

SEN INFORMATION REPORT



ACADEMIC YEAR 2026/7

LOVING, GROWING and SUCCEEDING TOGETHER

SEN INFORMATION REPORT

Academic Year 2026/27



What is the SEND Information report?

Under the Children and Families Act 2014 Section 69, schools must publish a SEN Information Report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually. This report includes updated requirements from the DfE (June 2017) re children with disabilities.

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 is the definition of a Special Educational Need?

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2014)

What kind of special educational needs do we cater for?

St Mark's is an inclusive mainstream Primary School catering for children from the age of 3, in our Nursery provision, to 11. We welcome children with and without Special Educational Needs and /or disabilities (SEND) equally, in line with our admissions statement.

	Inclusion is underpinned by positive relationships and we share a collective responsibility to help children flourish.	SEND and inclusion are not separate initiatives but a 'golden thread' running through all aspects of school life. Our culture focuses on keeping the child at the centre and doing what we can to support each member of our school community. Every single member of staff contributes to supporting pupils with SEND. Every interaction, lesson and support strategy helps pupils feel valued, safe and that they belong.
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There are four areas of Special Educational needs and Disabilities (SEND) decided by the Department for Education:

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

If a child has SEND, their primary area of need will be identified as one of these categories. At St Mark's, we have children who have a range of needs across the 4 main areas. We work alongside families and outside agencies to ensure we provide a level of provision that meets the needs of our children and use our best endeavours and financial budgets to meet the needs of all children with SEND.

Who is the SENCo at St Mark's?

Mrs G. Smith (Deputy Headteacher) is the SENCo at St Mark's. She holds the National Award for Special Educational Needs Co-ordination and has undertaken postgraduate study in Special Educational Needs and Disabilities. She works closely with staff, families, governors and external agencies to ensure pupils receive appropriate support and achieve positive outcomes

How do we identify children who may have a special educational need?

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.

At St Mark's, all parents can expect their child to receive effective Teaching, early identification of need, and swift, timely intervention to fulfil their academic and personal potential.

Early identification
• Open and honest dialogue with parents and other settings to enable appropriate provision to be put in place. • All pupils on entry into Nursery and Reception year group are assessed using the Wellcomm screening tool to inform provision • At any point in the school year, pupils are identified using the identification flow chart. • At all points of transition, school staff complete a data scrutiny and engage in professional dialogue regarding pupil needs.

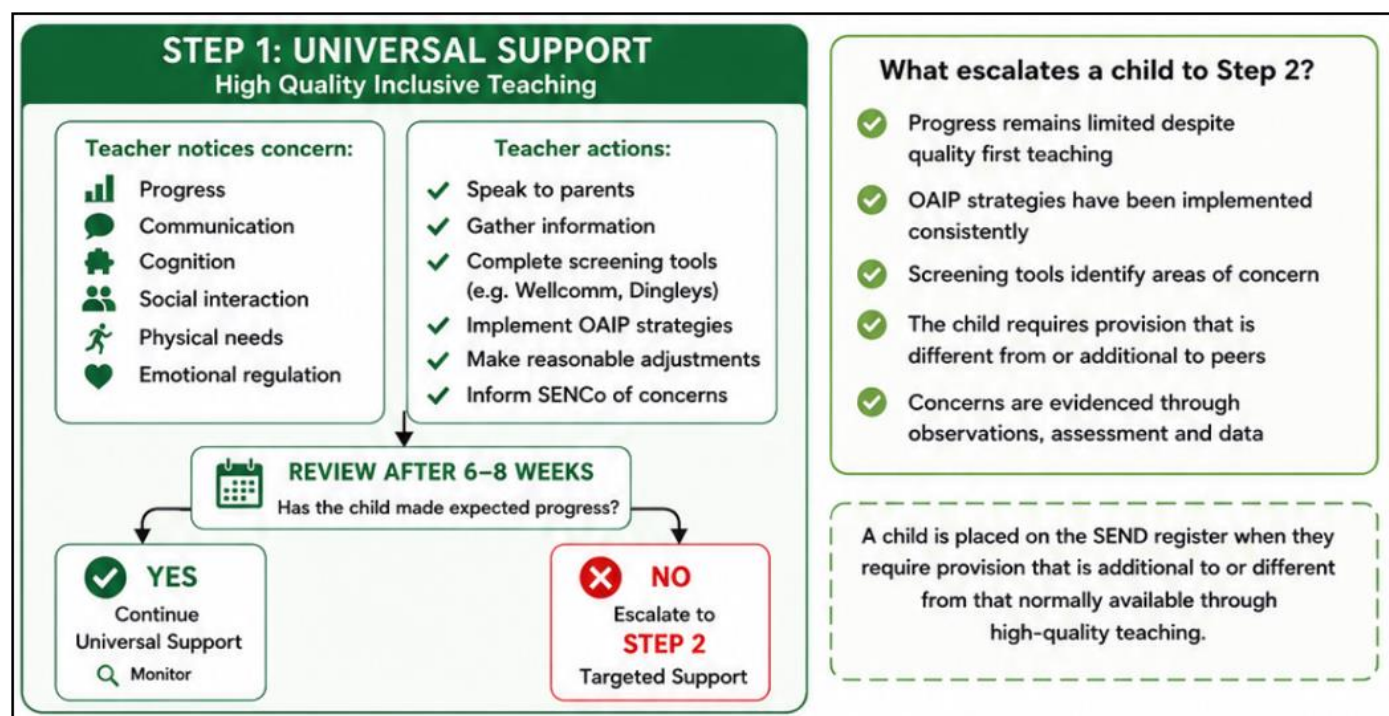
Indicators for SEND register
• Progress and attainment is significantly behind those of their peers starting from the same baseline • Progress fails to match or better the child's previous rate of progress • Progress fails to close the attainment gap between the child and their peers • We notice a change in the child's behaviour for social, emotional and mental health needs which requires them to support which is additional to or different from their peers

