and school trips are available to all
- Risk assessments are carried out and procedures are put in place to enable children to participate
- However, if it is deemed that an intensive level of 1-1 support is required a parent or carer may be asked to accompany the child during the activity
- When a child requiring a high level of adult support has wanted to attend a residential trip, arrangements have been put in place for an additional adult to go who can support the child on a 1-1 basis to enable them to participate as fully as they are able

How will the curriculum be matched to the needs of my child?

- When a child has been identified as having special needs their work will be differentiated by the class teacher to enable them to access their learning more easily
- Teaching Assistants (TAs) may be allocated to work with the pupil on a 1-1 basis or through a small focus group to target more specific needs
- If a child has been recognised as requiring SEN Support, their name will be added to the database and their progress monitored by the SENDCo through the half-yearly SEN review and termly Progress Meetings
- Further assessment may be needed to find the reason why a child isn't making progress. This can involve initial screening for dyslexic tendencies or referral too outside agencies such as Speech and Language or Occupational Therapists. Any further assessments would be discussed with parents / carers prior to referrals being made. Results learned would help us provide more personalised support.
- All classrooms are set in a dyslexia-friendly manner e.g. notice boards are colour-coded for easier recognition, interactive whiteboards are set to a soft shade to reduce glare, group work is used to help share responsibility for task completion and allow all to show what they understand and key words are displayed. In addition, those individuals identified as having dyslexic tendencies following initial screening will be provided with their own additional resources, these may include coloured overlays - care being taken to select the most , text being presented in a different font or work being printed into different coloured paper.
- If appropriate specialist equipment may be provided for the child e.g. sloping board, pen/pencil grips, easier to use scissors or reading aids
- Where a child's needs mean they are working in a way that is significantly different from their peers, perhaps linked to a medical diagnosis e.g. Down's Syndrome or Autistic Spectrum Disorder, then it may be appropriate to apply for an Education, Health and Care Plan. This would be done in consultation with yourselves and all the professionals who are helping provide for your child
- Wherever possible a child will receive education with their peers within the classroom. However, when this is not believed to be in the child's best interest arrangements will be made for the child to receive some / all of their education within Acorn (Page 2)
- Our 6Rs Curriculum will help children to develop their life skills. The themes covered are Relationships, Responsibility, Resilience, Responsiveness, Reflectiveness, Resourcefulness and are threaded through all aspects of school life at St Mark's

How will the school prepare and support my child when joining St Mark's or transferring to a new school?

Many strategies are in place to enable the child's transition (move) to be as smooth as possible:

These include:

- Discussions between the previous/receiving schools prior to the child joining/leaving
- All children attend at least one transition session where they spend some time with their new class teacher and classmates
- Additional visits are also arranged for children who need extra time in their new school

- SENDCo is always willing to meet parents/carers prior to their child joining the school
- Secondary school staff visit children prior to them joining the new school
- SENDCo liaises with the SENDCOs from the secondary schools to pass information regarding children with special educational needs or disabilities
- If a child has more specialised needs, a separate meeting is arranged between SENDCo, the parents/carers and, where appropriate, the child and agencies already involved
- Child's SEND history is transferred in addition to general child records

How will you help me to help my child?

- Your child's class teacher will be able to suggest ways you can support your child
- The SENDCo can meet with you to discuss how to support your child with strategies to use if there are concerns with your child's emotional/behavioural needs
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home

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

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Primary Inclusion
- Primary Behaviour Support Service
- Learning Support Service
- Speech and Language Therapy
- Occupational Therapy
- Sensory Support Service
- School Nurse
- Virtual Schools (provide 1-1 teaching for Looked After Children to address specific curricular areas of need)
- Primary Jigsaw

In addition to working with/advising on individuals or small groups of children, agencies will also provide training for school staff on request. Sources include:

- HYMs (Healthy Young Minds)
- Sensory Support, who will help those children with restricted vision, hearing etc.
- Social Services
- Children's Therapy team (Speech and Language, Occupational Therapy)
- Child Development Unit, Stepping Hill
- School Nurse
- Primary Jigsaw (emotional well-being)
- Ethnic Diversity Service (supporting children for whom English is an additional language)

An Educational Psychologist is also allocated to each school. Their help may be sought when concerns remained after a range of interventions have been tried without sufficient impact

What support is there for behaviour, avoiding exclusions and increasing attendance?

