



Mark First
C of E Academy



SEND Information Report November 2025

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

Name of SENDCo: Mrs Jo Latham

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

How does the school know if a pupil needs extra help and what should I do if I think my child may have Special Educational (and Disability) Needs (SEND)?

We provide a graduated response to meet each child’s individual needs. The progress and attainment of all children are monitored throughout the school year against their age-related expectations, as outlined in the National Curriculum.

During the year, class teachers meet with the Headteacher to discuss each child’s progress. If a child is not making the expected progress, additional support or interventions will be put in place. If progress continues to be a concern, further support will be requested from the Special Educational Needs and Disabilities Co-ordinator (SENDCo).

The SENDCo may invite parents and carers to a meeting and/or carry out observations and assessments to help identify any barriers to learning. To ensure the right support is provided, we would usually create an Individual Learning Plan (ILP) and include the child on the school’s SEN Record of Need.

Any concerns that the parents have about their child should be raised with the class teacher in the first instance. The SENDCO, Mrs Jo Latham, can offer further support and guidance. Appointments can be made via the school office.

How will the school support the child?

All our teachers are responsible for the progress and emotional wellbeing of the SEND pupils in their class. This is primarily achieved through quality first teaching, which includes appropriate scaffolding and differentiation to ensure that every child can access learning at their own level.

Children with an additional learning need will have an Individual Learning Plan (ILP) which sets out small, achievable targets tailored to their specific needs. This ILP is reviewed each term as part of the assess, plan, do, review cycle, and parents are invited to take part in the termly review meeting.

Support may include small-group or one-to-one work, adapted resources, or specific strategies recommended by the SENDCo or external professionals. Staff work closely together to monitor each child's progress, ensuring support remains effective and responsive to their needs. Parents are encouraged to work in partnership with the school to help their child achieve the best possible outcomes.

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

We offer a balanced, broad, and creative curriculum that is carefully planned and sequenced to support every child's learning journey. All teachers deliver the same core content to all pupils, adapting their teaching to meet individual needs. Wherever possible, a multi-sensory approach is used, and children have access to a wide range of supportive resources. Lessons are designed to encourage discussion, collaboration, and active participation through our Inquiry Curriculum. This approach allows children to take ownership of their learning by exploring lines of inquiry—asking questions, investigating ideas, and developing problem-solving and critical-thinking skills. In this way, children move beyond memorisation and become curious, independent learners.

Children with Individual Learning Plans (ILPs) have access to both the class teacher and teaching assistants throughout lessons. Support may be provided at the start of an activity, during focused tasks, or through regular check-ins to ensure understanding and progress.

How will we know how the pupil is doing and how will you support parents to help their child?

Parents are invited to parents' evenings in the autumn and spring terms to discuss their child's progress, and an annual report is sent home in the summer term. Parents are always welcome to speak with their child's teacher before or after school. If you need a longer discussion, an appointment can be arranged either through the school office or directly with the class teacher at a convenient time.

All children have reading record books, and parents are encouraged to add comments and support their child with homework tasks.

Parents of children with Individual Learning Plans (ILPs) are invited to a termly meeting to review progress and plan next steps for support. Children with an Education, Health and Care Plan (EHCP) also have an annual review as part of this process, providing an opportunity to reflect on progress and ensure that the support outlined in the plan continues to meet their needs.

What support will there be for the pupil's overall wellbeing?

The class teachers monitor their pupils' wellbeing alongside their academic progress. We try to work closely with parents if a child has an issue that affects their wellbeing.

Collective worship and other assemblies are often used to discuss various aspects of personal, social, health and emotional education. Class teachers follow the 'Jigsaw' PHSE program and when subjects arise these are addressed in class. Children are encouraged to respect and take care of each other in school.

We are a church school and promote Christian values throughout the curriculum. All children are encouraged to 'let their light shine'.

Teaching assistants provide social, emotional and nurture group activities for pupils to develop their social and emotional skills. This is group support and children do not require an ILP to access this provision. We also have access to parent, family support advisors (PFSA). They work with both pupils and parents to help support children with their well-being.

What specialist services and expertise are available or can be accessed by the school?

