



# St Mark's C of E Junior School

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

### INFORMATION REPORT

September 2018-2019

Our school SEND Policy can be found on the website. Both the SEND policy and this Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

#### About St Mark's Junior School: Inclusion and Accessibility

St Mark's C.E. Junior School is a three-form entry mainstream junior school, catering for children aged 7 - 11 years. We provide a learning environment where good communication is promoted between teachers, parents and pupils. We strive to support all children to enable them to achieve at school and support them through their learning.

#### How accessible is the school environment?

- The school is a single level building (circa 1960) with good access internally to all areas
- The school has an up to date Accessibility Plan
- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. Where relevant, some toilets are fitted with additional support equipment. The school is all on one level with ramps at specified fire exits
- There is 1 marked disabled parking bay outside Reception
- We liaise with Wiltshire Ethnic Minority and Achievement Service (EMAS) who assist us in supporting families with English as an Additional Language (EAL)

#### Joining the school, or transferring to a new school

#### Who should I contact if I am considering whether my child should join the school?

Contact the School Office to arrange to meet the Deputy Headteacher (Miss Scammel) or SENCO (Mrs Lambert) who would willingly discuss how the school could meet your child's needs.

## **How will the school prepare and support my child when joining the school and transferring to a new school?**

- Before choosing St Mark's for your child, we encourage all parents to look round the school and if your child has SEND needs, we strongly advise parents to meet with the SENCO to discuss your child's needs before hand.
- We encourage all new children to visit the school prior to starting, when they will have a buddy and be shown around the school. For children with SEND we would encourage further visits to enable them to become more familiar with the school environment. Where the needs are complex we would also visit children in their current school
- We write social stories and share photo books with children if transition is potentially going to be difficult. If your child has complex needs then a transition meeting or EHCP Review will be used as a transition meeting and staff from both schools will be invited to attend. We may also write an individual transition plan
- When children are preparing to leave us for a new school, we arrange additional visits to aid transition for the more vulnerable pupils. We liaise carefully with the pastoral leader and SENCO at the receiving school
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has an EHCP then the review meeting will be used to plan transition and staff from both schools will be invited to attend

### **Identifying Special Educational Needs**

## **How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs and Disabilities (SEND)?**

The SEND Code of Practice states: **“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (6.15)”**

At St Mark's children are identified as having SEND in a variety of ways including the following:

- Liaison with the infants school (Wyndham Park) or the previous primary school attended by the child if transferring at a time other than Y2 to 3
- Teacher assessments or tests show that the child is performing significantly below age-related expectations
- Concerns raised by class teachers, for example behaviour or self-esteem is affecting performance
- Concerns raised by parents and carers
- Liaison with external agencies, for example Educational Psychology, Speech & Language Therapy, Physiotherapy or Occupational Therapy
- Health diagnoses through the Paediatrician or Child and Adolescent Mental Health Services (CAMHS)
- Your child's needs will be categorised under the four broad areas of needs, as stated in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Physical and/ or Sensory Needs.
- If your child is identified as having special educational needs, you will be informed through either discussions or written communication with the class teacher and /or SENCO.

## **As a parent, how will I raise concerns if I need to?**

- Talk to us – firstly contact your child's class teacher. Concerns can then be raised with the Special Educational Needs Co-ordinator (SENCO) – Mrs Lambert
- We believe partnership with parents is really important and we value your knowledge of your child. We want to be open and honest with you about our observations in school and hope that you will talk openly with us about your observations from home.

