SEND Information Report 2026-2027

School Name: St Mark's C of E Primary School

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Executive Head teacher: Mrs Clare Wright

SENCO (Special Educational Needs Coordinator): Mrs Sally Williams

	Question	Response	Examples of good practice in our setting
1	**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**	We rigorously track progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. The robust tracking of progress is monitored regularly by class teachers and the Senior Leadership Team. We have systems in place to use data to support tracking at least termly. Pupils who are not making expected progress in a particular area are identified and the school then identifies the need for additional support in consultation with parents. Parents are encouraged to speak to the SENCO about any concerns they have and the school also makes contact with parents if they have concerns. All children in Year R are assessed against a baseline when they start in September and the teachers continually monitor their progress towards the Early Learning Goals. They also complete a language screener (NELI) that identifies any weaknesses in receptive and expressive language. This gives an indication of areas of difficulty which could affect learning in the future. Children who join the school at a different point (after Year R) complete a reading assessment on entry and the usual assessments during that term and class teachers speak to the SENCo if they have concerns about attainment and/or progress.	• Tracking of progress • Benchmarking at start of Year R • Regular monitoring of progress by Class Teachers • Termly Progress meetings • Open door policy for parents • Provision mapping of needs across the school

2	**How will school staff support my child?**	The class teacher will oversee and plan every child's work to ensure that progress is made in every area of the curriculum. We are continually looking at how we can improve the learning environment for all our children and we appreciate that every child learns differently. It may be decided that your child needs additional support (sometimes called SEN Support) to access the curriculum fully or to make the desired rate of progress. This may take place within the classroom setting or elsewhere in the school. Sometimes this is for a small group of children and sometimes a child receives individual help from a teacher or Learning Support Assistant (LSA). This may be for a short period of time to enable them to catch up or if this is not enough we will develop a longer term plan for them. We try to minimise the amount of time a child is removed from the classroom. We have a range of published resources to support classroom learning. Speech and Language resources are obtained from the Southern Health NHS Speech and Language Therapy Department as required. This additional support is overseen by the SENCo who will monitor progress and give support to those working with these children. One of the School's governors has responsibility for SEN. If your child has a medical condition which might affect their learning or participation, they will have a Health Care Plan so that staff will know how to help them. This will be reviewed with you annually.	• Appointed SEN Governor • Provision mapping for each Year group • SENCO report to Governors. • Provision matched to children's needs • Regular dialogue with parents • Access to specialised services E.G Educational Psychologist
3	**How will the curriculum be matched to my child's needs?**	We use a creative and varied approach to the curriculum which means that every child is given challenges appropriate to their learning goals. In a few cases a child may have an Support Plan for one or more areas of the curriculum which will provide details of the interventions they receive.	• Regular Parent communication • Provision map • Open Door Policy • Partnership with parents underpins school values • Differentiation of learning in class
4	**How will I know how my child is doing and how will you help me to support my**	Learner feedback is part of our established learning culture. This includes working with families to develop their child's next steps and what they can do to help/support their child's learning through termly meetings. If your child is receiving additional or different support from their peers, they will usually have a Support Plan which shows the area in which they are receiving additional help and the steps taken towards their desired outcomes. This is agreed with the parents. The progress of every child is regularly reviewed by the class teacher against short-term targets in their intervention and when targets are reached new targets are set. The parents of every child with a	• Signposting for Family Information. • Signposting to other parental support and training • Invitation to termly meetings

