



Mark First & Pre-School CE Academy SEND Information Report 2024-2025

created: November 2024



'Enabling children to flourish, grow in confidence reach their full potential.'



This report is to inform you of the types of support available to your child at Mark First & Pre-School CE Academy. It will help you to understand who can help and how this support may be accessed.

Our **School SEND Policy** can be reached through our school website (<https://www.markfirstschool.co.uk/>) and contains additional information for parents about:

- the identification and assessment of children with SEND
- how the school monitors and evaluates progress made by children
- the Assess, Plan, Do, Review cycle for children with SEND
- access to the curriculum and aims for inclusivity
- the school's aim to maintain support from parents of children with SEND through good teacher/parent communication, meetings with the SENDCo throughout the year
- SEND Parent Forum

Name of SENDCo: Mrs Joanne Fear

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School website: <https://www.markfirstschool.co.uk>

Somerset Council Local Offer for families of children with SEND: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Mark First & Pre-School CE Academy aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

We recognise a Special Educational Need as:

... a child who has 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 they:

- (a) Have significantly greater difficulty in learning than the majority of others the same age; or*
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

(DfE SEND Code of Practice 2014)

As a mainstream school, Special Educational Needs (SEND) can fall within any of the six categories of:

- Cognition & Learning Needs
- Communication & Interaction Needs
- Physical, Medical & Alternative Communication Needs
- Hearing Impairment
- Visual Impairment
- Social, Emotional & Mental Health Needs.

The Levels of Support offered by the School

Your child's education will be overseen by the **Class Teacher** in the school. They will oversee, plan and work with each child with additional needs in the class to ensure that progress is being made. Our **SENDCo** (Special Educational Needs Co-ordinator) co-ordinates all the support and progress of any child requiring additional needs across the school. There may be a **Teaching Assistant (TA)** working with your child in the school either individually or as part of a group. If this is above the normal support given in the class, these sessions will be explained by the class teacher to the Parents/Carers when the support starts, which may be during a Parents' Evening or at the end of the school day. Additionally, there will be review meetings where the child, parent and teacher set and review targets for the term ahead.

There are 3 levels of support that are offered to all children in the school, depending on their learning needs:

Level 1 – Universal Support – this is the level of support that the class teacher provides for ALL children in their class using differentiated planning and high quality of teaching (known as Quality First Teaching).

Level 2 – SEND Support – this is when a child or small group of children need a little extra support by working with a Teaching Assistant on a specific skill. This may be a recognised intervention programme or may come from gaps identified in their learning on a day-to-day basis, where children may need to go over the work again or in a different way, to fully understand it and make progress.

Level 3 – High Needs Support – this is used for children that have a significant gap in a child's learning and a Teaching Assistant delivers a recognised intervention programme to help to close that gap. Outside agencies may become involved in planning the provision for those children.

Arrangements for consulting parents of children with SEN and involving them in their education

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Children with SEND receive a **Pupil Passport** and an **Education Support Plan (ESP)**. The **Pupil Passport** involves the child in discussions about their strengths and needs within the school environment as well as their interests and successes outside school. These documents also form the basis of discussion during Parents Evening meetings and are created collaboratively with parents.

Arrangements for consulting children with SEN and involving them in their education

Children with SEND receive a **Pupil Passport** and an **Education Support Plan (ESP)**. The **Pupil Passport** involves the child in discussions about their strengths and needs within the school environment as well as their interests and successes outside school.

These **Education Support Plan (ESP)** looks at the areas of difficulty for each child and outcomes are created that support the child in making progress in areas such as reading, writing, maths, social skills, fine/gross motor skills etc. These outcomes are reviewed at the end of each term and the progress towards achieving them discussed with the child and parents.

For those children whose needs are increasing and there is a need to make a request for an EHC Needs Assessment, then a **SEND Review** will be arranged. This SEND Review is held with parents, the class teacher, the SENDCo and the child, who will have an opportunity to discuss how they feel about their learning as well as celebrate what they are proud of. They will be able to record their views about their learning, their strengths and their difficulties as well as what *they* would like to happen to help them to make progress.

Those children with an EHCP are invited to an **Annual Review** of their outcomes within their EHCP and to share their success and progress during the year. This is a lovely time for children to celebrate their achievements and to be able to express how they feel about their learning and the support they have in meeting those outcomes.




