



SEN Information Report updated September 2025

St Mark's Catholic Primary School – SEND Information Report

Reviewed: September 2025 | Next Review: September 2026
SENCO: Mrs A. Kelly | Contact: 0151 288 8910 | SEN Governor: Mrs Farrell

1. Types of SEND we provide for:	<p>At St Mark's, we are proud to be an inclusive school. We provide support for children with a wide range of needs, including the four broad areas of the SEND Code of Practice (2015):</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental Health• Sensory and/or Physical Needs
2. How we identify and assess children with SEND.	<p>Children may be identified as having SEND through:</p> <ul style="list-style-type: none">• Information from nurseries, previous schools, or health visitors• Teacher observations and assessments• Progress data and test results• Concerns raised by parents/carers or pupils themselves <p>If you have concerns about your child, please speak to their class teacher first. If extra support is needed, the teacher will work with the SENCO (Mrs A. Kelly) to decide next steps.</p>



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3. SEND Policies at St. Mark's

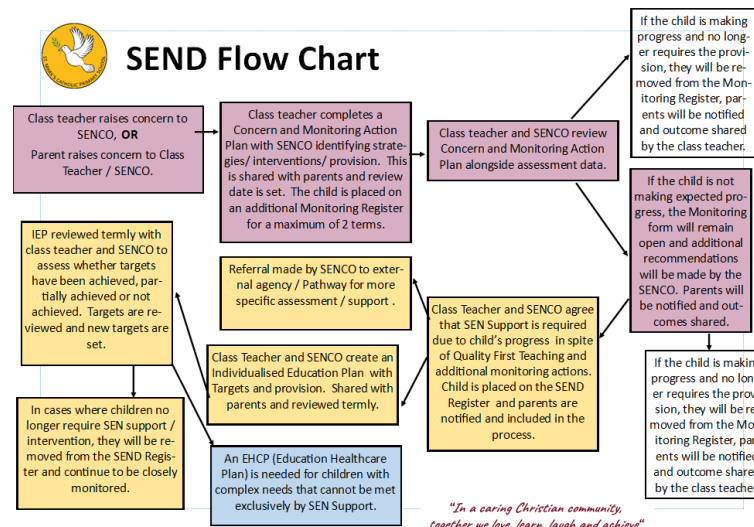
The School's SEND Policy can be found on the website. This explains how the process for identification and assessment of pupils with SEND.

In addition, the SEND Flow chart explains how children are identified and supported for additional support.

Other helpful policies on website:

- Accessibility Plan
- Inclusion Policy

Our SEND Flow Chart also explains how children are identified and supported.



4. How we review and measure progress

We use an Assess – Plan – Do – Review cycle:

1. Assess – understand your child's strengths and needs
2. Plan – agree support and targets together
3. Do – put support in place
4. Review – check how well it is working and adjust if needed

Parents are involved throughout. We meet at least 3 times per year to review progress, plus at parent evenings. Children with Education, Health and Care Plans (EHCPs) also have an Annual Review.



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5.How the school monitors and evaluates the effectiveness of the provision made for pupils with SEND.	<p>Tracking is completed termly and adaptations to provision made in light of these findings.</p> <p>Pupil Progress Meetings.</p> <p>Reporting to Governor with responsibility for SEND (Mrs A Farrell).</p> <p>SEN Information Report posted on the school website.</p>
6.Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review.	<p>These arrangements include:</p> <ul style="list-style-type: none">- Data tracking for pupil progress- Observations and follow up- 3 open evening meetings a year and an end of year written report- 'Open door' policy- Reviews of children's 'Individual Education Plan' targets take place 3 times a year and shared with both parents and pupils- Annual reviews for children with Education, Health and Care Plans <p>As a school we follow a specific Assess-Plan-Do-Review cycle to support the progress of your child. More specifically this means: planning which involves discussing in-depth the nature of the problem that your child may be experiencing and what specific support can be put in place. The doing aspect involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. A review will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child.</p> <p>The impact of all interventions are measured and monitored closely. If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next</p>



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	<p>steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.</p>
7. Our approach to teaching children with SEND	<p>We make sure all pupils have access to quality first teaching. This may be supported by:</p> <ul style="list-style-type: none">- Differentiated lessons and resources- Small group or 1:1 intervention- Extra adult support where needed.- Personalised provision through time limited programmes.- Personalised provision through adapted resources and interventions (1-1 or small group work)- Multi-sensory teaching methods.- Support from external services such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc
8. How adaptations are made to the curriculum and the learning environment of pupils with SEN	<p>The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none">- groupings that target specific levels of progress;- differentiated resources and teaching styles;- appropriate choices of texts and topics to suit the learner;- access arrangements for tests and/or examinations;- additional adult support.