	child's learning?	Special Educational Need are invited to a termly meeting to review progress. This may be as part of the regular parents' meetings with the class teacher in the Autumn and Spring terms. Parents will be offered an additional review meeting towards the end of the summer term. If you have concerns between these times then you can ask for an appointment to see the class teacher or the SENCo. If your child has a Support Plan, you will be a given a copy so you can help them achieve their targets. There are lots of ways that every parent can support their child at home. All children have a reading book which they can share with you. As they progress through the school they will have spellings and number facts to learn and then Maths and Literacy homework which they may need help with, and they will appreciate you showing an interest in what they are doing.	• Valuing the contribution of parents
5	**What support will there be for my child's overall well-being?**	The class teacher has the overall responsibility for the care of every child in their class. In case of an accident, illness or need for medication, there are several members of staff trained in first aid and the child will usually be taken to the school office. Children will only be administered with medication for which a parent has completed the school's consent form. Our Learning Support Assistants are able to assist children with a range of emotional needs. All children follow the SCARF scheme, our Relationships and Health programme, which helps to create a positive mental wellbeing culture in which children build resilience and self-esteem. The curriculum covers aspects of mental health and helps children understand their feelings and emotions. We have trained staff who complete interventions in emotional literacy, therapeutic active listening and social skills. If you have a concern about your child's well-being, for which you think they need additional support, then please speak to the class teacher, Deputy Head or the SENCo. Our Positive Behaviour Policy; which includes clear guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.	• Active School Council • Policy Reviews • Clear Rewards and Sanctions • Monitoring of attendance • Class specific LSAs • Sign post to Early Help & parenting courses.
6	**What specialist services and expertise are available at or accessed by the school?**	We have access to the Hampshire Educational Psychology Service and outreach workers from local specialist schools, who can assess a child's needs and offer advice on how to overcome barriers to learning. We can contact voluntary organisations who can provide advice and training in particular areas. For children learning English as an Additional Language, we can contact Hampshire EMTAS who have specialist resources and will provide advice, guidance and training for parents and staff. We also work with other external agencies to which a child has been referred such as the Mental Health Support Team, Speech and Language Therapy, Occupational Therapy, health agencies or social workers.	• Link with outside agencies and services • Signpost staff to possible training opportunities

7	**What training are the staff supporting children with SEND had or are having?**	Our Special Needs Co-ordinator (SENCo) has completed the mandatory post graduate National Award for Special Educational Needs Co-ordination Award and is a qualified teacher. Some of our support staff have received specific training to support children with Speech and Language and Social, Emotional and Mental Health Needs. Continued Professional Development for all staff looks at current needs and strengths and training is tailored accordingly. All teachers and support staff receive training from time to time on issues affecting children with additional needs either in school or by attending courses run by outside agencies.	• SENCo completed SEN award and holds QTS status • Regular staff meetings • Training offered to all staff • Emotional Literacy and Active Listening Assistant Support
8	**How will my child be included in activities outside the classroom including school trips?**	We aim to include all children in all aspects of the curriculum. Where necessary we consult with parents when planning activities outside the classroom, particularly if this may affect the participation of their child. Risk assessments are completed and checked for every activity outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where necessary an additional adult will accompany a school trip to ensure the safety and participation of children with additional needs.	• Risk assessments completed • Communication of trips by letter to all parents • Individual consultation with parents as and when required.
9	**How accessible is the school environment?**	Our school is wheelchair accessible via the front entrance and has a large disabled toilet. Should any pupil become disabled or any disabled pupil join the school, then professional advice will be sought and action taken to provide any necessary aids to assist them to gain full access to the curriculum and all aspects of school life. Please see our Accessibility Policy for more details. When necessary we can liaise with Hampshire EMTAS (Ethnic Minority and Traveller Achievement Service) who will help parents communicate with the school.	• Accessibility Plan • The school respects diversity in the community • Wheelchair accessible via front entrance
10	**How will the school prepare my child for joining the school and transferring to a new school?**	If your child is joining us in September in Year R (Reception) the class teacher and a Learning Support Assistant will usually visit you at home and meet your child at their pre-school if they attend one. In the summer term we have several opportunities for them to spend time in school getting to know their new environment. At the start of the first term, they will have a gradual introduction in the first few weeks. If your child joins us from another school we would ask you to provide us with as much information as soon as possible so that we can make the transition smooth for them and provide them with additional support if required. We encourage them to visit their new class prior to starting at St Mark's and, if needed, they can have a gradual induction.	• Transition programme in place for entry to Year R and exit to Year 7 • SENCO meets with SENCO's of transition schools/nurseries to discuss relevant information and pass on details.