The school SENDCo is able to offer specialist advice on matters relating to special educational needs. We provide a graduated response to identifying barriers to learning. Somerset's Graduated Response Tool identifies the four broad areas of need and outlines strategies to support children and young people. A link to the Graduated Response Tool is available on the school website.

The school can seek further specialist advice from the following services:

- Educational Psychologists, who contribute to Education, Health and Care Plans (EHCPs) and offer advice on learning, behaviour and social development
- The Somerset Virtual School, which supports children with highly complex needs, including looked-after and previously looked-after children, and provides advice, interventions and liaison across settings. Through the Virtual School, we are also able to access advice for children with vision or hearing impairments, and for those with physical disabilities
- Parent and Family Support Advisors (PFSAs), who link home and school and can provide support to families facing a range of child-related challenges
- The School Nursing Service, which supports families with issues such as toileting, dietary concerns and parenting strategies
- Occupational Therapy and Physiotherapy, which offer advice and support around physical needs, disabilities, therapy and related conditions
- Speech and Language Therapy, which works with children to develop clear speech and communication skills and supports those with delayed speech or stammering. Our school liaises closely with therapists and follows agreed programmes to ensure that our practice supports each child's individual needs
- Child and Adolescent Mental Health Services (CAMHS), which provide assessment and treatment for children and young people with significant social, emotional or mental health needs

How will pupils be included in activities outside the classroom including school trips?

All children are encouraged to participate in external visits. A higher staff pupil ratio could be offered if it is considered necessary. A risk assessment is carried out prior to any educational visit and additional risk assessment may be carried out for individual children.

School will consult parents to help us accommodate pupil's needs as much as possible.

How accessible is the school?

The school is made up of separate blocks arranged around the playground. There are accessible ramps leading to the preschool, the main building, and the classrooms. The main playground access points are level, allowing easy movement for all pupils. An Accessibility Plan, which outlines how the school continues to improve access for parent and pupils with disabilities, is available on the school website.

How will the school support a pupil when joining or transferring?

Any child joining the school in EYFS with an already identified special education need has a school entry plan meeting. Parents, nursery staff and any professionals working with the child are invited. This plan is then reviewed in their first term at school. Extra pre-visits might be arranged if appropriate. The Early Years class teacher will also visit the child in their pre-school setting.

If a child with special education need joins Mark First School during the academic year, contact will be made with their previous school to ascertain their needs. Where necessary support will be put in place prior to them joining us.

During Year 4 there is close liaison with the SENDCO of the child's next school. The SENDCO is invited to the child's annual review if the child has an EHCP. Children from Mark First School usually transition to Hugh Sexey's Middle School. There are usually open days, additional visits, transition days and SENDCo meetings.

How are the school's resources allocated and matched to the pupil's SEN needs?

Almost all resources coming into the school budget for SEND are spent on staffing. Most children with SEND support, access what they need through individual and group support from the teaching assistants or teachers. This support is reviewed each term. Children who have a higher level of need have some individually targeted teaching assistant time to support their learning. Some children with exceptional need have an Education and Healthcare plan. Most EHCPs comes with some additional funding to support the individual child.

How is the decision made about what type and how much support a pupil will receive?

Any child with SEND is monitored by the class teacher, SENDCo and Headteacher each term. If progress is slow additional support will be planned. Parents will be invited to all review meetings; support and progress will be reviewed and small, measurable, achievable targets will be set. If targets have been met then support can be reduced, if targets have not been met then additional support may be given. In some cases, where progress is limited or slow despite receiving additional support and interventions the school can seek advice from advisory services. Should the child have a number of additional needs that require a higher level of support it may be pertinent to apply for an Education and Healthcare Plan (EHCP).

Who can I contact for further information?

The first person to contact if you have concerns is your child's class teacher.

If you require further information regarding your child's SEND needs contact our school SENDCo, Jo Latham, via the school office.

How can I make a complaint?

We sincerely hope that every parent/carer is happy with the arrangements in place for their child at Mark First School. Any queries, problems or concerns can be discussed with the class teacher. In most instances, issues can be resolved at this stage. If a parent has a concern or complaint to make it should, in the first instance, be directed to Mr Oliver Laken, the Executive Headteacher, verbally or in writing. If the parent is not happy with the outcome, they should then follow the guidance outlined in the Wessex Learning Trust's Complaints policy which is available on the Trust's website.