St Mark and All Saints C of E Primary School SEND Information Report 2025-26

What kinds of SEND do we provide for?

St Mark and All Saints C of E Primary School is a mainstream, inclusive school for children aged between three and eleven years of age. Any child with an Education, Health and Care Plan naming St Mark and All Saints C of E Primary will be admitted.
We are proud of our inclusive and nurturing ethos. We strive to ensure all our children receive high quality teaching and aim to work in partnership with parents. As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0 – 25. The intention of this report is to set out our offer and provide choice and transparency for families.
"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of their potential. This should enable them to:
• Achieve their best
• Become confident individuals in fulfilling lives
• Make a successful transition into adulthood, whether into employment, further or higher education training. "(SEND 0-25 Code of Practice, 2015, p92)
In our school, every teacher is a teacher of SEND and every effort is made to ensure children with SEND are identified early, swiftly and supported to overcome their barriers to learning. We fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have continuous professional development to enable them to support learners who may have difficulties with:
● Cognition and Learning
● Communication and Interaction
● Social, Emotional and Mental Health
● Sensory and/or Physical Needs
Admission applications from parents of children who have SEND but do not have an EHC will be considered on the basis of the school's published admissions criteria as part of normal admissions procedures.

How do we identify and assess pupils with SEND?

St Mark and All Saints C of E Primary has a SEND policy and whole school provision map which can be found on the school website.
We track and monitor the progress of all pupils. We liaise with pre-school and previous settings, gather information on entry, and from home visits. Staff are continuously assessing pupil's needs and review their progress termly against start of year baseline data.
We use the *assess, plan, do, review* framework to identify and support pupils with SEND.
We identify pupils' barriers to learning through looking at their work, observations, assessments and review their progress. We take note of concerns expressed by parents/carers and use assessments from outside agencies.
SEND learning plans are created for children with additional needs.

Who is the SENCo?

Our SENDCo is Jill Mills.
For phone enquiries, please call our school office on 01483 422924 or email senco@stmarkallsaints.uk

What is our approach to teaching pupils with SEND?

The school works within the framework of identification:

- Assess
- Plan
- Do
- Review

We use a graduated approach to meet pupils' needs first through quality class teaching whereby our staff make reasonable adjustments to help include all children not just those with SEND. All teachers are trained to teach and support children with SEND.
After identification we carefully match support to the specific needs of each child, be it emotional, physical or learning support.

All children's needs are planned for using differentiated activities together with specific interventions, the impact of which is regularly monitored and reviewed.

We use tracking and data to monitor the effectiveness of the support given and modify it if necessary and when required, so that the children are always making progress.

The SENDCO leads this support, advising teachers in the creation of provision maps and directing the Teaching Assistants in carrying out the support. The Senior Leadership team shares this information with the Local Committee.

Parents are invited to discuss their child's individual plans (EHCP plans or Send Support Arrangement Documents) with their class teacher and the SENDCO if required and are also invited to review meetings to discuss their child's progress.

Targets for SEND pupils are set half termly or termly dependent on needs and adapted or extended as required. This is done in conjunction with the class teacher, SENDCO, parents and any external agency involved.

Progress is monitored termly for SEND pupils via individual targets, progress against starting points and assessment.

How do we adapt the curriculum and the learning environment ?

The school makes every effort to make reasonable adjustments where possible to ensure everyone is able to access the school, special facilities, resources or accommodation.
We involve all our learners in all aspects of the curriculum, including activities outside of the classroom. Our whole school approach to inclusion within our school supports all children engaging in activities together.
Disabled car parking spaces inside school for staff and families to use.
When teaching pupils in school we ensure that:

- Facilities for personal care, toilet facilities for children and adults with disabilities are available
- Training of staff takes place to support pupils with SEND, and specialist expertise accessed
- Home School Link Worker/Thrive room is available for all
- Special diets are catered for
- We value and respect diversity - children who have English as an Additional language are supported through classroom adaptations.
- Adaptation is embedded in our curriculum and practice.
- Provision detailed in Educational, Health and Care Plans (EHCP) is provided

How do we enable pupils with SEND to engage in activities with children in the school who do not

We involve all our learners in all aspects of the curriculum, including activities outside of the classroom. Our whole school approach to inclusion within our school supports all children engaging in activities together.

When teaching pupils in school we ensure that:

- A range of teaching styles and resources are used e.g., oral retelling, visuals, manipulatives.
- All classes have a visual timetable which helps pupils to process the day ahead.
- Pupil's needs are monitored through SEND review meetings, pupil progress meeting and learning walks. We aim to modify provision to meet the needs of our learners.
- Interventions are monitored by class teachers to make sure they are working well
- We make reasonable adjustments so that all children can join in with activities regardless of their needs. Prior to all class trips we carry out a thorough risk assessment in line with the school's risk assessment policy. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. The risk assessment is shared with all the adults involved with the class trip and parents/carers are consulted and involved in this process. If necessary, extra staff will be provided so that 1:1 support can be given.

