St Mark's C of E Junior School

SEND School Offer

September 2026

This report provides information for parents & carers of children who have Special Educational Needs and Disabilities (SEND) and for those professionals involved in supporting children at

St Mark's C of E Junior School

Key adults within St Mark's C of E Junior School's SEND Provision:

- Child's Class Teacher and Teaching Assistant
- SENDCo –Mrs L Whale – SENCO@st-marks.gloucs.sch.uk
- Headteacher – Mrs A Fitch – head@st-marks.gloucs.sch.uk
- SEND Governor – Mr John Gould

What is Special Educational Needs and Disabilities (SEND)?

St Mark's C of E Junior School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014).

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
• has a significantly greater difficulty in learning than the majority of others of the same age
• 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.

Special educational provisions means (SEND Code of Practice, DfE, July 2014):
• educational or training provision that is additional to, or different from, that made generally for other children of the same age.

This may be because they have difficulties and needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Medical

How does the school identify children with SEND?

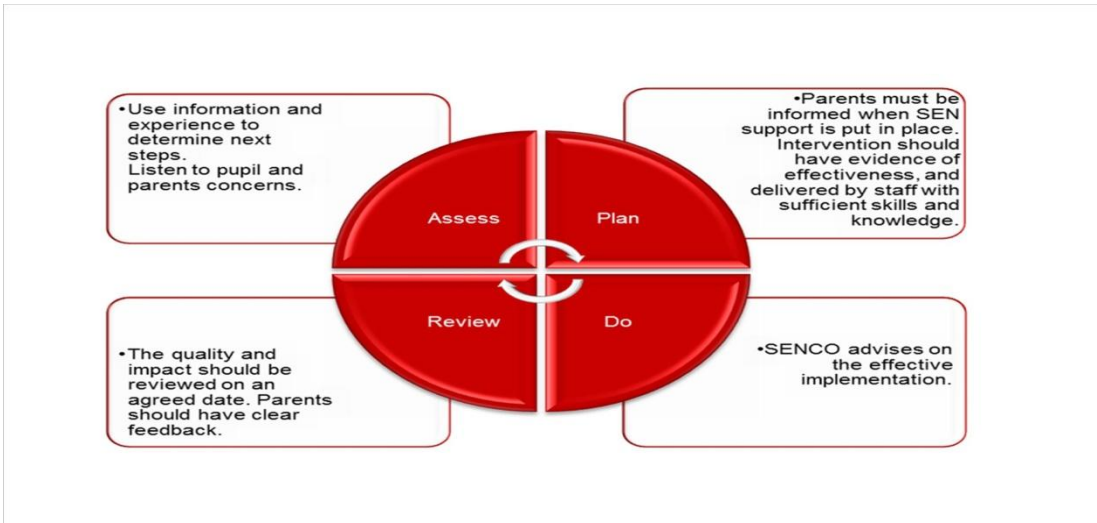
The progress of all pupils is monitored regularly by class teachers and termly by Senior Leadership Team in Pupil Progress meetings. This ensures that pupils not making expected progress in an area of learning are quickly identified. This will then be discussed with parents by the class teacher and, in some cases, the Special Educational Needs and Disabilities Co-ordinator, (SENDCo.)

Following identification of concerns about a particular pupil's progress the school will carry out a number of processes. These may be looking at assessments, a child's progress and age-related expectations together with reference to the Gloucestershire guidance on SEND difficulties that can be experienced by children, which should then establish the 'area of need'.

It is the class teachers initial responsibility to identify pupils with SEND as they are best placed to know, on a day-to-day basis, how each child is progressing with their learning. The class teacher is responsible for making the assessments and professional judgements necessary to establish whether adequate progress is being made. Such judgements will be based on classroom observations and curriculum assessments, supplemented, where appropriate, by standardised tests. Reference will also be made to the outcomes from baseline assessments and any age-related expectations. Notes from termly 'Pupil Progress Meeting (PPMs) will also inform a class teacher's judgments at this stage.