## Who will be involved in providing support for my child?

### Who will oversee, plan and work with my child, and how often?

- The class teacher sets the extra provision for individual children who require additional support. Each child's progress is monitored closely on a termly basis using both Teacher Assessment data, results from standardised tests and observations from home and school. The SENCO (Mrs Lauren Lambert) oversees this provision and monitors the progress of children on the SEN register, along with the class teacher and Head of Year.
- Class teachers and Year Leaders are responsible for organising and timetabling the delivery of this provision, in consultation with the SENCO. The class teacher will ensure that class work is adapted to meet the child's needs and that what the child is learning in their extra provision is reinforced in class work. Class teachers discuss the progress of individual children with the SENCO and their Team Leader on a half termly basis, for example through Pupil Progress Meetings (PPMs)
- Teaching Assistants (TA's) are assigned to some classes for general support, but are also deployed at times to work with specific children, either individually or as part of a group. Children with an Education, Health and Care Plan (EHCP) may have access to additional adult support in the classroom to support them in achieving specific targets. The aim of these sessions, who will be providing them and their regularity etc. will be explained to you when the support begins
- If it is deemed to be necessary / appropriate, a child will be placed on the SEND register and further assessment, support and rigorous monitoring of progress will be undertaken. If a child is to go onto the SEND register, a full discussion will take place between the SENCO and parents to ensure a clear understanding of this process. Children remain on the SEND register until they no longer have an additional special educational need.

### Inclusion Team



Mrs C Jenkins (ELSA)  
Emotional Literacy  
Support Advisor



Mrs L Lambert  
(SENCO)  
Special Educational  
Needs Co-ordinator



Mrs N Hallett (PSA)  
Parent Support  
Advisor

### Who will explain this to me?

- The class teacher will meet parents who have a child with SEND three times per year, however parents can request to meet with teachers more frequently if needed. This could be part of a Parents' Evening discussion, via a telephone discussion or at a separate meeting arranged at a mutually convenient time. The aim will be to discuss the child's needs, support being put in place, their current targets and progress towards these.
- For further information the SENCO will be available to discuss the support in more detail.

### **What are the school's approaches to differentiation and how will that help my child?**

- We believe that the most transformative support a child can receive is through high quality teaching. At St Mark's Junior School we strive for the very best standards of teaching and learning and adapt the curriculum, where necessary, to suit the child's needs. All work within class is pitched at a variety of levels to ensure that all children are able to access the work at their own level. In some lessons children are able to pick their own level of challenge from those offered by the teacher. Where necessary, work will be specifically differentiated or adapted for individual children.
- Where necessary, there will be opportunities for small group or sometimes individual group working class where the teacher can focus on an aspect of the child's learning. In some classes, Teaching Assistants are deployed to support children with the highest level of needs, and support our ethos that all children are 'keeping up, not catching up'.
- Homework, such as spellings, reading and maths is differentiated by the class teacher to suit the child's level of need and promote their personal progress.
- Where children have specific needs the work and resources will be adapted as directed by the Year Leader, Deputy Headteacher or SENCO or on advice from outside agencies (pencil grips, specialist scissors, individual work stations, visual timetables, simplified instructions etc.)
- Our learning opportunities are designed to engage all children and we ensure that children have equal opportunities despite their SEN or non-SEN status.

### **How does the school know how well my child is doing?**

- At St Mark's we measure children's progress in learning against national expectations and age-related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry in Year 3 through to Year 6 using a variety of different methods, including achievement against national age-related expectations and age-standardised test scores.
- Children who are not making adequate progress are discussed further during PPM's (Pupil Progress Meetings) between the class teacher, the SENCO or the Deputy Headteacher. Any potential barriers to learning will be identified and the support given to the child will be adjusted as necessary. Further support from outside agencies will also be considered if, as a school, we feel this would enable us to make better provision for your child.

### **How are the school's resources allocated and matched to children's SEND needs?**

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available
- We have a team of TAs and a PSA and ELSA who are funded from the Pupil Premium and central school budget to deliver programmes to individual children and small groups.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, sometimes involving a TA.
- Not every class in the school has a TA allocated. Our TA's often work across classes across the week in the same year group. However, we ensure that TA's are used effectively within classes to allow all children to make progress. None of our TA's are allocated 1:1 to children as there is significant research to show that this does not benefit children. (See <http://maximisingtas.co.uk/resources.php>, DISS project, EEF research)

### **How is the decision made about what type and how much support my child will receive?**

- The class teacher, alongside the SENCO and parents, will discuss the child's needs and decide what support would be appropriate
- Different children will require different levels of support in order to bridge the gap to achieve age-expected levels
- This will be achieved through ongoing discussions with parents and any outside agencies involved