Arrangements for assessing & reviewing pupils' progress towards their outcomes

All children at Mark First & Pre-School CE Academy are monitored closely by their Class Teachers. This is done through regular monitoring and assessment and termly **Pupil Progress Meetings** to discuss individual needs and progress. We use the [Somerset Graduated Response Tool](#) to identify children with needs. This means that there are 3 different levels of support (explained above) depending on the child's needs and progress.

Initially, Level 1 and Level 2 is support that is given by the class teacher and a teaching assistant to ensure needs are being met within the class. If the Class Teacher feels the child still isn't making the required progress, they will discuss these concerns with the Special Education Needs & Disabilities Co-ordinator (SENDCo). This is Level 3 support.

For those children with an EHCP, the Annual Review will record the progress and attainment for the child in relation to their Outcomes in Section E.

If parents or carers have any concerns, they should initially raise these with the class teacher. The class teacher will provide advice about how to support your child with their learning and if any further support is needed, then they will ask the SENDCo for further advice.




Whole school approaches The universal offer to all children.	Additional, targeted SEND support and provision	Specialist, individualised support and provision for high needs
		
<ul style="list-style-type: none"> ▪ Children's progress is monitored and assessed regularly through teacher assessment, Assessment for Learning and termly Pupil Progress Meetings. ▪ Lessons are differentiated to meet the needs of all pupils. ▪ The Somerset Graduated Response Tool is used to identify difficulties and try different support/interventions. 	<ul style="list-style-type: none"> ▪ The class teacher or keyworker has identified that a child is not making the progress expected and decides that some extra support is needed. ▪ Small group interventions are used to practise key skills and target areas for development. 	<ul style="list-style-type: none"> ▪ The SENDCo carries out individual assessments. ▪ The SENDCo observes the child in class and discusses any difficulties with the class teacher and parents. ▪ The SENDCo and child's parents completes a referral to outside agencies to provide support and advice. ▪ A SEND Passport is drawn up with targets to meet the needs of the child.

How will you support my child with SEND in making transitions between key stages?

Pre-school to Reception Class (Owls) Prior to starting in Owls, children identified as having Special Educational Needs will have a **School Entry Planning meeting**. This will be attended by parents, pre-school staff, school staff and any external professionals involved in supporting your child. It plans how everyone involved with your child can make the transition to school as smooth as possible. For children with medical needs, this will include identifying staff training needs to ensure your child’s needs are fully met. All families will be invited to new Parents meeting to gather information. The Owls teacher, and at times the SENDCo, will also visit pre-schools to meet the children in a familiar setting. All children will be invited to ‘stay and play sessions’ to ensure they are familiar with the staff and the setting in advance. Home visits are also carried out by our Owls Class teacher and Teaching Assistant.

KS1-KS2 (Yr 2 moving to Yr 3) ‘Move Up’ mornings / days are standard practice in education. All children will spend a designated amount of time in their new classroom with their new teacher and any support assistants that may also be part of that class towards the end of the summer term. The children take part in fun activities designed to allow the teacher and children to get to know each other better.

First to Middle School (Yr 4 to Yr 5) On moving to their chosen Middle School, children in Year 4 with additional needs are discussed with the SENDCo at the Middle School once places have been allocated. Additional visits can be organised by the Middle School for children with additional needs. If your child has complex needs, an Annual Review meeting will happen in the Summer term and a representative from the Middle school will be invited to attend. We make transition books where necessary. The SEND policy provides further information.

Whole school approaches The universal offer to all children	Additional, targeted SEND support and provision	Specialist, individualised support and provision for high needs
		
<ul style="list-style-type: none"> ▪ Pre-school to school – ‘Stay and Play sessions’ ▪ KS1 – KS2 A morning spent with their new teacher. ▪ Yr 4 to Yr 5 A minimum of 1 day spent in their new Middle school. A representative of the Middle schools may also visit Mark First & Pre-School CE Academy to meet with the children. 	<ul style="list-style-type: none"> ▪ Pre-school to school – Additional visits to the school are encouraged and planned. A School Entry Plan will be arranged between the nursery setting and the school by the SENDCo. ▪ KS1 – KS2 Additional time with the new class teacher is planned and implemented before and after the school’s general ‘Move Up’ morning. ▪ First to Middle School Each Middle school offers additional visits to the school. 	<ul style="list-style-type: none"> ▪ Pre-School to school – a School Entry Plan will be made and outside agencies consulted that are involved with the child. School staff will visit the nursery setting. ▪ KS1-KS2 For high needs children, a Transition booklet will be made that has photographs of the new teacher, the teaching assistant (if applicable) and the classroom environment. ▪ First to Middle School Additional transition sessions at the new Middle can be arranged privately with each school if needed.




