

### The Graduated Response

At St Mark's C of E Junior School we have a graduated approach where children's needs are assessed, individual targets are planned, implemented and reviewed on a regular cycle.

ASSESS → PLAN → DO → REVIEW

### SEN Support

For those pupils who, despite targeted group support, are making little or no progress, a My Plan will be created. Where necessary, external agencies may become involved to advise school and assist further. When My Plan targets are set, they are reviewed termly with parents.

### Education Health Care (EHC) Plans

In a small minority of cases, a pupil may need long term support at a highly tailored individual level. This may require an EHC Plan (this replaces the former 'Statement of Educational Needs').

SIAMS 2015 states St Mark's has...

*..Strong relationships and a caring hard-working staff who value each child as unique in the eyes of God and who inspire pupils to become the best they can be ...*

### Parental Involvement

We work together with you, valuing your involvement in your child's education through:

- meetings with teachers and SENDco
- parents' evenings,
- SENDco 1:1s
- termly meetings to review and set targets for My Plans/My Plan +
- Annual reviews and 'transfer reviews' for pupils with EHC Plans.

### External agencies

At St Mark's C of E Junior School we pride ourselves on our strong links with external agencies. These include:

- Speech and Language Therapy Service (SALT),
- Advisory Teaching Service (ATS)
- Educational Psychologist (EP)
- Early Help (EH)
- Hospital Education Service
- Inclusion

### SEND points of contact

**SENDCO:** Mrs Liz Whale

**SEND Governor:** Mr Jonathon Gould

**Phone:** 01242702280

**Email:** [senco@st-marks.gloucs.sch.uk](mailto:senco@st-marks.gloucs.sch.uk)

For further information please see our school SEND Information Report and our SEND policy on our school website.

# St Mark's C of E Junior School

**School Offer 2025/2026**

**Special Educational  
Needs and  
Disabilities  
(SEND)**



***Growing together,  
becoming all we are  
created to be.***



## Special Educational Needs & Disabilities

### At St Mark's C of E Junior School, we want every child to:

- feel valued, included and motivated to learn,
- enjoy school,
- make academic progress,
- achieve their personal best,
- improve their independence,
- develop as a rounded individual who is able to make a contribution to their community,
- experience a range of successes and develop a positive sense of self.

At St Mark's we ensure that we meet the learning needs of all our pupils through our excellent teaching and learning, providing differentiated work and a personalised approach.

### The Four Areas of Special Educational Need and/or Disability (SEND)

SEND is categorised into 4 separate areas. Some pupils have needs which span over more than one area.

The 4 areas are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

### How do the school identify children with SEND?

The progress of all pupils is monitored regularly by class teachers and Senior Leaders in order to quickly identify where a pupil is not making expected progress in an area of learning. This will then be discussed with parents by the class teacher and, in some cases, the Special Educational Needs Co-ordinator, (SENDCo.)

### What if I think my child has SEND?

If parents or carers have concerns about their child's attainment or progress, they should initially discuss these concerns with their child's class teacher who will then liaise with our SENDCo as appropriate.

### Levels of support

Once an area of need has been identified, we will aim to put targeted support in place. This is demonstrated through the waves of support model. We offer a range of support for our pupils and regularly evaluate the effectiveness of this support.



### Waves of support Model

#### Wave 1

This is the delivery of high quality, inclusive teaching within the classroom taking account of the learning needs of all pupils. This includes providing differentiated work and creating an inclusive learning environment.

#### Wave 2

This is for pupils who may require further support to help them to meet age-related expectations. Additional help may be provided through group interventions with those pupils who have similar needs.

#### Wave 3

This is for a small number of pupils where individual highly tailored interventions take place to accelerate progress to enable them to achieve their potential.

### Waves of Intervention Model

