



St Mark's C of E Primary Academy

SEND Information Report 2016-2017

Introduction

All schools are committed to adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspect of school life.

At St Mark's Academy we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos, underpinned by our Christian values, with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, after school skills groups and other learning interventions developed to personalise learning.

What support do we offer?

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, **this provision is implemented by the class teacher with support from the Inclusion Leadership team alongside the child, the child's family and, where necessary, outside agencies** (e.g. a Speech and Language Therapist or an Educational Psychologist).

We refer to the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:



- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Who should you talk to discuss the concerns and needs of your child?

If you have concerns about your child, the class teacher is the person who you should talk to first.

If you continue to have concerns about the attainment or progress of your child you may want to talk to someone on the Leadership team.

The SEND Co-ordinator is Mrs Naomi Selman. Her role is to co-ordinate and develop the provision for the children with SEN and Disabilities across the school, in collaboration with staff, children and their parents/carers. This may include setting targets, planning & reviewing provision, working with the staff team on site and /or referring for outside agency support.

Mrs Marcelle Gilder is the Interim Assistant Headteacher for Personal Development, Behaviour and Welfare. She oversees the work of the Behaviour and Learning Mentor team and is responsible for reviewing policies and practice related to children's personal development, behaviour and welfare.

The Learning Mentor/Family Support Worker is Ms Sue Sandy. She leads the Responsible Thinking Classroom (RTC) and develops the provision for the children with specific behaviour needs across the school in collaboration with the SENDCO, Interim Assistant Headteacher, staff team, children and their parents/carers. This may include setting up a Behaviour Plan, Pastoral Support Programme and working with RTC Team on site and /or referring for outside agency support.

They are supported by the Headteacher, Mrs Kate Wilson who is responsible for the day to day management of all aspects of the school, including the provision made for children with SEND

How skilled are the staff in meeting the needs of my child?

An ongoing programme of Continued Professional Development is in place for all staff which covers areas of SEND for both teaching and support staff. The SENDCO identifies appropriate training for staff supporting children with identified special educational needs. Recent examples include positive handling, SALT and ASD training.



There is a focus at least termly on SEND during staff meetings and regular Behaviour updates to all staff. Updates are provided regularly to all staff through briefing and INSET day training.

Our SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support children with SEND by attending training and SENDCO Forums. She is working towards the National Qualification for SENDCOs and should complete this in Summer 2017.

The Headteacher is an experienced SENDCO and Inclusion manager and shares her expertise with the staff.

The school also seeks advice and guidance from other REACH2 academy schools/ special schools to review, evaluate and develop provision for children with the most complex needs.

We have staff with specialised expertise and qualifications including;

Behaviour, The Restorative Approach, Positive Handling, Counselling, Drawing and Talking Therapy, Speech & Language Support, Family Workers, Mentoring, EAL Support.

How is my child assessed?

All children's progress is monitored on a daily basis by class teachers through the teaching and learning cycle. Progress is monitored more formally through ongoing tracking of achievement in Reading, Writing, Oracy and Maths to identify children's progress against National Curriculum Milestones and their next steps for learning. Children's learning in RE is assessed half termly against the Assessment Foci Learning from Religion and Learning About Religion. Children who are not making good progress are identified quickly through our whole school assessment procedures. Pupil Progress Meetings are held on a half termly basis to address the needs of any identified children and provision is put in place.

Provision may be adapting the curriculum, the delivery of teaching, focus group work, additional support or interventions.

Where appropriate short term targets may be drawn up with the teacher, child and parent/carer and these will be regularly reviewed.

Parents/Carers may be advised on additional support they can provide at home to support their child. E.g. reading, spelling games, word games and behaviour plans.



Class teachers are always willing to meet with parents/carers to discuss children's progress. (It is helpful if an appointment can be made after school).

Parent's/Open Evenings are held termly to discuss progress and formal reports are shared with parents/carers at the end of each academic year. These include progress and attainment information.

SEN support

If your child is identified with Special Educational Needs they will be given additional support in class to ensure they can reach their learning potential. This is called SEN support. It will sometimes mean that your child will have short term targets that are recorded on an SEN Support Plan. It will show the additional provision that your child is receiving. These plans will be shared with you during routine parents meetings and we will encourage your input into this process.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional and mental health issues, overcoming physical issues (for example problems to do with fine motor control).

In some cases a child may be receiving additional 1:1 support from a Teaching Assistant or a Mentor. This support is usually available for those children who have a Statement of SEN (Education, Health & Care Plan) or are likely to need one in the near future.

The expectation is that all children should aim to develop independent learning skills and as far as possible not become reliant on adult support.

Education Health Care Plans

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for a Statement of Educational Need (Education Health Care Plan) may be requested.

The SENDCO will explain this process to you and show you how to find out more information about this and give details of parent support organisations which can support you.

For these children progress is reviewed on a termly basis and formally through the Annual Review process.



How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs within a class. Daily planning takes into account children's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are deployed across the school on a 'needs-led' basis and are used flexibly to help groups and individual pupils, with a long term goal of developing independent learning skills.

At St Mark's we offer a range of additional support.

This includes:

Small group learning in class

Catch Up Numeracy

Read/Write Inc Phonic and Writing catch up

Behaviour support

Counselling support

Therapeutic support

1:1 conferencing sessions

Additional provision is overseen by the school's SENDCO and Leadership team and is designed and implemented by an excellent team of teachers and teaching assistants. These provisions will typically happen for a set number of weeks (normally not more than 12).

Test and examinations: Access arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe. The SENDCO will talk to you if she feels that your child would benefit from these additional arrangements.

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include

Educational Psychology Team

Speech and Language therapy

CAMHs (Child and Adolescent Mental Health)

Victoria House Pupils referral Unit



Occupational Therapy
Locality Early Intervention Advisory service

How will the school support my child at times of change?

Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:

When starting the School

We will contact the child's current provision and make arrangements to visit the child and gain information from their keyworker. Where appropriate, we will make a transition booklet and give the child and parents opportunities to visit the school before they start. At the start of term we make home visits to all children starting Reception.

When moving between classes and phases

An information sharing meeting will take place with the receiving teacher. If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.

When moving to secondary school

Our SENDCO will make contact with the Year 7 leader or SENDCO once a school has been named to start planning for transition. Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties. Your involvement in this process will be critical to supporting a successful move.

When moving to another school:

We will contact the School SENDCO and share information about special arrangements and support that has been made to help. Further Information about support and services for pupils and their families can be found following the link below to what is available within the Local Authority.

www.croydon.gov/sendoffer