How do we consult parents of pupils with SEND and involve them in their child's education?

Ways we consult parents include:

Autumn and summer term parent and class teacher consultation meetings

End of year pupil progress report

Open Classrooms

SEND child centred review meetings

EHCP Annual review meetings

External agency meetings

Parent workshops

We have an open-door policy and parents are welcome to speak to the class teacher, Inclusion Lead, or Headteacher should they have any concerns about their child.

Our Thrive/Home School Link Worker provides support to children and their families and can signpost to other agencies.

How do we consult pupils with SEND and involve them in their education?

Pupils with SEND complete a One Page Profile so that everyone has a clear understanding of the whole child.

Child-centred planning and reviews help pupils to understand their targets and reflect on their progress.

We use 'live marking' so pupils know what they have done well and their next steps for learning during the lessons.

Pupil voice questionnaires are used to capture pupil views on how they are being supported in school.

How do we assess and review pupils' progress towards outcomes?

During the *'assess, plan, do, review'* cycle we look at the actions needed to support a learner towards achieving their outcomes.
At termly Pupil Progress meetings, class teachers and the leadership team monitor all pupils and the progress they are making towards meeting their outcomes and end of year expectations.
As part of the SEND review cycle class teachers meet with parents to review their child's learning and set new targets.
Our Home School Link Worker can support parents and make recommendations on how they can positively engage with their child's learning and all-round development.

What expertise and training do our of staff have to support children with SEND?

We encourage all staff to continually update their skills and knowledge.
Our SENDCo holds post graduate qualifications in SEN, Language Difficulties and Reading Recovery.
Four members of staff are Thrive Practitioners.
Staff in the Nurture Group have had training from Nurture UK
Teaching Assistants receive regular training in house and from external agencies.
ALL our staff receive regular Safeguarding and Child Protection training and updates.
We work collaboratively with a number of professionals in health, social care and the education service. Prior to seeking any external support, we discuss the referral with the parents and gain full consent before proceeding further with the referral.

How do we support pupils with SEND to improve their emotional and social development?

Our school culture is based on a nurturing ethos and underpins our layered approach to supporting the emotional and mental health needs of our community. Staff are trained in the Thrive Approach. Nurture Group staff have training from Nurture UK.
Supporting social, emotional and mental health needs is a priority for us. We do this through:

- All staff taking responsibility to ensure pupils are safe and secure
- A values-based curriculum - our values underpin everything we do and are taught regularly in class and weekly in collective worship.
- Christian distinctiveness - all classes have reflection areas to develop their spiritual well-being, assemblies and close links with the church further explore this.
- Understanding and awareness of British Values
- Pupils are encouraged and supported to manage their emotions appropriately through Emotion Coaching and Trick Box strategies and are taught that they have a choice in how to behave and that all choices (positive and negative) have consequences.
- Understanding that a child's behaviour is a form of communication and recognising when there is a need for additional support.
- Programmes and provision such as Trick Box, Talkabout, Zones of Regulation
- A Medicines policy to ensure pupils are not excluded from school due to long term illness.
- Staff training to support medical needs e.g., Epi-pen/Jext pens, first aid, epilepsy
- A Behaviour policy which includes guidance on expectations, rewards and consequences.
- Teaching Pupils about how to keep themselves safe online.
- Rigorous monitoring of Attendance daily and taking necessary action to present prolonged unauthorised absence.
- "Pupil Voice" which is promoted through the School Council.

How do we support pupils in moving between phases of education?

We work collaboratively with all our pre-school settings, secondary and specialist schools, sharing information so that transition to the next setting is made easier.

- Early Years staff visit new children entering Foundation Stage at home prior to starting school. We may also visit them at their previous setting.
- Children joining the Foundation Stage are invited to 'stay and play' sessions as part of their induction programme.
- Pupils joining in Year 3 are invited to transition days to spend time with their new teacher and class and familiarise themselves with the school.
- Parents/carers are invited to transition meetings where the SENDCO is available to answer any questions.
- The Early Years Leader/ headteacher and SENDCo will meet with parents to discuss any special needs the child may have.
- Pupils moving into Key Stage One and Two, have 'Moving Up' books that are taken home over the summer holiday.
- The SENDCo liaises with the previous school's SENDCo and may visit the school to observe.
- Information on the support available to parents and pupils from outside agencies is discussed and how to access it.
- Class teachers meet with the receiving teacher to share knowledge and effective strategies, to ensure consistency. Parents, particularly when their child is in Year 5, are welcome to meet with their class teacher or the SENDCo to discuss the next step in their child's educational journey. Guidance and advice is given so parents can take an active part in selecting the best setting for their child.
- In Year 6 we run a transition programme for all pupils.
- Class Teachers, SENDCO and HSLW liaise with staff at the new setting to give a clear overview of each pupil, and hand over relevant SEND information.
- SEND pupils have additional visits to their new setting as part of our transition process.

