



SEND Annual Information Report

Academic Year 2025-2026

Name of SENDCo: Mrs Liz Whale

Dedicated time weekly: Monday - Wednesday

Contact email: senco@st-marks.gloucs.sch.uk

Contact Phone Number: 01242702280

Name of SEND Governor: John Gould

Our SEND Information Report has been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010, the Children & Families Act 2014 and the SEND Code of Practice 2015.

The SEND report is reviewed and updated annually.

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, adapted and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Current SEND Data for 2025 – 2026 cohort: whole school profile 233 pupils

<u>SEND Code</u>	<u>Number of Pupils</u>
Pupils with an EHCP (E code)	9
Pupils with a MyPlan (SEN support)	44
Total Number	53 (data accurate at time of publishing)

Early Help & Our Graduated Pathway for Learners:

What is Early Help?

Early Help Partnerships have been developed within each locality across Gloucestershire. The Early Help Partnerships build on existing arrangements and services already in place, working to share resources and reshape service delivery to meet the local needs of children, young people and their families. All practitioners working with children, young people and their families form part of the wider early help partnership within each geographical area.

Each Partnership operates a fortnightly Allocations Group that is administered locally by Families First teams. These are made up of representatives of services across the locality who use their knowledge and expertise to identify early help interventions that are available and make decisions about who is best placed to offer support to the child and/or family or to the Lead Practitioner.

The Graduated Pathway is Gloucestershire's response to ensuring Early Help is available to all children, young people and their families with additional needs, whether these are educational, social or emotional needs or a disability.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to Mrs Whale who will be in touch to discuss your concerns.

You can also contact Mrs Whale senco@st-marks.gloucs.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the Class Teacher & SENCO will work with you to create a SEN support plan (MyPlan) for them

In Summary: .

- ✓ Class teachers monitor using whole school Cause for Concern list
- ✓ Class teacher refers to SENCO – use the SEN Handbook for identification of need
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's class/form teacher will meet you 3 times a year if they are on a MyPlan to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

What types of SEN does the school provide for?

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
My Profile / My Journey work	All pupils on entry and then on-going	On entry and then on need by need basis
Parents' Evenings/Reports	All pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
Questionnaires	All pupils and parents	Annually
Parent / Headteacher Meetings	Class Parent	Year Group at a time in Autumn Term

How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- ✓ Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- ✓ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ✓ Adapting our resources and staffing
- ✓ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ✓ Teaching assistants will support pupils on a 1-to-1 basis when
- ✓ Teaching assistants will support pupils in small groups

Provision is made for children/young people on our Record of Need through categories of need:

<p>Communication and Interaction – Speech and Language intervention in small groups and 1:1 as directed by SALT Outside agency advice – Advisory Teaching Service (ATS) Referrals made to relevant practitioners Social Story & comic strip conversation interventions Friendship formula Interventions Repetition/clarification of instructions Adaption of tasks to take account of preferred learning styles e.g. planned strategies to ensure cooperation in less preferred areas of curriculum Visual approaches to develop social understanding Individual visual timetables Reduced timetable Communication in Print resources Now/Then symbols Additional planning for change of routine Access to safe place for time out Home/School liaison Ear defenders</p>	<p>Cognition and Learning – In class TA support in English In class TA support in Maths Differentiated curriculum, delivery and outcomes Simplification or repetition of instructions, additional visual cues, symbols or gestures Pre teaching topic vocabulary Reinforcement of class learning Modelling of activity Increased visual aids Communication in Print resources Use of practical resources- Numicon Working walls, word and number mats Use of individual white board Scaffolding written tasks, writing frames, mind maps 1:1 reading intervention- Stile, Catch up, Project X Additional reading practice to an adult 1:1 spelling intervention - SNIP 1:1 maths intervention- Maths Up or Number Stacks Change of whiteboard colour Tinted overlays and reading rulers</p>
---	---

<p>Chewy/twiddle toys Break and lunchtime – alternative quiet spaces to eat and play</p>	<p>Touch typing intervention – use of Bluetooth ipads</p>
<p>Social, Emotional and Mental Health – Consistent school and classroom routines Positive reward and progressive sanctions in place Individual responsibilities Additional support and monitoring at break and lunchtimes HeartSmart Circle of Friends and playtime buddy system Socially speaking games and activities Time out/Reflection spaces Individual seating/workstation Outside agency support- ATS SEMH Special time Winston’s Wish bereavement support Home school liaison Counselling – referral to outside agency Individual risk assessments Art/Play therapy through Early Help funding Zones of Regulation Intervention Banish the Self Esteem Thief</p>	<p>Sensory and/or Physical Needs – Provision of specialist equipment including ICT, sloping writing board, wobble cushion, pencils and grips, resistant chair bands, chewy and fiddle toys, ear defenders Referrals to relevant practitioner for diagnosis for dyspraxia Advice and support from ATS Fizzy intervention Fine Steps intervention Write from the Start intervention Scribe provided Additional time for transitions and movement around school Monitoring during playtime and lunchtime Support in the dining hall- alternative quiet space to eat Awareness of fatigue, regular rest and movement breaks during lessons Support during P.E and outdoor learning Support during school visits and trips Home School liaison</p>

We monitor the quality of this provision by holding regular TAF Meetings, gaining feedback from all those involved agencies, as identified on the Family My Plan. We determine the outcomes relating to specific need and each member of the TAF is invited to share progress and voice any ongoing concerns. Parents are invited to these meetings to feedback their experience and ask for further support as required. The lead practitioner is responsible for reviewing and updating the Family Plan.