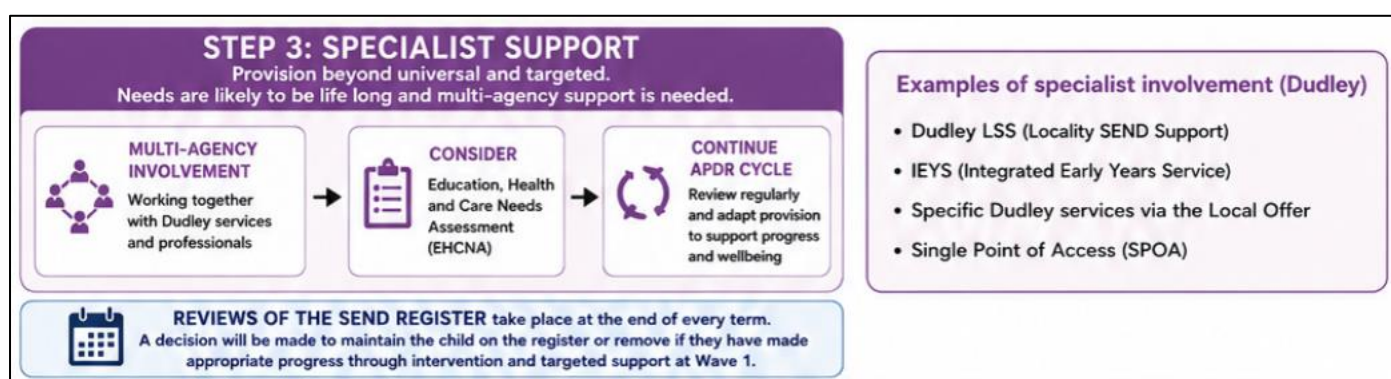
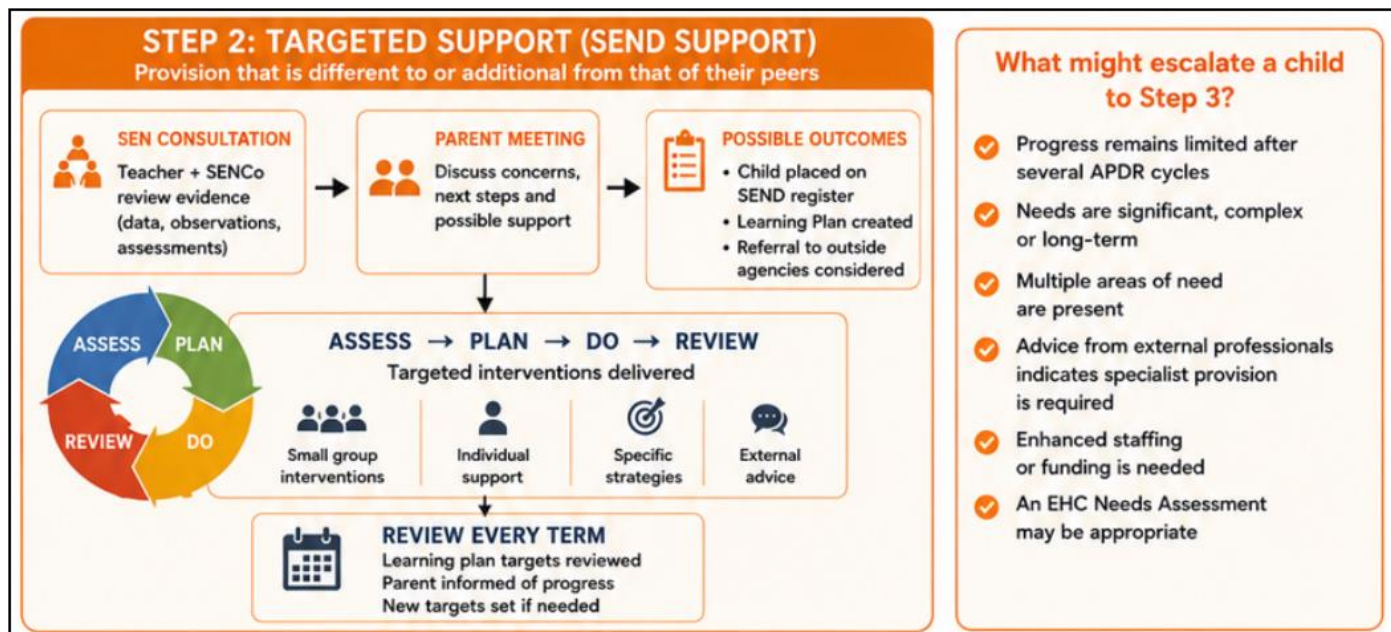
- External agencies are supporting the child e.g., Speech and Language Therapists, Paediatricians, Occupational Therapists, CAMHS, Educational Psychology or Health diagnosis.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Graduated response:

We will follow the graduated approach of assess, plan, do review at all stages of our school process.





What are the arrangements for consulting with parents of children with SEND?

As outlined above, parents will be involved in all stages of the graduated response. We are working together to support the needs of your children. 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 G. Smith for further discussion.

Mrs Smith can be contacted by email at gsmith@st-marks.dudley.sch.uk or by phone on 01384 818935.

Referral for an Education, Health and Care plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. An EHCP will be provided if the LA considers the child requires provision beyond what the school can normally offer.

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The EHCP is a legally binding document that includes details of learning objectives for the child. It must be reviewed annually where parents and all professionals involved with the pupil will be invited to attend.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A panel will decide from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

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

Alternatively, you can speak to the Dudley SEND team:

- Phoneline 01384 814360
- Opening Hours: Monday to Thursday: 9:00am – 4:30pm. Friday: 9:00am – 4:00pm
- There will be no voicemail facility so please call during these times
- SEND Case Officers will answer your call and will try to help you on the same day that you call.
- Email enquiries.senteam@dudley.gov.uk
- This inbox is for parents/carers, schools, and professionals and will be checked daily during office hours
- Contacting the Parent Partnership Service SENDDIASS:
<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-SENDdiass/>

What are the arrangements for consulting young people with SEND and involving them in their education?

Pupil voice:

We talk to the pupils. We find out what they believe they are good at and what they need more help with. We produce 'I am...' documents for children who cannot yet communicate their needs so that adults support can be consistent and effective.

Learning plans:

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Learning plans provide the children with specific targets that will be worked on during school. Plans are shared with parents so you know what provision your child is accessing to support their need. At the end of each term, they are jointly reviewed by class teachers and the support staff working with the children before sharing with parents.

Education, Health and Care Plans:

If your child has an EHCP, their views will be sought before any review meetings and if appropriate, they may be asked to attend part of the meeting.

How will my child be supported?