How do we support pupils preparing for adulthood?

We prepare pupils for adulthood in the following ways:

- Swimming, and other life skills taught across the school
- Emotion Coaching, Trick Box strategies and Growth Mindset teach pupils how to manage their emotions and develop resilience.
- Effective transition to Secondary School or new Schools/settings
- ICT skills taught to all pupils
- Jigsaw PHSE scheme including healthy relationships
- Regular e-safety lesson and assemblies
- Social skills
- 'Thrive' members of staff to support children with emotional
- difficulties or needs
- School trips to give children life experiences
- Residential trip to give children life experiences
- British Values - used through curriculum and whole school life
- (including regular assemblies)

School Values are used through curriculum and whole school life (including regular assemblies)

How do we involve other bodies in meeting the needs of pupils' with SEND and supporting their families?

Sometimes we seek guidance and advice from agencies outside the school setting and will ask parents for their permission for this. We hold meetings with professionals from other agencies and invite parents to attend. Outside agencies may see the pupil and provide advice, suggested next steps and resources.
When a child has more complex needs or more than one outside agency is working with the family, then we may hold 'Team Around the Family' (TAF) meetings so all agencies can share information on how to support that child at the same time. At these meetings targets are set to ensure the child is making progress and is happy, safe and healthy at school.
We also work closely with Children's Services and attend relevant meetings to ensure the child's wider needs are being met. We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. When required, a Personal Education Plan (PEP) is produced termly to help support the child develop holistically.
Agencies currently involved in school include:

- Specialist Teachers for Inclusive Practice - STIPS
- Educational Psychologists (EP's), from Surrey
- Outreach teachers – Freemantles School
- Primary Mental Health Worker/ Child Well Being Practitioner
- Child and Mental Health Service - MindWorks
- Inclusion Officer
- Physical and Sensory Support Service – PSSS
- Speech and Language Therapy - SaLT
- Occupational Therapy and Physiotherapy
- School Nurse, Local GPs, Health Visitors
- Children's Services and Social Care
- Charities

What support services are available to parents?

The school has a Home School Link Worker (HSLW) and SENDCO that can act as a liaison between agencies and families if required.
Information about agencies who can support families in the local area can be found here:

https://www.surreycc.gov.uk/children/support-and-advice/young-people-and-their-families
This includes
SEND Local Offer
Mindworks Surrey
Surrey Safeguarding Children Partnership
Mind Matters Surrey
Parenting Resources
Health and Welfare support

Other agencies:
School Nurse
Local GPs

Surrey Young Carers https://www.actionforcarers.org.uk/who-we-help/young-carers-under-18/

How do we evaluate the effectiveness of our SEND provision ?

We regularly share progress feedback with all our learners and their families. We use evidence-based interventions.
The SENDCO monitors progress for all SEND pupils. Interventions are observed and progress is analysed termly. Attendance is also monitored to ensure all SEND pupils have full access to education.

The Local Committee Member for SEND meets termly with the Inclusion Lead.
Our finances are monitored regularly to ensure value for money, and we plan resources to support the strategic aims of our setting as well as individual learner needs.

How do we handle complaints about SEND provision?

For pupils already attending our school, in the first instance, parents/carers are encouraged to talk to their child's class teacher as they know their child the best having worked with them on a daily basis.
If the matter cannot be resolved at this stage, then the Inclusion Lead and/or Headteacher may become involved and a meeting arranged to discuss the nature of the concern or complaint and to look for a resolution to the issue.

A copy of the school's complaints procedure can be obtained from the office or on the school website.
The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parents and school cannot be reached, then the parents will be advised to seek external support through Surrey SEND Advice.
https://www.sendadvicesurrey.org.uk/

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. If the matter cannot be resolved, then we will arrange for parents to meet with the SENDCo or Headteacher.

If parents have a safeguarding concern, please refer to the school website Safeguarding page.

For new parents wanting to discuss admissions arrangements and general queries, please contact the school office initially and through them arrange a meeting with the Headteacher or SENDCo.

School Office admin@stmarkallsaints.uk Phone: 01483 422924

Headteacher: Mrs. Caroline Mallett: cmallett@stmarkallsaints.uk

SENDCo: Jill Mills senco@stmarkallsaints.uk

Review date: September 26