

ST MARK'S C OF E PRIMARY SCHOOL



SCHOOL LOCAL OFFER & PROVISION FOR SEND

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Headteacher
November 2021

SEND AT ST MARK'S C OF E PRIMARY SCHOOL

SEND Information Report Autumn Term 2021

St Mark's C of E Primary School is a mainstream school with an inclusive ethos.

This report was compiled in the Autumn Term 2021; it is under consultation with staff, parents of children with SEND and governors. Our school SEN policy has been reviewed in line with the new regulations.

What is the SEND Information report?

The SEND Information Report uses the LA Local offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What kind of special educational needs do we cater for?

There are four types of special Educational needs and Disabilities (SEND) decided by the department for education;

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health
- Sensory or physical

If a child has SEND then their needs will fit into one or more of these categories. As a mainstream school, ranging from 4 to 11 years of age, we currently have children in our school with a wide variety of needs including the following:

- Hearing and visual impairment.
- Global delay
- Dyscalculia
- Short term memory
- Auditory processing
- Social, emotional and mental health
- Sensory and physical
- Epilepsy
- Speech and language

How is SEND identified?

A school's provision for SEND is defined as "***support to or different from that which is available to all pupils***". We recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of different ways including the following.

- Concerns are raised by parents/carers, teachers or the pupil's previous school.
- The child asks for extra help.
- We notice a change in the child's behaviour.
- The child performs poorly in assessments.

- Data analysis – (identification of children who are performing below age expected levels).
- They fail to make at least expected progress.
- Liaison with external agencies e.g., Speech and Language Therapists, Paediatricians, Occupational Therapists, CAMHS, Educational Psychology or Health diagnosis.

What should I do if I think my child has SEND?

If you have any concerns about your child, then please talk to us. Your first point of contact should be your child's class teacher. The class teacher may then arrange a meeting with Mrs

Makarounas (SENCo) for further discussion.

Mrs Makarounas can be contacted by email at mmakarounas@st-marks.dudley.sch.uk

or by phone on: 01384 818935.

How will my child be supported?

St Mark's has a dedicated team of teachers and support staff who ensure that every child receives "*quality first teaching*". This means that the teachers are responsible for making sure that every child has access to, and enjoys a rich and varied curriculum and is able to learn and achieve their full potential.

- Teachers plan lessons which are carefully differentiated and take account of the children's levels, ability and learning needs. When a child has been identified with SEN their teachers will ensure that their work is further differentiated so as to remove any barriers to learning. This will enable them to access the curriculum more easily.
- Teaching assistants may be allocated to work with the pupil on a 1-1 basis or in a small focus group to target more specific needs.
- The child may be given specialist equipment such as; special pens and pencils, pencil grips, easy cut scissors writing slopes, lap cushions or "fiddle toys" to help concentration.
- They may take part in specific Interventions.
- They will have an Individual Education Plan (IEP)
- They may see a professional from an outside agency.
- They may have an EHCP (Educational Health Care Plan)

The class teacher will meet with you formally during termly parent interviews, in order to discuss your child's progress and the support they are receiving. If you have any concerns or questions in-between these meetings, then please speak to your child's class teacher or the SENCo.

How do we make sure that our school policies and procedures have a positive impact on my children and other children in the school?

We constantly monitor children's progress in school both against their own individual targets and against age related expectations. We have a designated SEN Governor who works with the SENCo to offer support

and advise when required. Governors are kept informed about SEND provision in school via reports related to the progress of our SEND children and changes in the number of children on our register.

The SENCo is part of our school Senior Leadership Team; emphasising our commitment to ensure the best outcomes for all of our children. Our school team ensures that statutory requirements are met and every effort is made to support the needs of every child in school. We continually review the impact of any interventions by:

- Regularly reviewing targets on Individual Education Plans (IEP's) and ensuring that they are being met.
- Pupil Progress meetings are held every half term. This is an opportunity for the class teachers to review the support provided for all pupils on the SEND register with the SENCo and other members of SLT. Representatives from external support agencies may also be invited to hold review meetings; if appropriate. Parents/carers and pupils are invited to attend as well as the Class Teacher and Teaching Assistant. If a decision is made at the meeting to draw up a new IEP the SENCo will file a copy centrally and send a copy to the class teacher, teaching assistant and parents/carers.
- For pupils with a Statement of Special Educational Need or an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the Statement/EHC. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team. The school Case officer will be invited to attend the meeting.
- Children are moved off the SEN register when they have made sufficient progress- parents will always be informed if this has taken place.

How will I know how my child is doing and how will you help me to support my child's learning?

All staff work together to achieve the best possible outcomes for our children. Once a child is receiving SEN support the teacher and SENCo will monitor progress closely to ensure that targets are achievable and support is adapted appropriately.

- You will be able to discuss your child's progress during the termly parents evening.
- If you wish to raise a concern you can speak to your child's class teacher at the end of the day.
- You can request an appointment with your child's class teacher by speaking to that member of staff or by visiting or ringing the school office.
- If your child is assessed by Sue Sankey from Dudley Learning Support Service, the Speech Therapist or has been working with an Educational Psychologist you will be invited into a review meeting and will be given a copy of their reports. All pupils will receive an annual report from their class teacher which will provide more information about your child's progress.