Our approach to identifying and appropriately responding to a child's SEND needs is in line with Gloucestershire's Graduated Pathway. The Graduated Pathway is based on a simple Assess, Plan, Do, Review model which is outlined below.

Assess, Plan, Do, Review Model



Once a concern has been raised about a child's progress, further investigation will be necessary. The class teacher and Special Educational Needs Co-ordinator (SENDCo) will discuss the areas causing concern, referring to the SEN Code of Practice and the Gloucestershire Guidance for Education and SEND Professionals booklet which provide information about areas of difficulty that could be experienced by children with SEND.

The child's progress will be compared to the information and statements within the appropriate area of need. If, after careful consideration, the class teacher and SENDCo feel a child's difficulties are significant, the concern will be raised with the parent/carer at the next Parents' Evening or, if this is not for some time, a meeting will be arranged to discuss the child's progress. This will be an important meeting and a time for the parent/carer to share their thoughts and any concerns about their child.

If it is agreed the difficulties are impacting on the child's progress and additional provision is deemed necessary, the pupil will be placed on the SEND Register. This document identifies the area of need for each child and the degree of any difficulty, categorising whether the pupil is at the initial SEND Support stage or whether they have an Education, Health & Care (EHC) plan. If a child's needs are such that it is deemed unnecessary to be placed on the SEND Register straight away, they will be added to the 'Cause for Concern Register' and will be monitored closely.

What is a My Plan and how will it support my child?

Once it has been agreed that a child has additional needs, a 'My Plan' will be created to document how the school will support those needs. It will incorporate the views of the parent/carer and child and consider any background information that may help to plan the support needed. The My Plan will set out a plan for provision under the headings below, written in language that is easily understood by all parties involved.

Short-term, achievable outcomes (usually 3 or 4) will be listed alongside a need. Actions and resources will be described in order to make explicit how the goals can be attained. In the case of

other areas of SEND, such as those related to a physical or medical need, an Individual Health Plan (IHP) will identify the support the child will be offered.

All plans will explain which members of staff will be working with the child and a date will be set for a review. Staff working with the child will have a copy of the plan and be aware of their role in implementing the support. The plan will also identify the contribution the parent/carer can make to the programme, perhaps with strategies or activities that could be used or completed at home. All children with a My Plan will be supported by the SENDCo to complete a 'My Profile' document. This record aims to help a child share personal information in order to help those working with them understand their motivations, preferences, goals and self-image.

What type of intervention will my child receive?

For those pupils at **'SEND Support'** level, the provision may include extra help and individual work tasks within the class so that the child can access the National Curriculum and address their key targets. It may also include up to four withdrawal sessions a week with a teaching assistant or teacher, depending on the child's needs. These sessions will last between 15 and 45 minutes and will take place in such a way that the child will not miss any specific teaching time from English or mathematics lessons. They will also aim to ensure that the child still has access to the other areas of the curriculum.

Some of the intervention programmes available include:

- Reading Buddies – parents and members of the community are paired with a pupil and regularly
- Group tuition in Maths & English (reading and/or writing) – across several year groups
- Special Time
- Stile
- Toe by Toe
- Language for Thinking
- Phonics 1:1 tuition
- Catch Up Reading intervention
- Specific Learning Difficulties: Dyslexia (SpLD) 1:1 tuition or screening using Rapid and LUCID software
- Maths Closing the Gap Numicon 1:1 tuition or Number Stacks
- Friendship group / Confidence building – individual or small groups.
- Fizzy – physical development programme, individual or small groups
- Smart Moves
- Social and emotional interventions

Does the school seek support from external agencies?

Some pupils with additional needs may need support from professionals outside the school setting in order to address their specific difficulties. The school has access to a whole range of services and agencies that can help provide for and support pupils. These include: Health services as well as services offered by the Local Authority – specialist support teachers, educational

psychologists, teachers for hearing and visual impairment, advisory teachers, behaviour support and voluntary organisations. If referral to such specialist support is made, the SENDCo, will liaise with the particular agency.