The Approach to Teaching Pupils with SEND

Teachers at Mark First & Pre-School CE Academy plan high quality lessons – Quality First Teaching. All work within class is pitched at an appropriate level, so that all children are able to access the lesson’s objectives according to their specific needs. This is known as **Universal Support** where the teachers have a range of strategies that they employ to support all the children within their class. There is also where support is targeted for a more specific difficulty in a child’s learning.

SEND Support may be provided within the classroom on an individual basis or as part of a small intervention group delivered elsewhere in the school by a Teaching Assistant. Groupings of children can change regularly according to needs and understanding. Interventions are monitored regularly and start and end data is gathered to ascertain the impact of the intervention.

High Needs support is when your child may need further intervention to support their learning in a specific area of the curriculum or where targets have not yet been met, or they may have met their targets when the intervention has been completed.

The school uses Insight Tracking, which tracks the children’s progress with core subjects. Interventions are also tracked and monitored for impact to decide how successful they are. There are Parents’ Evenings in the Autumn and Spring terms and reports are written in the Summer term.


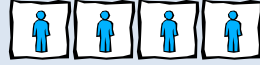

Whole school approaches. The universal offer to all children	Additional, targeted SEND Support and provision	Specialist, individualised support and provision for High Needs
		
<ul style="list-style-type: none"> ▪ Quality First Teaching that is differentiated to meet the needs of all children in the class. ▪ Targeted support within Quality First Teaching. ▪ Pupil Progress Meetings monitor the progress of all children and identify those who are not making expected progress. ▪ Additional resources are available to all children. The Somerset Graduated Response Tool is utilised and several different strategies, interventions and resources are put into place 	<ul style="list-style-type: none"> ▪ The Somerset Graduated Response Tool is explored in greater depth and additional strategies and support put into place. ▪ An intervention that is targeted to meet a specific area of learning. Start data is gathered and the intervention is delivered by a trained Teaching Assistant. When the intervention has been completed, end data is gathered to ascertain the impact of the intervention. 	<ul style="list-style-type: none"> ▪ Targeted intervention is carried out on a 1:1 basis which is planned from advice given by outside agencies that have assessed and observed your child. ▪ The SENDCo coordinates with outside agencies for assessment, advice and intervention support. ▪ Assess, Plan, Do, Review meetings.

How will the curriculum be matched to my child's needs?

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<ul style="list-style-type: none"> ▪ Children's progress is monitored and assessed regularly through teacher assessment, Assessment for Learning and termly Pupil Progress Meetings. ▪ Lessons are differentiated to meet the needs of all pupils. ▪ The Somerset Graduated Response Tool is used to identify difficulties and try different support/interventions. 	<ul style="list-style-type: none"> ▪ The class teacher or keyworker has identified that a child is not making the progress expected and decides that some extra support is needed. ▪ Small group interventions are used to practise key skills and target areas for development. 	<ul style="list-style-type: none"> ▪ The SENDCo carries out individual assessments. ▪ The SENDCo observes the child in class and discusses any difficulties with the class teacher and parents. ▪ The SENDCo and child's parents completes a referral to outside agencies to provide support and advice. ▪ A SEND Passport is drawn up with targets to meet the needs of the child.

Additional Support for Learning for Pupils with SEND

All pupils at Mark First & Pre-School CE Academy receive Quality First Teaching through differentiated lessons and closely monitored progress and attainment in addition to the use of Somerset's Graduated Response Tool. Pupils with SEND receive a **SEND Passport** and **Education Support Plan** to target specific areas of their learning where difficulties arise. The SENDCo consults with class teachers and parents to ensure that the best support for your child is given using targeted interventions delivered at SEND Support and High Needs levels. Outside agencies are called upon for assessments, advice and support. Families are invited to attend **TAC meetings (Team Around the Child)** and children in receipt of an EHCP will also have **Annual Reviews** – a yearly meeting between the child's parents, teacher, SENDCo and teaching assistant(s). Any outside agencies that are involved with the child's SEND Support will also be invited to this meeting. There are children with a wide variety of special educational needs. These fall into the four categories of need as described in the [SEND Code of Practice for schools](#):

Cognition and Learning

Children with cognition and learning difficulties may learn at a slower pace than their peers, even with provided with Quality First teaching that is differentiated appropriately. Some children will need additional support with certain aspects of learning such as spelling, reading or Maths. They may have difficulty in organising themselves or their work, or poor working memories and need support in remembering a sequence of instructions. Other children may have complex learning difficulties that require specific targeted support from outside agencies.