- We operate reward and consequences systems, such as the Learning Ladder, across the school through the promotion of St Mark's Promises. These are displayed across school and underpin our expectations
- Classes also have personalised systems that just apply to children within the class
- Should there be a negative incident, time is taken after the incident to reflect using a restorative approach. Time is spent reflecting with those involved on why inappropriate choices were made, their impact on others and how the situation can be resolved
- The 'Yellow Book' is used to record more significant behavioural issues and a letter will be sent home to inform on the incident
- Target cards are used to help children focus on one or two behavioural targets. These are discussed with the child, as are the rewards and consequences depending on their behaviour. Progress will be discussed with parents / carers at regular intervals to enable us to work together to support the child

- Should the child have further entries in the Yellow Book, there are staggered consequences involving dialogue initially between the child and the Headteacher then, should behaviours continue, between the Headteacher and the parent/carers
- The school's Attendance Support Officer (previously Education Welfare Officer) will work with school and the family to support the families of those children with attendance below 95%
- Trophies are awarded weekly to classes with the best attendance and punctuality
- Weekly school behaviour targets are set (e.g. respect towards others) and "Gotchas" are awarded to those observed carrying out the desired behaviour. The children receive a "Gotcha" sticker as part of their reward whilst those acting against the desired action will receive a warning and then consequence. Rewards and consequences form part of the whole school reward system
- All staff are Team Teach trained. This recognises that behaviour is a method of communication and requires staff to identify triggers, remove barriers and support the need that is driving the behaviour
- A member of Primary Behaviour Support Service visits weekly. Their visits can include meetings with SENDCo to plan provision, 1-1 sessions with children, leading group work and modelling good practice to support those working with children with specific needs
- Our Behaviour Support Mentor both provides support for children who find it difficult to self-manage behaviour and also works as the school Attendance Officer.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, class TA, Parent Support Worker or SENDCo are available for children who wish to discuss issues and concerns. Where appropriate intervention is provided
- Nurture Club is available for those who find lunchtimes a challenge and attendance is arranged by the class teacher and Inclusion Team
- Playground Friends (Upper Key Stage 2 children) support those who need help in many ways including helping them to make friends and showing them how to join in with a game. In addition, our Restorative Ambassadors have received training to facilitate mediation between children involved in low-level disagreements
- School has a Bullying Database to monitor behaviour and target support and education
- Each class takes part in a weekly Circle Time where children learn respect for others and how to give and receive support.
- Each child is greeted at the start of the day and after lunch by a class adult so their well-being can be monitored and to provide an opportunity for the child to speak with an adult outside the classroom

Children with medical needs:

- If a child has a medical need then a detailed Care Plan is completed with support from the School Nurse in consultation with parents/carers. These are discussed with all staff involved with the child and are reviewed at least annually
- Staff receive training delivered by the School Nurse, to support any specific needs of the children in their class e.g. allergies (use of Epipen), diabetes (testing and managing insulin). Guidance has also been sought from hospitals when they are best placed to deliver training for specific needs
- All staff receive annual asthma training
- All TAs have first aid training. In addition, certain TAs have advanced training including the Nursery TAs who are paediatric first aid trained
- School has an Administering Medicines policy. Should you have any queries regarding the administration of medicines, please contact the school office
- Adaptations are made to the school environment to support specific needs such as sloping desks, use of electronic equipment, colour filters to support those with dyslexic tendencies, moving to a quieter/less stimulating area for a time
- Intimate Care Plan

What training takes place for the staff supporting the children with SEND?

All staff have received training related to SEND. The training received has been dependent on their role within school.

Training sessions have included how to differentiate learning so that lessons are delivered at the appropriate level and in a style that suits the child. Other sessions have included how to support children with:

- An autistic spectrum diagnosis
- Social and emotional needs
- Dyslexia
- Physical and coordination needs
- Specific medical needs
- Concerns around mental health

In addition, members of staff have attended network meetings to update understanding further and then fed back their learning on their return to school

Gina Wagstaff (SENDCo) has gained 'National Award for Special Educational Needs'

3. How will we work together to help your child?

How will I share information with the school about my child's needs?