	We reflect, learn and continually grow by working in partnership for our children.	We work collaboratively with parents, colleagues in other settings, the local authority and external agencies to ensure the best possible support for the children in our care. We seek out best practice and strengthen inclusive provision.
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St Mark's has a dedicated team of teachers and support staff who ensure that every child receives high quality teaching. As a church school, we follow the Church of England's vision for education that children are grounded in teachings about Hope, Dignity, Wisdom and Respect thus creating a culture where children can grow to be content and happy. At St. Mark's, we aim to create a school community that is aligned with the above vision and underpinned by the knowledge that all our children are uniquely gifted individuals.

This means that the teachers are responsible for making sure that every child has access to and enjoys a rich and varied curriculum thus allowing them to 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 SEND, their teachers will ensure that their work is further differentiated to remove potential barriers to learning. Class teachers will act upon the advice of specialists to ensure that targets are addressed in the classroom as well as an interventions.

- Teaching assistants may be allocated to work with the pupil on a 1-1 basis (if outlined as provision in Section F on EHCPs) or in a small focus group to target more specific needs.
- The child may be given specialist equipment such as adapted pens and pencils, pencil grips, easy cut scissors, writing slopes, wobble cushions or "fiddle toys" to help concentration.
- They may take part in specific interventions
- They will have an Individual Learning Plan
- 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.

Our approach to teaching pupils with SEND

We passionately believe that all pupils should have access to a broad and balanced curriculum and our role in school is to adapt the way we deliver the curriculum content so that all children can access learning. We follow recommendations from the EEF and ITF, which explain that high quality teaching combined with carefully selected small group or 1:1 interventions is the most effective way to support children with additional needs.

We do this...	So that...
Understand our children's social and emotional needs	• Children are regulated and ready to learn. By remaining curious about behaviour, it supports us to understand underlying needs. • Children have role models for emotional regulation. If adult responses are predictable and proportionate, we model these to our children so they can navigate the social context of being in a classroom.
Predictable routines (ITF)	• It reduces the amount of attention our pupils may spend on "navigating" the classroom, freeing it up for learning. Each classroom has the same visual timetable linked to colourful semantics • Consistency is clear across the school – when children transition to new classrooms/ groups – the routines and expectations are the same.
Visual scaffolding (EEF)	• It improves comprehension of spoken words for all learners. Spoken language is fleeting; visuals are stable. • Independence can be built. Word mats, phonics mats, manipulatives, colourful semantics, emotion cards are available to scaffold and communicate children's learning. These scaffolds can be reduced when the learner is ready.
Provide opportunities for intentional talk (ITF)	• Children can practise understanding others (receptive language) and communicating their thoughts and emotions (expressive language). • We provide a structure for speech and language development across the curriculum through sentence stems. • Every opportunity is exploited/utilised to develop and reinforce the use of language – Talk to your partner/ direct questioning/ walking the room/ interactions within provision/sentence stems.

Use flexible grouping (EEF)	• Information can be presented in ways which suit the needs of learners • Predictable routines and structures allow for children to manage attention within different groups. • Sensory stimuli such as noise/ environmental factors are reduced for some children • Mixed ability grouping to support discussions
Explicit instruction (EEF)	• We manage cognitive load through chunking information into manageable steps so that working memory is not overloaded. • Children understand our thought processes through live modelling and talk out loud.
Cognitive and Metacognitive strategies (EEF)	• Children build on prior knowledge through Think and Link activities/ Distance retrieval tasks. • Executive functioning skills such as planning and organising are built into classroom conversations – how are you going to be successful? What strategies will you use? • Children have a Growth Mindset approach to feeling successful – ‘you haven’t got it yet.... what’s the first step.
Support sensory needs (ITF)	• Children can feel regulated and ready to learn – this may involve wearing headphones to mitigate noise stimuli or the use of sensory stones so that children have tactile input to keep them regulated. Classrooms have calm corners/ regulation stations to support children who need time to engage in regulation strategies to help them be ready to learn.
Support motor needs (ITF)	• Children have developed gross and fine motor skills so that tasks such as writing and drawing become more automatic; reducing the mental effort needed for each movement. This frees attention for learning and thinking.

What additional support for learning do you have in place?