The formation of a My Plan+ may be necessary when a child's additional needs require assessment and intervention from different agencies such as education, health and social care. The + denotes that there is an assessment attached to the plan as the child/young person and/or their family have needs which require a deeper understanding before a plan can be completed.A 'my assessment' often involves the support of an Early Help Co-ordinator. The 'Graduated Early Help Plan'' aims to develop one, holistic pathway of early help and support. Conducting a 'my assessment' gives everybody involved an opportunity to air their views and express their hopes for the future. The child and their family also contribute to the 'my assessment' by telling their 'story' and providing a background to the need for support. The team around the child/family (TAC/TAF) look at the support and help already in place for a child and explore what is available through the Local Offer. The plan is then agreed and as with My Plan, My Plan+ uses regular reviews to show what is working / not working towards the outcomes to be achieved.

How does the school involve parents?

As a school we wish to involve parents at all stages of their child's education so that we can work in partnership to provide any extra support and maximise the child's chances of making good progress.

Any concerns the staff have will be discussed with the pupil's parent/carer at Parents' Evening or, if this is not for some time, a meeting will be arranged. Opportunities are provided for the parent/carer to share their thoughts and any concerns about their child.

Once it has been agreed that a child has additional needs, a 'My Plan' will be created to document how the school will support those needs. It will incorporate the views of the parent/carer and child and consider any background information that may help to plan the support needed. A child's views will often be sought in the form of a My Profile. Using this framework a child is encouraged to share what is important to them and what they want to achieve, including what works and doesn't work for them.

A 'My Plan' outlines a child's needs by looking at them holistically across different areas of life. The pupil's strengths can be drawn upon when planning targets for improvement, allocating resources and recording actions. Short-term, achievable goals (usually 3 or 4) will be listed and the provision and teaching strategies to be used will be described, along with the desired outcomes. In the case of other areas of SEND, such as those related to a physical or medical need, an Individual Health Plan (IHP) will identify the support the child will be offered.

All plans will explain which members of staff will be working with the child and a date will be set for a review. Staff working with the child will have a copy of the plan and be aware of their role in implementing the support. The plan will also identify the contribution the parent/carer can make to the programme, perhaps with strategies or activities that could be used or completed at home.

Once a child has a 'My Plan', how will progress towards the identified outcomes be assessed and reviewed?

My Plans are working documents which are monitored by the class teachers as part of their normal planning and assessment. However, the parent/carer and child will be invited to a review meeting with the SENDCo each term – in October/November, February/March and July, so that progress can be discussed. Any teaching assistants or other teachers involved with the pupil's support will have contributed to the feedback at this meeting. A record of the agreed outcomes and actions will be made and will feed into the next 'My Plan', ensuring any continuing support closely matches the needs of the pupil.
Pupil progress meetings between the teacher and Headteacher provide a further opportunity to track a pupil's progress and enable the staff to evaluate the effectiveness of any support plan and, if necessary, this will be amended in order to improve the rate of progress.

How will the school support children with SEND and ensure they can access the curriculum?

All pupils at our school have the entitlement to a broad, balanced and relevant curriculum and all teaching and support staff are aware of the need for 'inclusion'; this applies to extra-curricular and enrichment activities as well. Pupils with SEND are therefore taught with their peers, in class with the teacher and are encouraged to attend the wide variety of additional activities on offer.

Children study the curriculum appropriate for their age, however, the learning environment will be adapted to ensure those with SEND can access this effectively. Teachers will address any barriers to learning which may exist for certain children and a range of teaching strategies, including flexible pupil groupings, will be used to match pupils' learning needs and styles.

What happens if a child fails to make adequate progress despite the additional provision?