### How do we know if it has had an impact?

- By reviewing children's targets on individual plans and ensuring they are being met
- The child is making progress academically against national / age expected levels and the gaps with their peers is narrowing – they are catching up with their peers or expected age levels and standardised scores
- Verbal or written feedback from the class teacher, parent and pupil
- Samples of work from before and after the period of intervention
- Children may move off the SEND Register when they have caught up or made good progress. This will be discussed with parents. Alternatively, their level of need may decrease from an EHCP to SEND School Support (now a single category, formerly split into School Action / School Action +)
- Where children are receiving additional support their attainment will be recorded both before the intervention begins and once it has been completed. This allows your child's progress to be measured over a period of time. Where children are receiving intensive, additional support we would hope to achieve double the normal rate of progress, for example two months progress with their reading over a one month period.

## Communicating with children and parents

### What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with the SENCO or class teacher to discuss how your child is getting on. We will also, where possible, offer advice and practical ways in which you can help your child at home, in order to support what we are doing in school
- We believe that your child's education should be a partnership between parents and teachers. We therefore aim to keep communication channels open and communicate regularly, particularly if your child has complex needs. This could be through informal discussions before / after school with the class teacher, a telephone discussion, an email or by scheduling a more formal meeting. In some cases we operate a home / school link book which your child will bring home every day so that comments from parents and teacher / TA can be shared and responded to when needed. This allows positives to be shared too and any specific targets can be addressed by home and school working together in partnership. Reading Record Books are also useful as a home-school link.
- If your child is on the SEND register they will have either a Personal Support Plan or My Support Plan which will include 3-4 individual targets. This is discussed on a seasonal termly basis and parents are given a copy of their targets. The targets set are SMARTER (Specific; Measurable; Achievable; Realistic; Time-Specific, Evaluative and Reviewed) with the expectation that the child will achieve the target by the time it is reviewed. When your child's plan is reviewed comments are made against each target to show what progress your child has made to date. If your child has not met the target the reasons for this will be discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure your child is enabled to make progress. Parents are then invited into school to review progress and, along with their child, discuss and agree the new targets.
- Children may move on and off the SEND register at any time in accordance with the progress they have made and this decision will always be made in discussion with parents. The child's views are central to their process and they will always be asked to contribute to their plan.



- If your child has a more complex SEND they may have an My Support Plan meeting, particularly at points of transition, or an EHCP (Education Health and Care Plan), which means that a formal meeting will take place each year to discuss your child's progress and a formal report will be written. School can request statutory assessment which, if successful, now leads to an EHCP. Through this process more formal meetings involving external agencies will take place to discuss your child's progress and identify possible barriers to learning and a written report will be submitted to County.

### How will my child be able to contribute their views?

- St Mark's considers it important that each child is able to express their views on all aspects of school life. Pupil-led action groups allow all children to contribute their views.
- All children review their progress towards their targets on a regular basis and children who have a Personal Support Plan or My Support Plan review their progress and set new targets on a termly basis with their class teacher
- If your child has an EHCP their views will be sought before any review meetings and, if appropriate, your child will be invited to attend part of the meeting

### How are parents / carers currently involved in the setting? How can I get involved?

- Parents are consulted through discussion groups, action groups online surveys and questionnaires
- Open mornings and afternoons are held to show parents round our school
- Regular SEND Coffee Mornings are open to all parents of the SRET trust and held in Hub 3. These are advertised through the newsletter and at The Shop (on school site).
- Parent workshops are organised to help parents to support their children more effectively at home (e.g. on behaviour management, reading, phonics, spelling and maths)
- Parents can make contact with our Parent Support Advisor if they feel they need additional support.

