



Every Child, Every Chance, Every Day

Schools Information Report

St Mark's is committed to meeting the needs of all children including those with special educational needs and disabilities (SEN).

Our expectation is that children and young people with SEN will receive an education that enables them to make maximum possible progress so that they:

- achieve their best
- become confident individuals who live fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a child with SEN gets the support they need - this means doing everything we can to meet the child's special educational needs.

Questions you may ask

1) Who is the SEN Co-Ordinator and how do I contact them?

The SENCO at St. Mark's school is Mrs.Sarah Bearfoot.

Sarah is a qualified teacher working at the school and has responsibility for SEN. She works closely with the Senior Leadership team and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher and/or to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs

- liaising with and advising fellow teachers
- helping to overcome barriers to learning and sustaining effective teaching
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies

You can request a meeting with the SENCO by email or phone. The SENCO is also available most mornings and after school.

2) What kinds of Special Educational Needs (SEN) does our school cater for?

St Mark's is a one-form-entry mainstream primary school and we welcome children with SEN in one or more of the following areas:

- **Communication and interaction**
e.g. Speech, Language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note - the

building is not fully accessible to children with mobility difficulties.
See section 6}

- **Medical needs**

Where children have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting children at school with medical conditions.

3) What are our school's policies for the identification and assessment of children with special educational needs (SEN)?

All of our teachers teach children with SEN and all of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into our school's approach to monitoring the progress of all children.

We assess each child's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years setting or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified we will work closely with the family and our partners to make sure that we know as much as possible about the child before they start school.

Teachers are supported by our school's Senior Leadership and Management Team as well as Subject Leaders to regularly assess children's progress. This helps us to identify any children whose progress:

- is significantly slower than that of their peers starting from the same baseline or starting point.
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Ensuring high quality teaching to the whole class means that fewer children will require additional support.

If a child's progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them - perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a Special Educational Need.

The school uses a range of different assessment tools and systems to help identify and assess children with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of children. They are summarised below:

- **Observations by the SENCO/teachers**
- **Assessment by teachers/SENCO and consultation/advice from external agencies such as Speech and Language Therapy (SALT)/ Educational Psychology (EP).**
- **Specialist assessment by external agencies.**

When considering if a child needs SEN support the school takes into account :

- the child's previous progress and attainment
- the teacher's assessment and experience of the child
- the child's development in comparison to their peers and national data
- the views and experience of parents
- the child's own views
- advice from external support services, where appropriate

Further information is set out in our school's SEN Policy.

4) What are our school's policies for making provision for children with special educational needs (SEN)?

Most of our children with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised

learning arrangements for different children and access to interventions normally provided by the school.

If a child is identified (through the assessment process above) as having Special Educational Needs their teacher and SENCO will consider everything we know about the child to determine the support that they need and whether it can be provided by adapting the school's 'core offer' or whether something different or additional is required.

Where provision for SEN is needed, we work with children and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools we have available to use. The tools we use are summarised below:

- **Provision Mapping**
- **SEN Support Plan**
- **EHCP (Educational Health and Care Plan)**

Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different' from the usual differentiated curriculum. Children needing additional interventions will be planned for at Pupil Progress meetings.

Children provided for within the Provision Map are children within the school who would have previously been on School Action (SA) – children targeted for extra in-class and sometimes out-of-class support. These children may require short term or longer term intervention depending on their needs. Parents will be informed if their child is receiving intervention.

The number of children stated in the table below is an approximation and numbers can change on a regular basis depending on interventions available and from decisions made in termly Pupil Progress meetings.

Individual SEN Support Plan

Our new format for IPs contains a 1 page profile and an action plan listing the goals and provision to meet the SEN.

Children with IP's are children in the school who would have previously been on School Action Plus (SA+)

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEN of the child and

they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website. www.islington.gov.uk/localoffer

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with **severe and complex needs**. The EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the child agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

Please note that;

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the child for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of children with SEN in the school in September 2019 and the type of tools we use to plan SEN provision:

| SEN Planning Tool | Number of children |
|--|--------------------|
| Children on SEN register | 38 |
| Individual SEND Support Plan | 10 |
| Education Health and Care Plans (EHCP) | 16 |
| EHCP requests in process | 0 |

5) How does our school evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all children make progress. We regularly review the quality of teaching in the school through termly monitoring and child progress meetings. We ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEN provision eg through interventions by checking child progress and to see if the agreed goals and outcomes for a child is being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The SENCO and the Head Teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by children with SEN. Governors also consider the attainment data for children with SEN and compare it with the progress of other children and the progress of children in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

a) What are our school's arrangements for assessing and reviewing the progress of children with SEN?

Every child in the school has their progress reviewed half termly and this information will be shared with both parents and children termly. We provide an annual report to parents on their child's progress, at the end of the school year.