- **When you are deciding which school to apply to** – you should make an appointment through the school office to meet with the SENDCo to discuss your child's specific needs
- **Once your child has a place but before they start** – you should make a further appointment through the school office to meet with the SENDCo and class teacher to discuss your child's specific needs and transition (moving) arrangements
- **If your child is moving from another primary school** – there will be a transition meeting between the schools and, in addition, the SENDCo and class teacher can also meet with you directly. A meeting will be arranged for your child to meet with the Parent Support Mentor whose role is to act as an additional point of contact within school to support children's pastoral well-being
- **Once your child has started at St Mark's** – your child's teacher should be your first point of contact however, at times, it may be appropriate for you to share information with the SENDCo or professionals involved with your child. The Parent Support Mentor will meet with yourself to see how the move has gone and if further support is required

How will I know how St Mark's is supporting my child?

- Each child's educational needs will be planned by the class teacher. Depending on their needs, further discussion between class teacher, SENDCo, Key Stage Leader and Leadership Team may also be arranged. Support will be delivered at a level that is appropriate to suit the individual's needs which may include support by the teacher or teaching assistant in class
- If a pupil has needs related to more specific areas of their education, such as reading, spelling, numeracy etc. then the child will receive further support (intervention) as part of a small focus group. This will be delivered by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be reviewed half-termly through meetings with the class teacher and Key Stage Leader to monitor whether the provision is helping and discuss next steps
- Pupil Progress Meetings are held each half-term. This is a meeting where the class teacher meets with the Key Stage Leader, Deputy Headteacher and Headteacher to discuss the progress the children have made. This shared discussion will highlight what progress has been made and what needs to be done in the future, enabling actions to be planned. Findings are then shared with the SENDCo by the Senior Leadership Team
- Monthly meetings are held (between Headteacher, Deputy Head Teacher and SENDCo) to monitor provision and discuss new initiatives
- Occasionally a child may need more expert support from an outside agency such as Speech and Language Therapy, Learning Support Service or Occupational Therapy etc. In this case, a referral would be made, with your involvement. This would be forwarded to the most appropriate agency

and may involve the agency meeting with yourself. Following the assessment, feedback will be received and, if appropriate, a programme of support to be delivered at school and home

- Our Governors are responsible for entrusting a named person is in place to monitor Safeguarding and Child Protection procedures
- Through their involvement with the school, our Governors also ensure the school is as inclusive as possible and treats all children and adults in an equal way. They monitor and review practice and policies as defined by the Department for Education

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings during the Autumn and Spring Terms
- Your child's teacher will be available at the end of the day if you wish to speak with them. If you wish to speak in more detail to the class teacher or SENDCo, please make an appointment through the school office
- A written report towards the end of the Summer Term
- An invitation to meet with your child's teacher after receiving your child's end of year report
- Agencies (outside school) who are involved in supporting your child will provide reports or invite you to a review meeting
- If your child has a Statement or Education, Health and Care Plan, you will be invited to an annual review with all the agencies who are involved in supporting your child
- Less formal messages e.g. texts, certificates, conversations throughout the year

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

All parents/carers are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- During Parents' Evening
- Involvement in review meetings
- Your child will also be supported in developing as an independent learner throughout their time at St Mark's and their views taken into account (age appropriate)

How will my child access a broad and balanced curriculum?

- Resources and tasks will be differentiated so your child will be learning at a level and rate appropriate to their ability
- Pre-learning sessions may be arranged (if suitable) to enable your child to become familiar with key points prior to the lesson in which they will be introduced. This will help boost confidence and understanding
- Allocation of adults within the classroom to support at key times
- Provision of additional resources to enable them to access their learning and operate effectively within the classroom. This can take many forms such as adapted text, coloured paper, sloping boards or learning the same objective through more interactive means.
- Children will also be given the opportunity to demonstrate their understanding in different ways such as involvement in a group task, responding verbally, graphically or by typing rather than relying on handwriting. By removing barriers, children grow in confidence and are able to enjoy their learning resulting in far higher levels of motivation. As educators, we also gain much more detailed insight into what the child actually understands and so are better placed to move them forward with their learning
- All children are encouraged to be part of off-site learning experiences to enable them to access a broad and balanced curriculum. Pre-visits are made by the staff involved to identify potential areas of concern so that arrangements can be put in place to promote inclusion. Adaptations may involve an additional adult accompanying the trip, specific hazards being highlighted to the child and adults attending (such as dimly lit or uneven areas posing a potential risk to visually impaired or those unsteady on their feet) or staff being aware of a child's poor hearing so they know to be alongside when close to and crossing roads. Medical needs are also accommodated and additional meetings are held with those involved prior to residential trips to ensure that staff are fully briefed on the child's needs and how best to support enabling the child to benefit from discreet and timely assistance