How will staff support my child? How will the curriculum be matched to my child's SEND?

As a school we realise that our staff are one of our greatest assets and we invest hugely in their professional development to ensure the highest quality standards of teaching. All staff at St Mark's have the opportunity to attend regular CPD related to SEND. Teaching assistants also have the opportunity to attend specialist training sessions, this enables them to more specialist support such as:

- Better Reading Partnerships (BRP)
- Fisher Family Trust (FFT reading intervention)
- Write dance
- Precision Teaching
- Talking partners
- Talking maths
- Numicon (maths intervention)
- Number Stacks (maths intervention)
- Colourful semantics (Speech and Language)
- Get Talking (Speech and Language)
- Black Sheep Speech Therapy programmes.
- Talk Boost and Ealy Talk Boost (Speech and Language programs)
- Get Moving (Gross Motor Skills)
- Conflict Resolution

Support is available to help improve the emotional, mental and social development of our pupils with special educational needs. When necessary, we will seek advice from professionals such as Educational Psychologists, CAMH's workers, Barnardo's Play therapists and Dudley Counselling service. We will then share their recommendations with parents and all staff involved with the child.

Our 'Emotional and Well Being' lead practitioner, Miss Jen Fullwood works with children on a 1-1 basis or in small groups on programs such as:

- SUMO (SHUT UP AND MOVE ON)
- SEAL (social emotional aspects of learning)
- Think good, feel good
- Lego Therapy
- Art Therapy
- Assertive Training

She will also work with individuals to help with Anger Management and 'Self Esteem' issues.

Miss Fullwood will also carry out 'Wellbeing consultations' with children and offer support to parents as needed.

We constantly review what we do to make sure the educational experience and outcomes are the best that they can be.

- Your child will have the same amount of time working with their teacher as the other pupils in the class.
- Where needed, for short periods of time, children may be taken outside the classroom to work with specialists on specific areas which are providing barriers to their learning in the classroom, for example to take part in a reading intervention such as "Better Reading Partners".

- Teachers are skilled in adapting their teaching to target differing needs within the classroom. They may do this by differentiating tasks and resources or using extra adult support.
- Children with SEND may also need to access special resources to help them make progress e.g. writing slopes, coloured overlays, visual timetables, task boards etc.

How is the decision made about the type of help and how much support my child will receive?

- The school budget, received from the Dudley LEA, includes money for supporting children with SEND. This is known as the Notional SEN budget.
- The Head Teacher along with governing body decides on the deployment of resources for Special Educational Needs.
- Delegated funding for pupils with a Statement of Special Educational Need or an EHC Plan is used to provide an individual package of support for that child.
- Other devolved funding is allocated to support the needs of pupils with Additional Needs where required.
- Pupil Premium money is carefully allocated to support the children it is targeted to.
- Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the pupil profile.
- Class teachers will undertake regular assessments and continually monitor the progress and attainment of all pupils. The assessments help to ensure that the needs of all children are fully addressed.
- The school tracks the extra support given to children with SEND on a provision map. This identifies all support given within the school and is reviewed every half term. Changes are made as needed so as to ensure that the needs of all children are met and resources are deployed as effectively as possible.

How will my child be involved in their learning and decision making?

All children are encouraged to be involved in setting their learning and personal targets. These are also jointly reviewed by class teachers and the support staff working with the children before sharing with parents. If your child has a statement or EHCP, their views will be sought before any review meetings and if appropriate they may be asked to attend part of the meeting.

All children are provided with the opportunity to be elected onto the School Council and as pupils move up through the school they are given increased responsibilities.

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

We aim to include children in every possible activity both inside and outside the classroom. School trips are planned around the needs and aptitudes of all the children.

- Risk assessments are carried out and systems are put in place to ensure that all children are able to participate.
- Children who have a medical need will have a separate individual risk assessment which is shared with the medical inclusion team.

- If the health and safety risk assessment suggests a child may need intensive support a teaching assistant will be allocated to work with that child on a 1-1 basis.

We provide a range of extra-curricular activities which include, football, dance, gymnastics and Karate All of these activities have been attended by pupils with additional needs.

Due to Covid-19 Breakfast Club has been suspended; however, it will be reinstated as soon as logistically possible.

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

We encourage all new children and their families to visit the school prior to starting.

The school has many strategies in place to ensure that transition is as smooth as possible. These include:

- Discussions and visits to previous and receiving schools prior to children joining or leaving.
- Doorstep Home visits are carried out to allow Nursery staff to meet new children and their families in their own home.
- Visits to school to meet staff for children joining St Mark's Nursery and Reception classes.
- Reception children follow a graduated induction program (staying until lunch time for the first few days)
- Teachers at St Mark's work closely with parents and in some cases will offer a gradual induction i.e. some nursery children will start on a reduced timetable which is increased as the children become more confident.
- All children moving to a new class will follow a transition program which will ensure they have chance to meet their new teacher and visit their new classroom.
- Year six teachers will carry out a transition program with all pupils moving to secondary school.
- All children will have the opportunity to visit their new Secondary school in the summer term. Additional visits will be arranged for pupils who need extra time in their new schools.
- Secondary school staff will visit St Mark's to meet the children prior to them joining their new secondary school.
- Mrs Makarounas will meet with all secondary school SENCO's to discuss children with SEN and to hand over any important paper work such as reports and IEP's.