We measure the impact of this provision by determining the success of the interventions targeted through the Family My Plan. This is done in the following ways;

- Referrals accepted by outside providers to address a range of need demonstrating the quality of the referral made
- Parents engaging with the services that they have been signposted to for support and can confirm that this is a positive experience
- The Wellbeing, Mental Health and Physical Health needs of parents are addressed and supported by relevant agencies empowering parents to report positive outcomes
- Family Finances are reviewed and relevant benefits are being claimed as appropriate
- Families have access to food when they need it
- Attendance data shows an improvement ensuring maximum access to school provision

- The SEMH needs of all children in the family are supported by internal or external provision and a positive response to outcomes can be evidenced by teachers, parents and the children themselves
- Pupil Voice- through My Profile, My Journey, children can identify what needs to change, who can help and support this. They can describe how things have improved and what this means for them.
- Parent Voice- Parents can tell us that they have been listened to and are receiving positive support to meet family needs.
- Class teachers can evidence positive attitudes to learning and progress made in regular Pupil Progress Meetings.
- Attendance data shows an improvement
- Service providers report positive change and impact towards specific outcomes.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs

We monitor the quality and impact of this support by:

- assessing pupils accurately, tracking progress regularly and adjusting provision in light of monitoring
- assessing a child diagnostically both pre and post intervention work, and assessing the impact of such intervention
- reviewing children's targets on My Plans, My Plan+ and on Class Provision Maps and ensuring that they are being met or exceeded
- verbal feedback from the child, the parent and teacher to build a wider picture
- children moving off the SEN Register when they have made sufficient and sustained progress – parents will always be informed if this has taken place
- observation of each intervention in action and analysis of success to ensure that we are providing equality of educational provision and value for money.

Distribution of Funds for SEND:

SEND (Top Up) funding is allocated in the following ways:

Support staff :

Full time SENDCo,

Teaching Assistants supporting high quality teaching and learning in every Literacy and Maths lesson

Teaching Assistants delivering support within class and through targeted and bespoke provision as detailed within each EHCP

Teaching Assistants delivering targeted interventions

External Services (See School Offer)

Educational Psychologist assessments, report and parent meeting pre EHCP application

Teaching and Learning resources:

1. Stile maths & reading
2. Dyscalculia assessment
3. YARC early reading
4. LDA dyscalculia lesson plans
5. Theraputty
6. Writing slopes
7. Writing pens
8. Sticky sheets
9. Racing to English – EAL learners
10. The Friendship formula
11. Sessions with Chris Oakey – relationship building
12. Lego sets

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Liz Whale

She has 4 year's experience in this role and has completed her NASENCO at Masters Level. She is a qualified teacher and has been at St Mark's for 25 years.

She is allocated 3 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 11 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- ✓ Speech and language therapists
- ✓ Educational psychologists
- ✓ Occupational therapists
- ✓ GPs or paediatricians
- ✓ School nurses
- ✓ Child and adolescent mental health services (CAMHS)
- ✓ Education welfare officers
- ✓ Social services and other LA-provided support services
- ✓ Voluntary sector organisations

Staff training

<u>Area of Knowledge/Skill</u>
Drawing & Talking
Zones of Regulation
Why do I worry?
Lego Therapy
Winston's Wish
SENCO Cluster
Gloucestershire Early Help training
TAG – Trauma Action Group
Level 2 & 3 Therapeutic Practice
Dyslexia Training

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ Liaison with the SENDCo of Benhall Infant School to discuss needs and plan provision for SEND pupils-including working together to secure EHCPs for one child during the Summer Term.
- ✓ Liaison with the SENDCo at Benhall Infants and the EHCo to discuss the needs of families with an Early Help Family My Plan
- ✓ Liaison with the KS1 lead at Benhall Infants to produce a transition plan for Y2 SEND pupils and their parents
- ✓ Face to face meetings with feeder Secondary Schools to provide information about all pupils due to transition to Secondary Schools
- ✓ Invitation to EHCP Annual Reviews extended to the SENDCo from receiving Secondary Schools
- ✓ Transition passports completed for the ATS and shared with parents

- ✓ Liaison with Specialist Provision to transfer 2 with an EHCP into more suitable Educational settings to help meet their needs.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan. This can be found on our school website

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Headteacher

This year we received no complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school the Headteacher- Mrs Fitch

The Designated Children in Care person in our school is the Headteacher- Mrs Fitch

The Local Authority's Offer can be found at

<http://www.gloshomesdirectory.org.uk/kb5/gloshomes/gloshomes/family.page?familychannel=2>

Our Accessibility Plan can be found on our website

<https://www.stmarksjunior.com/policies/>

The School Development plan can be found on our website

<https://www.stmarksjunior.com/policies/>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website. <https://www.stmarksjunior.com/send-provision/>

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from our website. <https://www.stmarksjunior.com/send-provision/>

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website: <https://www.stmarksjunior.com/safeguarding/>

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.