Language and Communication

Children with speech, language and communication needs have difficulty in communicating with others which makes it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.




Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

Social, Emotional and Mental Health

Children may experience a wide range of social, emotional and mental health difficulties which present themselves in many ways. We work with children who are withdrawn, disruptive, have a lack of concentration or have immature social skills. They may behave in ways that make learning more difficult which can have a negative impact on their health and wellbeing. SEMH difficulties include Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and/or Physical Needs

Some children have visual, hearing or physical disabilities which prevents them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted SEND support and provision</p> 	<p>Specialist, individualised support and provision for high needs</p> 
<ul style="list-style-type: none"> ▪ Quality First teaching that is differentiated appropriately. ▪ Well organised classrooms where resources are labelled for greater independence. ▪ Lessons are planned to meet the needs of ALL the children in the class. ▪ Child's position within the classroom is planned for maximum learning opportunity. ▪ Calm classroom environments for working. ▪ Resources are readily available and labelled. ▪ Support materials are available for Maths & English. ▪ Displays offer key information for English and Maths ▪ Key words are displayed or available on tables. ▪ Discussion work in pairs and as groups encourages good use of language and communication skills. ▪ Progress is monitored regularly by the class teacher. ▪ Marking includes positive comments and 'next steps' to move learning forward. ▪ After school clubs are available to all children. ▪ Breakfast Club and After-School Wraparound is available to all families to support them as working parents and encourage social skills. ▪ A clear behaviour policy is followed by staff and children. ▪ All children have opportunities to take part in class assemblies in the church. ▪ Each child's view is valued - this is taught through PSHE lessons. ▪ All children have access to PE lessons using equipment to support difficulties with fine and gross motor skills. ▪ Additional support for SEMH: ELSA, TalkAbout, Lego Therapy, Sensory Circuits, SWFT OT programme. 	<ul style="list-style-type: none"> ▪ Social skills interventions are delivered by trained teaching assistants. ▪ Additional English and Maths groups for targeted area of support, such as: Nessy Precision Teaching <p>Children are supported in the classroom</p> <ul style="list-style-type: none"> ▪ Children are withdrawn from class for targeted support identified through assessment for learning ▪ Now and Next boards are used for individuals needing support with organisation. ▪ Chunked tasks – smaller 'bites' of work to support children with working memory difficulties. ▪ Behaviour Support Plans are put into place for those children who require help in managing their emotions. ▪ Time-out breaks – Sensory breaks for children who feel overwhelmed by whole lessons of work. ▪ Fiddle toys for children with ADHD that need to be moving all the time. ▪ Sensory toys ▪ Interventions – reactive and preventative to support children in the 4 areas of SEND. ▪ Visual timetables ▪ PFSA involvement available 	<ul style="list-style-type: none"> ▪ Visual timetables – personalised for alternative provision ▪ Now and Next boards with motivators ▪ ELSA – Emotional Literacy Support Assistant ▪ Fine and Gross Motor skills therapy ▪ Individualised Literacy Intervention (ILI) ▪ SEMH support ▪ Speech and Language support ▪ Learning Support Services assessments ▪ Educational Health Care Plans for those children who require specific support with more complex learning or physical needs. ▪ Annual Reviews for those children with an EHCP with input from the class teacher, child, parents and SENDCo. ▪ Assess, Plan, Do, Review meetings held termly to assess the need of the child, plan suitable provision, ensure that the provision is being carried out to a high standard and review the impact of the provision. ▪ TAF meetings held every 8-10 weeks with parents and outside agencies to assess the child's needs and ensure that correct provision is in place. ▪ Input from outside agencies to assess the child's difficulties and provide support to school and families: <p>Speech and Language Hearing & Vision Support</p> <p>Play Therapists Occupational Therapists</p> <p>Autism and Communication</p> <p>Educational Psychologists</p>

Support staff receive regular training throughout the year from the SENDCo and external agencies. There are support staff that are trained in particular areas of SEND Support, relating to Dyslexia and Emotional Needs, who receive regular training from the Access to Inclusion Team and the Educational Psychology service.