Where the implementation of the My Plan + framework has failed to meet the educational outcomes, the team around a child (TAC) will make a request for an Education, Health and Care Plan (EHCP). An EHC Plan is a statutory plan that is created when a child's education needs cannot be met within the additional resources already in place.

The EHC Plan sets out what is needed to ensure a child achieves his/her goals. At this stage the child's parents/carers can discuss how some of the resources available are to be used. Options to consider could range from contributing ideas about how best to use some of the resources to the option of taking a proportion of the resources as a direct payment. For example, as long as it would achieve one or more of the outcomes identified in the plan, parents/carers may decide to purchase a service independently on behalf of their child. A pupil on an EHCP will have a formal annual review where amendments to their provision will be identified and also termly reviews as for other children on the SEND register.

What expertise does our school and staff have in relation to SEND?

The staff at St Mark's C of E Junior are an experienced team, with strengths in a number of areas of SEND. All staff have been trained in Safeguarding Children and how to deal with child protection issues.

All of our teachers hold qualified teacher status and all relevant members of staff attend training to ensure their skills and knowledge continue to develop. The SENDCo is a qualified and experienced teacher who is receiving SEN training in specific areas. She also attends local cluster meetings and is responsible for the induction of new staff into the school's SEND procedures and for keeping all staff up to date with current SEND issues.

How does the school welcome SEND pupils transferring from other schools and support children when they move on?

When children with already identified SEND St Mark's from another setting, their transition documents are given to the class teacher and/or the SENDCo. The SENDCo and the class teacher discuss the provision to be put in place and the parents are invited to school to discuss their child's needs.

When a pupil with SEND transfers to another primary or secondary school, copies of the child's 'My Plan/My Plan+/IHP/ EHCP and records are sent to the new school. If appropriate, when complex needs are involved, a meeting is arranged between the receiving staff and St Mark's SENDCo. With secondary school transfer, an opportunity is arranged for the pupil to be visited by a member of the new school staff so that they can be reassured about the support that will be on offer and they can ask any questions. If necessary, an escorted visit to the secondary school (in addition to any planned induction days) will allow the pupil to see specific facilities.

St Mark's school staff will also offer an opportunity for parents of SEND pupils in Y4 & 5 to discuss secondary schooling options and any concerns they may have about support in the next phase of education.

What role do the governors have in SEND provision?

The governors determine, with the Headteacher, the school's approach to SEND provision and establish the necessary staffing and funding to meet the needs of SEND pupils and Looked After Children. The governors monitor the progress of pupils with SEND through the Review of Standards and report to parents on the implementation of the school's SEND policy.

A SEND Governor is appointed by the governing body to oversee the school's SEND provision. She monitors the school's implementation and evaluation of its SEND policy, ensures that parents are notified when a decision has been made to provide SEND support for a child and keeps the governing body informed about the school's provision. On an annual basis she conducts a survey of the parents / carers of SEND pupils to hear their views and to establish what is going well and what needs to be improved.

What can a parent do if they are not happy with the SEND support being offered by the school?

If a parent has a concern about the SEND provision being made for their child, they should initially talk to their child's class teacher. The SENDCo is also available to discuss with parents any issues that concern them, as are the Headteacher and the SEND Governor.

How can I find out more about how St Mark's C of E Junior School supports pupils with SEND?

- Please arrange a visit by contacting the school office: 01242 702280 or admin@st-marks.gloucs.sch.uk
- Please talk to your child's class teacher or one of the people listed on the front cover of this information report.

