

SEND Area of Need



- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical
- ADHD
- ASD

EHCP count

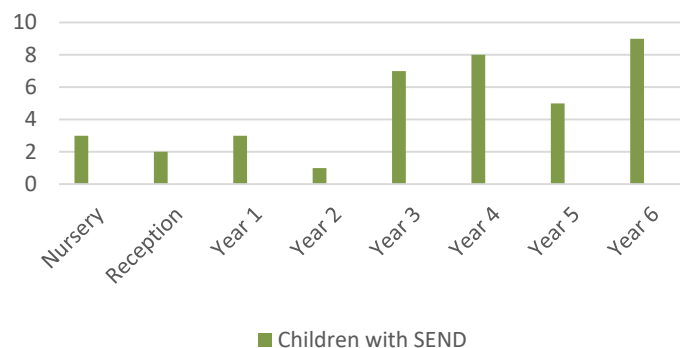
EYFS = 1
KS1 = 1
KS2 = 19



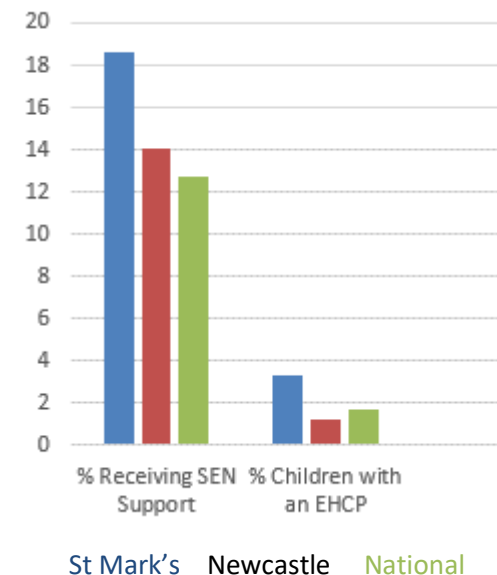
Attendance

All children with SEND 95 %
Whole School 90%

Children receiving SEND Support or have an EHCP



St Mark's compared to Newcastle and National Data



SEN Support Spring 2022

Quality First Teaching for All

- Curriculum that has a determined focus on providing broad and balanced experiences.
- Termly pupil progress meetings between teachers and SENCo to identify need and ensure support/interventions are timely and effective.
- High quality support in class provided by knowledgeable and skilled staff
- High levels of inclusion for all children
- Impact of Covid has meant SEN numbers and EHCP's have risen dramatically

| Cognition and Learning | Communication and Interaction | Social, Emotional and Mental Health | Sensory and Physical |
|---|--|---|--|
| <ul style="list-style-type: none"> • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Small group targeted intervention programmes. • Use of Learning and Nurture Rooms • Computing programs and hardware are used to reduce barriers to learning where possible including iPads and laptops | <ul style="list-style-type: none"> • The school has an effective assessment process (with the support of the speech therapy service) which identifies barriers to learning and provides appropriate action. • Interventions including Talk boost • Trained communication TA's to deliver interventions across school. | <ul style="list-style-type: none"> • Assessment programs including ELSA • Family PSA and Nurture Team • Social stories • Support from nurturing staff | <ul style="list-style-type: none"> • Fine and gross motor skill programmes including Sensational Schools • Support from outside agencies e.g. OT/Visual Impairment Team • Sensory needs profile |

"I'm delighted that my son is so well supported at St Mark's". Nursery Parent

Improvement Priorities

- To maintain at least expected progress for children with SEND in Reading, Writing and Mathematics.
- SEN Team to work with Maths and English leaders to develop a 'bank of interventions' which can be used by wider staff to ensure interventions are delivered consistently, to a high quality and they can be monitored for impact.

"I'm always impressed with SEN provisions".

Strengths

- Relationships with external agencies is extremely positive and there is strong mutual respect between school and other settings/professionals meaning the needs of the children are always the priority.
- Leaders are raising the attainment of disadvantaged pupils. Excellent support helps pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language to make strong progress. (OFSTED 2019)
- Communication among staff and parents works well to ensure the best possible provision is in place for pupil need and parents feel supported and engage positively with the school team.