- We follow guidance from the Ordinarily Available Inclusive Provision guidance from Dudley LA
- Alongside our Universal provision, we have a range of Wave 2 and Wave 3 interventions where our TAs are trained to deliver interventions such as Precision Teach, Floppy Phonics, ELSA and Nurture groups.
- Personalised provision is in place for those children with EHCPs following their Section F provision

St Mark’s provision



PROVISION OVERVIEW 2026-2027

	Universal provision (Wave 1)	Small group (Wave 2)	Individual provision (Wave 3)
Cognition and Learning	- Adapted Curriculum/ groups - I do, we do, you do approach through daily modelling/ explicit instruction - Visual prompts/ scaffolding/ word banks/ phonics mats/ writing frames - Practical resources – maths manipulatives - TA support - TT Rockstars	- Phonic interventions - Pre-teach groups - Small group work - Group interventions – core subjects (reading, writing, spelling, maths) - Lighthouse Learning Hub	- Personalised timetable - Precision teaching 1:1 reading - Educational Psychology reports - Learning support reports - AAT targets - Learning plans
Communication and Interaction	- Adapted Curriculum Delivery - Consistent classroom routines and instructions - Visual Timetables - Simplified language - Colourful semantics - Widgit - Partner Talk - Makaton - Total Communication Environment - Communication in Print (Widget)	- Group Support in English - Group Support in Maths - Colourful semantics group - Speech and language groups - Sunshine room – EYFS - Bucket time	- SALT personalised targets - Sunshine room personalised provision - Talking tins - Wellcomm - AAT targets - Individual visual timetable - Individual workstations - Now/ Next boards or Task boards 1:1 support if stated on EHCPs - Social stories - Chatterbox (1:1)
Social, Emotional and Mental Health	- Whole School values and learning behaviours – class dojo - Whole School Behaviour and Relationship Policy - Life Skills curriculum - Emotion Coaching - Well-Being consultations - Trusted Adult approach - Proactive Behaviours approaches	- Hamish and Milo groups - Safari room support – friendship groups/ social skills - Nurture group	- Drawing and Talking - ELSA 1:1 Safari room sessions - Monitoring via wellbeing consultation - Individual reward/ behaviour charts - Reflexions referral/ support - CAMHS referrals/ reports
Physical and Sensory	- Flexible teaching approaches and classroom arrangements - Pencil grips	- Sensory provision – EYFS - Sensory circuits	- HL/ VI team report / OT reports - Writing wedges - Wobble cushions

How will the curriculum and learning environments be matched to my child's SEND needs to allow my child to flourish?

- Teachers are skilled in adapting their teaching to target differing needs within the classroom. They may do this by adapting tasks and resources or using extra adult support.
- 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 an intervention
- Children with SEND may also need to access special resources to help them make progress e.g. writing slopes, coloured overlays, visual timetables or task boards, which are all available in school.
- Some children may need total communication environments which will include visuals being available in classrooms to support learning
- Some classrooms may have workstations for specific children as part of their EHCP or Learning plan. These will be personalised to meet the needs of the child
- If children need a higher level of social, emotional support, they will receive personalised provision within the safari room with trained adults on hand to guide them.

What training have the staff supporting children or young people with SEN?

All members of staff are trained to identify when there are barriers to learning and to respond appropriately as part of our CPD offer. Our team have a wide range of qualifications, training and experience of working with children with a wide range of needs and specific training is sourced where needed. In the last academic

year (2025/2026), identified staff have participated in the following external training, alongside our own in-house training:

- 'Supporting children with complex communication needs in a pre-school setting' (NHS SALT)
- NHS SALT training – Get Communicating
- Attention Autism training – Bucket time (NHS SALT)
- Hamish and Milo
- ELSA (Dudley EP services)
- ECTs – Colourful semantics training (ECHO)
- Team Teach
- SENCo attends Dudley SEN network for termly updates

What specialist services and expertise will be secured by the school?

St Mark's with several outside agencies to ensure that we meet the needs of children who require specialist support. These include:

- Educational Psychology for Everyone
- Dudley Learning Support Services
- Dudley EP services – ELSA
- CIPS
- IEYS (Integrated Early Years Services)
- Speech and Language Therapy
- Occupational Therapy
- Paediatricians
- Visually impaired team
- Hearing impaired team
- CAMHs
- Reflexions

Specialist equipment and resources are secured through a combination of the school's delegated SEND funding, EHCP funding where applicable and recommendations from external specialist services.

Following assessment, equipment may include communication aids, visual supports, sensory resources, writing equipment, adapted furniture or other resources identified as necessary to support a child's access to learning and participation in school life.