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9. Supporting social, emotional, and mental health	<p>Pupils are well supported by:</p> <ul style="list-style-type: none">• A clear policy regarding behaviour and expectations that all children adhere to• An anti-bullying policy that is supported by all staff• A highly experienced Learning Mentor who supports children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.• Targeted support for individual pupils• Daily 'check in' time for some children• Safe spaces• Time out club• Circle time• PSHE lessons• School Council• Pupil Voice
10. The Name and contact details of SENCo and SEN Governor	<p>Our team includes:</p> <ul style="list-style-type: none">• Mrs A. Kelly (SENCO) – manages SEND provision, tracks progress, liaises with parents and external agencies• Mrs Sellers (Learning Mentor) – supports emotional wellbeing, family liaison, safeguarding• External professionals we can involve: Educational Psychologist, Speech & Language Therapist, Therapist, ASC Advisory Teachers, CAMHS, health professionals <p>Staff receive regular training based on the needs of pupils (e.g. Autism, Dyslexia, Speech and Language). Mrs Farrell is the SEN Governor.</p>



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11. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.

Our specialist staff consists of:

- Mrs A Kelly – Special Educational Needs Coordinator (SENCO) – Manages SEN provision at St Mark's, completes multi agency referrals, attends SEN planning and review meetings, supports the writing of IEPs, tracks the progress and attainment of SEN pupils and liaises with parents. The SENCO attends Local Authority Briefings and conferences to keep up to date with any legislative changes in SEN and the most up to date practice and provision. This is then shared with all school staff within the weekly staff meetings.
- Mrs Sellers – Learning Mentor – supports the emotional well-being of all pupils through individual, paired and group work, liaises with families and other agencies, attends Child Protection and Child in Need meetings, completes referrals to the MASH (Multi-Agency Safeguarding Hub) Team.
- School Health Team – can support individual pupils, families or groups/cohorts
- Specialist outreach SEN Teachers – part time staff who support via small group intervention children on the SEN register or who are working below age related expectations, Mrs Atkins
- Educational Psychologist – commissioned by the school to support SEN/Vulnerable pupils
- Speech and Language Therapist – commissioned by the school to support early language development
- Occupational Therapist – commissioned by the school to support the sensory curriculum around the child
- Family First, Inclusion Support Workers, ASC Advisory Teachers, Sensory Impairment Service, Inclusion Support Workers, Attendance Support Services, Social Care, CAMHS and Paediatricians (see LA Offer) – all provide support when required by children and families.



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	<p>Mrs Kelly and Mrs Sellers are able to refer to these services if a joint decision has been made with parents/carers about the need to seek specialist advice and support to move a child's learning forward.</p> <p>All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, positive handling etc. Training provided responds to the needs of the children and staff at any given time.</p>
12. Information about how equipment and facilities to support children and young people with special educational needs will be secured.	<ul style="list-style-type: none">•The school's SEN budget is allocated to meet the needs of the children on the SEN Register.•The progress and attainment of all children is tracked and resources are allocated according to need.•The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with Yew Tree CP School to support children who have specific learning difficulties.•We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.•Our pupil premium funding is allocated effectively to ensure that all pupils have the best possible chance to achieve. Information showing how specific allocations have been spent is available on our school website www.stmarkshalewood.org.uk



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13. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<ul style="list-style-type: none">•Parent/carer and teacher meetings by appointment each term.•School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.•Parents/carers are regularly invited to class/school assemblies and special celebrations.•A variety of planned workshops throughout the year (see class information and our website regarding family learning)•All parents/carers are invited to join the PTA. The PTA arrange a number of fundraising events throughout the year and all new members are welcomed.
14. The arrangements for consulting young people with special educational needs about and involving them in, their education.	<ul style="list-style-type: none">• Sessions with the Learning Mentor<ul style="list-style-type: none">▪ School Council▪ Annual Reviews▪ Sharing and evaluating Individual Education Plan Targets▪ Pupil Interviews
15. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	<ul style="list-style-type: none">• For further information or to discuss any concerns, please contact Mrs Kelly (SENCO) or Miss Bradshaw (Headteacher)• We do have a complaints procedure and you are entitled to ask the staff in the office for a copy of this at any point. In the first instance you should contact Mrs Kelly or Miss Bradshaw who will be able to advise you of the next steps to make a complaint.



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16. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	<ul style="list-style-type: none">• Our school governing body reviews our settings' accessibility plan and policy on an annual basis to ensure that as a school we meet the needs of all our children.• A Special Educational Needs report is made to the Governing Body every term. This includes details of in-house support and services bought in by the school to support children with SEND.
17. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	<p>- A fully comprehensive list of support services can be found on the Knowsley Council website http://www.knowsleyinfo.co.uk/</p>
18. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	<ul style="list-style-type: none">- On entry to Nursery, you will be offered a home visit or settling in session from our Nursery Staff facilitating an exchange of information between home and school.- We will ensure we contact any early years settings, or other schools your child has attended to gather information about their needs.- Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.- Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.- For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school.



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19. Information on where the local authority's local offer is published.	The Knowsley Council SEND local offer can be found on the Knowsley Council website http://www.knowsleyinfo.co.uk/
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