		We encourage you to take your child to visit the school(s) they are applying to so they are involved in the process. We will attempt to contact the new school to share significant information and will pass on all relevant records to enable continuity. When children leave at the end of year 6 we meet with the key staff at their new school to share information. Most secondary schools will arrange a series of transition visits during the summer term for those with SEN to help them familiarise themselves with the new environment and key staff.	• Positive relationships with feeder settings • Home visits to all new Year R children • In-house transition between classes • Additional transition to KS3 for vulnerable children and children new to the school.
11	**How are school's resources allocated and matched to children's special educational needs?**	The school is given a notional SEND budget. The money is used to provide additional support or resources dependent on an individuals' needs. Support can take many forms, and our guiding principle is providing the highest quality education for all children. We distribute time from Learning Support Assistants based on the pupil need in the cohort. We want the best for our pupils just as you want the best for your child. Support may include (but is not restricted to): • Adaptations/accommodations to increase access to text (desk copies of information to aid tracking difficulties, accessible text, different recording strategies, additional time etc.) • In class, adult support/mediation aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.) • Out of class support with relationship building, social, emotional literacy development • Small group intervention to pre-teach skills or enable children to 'catch up' (subject or targeted at additional need) • Additional teaching resources or practical apparatus to support learning • Accessing additional support and advice from specialists.	• Provision mapping Evaluation of interventions • SENCO and HT meet regularly • SENCO and CT's meet regularly • Timetabled interventions led by LSA's • Specific Interventions planned by CT with SENCO support where required.
12	**How is the decision made about what type and how much support my child will**	We will inform parents if we identify an area of concern and discuss what we aim to put in place. If parents have a concern then we will decide with them what steps can be taken. We will invite parents to meet with us at least once a term to discuss progress. We use our experience to decide on a programme of support that aims to meet the identified need. If any approach is not successful then the support is reconsidered and a different approach is tried. If we need further support or advice then we can consult with the Hampshire Educational Psychologist Team or another outside agency, with the parent's approval.	• Termly meetings with parents to discuss progress and set targets • SENCO facilitates outside agency support where appropriate • CT initiates IEP for

	receive? **How will parents know if support has had an impact?**	The SENCO will support your child's Class Teacher in writing additional targets for your child that specify the targets set for your child to achieve. We regularly review the children's progress against their targets from their Support Plan and give verbal feedback about the progress. We measure whether the child is making accelerated progress towards National, age-related expectations and that the gap between themselves and their peers is narrowing. Interventions will be phased out when children have made sufficient progress, but they will continue to be monitored.	children with SEND
13	**How are parents involved in the school? How can I be involved?**	We regularly involve parents and families in discussions about their child's learning. We welcome feedback. We operate an open-door policy and our parents are invited to contribute though a number of means, such as meeting with the CT or SENCO. Our Governing Body includes Parent Governors/representatives.	• Parent questionnaires • Parent consultations

14	**Who can I contact for further information?**	• In the first instance, parents/carers are encouraged to talk to their child's class teacher. • Further information and support can be obtained from school's SENCO, Mrs Sally Williams who can be contacted via the school office on 01252 544155. • If you are considering our school for your child you should make an appointment with one of our leadership team via the school office. • Parents can find further advice from Hampshire Council's Special Educational Needs and Disability Information, Advice and Support Service which provides impartial and independent information, advice and support to parents of children with special educational needs (SEN) https://www.hampshiresendiass.co.uk • Independent Parental Special Education Advice (IPSEA)www.ipsea.org.uk • The authority's Local offer can be found at www.connecttosupporthampshire.org.uk • Further information on Dyslexia can be found at: www.dyslexiaaction.org.uk www.bdadyslexia.org.uk • Further information on ASD (Autism) can be found at: www.autism.org.uk • A copy of the school complaints policy 'The WMAT Trust Complaints Resolution Policy' can be found on the WMAT website. This will outline the formal steps the school will take in handling complaints.

Acronyms: SENCO – Special Educational Needs Coordinator HT – Head Teacher DHT – Deputy Head Teacher LA – Local Authority CT – Class Teacher LSA – Learning Support Assistant
Year R: Reception class KS1 – Key Stage 1 (children in Years 1 and 2) KS2 – Key Stage 2 – Children in Years 3-6 KS3 - Children in Years 7-9