## Supporting your child's overall wellbeing

### What is the pastoral, medical and social support available in the school?

- We are an inclusive school; we welcome and celebrate diversity. Children need to be emotionally and socially secure in order to learn and all staff believe that a child's self-esteem is crucial to a child's wellbeing. We have a very caring and understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies.
- St Mark's Junior School also has an Emotional Literacy Support Assistant (ELSA) who works with individual children who have specific needs and small groups under the direction of the SENCO



- The school promote 'Growth Mindset' and children are introduced to these skills throughout the curriculum. Awareness of emotional and mental health issues are also taught through the PHSE (Personal, Health and Social Education) programme for all year groups.
- At lunchtimes, the Garden Room is open to children for social and emotional support, which is supervised by the ELSA. Children can also make appointments to see the ELSA on a 1:1 basis to discuss any concerns or worries they have. If any incidents of bullying are reported to *any* member of staff, these are dealt with in accordance to our school behaviour policy.

- The school also has a Parent Support Advisor who is there to offer support and advice to parents, as well as liaise with the school over issued raised.
- We have an external school counsellor (from Relate) who works in school one day per week. Children can access this service at their own, or parental request.



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

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils
- If a child has behaviour difficulties a Behaviour Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Exclusions are extremely rare as early intervention usually helps a child to address their issues
- Staff will keep records of behaviour incidents, and these are then analysed to identify any patterns or possible triggers
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps the child to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour
- As an inclusive school we promote empathy and tolerance. Some behaviours are features of particular individual needs and medical diagnoses and we work with a child's peers to develop a greater understanding of difference. Similarly, we encourage all parents to share our inclusive principles
- The attendance of every child is monitored on a daily basis by the Admin Staff. Lateness and absence are recorded and reported upon to the Headteacher. Good attendance is actively encouraged and each week each year group's attendance is reported in the School Newsletter and displayed in the entrance hall. We aim to intervene and offer support early if difficulties are identified

**Medical Needs**

**How does the school manage the administration of medicines?**

- The school has a policy regarding the administration and management of medicines on the school site
- Parents need to contact the class teacher and fill in a form in the School Office if medication is recommended and prescribed by health professionals to be taken during the school day
- On a day to day basis the Admin Staff / TA's / Lunchtime Supervisors generally oversee the administration of any medicines
- As a staff team we have regular updates and training (for example from the School Nurse) on conditions and medication affecting individual children so that all staff are able to manage medical situations effectively

**How are other stakeholders and agencies involved in supporting my child?**

**How are the Governors involved in supporting children with SEND and what are their responsibilities?**

- The SENCO reports to the Governors every seasonal term to inform them about the progress of children with SEND; this written report does not refer to individual children and confidentiality is maintained at all times

- The SENCO meets with the link SEND Governor (Sue Bales) for on a regular basis. The Governor writes up a report of her meeting and also reports back at the next full Governing Body meeting to keep everyone informed. Sue Bales can be contacted through the School Office
- The Governors agree priorities for spending within the SEND budget (including the deployment of Teachers and TA's) with the overall aim of ensuring that all children with SEND receive the support and resources they need in order to make good progress. These decisions are taken in consultation with the Headteacher, SENCO and the Senior Leadership Team within school.

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

- Our SENCO is fully qualified and is working towards the National Award for SEN Co-ordination.
- Our SENCO regularly attends network meetings and working closely with colleagues in schools within the Somerset House Trust, other local schools and with advisors from the SENSS team.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:- Behaviour Intervention (for example Child and Adolescent Mental Health Service [CAMHS]) and Health (including the School Nurse, General Practitioners, Clinical Psychologists, Speech and Language Therapists, Occupational Therapists; Social Services (including the Locality Team, Social Workers and Educational Psychologists). Other specialist external agencies can also be contacted as and when the need arises.
- The Local Offer can be accessed via our school website or through the link below:

Useful Contacts:

Most information for contacts can be found at:

- Wiltshire Local Offer Website: <https://www.wiltshirelocaloffer.org.uk/>
- Wiltshire Pathways Site: <http://www.wiltshirepathways.org.uk/>
- Wiltshire Parent Carer Council: <http://www.wiltshireparentcarercouncil.co.uk>
- Wiltshire Families and Children's Services: <https://www.wiltshirelocaloffer.org.uk/send-service/>
- Virgin Care: <http://www.virginicare.co.uk/service-hub/wiltshire-childrens-community-services/> Services include:



Audiology  
 Children and Young People Training  
 Children's Continuing Healthcare  
 Community Children's Nursing  
 Community Paediatrics  
 Immunisations  
 Learning Disability Team  
 Looked After Children and Young People's Service  
 Occupational Therapy  
 Physiotherapy  
 Public Health Nursing (Health Visiting/School Nursing)  
 Specialist School Nurses  
 Speech and Language Therapy

- CAMHS (Child and Adult Mental Health Services) – Oxford Health (covering Wiltshire)  
<http://www.oxfordhealth.nhs.uk/swb-referrals>

### **Who can I contact for further information about services for my child and SEND support at St Mark's?**

- The first point of contact would be your child's class teacher in order to share your concerns
- You could also arrange to meet Mrs Lauren Lambert (SENCO)
- From September 2014 every Local Authority is required to publish information about services they expect to be available in their area for children and young people with SEND and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer' and the Wiltshire Local Authority 'Local Offer' can be found on our school website.
- We would recommend speaking to the Wiltshire Parent Carer Council (WPCC) who provide advice to families regarding SEN matters in Salisbury.

## Training Opportunities

### **What training have the staff supporting children with SEND had or are currently having?**

- There are termly updates and training sessions in staff meeting times
- Weekly staff meetings on High Quality Teaching as well as specific SEND support such as (examples from the past 12 months) Visual Support Strategies, Working Memory Strategies, Dyslexia and Spelling Strategies, Dysgraphia and Handwriting Strategies, ASD Awareness, SEN Policy and Practice and Writing Support Plans. This training is provided by a range of professionals, including senior leaders within the school, SSENS (Specialist Special Educational Needs Service) and Exeter House Special School.
- We have a member of staff trained as an Emotional Literacy Support Assistant (ELSA) who receives regular support and supervision from our link Educational Psychologist
- The SENCO is currently undertaking the NASENCO Award.
- The SENCO leads the Inclusion Team – made up of Parent Support Adviser (PSA – full-time), ELSA
- The SENCO or Deputy Head hold termly TA meetings to discuss training needs, give regular updates, discuss children's needs etc
- All members of staff have regular safeguarding training and the school has a Designated Safeguarding Lead (DSL) and Deputy DSL
- A training programme, run by Exeter House Special School can be accessed by staff and parents of the trust. Some St Mark's staff have completed training on behaviour management, autism and Makaton so far this year. Please contact Mrs Lambert (SENCO) Norma Hallett (Parent Support Advisor) or Exeter House directly for more information.
- Many support and administrative staff have Emergency Aid in Schools first aid training

## School Trips

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

- All children are included in all parts of the school curriculum and all children are included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's Health and Safety will not be compromised. These are written alongside any relevant outside agencies. In the highly unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school

### What steps should I take if I have a concern about the school's SEND provision?

- If you have a worry or wish to discuss something about your child or St Mark's approach to SEND the first point of contact should be your child's class teacher or the SENCO. Your query or concern may then be passed on to the Year Leader or Headteacher.
- The school is very keen to ensure good communication with parents and carers and takes all queries and concerns seriously. We will acknowledge your query or concern within two working days and endeavour to resolve the issue as soon as possible.
- If you feel that the issue is still not resolved, the SEND Governor (Sue Bale) should be contacted.

### Parental Consultation

A random sample of families were consulted regarding the SEND Information Report for St Mark's Junior School.

### How is our SEND Information Report reviewed?

The SEND Information Report was developed in consultation with staff, parents and governors and will be reviewed on an annual basis.

### GLOSSARY

SEND – Special Educational Needs and/or Disability

SENCO – Special Educational Needs Co-ordinator

TAs – Learning Support Assistants

ELSA – Emotional Literacy Support Assistant

EHCP – Education, Health and Care Plan

IPA – Inclusion Partnership Agreement

PPM – Pupil Progress Meeting

IBMP – Individual Behaviour Management Plan

CAMHS – Child and Adolescent Mental Health Service

EAL – English as an Additional Language