How Equipment and Facilities support children with SEND

For those children with Social, Emotional and Mental Health difficulties that require a quiet, safe place when they are feeling heightened, then a support tent can be provided. Most classrooms only have one door leading in/out of the room and can be easily monitored by staff.

Within the school grounds, there is an ample playing field, a forest school area with raised beds for vegetables and quieter seating areas outside. This provision is ideal for those children with SEMH difficulties who need a break from the confines of a classroom at times of distress.

If you feel reasonable adjustments would need to be made for your child, please speak to us regarding appropriate adaptations. All children have the right to access class trips, wherever it is safe for them to do so, and we would work with the parents and the child to ensure that appropriate provision is in place.




For more information please see our separate [Accessibility Plan](#).

Whole school approaches The universal offer to all children	Additional, targeted SEND support and provision	Specialist, individualised support and provision for high needs
		
<ul style="list-style-type: none"> ▪ Outdoor areas for learning accessible by all children. ▪ Access to the forest school area via the field instead of the steps from the playground. ▪ There are two playgrounds available for children; one for Owls class as our younger children ▪ There is a Quiet Play area available to all children ▪ Toilets are at age-appropriate heights 	<ul style="list-style-type: none"> ▪ Classroom tables vary in height according to the age of the children. Those children who require a different table height can be accommodated in the classroom. ▪ Writing slopes are available to those children with motor skills difficulties. ▪ A safe space with low Sensory input can be provided if required for children with SEMH or Sensory difficulties. ▪ Quiet working spaces can be available 	<ul style="list-style-type: none"> ▪ Additional provision for children with more complex physical needs will be advised and provided by the Access & Assistive Technology team.

How the effectiveness of the provision for pupils with SEND is evaluated.

Quality First teaching involves adapting lessons to suit the learning styles of the children within the class and using **Assessment for Learning**. This is a method in which teachers constantly assess the progress made by each child in the class during the course of a lesson. Children may be moved on to more challenging work, or they may need some support and additional resources to succeed in reaching the lesson’s objectives.




Mark First & Pre-School CE Academy currently uses Insight Tracking as a method of recording the progress of every child and from this, teachers can plan lessons that are tailored to meet the needs of the children in their class. This may be as a whole class, small groups working with an adult, or an intervention designed to close a gap in a child’s learning.

<p style="text-align: center;">Whole school approaches</p> <p style="text-align: center;">The universal offer to all children</p> 	<p style="text-align: center;">Additional, targeted SEND support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision for high needs</p> 
<ul style="list-style-type: none"> ▪ Parents Evenings occur twice a year and parents are encouraged to attend to discuss the progress of their child/children. ▪ Teachers are happy for parents to make appointments to discuss the progress of a child after school. ▪ Annual School Reports – these are written at the end of the year to report on each child’s progress and suggest targets for the following year. 	<ul style="list-style-type: none"> ▪ Additional meetings with the class teacher. ▪ Meeting with the SENDCo if a parent is concerned about their child’s progress and believe that there is a learning difficulty. 	<ul style="list-style-type: none"> ▪ Assess, Plan, Do, Review meetings ▪ Early Help Assessment may be carried out to invite outside agencies to become involved in a child’s special educational needs. ▪ TAC meetings for outside agencies’ involvement ▪ EHCPs and those children in receipt of High Needs Funding will require an Annual Review of their needs and provision. This will include the child, parents and class teacher. Outside agencies may also be invited to attend where possible.

How will the teaching and learning of my child with SEND be monitored and recorded?

Children on the school **SEND Register** are identified as having a special educational need. This means that the child requires some support that is **different from or additional to** the class as a whole. In order to keep track of the additional support, the child has a **SEND Passport** that identifies specific teaching and learning strategies, resources that may be useful and an **Education Support Plan** with individual targets based on additional provision.




Children on the SEND Register usually have support from outside agencies such as Learning Support Services, Educational Psychology or Occupational Therapy. These agencies provide school and parents with additional advice and individual actions for the child. This additional support will be reviewed at **termly Assess, Plan, Do, Review** meetings. Some children have access to higher needs funding as their needs are deemed to be at a level that requires specialist intervention which the school has to provide. In some cases, Teaching Assistants are used to support these children for certain lessons or parts of the day. The role of the teaching assistant is to support learning and to encourage children to understand and develop their own styles of learning, not to do the tasks for them. Current research is clear that children of all abilities have equal access to time with the class teacher and should not become too reliant on teaching assistants. Teaching assistants have the most impact when they are delivering planned interventions.

