



St Mark's RC Primary School

Special Educational Needs Information

Reviewed September 2024

We believe that every child is individual and unique, made in God's image and likeness. We aim to ensure that self-confidence is encouraged and a positive self-image is nurtured throughout his/her time at St Mark's Catholic Primary School. St Mark's is a fully inclusive school. Each child has access to a broad and balanced curriculum and we strive to ensure that all pupils are supported to reach their potential by tailoring our provision to meet the individual needs of each child. We believe that every child should make the very best progress that they can across a curriculum that is rich and varied academically, creatively and through sports. We encourage pupils to demonstrate outstanding behaviour and self-discipline, supported by parents and the wider community.

This document is to give families information about the variety of ways we support our children with special educational needs (SEN) to enable them to achieve their full potential. We provide a full range of educational and pastoral support to all and our aim is that children with SEN make very good progress.

The information here is general; each child is an individual and will receive unique provision and resources where necessary. If you would like further information, or want to discuss anything, please contact Mrs Henderson our Deputy Head and SENCO by email at the school office, or phone to make an appointment

There are several reasons why a child may be identified as having SEN:

They may be having significant difficulty with their learning and making far less progress than would be expected; They have a specific learning difficulty, for example dyslexia; They have emotional or mental health difficulties; They have difficulties with social communication and interaction; They have sensory and/or physical needs, for example a hearing impairment.

For all children at St Mark's Catholic Primary School who have an additional need we:
Recognise that the family is the expert on their child and work in partnership with them;
Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning;
Employ a qualified Special Educational Needs Co-ordinator (SENCO) to lead on SEN provision across the school;
Assess and review the learning of our SEN children, using that information to inform future planning and teaching;
Provide teaching assistants in class who work with SEN children and, importantly, support other children so that the teacher has more opportunities to work with them


SEN School entitlement offer to pupils with additional needs


For all pupils at St Mark's Catholic Primary School who have SEND, we;

- Recognise that the families know their child best and endeavour to work closely with them.
- We use pupil-centered SEND support plans, which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them to meet the targets set for them.
- We involve the pupil, families and key staff members in the writing, implementing and reviewing of individual support plans.
- We use Newcastle Universally Available Provision to support provision planning.
- We deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from outside agencies to identify and respond to any barriers to learning.
- Formal review meetings for pupils with SEND are held termly, although our open door policy means that meetings take place informally throughout the year.
- We operate a graduated response based upon need: assess, plan, do review which is monitored by the SENCO.
- We have adopted a whole school Thrive approach and provide support from trained Thrive practitioners to reduce anxiety and promote emotional well-being.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- Access arrangements are considered for internal and external assessments.
- Staff work with the SENCO to identify and help those with SEND continue to make at least expected progress.
- Progress of those with SEND is monitored termly as part of the assessment process.
- Staff have access to appropriate, on-going training in order to meet the needs of their pupils.
- Support is offered to families and they are signposted to services and organisations which may offer support or advice via the Newcastle Local Offer.
- We offer support for all pupils and families during all periods of transition.
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smoothly as possible.

We offer opportunities for regular training opportunities and meetings for teaching assistants with the SENCO, class teacher and external agencies to review children, interventions and resources and to adapt provision where necessary.

Specific provision is also provided for the different areas of need. The table below explains the detail of this support

Type of SEN	Support provided in school
<p>Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs</p> 	<ul style="list-style-type: none"> • We use visual timetables in all classrooms to support children to understand what will happen and when. If the child needs the visual timetable in a different way, we will provide this e.g. on the table in front of them or in a booklet to carry around • We provide areas with reduced distractions and low stimulus • We use social stories to help children learn how to approach different social situations • We run small groups focusing on friendship • We have a variety of resources available to use, depending on a child's sensory difficulties • We use ICT as an aid to learning • Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety • We follow specific programmes such as Time to Talk and Talk Boost (KS1) to address social communication difficulties and ensure that good role models are included in these groups to help our SEN children progress in this area <p>Use of the WellComm screening tool which allows us to identify potential gaps in understanding and implement programmes to fill those gaps</p> <ul style="list-style-type: none"> • We run small group speech and language sessions, following recommended programmes and addressing individual targets • We access the expertise and advice of the local authority Speech, Language and Social Communication team,

	<ul style="list-style-type: none"> • Educational Psychology and the NHS Speech and Language Service • We have training sessions for staff to increase their awareness of Speech, Language and Communication Difficulties and Autistic Spectrum Disorders • All staff attend annual Autism training • We recognise that a high proportion of our SEN pupils have Speech, Language and Communication difficulties and are working with colleagues in other agencies to improve this
<p>Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p> 	<ul style="list-style-type: none"> • We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified • We buy additional support from the Educational Psychology Service to support our pupils with SEN We work alongside the Local Authority SEN School Improvement Service to ensure that we are providing the support our SEN pupils require • We provide small group support with a focus on literacy or numeracy skills, depending on need We use intervention programmes to improve literacy or Numeracy skills – e.g. Toe by Toe; Power of 2; Numicon; Reading Recovery as well as bespoke interventions created by the class teacher. We provide resources to support children with specific needs - e.g. coloured overlays and reading rulers to help with reading for our dyslexic children We employ a specialist dyslexic teacher, Mrs Cliefe, one day a week to work with individual pupils

**Social, Emotional and Mental Health
Needs Mental Health Condition Social
Difficulties Emotional Difficulties**



- We provide excellent pastoral care for our children
- We use different strategies to promote positive behaviour in our school and have clearly defined rewards and sanctions
- We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe
 - We complete risk assessments and then act to ensure the safety and inclusion of all children, whenever possible, in all activities
 - We put in place short term support for a child with a specific emotional need, for example, bereavement
- We run small group sessions with a focus on social skills
 - We seek the expert advice and support of outside agencies, including the School Health Advisor and the Children and Young People's Service (CYPS) * *We buy in to Kalmer Counselling Service to offer support to children with social, emotional and mental health needs*
 - We work closely with parents to ensure that there is a consistent approach when managing challenging behaviour
 - We provide support and practical aids where appropriate to ensure pupils can access the curriculum
 - The children all have access to aids that will support motor coordination difficulties such as writing slopes or pencil grips
 - We seek advice and guidance from school health for pupils with significant medical needs We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment Team
 - We adapt our teaching and use auditory resources for children with hearing impairment
 - We enlarge resources and use appropriate visual aids for children with a visual impairment

	<ul style="list-style-type: none">• When it is appropriate we use ICT to enhance pupil's access to the curriculum• When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child<ul style="list-style-type: none">• There are entrances to school that allow wheelchair access• Our school has two disabled toilets (main entrance and nursery)• Our staff understand and apply the Medicine Policy
--	--

If you have any concerns about your child's SEN progress or provision we would urge you to come into school to discuss matters further with your child's class teacher and the SENCO (Mrs Henderson) office@stmcps.org 01912869349

The Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Services, offer impartial information and advice to parents in relation to their child's SEN and or Disability. Please telephone 0191 2116255 for further information.

September 2024

To be reviewed annually