How is the effectiveness of provision for pupils with SEND evaluated?

In September 2022, Ofsted reported that:

Pupils with SEND receive strong support. Leaders quickly and accurately identify pupils' needs. The school is inclusive. Staff adapt learning to meet pupils' needs. This helps pupils succeed and feel positive.

In March 2026 a peer review with local schools stated:

'This is a warm and welcoming school, there is a sense of nurture, love and care akin to what it should feel like at home. Children are confident to be their authentic selves because they are well supported by caring staff who are intuitive to their needs. This sense of belonging is strong.'

We constantly monitor children's progress in school both against their own individual targets and against age related expectations. Success is individualised. We celebrate every child's small steps to enable them to flourish.

Governance and Quality Assurance

The Governing Board has a designated SEND Governor who meets regularly with the SENCo to review provision, monitor outcomes and ensure statutory responsibilities are fulfilled. The SEND Governor reports findings to the Governing Board and contributes to the ongoing evaluation and development of SEND provision. SEND remains a standing priority within school improvement planning and is regularly reviewed by senior leaders and governors to ensure that provision continues to meet the needs of pupils.

The SENCo is part of our school Senior Leadership Team, emphasising our commitment to ensure the best outcomes for all 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:

- Measuring progress from children's starting points (Baseline v Exit data)
- Regularly reviewing targets on Individual Learning Plans and ensuring that they are being met
- Pupil Progress meetings are held every 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/ or Teaching Assistants
- For pupils with an Education, Health and Care 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 SEND Team. A representative from the Dudley SEND team will be invited to attend the meeting
- Children are moved off the SEND 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?

	We celebrate individual success from their starting points.	We value and celebrate progress in all forms, whether academic, social or emotional from a child's starting point. We may see a child growing in confidence, improving communication, have a greater engagement in learning or making small steps towards their learning goals.
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You will be able to discuss your child's progress by making an appointment to discuss your child with their class teacher and SENCo via Class Dojo or termly during parents evening sessions.

If your child is assessed by Dudley Learning Support Service, Speech Therapy or Educational Psychology, 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.

Pupils in EYFS

In assessing progress of children in the early years, we will use the non-statutory Early Years Outcomes guidance as a tool to assess the learning and development of a child at expected levels for their age, these include typical behaviours across the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Identification of barriers to learning at this stage is crucial. "It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life." (Early years: guide to the 0 to 25 SEND code of practice; 2014")

Transition support into Reception

- The school will liaise with pre-school and day-care provision to enable an effective transition. The SENCo will ensure policy, practice is continuous, and young children with SEND are fully supported.
- We hold stay and play sessions prior to children starting school
- We hold meetings with families of children who have been identified with SEND in their pre-school setting to support transition into Reception

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- We hold a planning meeting with IEs to discuss any children on their caseload
- We provide transition booklets with photographs to show children their new classroom, new teachers and new routines.

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

The school budget, received from Dudley LA, includes money for supporting children with SEND. This is known as the Notional SEND budget.

The Head Teacher along with governing body decides on the deployment of resources for Special Educational Needs.

- Delegated funding for pupils with 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 SEND 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
- Pupil progress meetings allow class teachers and leaders to discuss each child and what needs to be in place to ensure progress is made
- Class teacher's discuss concerns about individual children with SENCo who will provide advice and guidance
- 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 included in activities outside the classroom including school trips and clubs?

	All children access the full life of the school so they can grow and thrive.	We ensure that every pupil can access the wider opportunities the school provides, including trips, clubs, enrichment activities and visitors. This supports pupils' wider development and ensures that children with SEND are fully included in all aspects of school life.
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We aim to include children in every possible activity both inside and outside the classroom. All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club. School trips are planned around to enhance the curriculum. If necessary, risk assessments are carried out and systems are put in place to ensure that all children can participate, which may include a child needing 1:1

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supervision whilst off site. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

St Mark's also offers a range of extra-curricular activities, which all our pupils are encouraged to attend.

What support is in place to improve social and emotional development?

St Mark's has an excellent community and wellbeing team who will support both children and families. Miss J. Fullwood and Mrs K. Morris are both trained in several social/ emotional interventions and have extensive experience of working with children and families in our community. They can both be contacted via the school office should you require any support. Staff complete wellbeing consultations for any children who may need additional support, and this is then actioned by a member of the community and wellbeing team. Any allegations of bullying are taken seriously and always investigated by either the Headteacher or Deputy Headteacher.