For additional information please visit the schools' website: www.stmarksjunior.com

Useful Links

School Policies with close links to SEND Provision:

SEND

Behaviour & Discipline and Anti-bullying

Supporting Pupils with Medical Needs

Health & Safety

Complaints

Equal Opportunities

Teaching, Learning & Curriculum

SENDIASS (formally known as the Parent Partnership Service)

http://www.sendiassglos.org.uk

Gloucestershire County Council

- Gloucestershire's SEND Graduated Pathway
- Early Help Support for families

IPSEA (Independent Parent Special Education Advice service)

http://www.ipsea.org.uk/

Gloucestershire's SEND local offer
http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2

This **document was reviewed in Autumn 2025**

The next review will take place in Autumn 2026

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment;I Multi-Sensory Impairment; Physical Disability,*	**Social, Mental and Emotional Health** *Including ADHD*
Universal Provision *provision for all* ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Use of symbols ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Assemblies with appropriate signs and visual aids used ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities	**Universal Provision** *provision for all* ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Illustrated dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available including ○ Weekly spelling lists (phonics led) ○ Structured Synthetic phonics approach eg. Letters and sounds ○ Pastel bockgrounds on Interactive Whiteboards ○ Induvial whites board	**Universal Provision** *provision for all* ○ Flexible seating arrangements ○ Handwriting/fine motor control programme ○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Brain gym exercises ○ Sand and water play ○ Provision of left handed equipment ○ Written signs for class labels in classes ○ Wake and Shake ○ Seating arrangements (r-handed, l-handed etc)	**Universal Provision** *provision for all* ○ Whole school behaviour policy ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Teaching listening through circle time games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Use of HeartSmart ○ Playground friends and buddies available ○ Visual timetables ○ Use of symbols ○ Use of first hand experiences to stimulate learning

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability*	**Social, Mental and Emotional Health** *Including ADHD*
Targeted Provision *Provision for needs that are additional and different* ○ Speech and Language support groups ○ Individual Provision Map	**Targeted Provision** *Provision for needs that are additional and different* ○ Individual Provision Map ○ In-class TA support for English ○ In-class TA support for Maths ○ Visual/auditory perception group activities ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Group use of ICT programmes ○ Small group of support for literacy outside class ○ Small group of support for maths outside Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Phonological Awareness programme ○ Working Memory Group ○ Precision Teaching ○ Pastel paper	**Targeted Provision** *Provision for needs that are additional and different* ○ Individual Provision Map ○ Fine Motor skills programme – Fine Fizzy or Smart Moves ○ Gross Motor skills programme - Fizzy ○ Differentiated PE resources – spider balls, balloon balls etc. ○ Sports events – additional preparation ○ Handwriting scheme – The Write Path	**Targeted Provision** *Provision for needs that are additional and different* ○ Individual Provision Map ○ Alternative lunch-time provision ○ Anger Busters ○ Beating the Anxiety Gremlin ○ Zones of Regulation ○ Socially Speaking ○ Circle of Friends ○ Use of buddy system

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability*	**Social, Mental and Emotional Health** *Including ADHD*
Specialist Provision *Provision for specialist needs* ○ Individual Provision Map or EHCP ○ Personalised timetable ○ Individual Speech therapy Care Plans. ○ Intervention delivered by Speech therapist or specialist TA ○ Individual visual timetables / schedule ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory Diet ; Fun Fit; TAC PAC; ○ Sensory aids ○ Access to Sensory Room ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders ○ Chewy toys (chewelery)	**Specialist Provision** *Provision for specialist needs* ○ Individual Provision Map or EHCP ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc) ○ One to one support for literacy outside class ○ One to one support for maths outside class e ○ Toe by Toe ○ List of current and future topic words ○ TA support daily ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing ○ Dyslexia packs ○ Tinted overlays/rulers	**Specialist Provision** *Provision for specialist needs* ○ Individual Provision Map or EHCP ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○	**Specialist Provision** *Provision for specialist needs* ○ Individual Provision Map or EHCP ○ Individual reward/sanction ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Counselling from outside agency – referral made ○ Input from behaviour support team ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ Planned used of physical positive handling (Team Teach) ○ CAMHS involvement and referral ○ Winston's Wish (bereavement support) ○ Learning Mentor 1:1 Sessions

○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○			○ Horseriding ○