Where a child is receiving SEN support, we provide feedback to parents more regularly.

- We use home school booklets to give daily feedback on how a child has been at school that day, some with individualised targets for the child.
- We contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations.
- We also have a review meeting at least three times each year. Some children with SEN may have more frequent reviews if they are required.

Reviews are usually led by a teacher with good knowledge and understanding of the child's needs and attainment, usually the class teacher, supported where necessary by the SENCO. Reviews normally last between 30 minutes and 1 hour depending on whether the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Reviews involve the child, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEN provision has been delivered as planned
- review the child's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the child, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the child's parents.

b) What is our school's approach to teaching children with SEN?

All children, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class. They use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage children to aim high. Teachers plan their lessons with the SEN of children in mind, which means that most children with SEN and disabilities will be able to study the full National Curriculum along with their peers

Teaching staff always aim to match the work given to children with their ability to do it. School staff such as Teaching Assistants and/or additional teachers may be directed to work with children, in pairs or small groups and sometimes individually.

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for children as evidence shows that in many cases this prevents them becoming independent learners.

The SENCO and Management Team, supported by the other members of the Senior Leadership Team ensure that staff have sufficient skills and knowledge to deliver the interventions that children need.

c) How does the school adapt the curriculum and learning environment for children with SEN?

We are committed to meeting the needs of all children including those with SEN. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children. We make all reasonable adaptations to the curriculum and the learning environment to make sure that children with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to provide the right resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of children with SEN. This may also involve working with outside partners. For example we might need to:

:

- Provide visual resources to support learning
- Rearrange the layout of the classroom
- Buy specialist ICT software
- Create a quiet area in the school

In considering what adaptations we need to make the SENCO will work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

d) What additional support for learning is available to children with SEN?

The school organises the additional support for learning into 3 different levels.

Quality Inclusive Teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment, with the support of Teaching Assistants.

Specific, time-limited interventions provided for some children who need help to accelerate their progress to enable them to work towards or above age-related expectations. Interventions are often targeted at a group of children with similar needs.

Targeted Provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions/support from outside agencies.

What we provide;

Inclusive First Teaching for all

- Local Authority Advisors
- Professional Development
- Teaching Assistants in every class

Specific Interventions to enable children to work at age-related expectations of above.

- Individualised/small group interventions run by TAs and HLTA
- Deputy Head/SENCO - small group interventions in Phase 3
- Pupil Premium TA - small groups for maths and literacy in Phase 2
- Targeted Behaviour Support
- Booster classes for Year 6

Targeted Support - Additional personalised interventions

- Speech and Language groups run by Speech and Language therapist and HLTA

- CAMHS support for individuals and families
- Educational Psychology intervention
- Early Years SENCO
- Health visitor/School Nursing Team

We provide additional support for children with SEND to be able to access tests when needed.

We are able to support the administration of medication or health procedures if it is recommended by health professionals.

e) What support is available for improving the emotional and social development of children with SEN?

The culture and structures within the school aim to encourage the emotional and social development for all children, including those with SEN.

We are part of an Islington-run project called **Itips (Islington Trauma Informed Practice in Schools)** whereby staff receive training, professional advice and shared expertise from CAMHS clinicians and advisors within the borough, to support children who have experiences trauma.

We work hard to create a culture within the school that values all children, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the child's teacher - to help them manage the child's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem

- individual plans - to support children during transition periods, break times
- additional support for the child - to help them cope more easily within the classroom
- therapeutic work with the child, delivered by specialists (within or beyond the school) when referred to our linked CAMHS Clinician. - to help the child and their family better understand and manage behaviour.

6) What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

Our school supports its staff to access a wide range of information on appropriate interventions for children with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of children with SEN training is shared between the Head teacher, SENCO and the Governing Body. We closely monitor the training and development needs of our staff through annual appraisal.

Our staff also access training and materials provided through Outreach Services offered to mainstream schools by each of Islington's Special Schools, such as Samuel Rhodes and The Bridge School. SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the particular needs
- Visits to other schools to see good practice
- Home visits
- Training by the Nursing Team

7) What equipment and facilities are available to support children with SEN?

St Mark's has a flat site at pavement level with 1 playground and an astroturf area that are at the same level and step free. The school buildings consist of a main two-storey block with a separate 1 storey EYFS Unit.

Phase 2 classrooms are on the ground floor and Phase 3 classrooms upstairs. There are 2 separate flights of stairs to the first floor. There are children's toilets on both floors, with an additional toilet for intimate care provision. The school office is on the ground floor. There is a small car park outside the front of the school.

There is a gated entrance where children and parents enter and exit the school at the beginning and end of the day. The gate is then locked. The main entrance has intercom.