Preventing Bullying and Promoting Inclusion

We are committed to creating a safe, inclusive and respectful school community. Through our PSHE curriculum, collective worship, behaviour curriculum and school values, children are taught about respect, kindness, diversity and inclusion. Staff actively promote positive relationships and monitor pupil wellbeing. Children are encouraged to share concerns with trusted adults and are supported through pupil voice opportunities, wellbeing interventions and nurture provision. We recognise that some pupils with SEND may be more vulnerable to bullying and therefore monitor their wellbeing carefully and provide additional support where needed.

Supporting Medical conditions

The school follows its Medical Conditions Policy and works with families and health professionals to develop Individual Healthcare Plans where appropriate. Staff receive training to meet identified medical needs and ensure pupils can participate fully in school life.

How does the school involve other bodies, including health and social care bodies, LA support services and voluntary sector organisations to meet the needs of pupils with SEND and their families?

The school has many links with outside agencies, and we seek advice and support when needed. When a concern about a pupil has arisen, it is the SENCO's role to:

- Contact parents and inform of pupil's needs
- Complete a consultation request form (consent needed from parents)
- Keep parents informed of outcomes following the visit from the agency

St Mark's works closely with services such as Speech and Language, Dudley Safeguarding People Partnership and external support services to ensure families access the support they need.

Arrangements for the admission of disabled pupils

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In accordance with the Equality Act 2010, reasonable adjustments are made to ensure disabled pupils are not placed at a substantial disadvantage and can access the curriculum and wider life of the school.

- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- All pupils whose Education, Health and Care plans name the school will be admitted before any other places are allocated.
- Oversubscription criteria prioritises pupils with disabilities thus avoiding unfairly disadvantaging pupils with a disability.
- The school's accessibility plan (linked below) aims to show how the school increases the extent to which pupils with disabilities can participate in the curriculum; improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided and improve the availability of accessible information to pupils with disabilities.

How accessible is the school both indoors and outdoors?

St Mark's has taken a number of steps to ensure fair access to our site for any pupils who are disabled.

- 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 handrails 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 require any further information, please follow the link to the school's accessibility policy.

<https://primarysite-prod-sorted.s3.amazonaws.com/st-marks-coe-primary-school/UploadedDocument/e9b85622-d243-4b38-a51f-783d05b876fc/accessibility-plan.pdf>

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

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- 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
- Pupils with SEND have transition books that are personalised with their images of their new classrooms, new teachers and where to put their coat/ bag etc.
- 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 Smith will meet with all secondary school SENCOs to discuss children with SEND and hand over documents that need to progress with the child

Preparing for Adulthood

Although St Mark's is a primary school, we recognise the importance of preparing children for the next stages of education and adult life. We actively develop pupils' independence, resilience, communication, problem-solving skills, self-care and self-advocacy through our curriculum and wider school experiences. Wherever appropriate, pupils are encouraged to understand their strengths, identify support strategies that help them succeed and participate in decisions about their learning and future aspirations.

Who can I contact at St Mark's 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/ Deputy Headteacher – Mrs G. Smith
- Head Teacher – Mr K. Rondeau

Appointments can be made through the school office on 01384 818935 or on Class Dojo.

Contact details for support services for parents of pupils with SEND

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

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-SENDdiass/>

Helpline number: 01384 817373

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 (SENDS) 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.
- 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/dudley-local-offer/>

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Most concerns can be resolved through discussion with the class teacher and/or SENCo.

If parents have concerns regarding SEND provision, they should:

1. Discuss concerns with the class teacher.
2. Arrange a meeting with the SENCo if concerns remain unresolved.
3. Contact the Headteacher if they remain dissatisfied.
4. Follow the school's formal complaints procedure, available on the school website.
5. Contact Dudley SENDIASS for impartial advice and support throughout the process.

Where concerns relate to an Education, Health and Care Plan, parents may also seek advice regarding mediation and SEND Tribunal arrangements through the Local Authority. All complaints are taken seriously and are investigated fairly and promptly.

Approved	September 2026
Reviewed by	SEND Governor & Governing Board
Next Review	September 2027