Whole school approaches. The universal offer to all children	Additional, targeted SEND Support and provision	Specialist, individualised support and provision for High Needs
		
<ul style="list-style-type: none"> ▪ Use of Insight Tracking to monitor the progress of all children in school ▪ Regular Pupil Progress Meetings to identify those children who are deemed to be ‘falling behind’ and require additional support. 	<ul style="list-style-type: none"> ▪ Targeted intervention as part of SEND support. ▪ Child is placed on the SEND Register depending on the level of additional need after consultation with the parents and class teacher. ▪ Use of Somerset’s Local Offer for guidance and resources for children with SEND. 	<ul style="list-style-type: none"> ▪ Higher needs interventions on a 1:1 basis. ▪ Outside agencies are consulted for assessment, advice and targets. ▪ Applications for an EHCP for those children receiving a variety of high needs support. ▪ Assess, Plan, Do, Review meetings held termly. ▪ <u>Early Help Assessment</u> may be needed to increase the level of support needed.

What support will there be for my child's overall wellbeing, including emotional and social development?

In addition to support received for academic subjects, there is a range of pastoral support available. We run sessions to help children express their feelings and also run an **ELSA** intervention which helps children manage their emotions. There are **social skills groups** to help those that find communication difficult and there is always the opportunity for any child to talk with a trained adult over any concerns and anxieties.

If you would like support at home, you can request to be referred to a [Parent and Family Support Advisor \(PFSA\)](#), who work with children and families. Specific support plans will be put into place for children experiencing difficulties managing their emotions and those needing medical support or intimate care. All children have access to a trusted adult who they can talk to and children's views are always taken into account when planning interventions to support them. Each intervention will look different, depending on the needs of the child.

Whole school approaches The universal offer to all children	Additional, targeted SEND support and provision	Specialist, individualised support and provision for high needs
		
<ul style="list-style-type: none"> ▪ Personal, Social, Health, Citizenship Education (PSHCE) lessons are delivered as part of the National Curriculum. ▪ Supportive staff that will provide a 'listening ear' to those children who need a little more emotional support. ▪ Social Skills groups are run to support children with communication or anxiety difficulties. 	<ul style="list-style-type: none"> ▪ Social Skills groups are run to support children with communication or anxiety difficulties. ▪ Worry Boxes – created as a link between home and school to provide strategies for coping with anxiety. ▪ Sensory Play ▪ Break-out areas ▪ Sensory Room ▪ Forest School Area ▪ The Incredible 5 Point Scale 	<ul style="list-style-type: none"> ▪ <u>PFSA support</u> ▪ ELSA specialist to support children in managing their emotions.

How do we know how good our SEND provision is?

- The Headteacher and Governing body of Mark First & Pre-School CE Academy assist the SENDCo in ensuring that provision for SEND across the school is well coordinated, complies with legal requirements and meets the needs of the children on the SEND register.
- An audit of SEND provision across the school is undertaken each year by the SENDCo and SEND Governor.
- A SEND Report is written by the SENDCo to the governors outlining the progress of SEND students in the school; measures the impact of interventions; highlights the training undertaken by staff to support children with SEND; discusses resourcing for SEND and what additional resources are needed; and funding for children with EHCPs.
- Learning Support Services are regularly brought into schools to assess the needs of children and ensure that SENDCos are supported in managing SEND across the school. They offer advice and can provide a pathway to additional services that may be required.
- Insight Tracking – measures the progress of each child in the school. Children with SEND should also be making good progress, although it may be from a different starting point to their peers.

How do I make a complaint?

If you are unhappy with your child's SEND provision, then please contact the Headteacher or the SENDCo via the main office to make an appointment. We are happy to listen to your concerns and will endeavour to rectify the situation as needed.

School Office Tel: 01278 641262

School Office Email: office@markfirstschool.co.uk

This SEND Information Report was made in conjunction with the SENDCo, Headteacher, SEND Governor and Parents

Review Date: Autumn 2025-2026

Support Services for parents of pupils with SEND

Somerset's Local Offer gives parents information, advice and guidance around a variety of SEND issues:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

The website for Mark First & Pre-School has a range of resources that support all parents of our children with and without SEND needs within our SEND tab: <https://www.markfirstschool.co.uk/special-educational-needs-andor-disability-send-ke/>

Within Somerset's Local Offer, parents can access information about SEND events, days out specifically designed for children with SEND and support groups for parents: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/leisure/>