Equipment available in our school to all children at any time needed:

- laptops and tablets for use in classes and within interventions.
- Communication books (for home and school)
- Resources to support children with managing and regulating emotions
- Devices for additional recording e.g. Cameras, video recorders, ipods
- Visual Timetables and other visuals
- Sensory toys/equipment to help children manage sensory needs - such as ear defenders/

The school will consider purchasing other equipment if there is an agreed identified need under the advice of agencies.

In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Personal laptops / ipads
- Move and sit cushions
- Sloping writing boards
- Specialist hand writing equipment /coloured overlays

8) What are our arrangements for consulting and involving parents of children with SEN in their child's education?

All parents are encouraged to contribute to their child's education through:

- Discussions with the class teacher
- Setting and reviewing targets and Outcomes for Individual or SEN Plans (as part of the Assess/Plan/Do/Review Cycle)
- Parents evenings

- Professional's Meetings

SEN Support Plans are reviewed termly and are shared with parents at Parent's Evening.

If your child has a SEN Statement or an Education, Health and Care plan we will discuss their progress with you every 3 months and have a formal review with you and your child annually.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEN staff to discuss progress and support including ideas for home.
- Curriculum evenings and coffee mornings on specific areas such as Early reading/writing skills

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meetings with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters/signers to enable parents to fully participate in formal meetings.

We have parents and parent governors who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENCO.

9) What are our arrangements for consulting and involving children with SEN in their education?

Engaging all children as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.

Where children have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- using clear ordinary language and images rather than professional jargon
- dedicating time in discussions and meetings to hear their views
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that children with SEN are included and represented in the groups and activities that we have set up to listen to the views of children and involve them in decision-making. These groups and activities include:

- The School Council
- Junior Leadership team

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include children with SEN in planning how best to support them, and in reviewing their progress.

All children with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. If a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

10)What are our arrangements for parents raising concerns and making a complaint about the SEN provision at our school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENCO.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the Class Teacher
- the SENCO
- The Head Teacher using the main school number

- The SEN governor (a letter can be submitted through school office)

The SEN governor will then refer to the complaints procedure to try and address the issue.

11) How does our school involve others in meeting the needs of children with SEN and in supporting the families of such children?

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists
- Outreach Advisors
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)
- Social Workers

We always involve parents in any decision to involve specialists.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g at annual reviews

The main agencies used by the school are shown in Appendix 1.

12) What local support is there for the parents of children with SEN?

Information about local support is located here:

www.islington.gov.uk/localoffer

The Family Information Service - 020 7527 5959

Gives free impartial information, advice and guidance about services for children, young people and families.

email fis@islington.gov.uk

Website: www.islington.gov.uk/fis

The Parent Carer Support Service, based at Centre 404 - 020 3316 1930

Offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

Website: <http://www.centre404.org.uk/>

13) What are our school's arrangements for supporting children with SEN when they join the school, and supporting them to move to Secondary School.

All children with SEN and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

| | Additional arrangements for children with SEN (examples) |
|--------------------------------------|---|
| In to 2s/Nursery / Reception | <ul style="list-style-type: none">• Swift transfer of records• Home visit• Work with Islington's Early Years Inclusion Team• Transition meeting with the previous setting• Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on') |
| When moving to another school | <ul style="list-style-type: none">• We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.• Swift transfer of records |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Transition meeting with the new setting • Transition plan (as above) |
| When moving groups/ forms/ classes in school | <ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays. |
| -Primary to Secondary transition | <ul style="list-style-type: none"> • Swift transfer of records. • Year 5 annual reviews planning meeting. • During Year 6 the SENCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to. • Additional multi-agency meetings will be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex |

14) Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Islington Local Offer: www.islington.gov.uk/localoffer

Appendix 1 External organisations

| Name | Areas of expertise/ training |
|-------------------------------------|---|
| Early Years Inclusion Team | Transition to Reception Class |
| Richard Cloudesley Outreach Service | Sensory Impairment |
| The Bridge School Outreach Service | Autistic Spectrum Condition |
| Samuel Rhodes School Outreach | Cognition and Learning Difficulties |
| Educational Psychology Service | All areas of Learning - including Literacy/Behaviour Statutory Assessment Requests for EHCPs |
| 'Growing Together' | |

| | |
|--|--|
| CAMHS (Child & Adolescent Mental Health Service) | Emotional Wellbeing/Behaviour |
| River College Outreach Team | Emotional Wellbeing/Behaviour |
| Child Protection Advisors | Safeguarding |
| Additional Needs Health Services | Speech and Language Therapy Occupational Therapy Physiotherapy |
| Children's Social Care including Families First | Support for families in need |
| Early Help (Brightstart) | Support for children and families of under 5s |
| Islington School Nursing Team | Medical needs/Health care plans |