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

What training have the staff supporting SEND had or what training are they having?

All members of staff are trained to identify when there are barriers to learning and to respond appropriately. Our SENCO, teachers and Teaching assistants have a wide range of qualifications, training and experience of working with children with a wide range of needs.

Mrs Makarounas (SENCO) has completed the National diploma for Special Educational Needs and is Reading Recovery trained. In her previous role working for Walsall LEA she was a "Leading Behaviour" teacher.

She has recently attended a variety of courses connected to Reading, Speech and Language acquisition, Attachment and Autism

We work closely with professionals from a range of outside agencies. These include, Health Services, GP'S our School Health Advisers, Educational Psychologists, Speech Therapists, Occupational Therapists, Hospital Departments, CAMHs, (Child and Adolescent Mental Health Service), Paediatricians etc.

How are Parents involved with the school/ How can I get involved?

The first code of Practice on the Identification and Assessment of Special Educational Needs (DFE 1994) placed a strong emphasis on the role of parents as partners with their child's school).

St Mark's C of E Primary School has an open door policy; we view parents as partners who work with us to support their children's learning. All parents have many opportunities to engage with the school. Their first contact usually begins when their child joins Foundation

Stage when parents are invited in to meet staff and share information about their child. The SENCo will often attend these meetings alongside the teacher. This is particularly useful as if we have prior knowledge that the child may have SEND. We are then able to work together with parents to ensure that we are fully prepared to meet the child's needs. We can also discuss special arrangements such as a phased induction or the need for extra support or specialised resources.

Prior to Covid we had an active group of supportive parents who formed

"The Friends of St Mark's" group. Its members regularly arranged fund raising and social events for everyone to enjoy and support. We have currently suspended the activities of this group but will be looking for new members to join as soon as circumstances allow.

We will also be encouraging parents to volunteer as helpers. Prior to Covid we had parents who came into school to hear children read, help with preparation of resources for the classroom and to organise and tidy the books in our library area.

We also offered regular opportunities for "Family Learning" where parents can take part in workshop activities alongside their children. We linked with 'The Sycamore Centre' to offer parenting classes such as "Time out for Parents" It is hoped that we will be able to reinstate these activities in the near future.

How accessible is the school both indoors and outdoors?

St Mark's C of E Primary School is built on a one level, making the building accessible to all.

- We have one main flat playground with an attached field.
- The nursery garden area is arranged over a number of levels. The lower levels are accessible via steps which are regularly painted for safety.
- The field is at a lower level than the playground and is accessible either through a gated entrance which has a gentle slope or steps which have hand rails attached.
- There is a small on site car park.
- We have two disabled changing rooms, one in nursery and the other in the main school building.

- All steps are regularly painted, hand rails are checked and area such as door frames and skirting boards are repainted.
- All staff are mindful of fonts, size of print and colour when preparing materials for children and their parents/carers.
- If you have any specific queries about access, please feel free to ask.

Who can I contact for further advice or information?

If you wish to discuss your child's educational needs, please contact one of the following:

- Your child's class teacher
- SENCO – Mrs Makarounas
- Deputy Head – Mrs Smith
- Head Teacher – Mr Rondeau

Appointments can be made through the school office

01384 818935

Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care

Helpline number: 01384 817373

Address: Saltwells Education Centre, Bowling Green Road Netherton, Dudley DY2 9LY

<http://www.dudley.gov.uk/dudleysendiass>

DUDLEY'S LOCAL OFFER

From September 2014, all local authorities were asked to provide up to date information about the range of services available, in their area, in particular education, health and social care, for children and young people from 0-25, who have a special educational needs and/or a disability.

The Local Offer includes services for those children and young people who have the most complex learning needs and have an [Education Health and Care Plan \(EHCP\)](#)

It also provides information about the services for those children and young people who have less complex learning needs and who may be placed at Special Educational Needs Support (SENS) which replaces school action and school action plus from September 2014.

A wide range of information is to be included for example:

- The range of education, health and care provision available.
- What is 'ordinarily available' to parents in their local mainstream educational provision.

LOVING, GROWING and SUCCEEDING TOGETHER

- The arrangements for identifying and assessing children and young people's SEND.
- Other types of educational provision (e.g. sports or arts provision).
- Training provision (e.g. apprenticeships) particularly for older students
- Travel arrangements to and from educational provision.
- Types of support available to help young people to prepare for adulthood.
- Support groups, forums, and childcare and leisure providers.
- Complaints procedures and dispute resolution.

DUDLEY SEND LOCAL OFFER

<https://www.dudley.gov.uk/residents/dudleys-local-offer/>

COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.