4. Contact details

SENDCo

gina.wagstaff@st-marks.stockport.sch.uk

Headteacher

alison.whitehead@st-marks.stockport.sch.uk

Telephone

0161 430 3418

Address

St Mark's C E Primary School
Redhouse Lane
Bredbury
SK6 1BX

Information, Advice and Support Service (IAS)

Email: info@pipstockport.org

Tel: 07786 101072

IAS provide information, advice and support to those with SEN and/or a disability and their family about the SEN / disability and also matters relating to health and social care. They are a statutory service which means there has to be one in every local authority. The organisation is independent to school and can support families in many ways such as accompanying them to meetings, helping with letter writing or helping to source additional support.

Should you be unhappy with the support your child is receiving, please follow the steps below until you feel confident that your child is receiving the appropriate support:

1. Speak with your child's class teacher
2. Meet with the SENDCo
3. Meet with the Headteacher / Deputy Headteacher
4. Meet with the Chair of Governors, Mrs Barbara Rhodes (please telephone school to arrange a meeting)
5. Contact the SEN team in Stockport:
Telephone: 0161 474 2525
Email: specialeducation@stockport.gov.uk
Write to: SEN, C/O 8th floor, Regent House, Heaton Lane, Stockport, SK4 1BS

5. General information, updates and common abbreviations

Roles and responsibilities

Special Educational Needs and Disabilities Coordinator

- Operation of the Special Needs Policy
- Coordinate the specific provision planned to support those with special educational needs
- Arrange training to ensure all staff are able to fulfil their roles proficiently
- Review children's progress and revise provision in consultation with the Key Stage Leader
- Regularly liaise with staff to monitor the children's progress and plan further interventions where progress is slower than expected
- Monitor progress of those with SEN compared to their peers without SEN. This ensures that if areas of reduced progress occur, they are identified early allowing discussions to be arranged to determine the reasons behind the dip and changes in practice to be planned. Likewise, if areas of particular strength become apparent then good practice can be shared
- Meet with a wide range of external agencies to seek more specialised advice

Special Educational Needs and Disabilities Governor

- Act as a critical friend to the SENDCo
- Meet regularly with the SENDCo to discuss special needs provision across the school
- Keep up-to-date with changes in legislation and practice
- Member of Inclusion Team

Inclusion Team

Meet on a regular basis to discuss the needs of specific children who may need additional support for learning, emotional or behaviour. Any member of staff can refer a child to the Inclusion Team. Following a referral, the team will discuss the child's needs, what has been tried so far and the resulting impact, before proposing future provision ensuring children are supported to learn, play and grow.

Pupil Premium Grant (PPG)

This additional funding is allocated to schools who work with children who have been registered for free school meals (FSM) at any point in the last six years (known as 'Ever 6 FSM'), who have been looked after continuously for more than six months (by adults other than the natural parents) and children of service personnel.

It has been introduced to address inequalities between children eligible for free school meals and their peers by ensuring funding reaches the children who need it most.

In most cases, it is paid direct to schools, for every child in receipt of FSM. Schools decide how to use the funding, as they are best placed to assess what is needed.

Schools are held accountable for the decisions they make through:

- Performance tables comparing performance of disadvantaged pupils with peers
- New Ofsted Inspection framework; inspectors focus on attainment of pupil groups

Stockport's Local Offer

- This brings together a range of support services and information for children and young people aged 0-25, with Special Educational Needs and Disabilities (SEND). It can be found at: www.sensupportstockport.uk

Written April 2017

Last reviewed December 2018

To be reviewed annually

6. Common abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behaviour Emotional Social Difficulties
CAF	Common Assessment Framework
COP	Code of Practice
EAL	English as Additional Language
EDS	Ethnic Diversity Service
EHA	Early Help Assessment
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FSM	Free School Meals
GLD	General Learning Difficulties
HI	Hearing Impairment
HYMs	Healthy Young Minds (Formerly Child, Adolescent Mental Health Service – CAMHS)
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
LSS	Learning Support Service
MLD	Moderate Learning Difficulties
NC	National Curriculum
OT	Occupational Therapy
PBSS	Primary Behaviour Support Service
PI	Primary Inclusion
PJ	Primary Jigsaw
PPG	Pupil Premium Grant
SaLT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SpLD	Specific Learning Difficulty
SSS	Sensory Support Service (Support for those with hearing / visual impairments)
TA	Teaching Assistant
VI	Visual Impairment