



St. Mark's C.E. Primary School
Talbot Village, Bournemouth, Dorset, BH10 4JA
Headteacher: Andrew Bright

SEND Information Report 2025–2026

Inclusion and SEND

At St Mark's, we celebrate that all children are wonderfully unique and have different strengths and needs. We pride ourselves on the inclusive learning environment that we provide at our school, supporting all children to thrive both academically and socially. In order that all children flourish and reach their full potential, some may require special educational provision through SEND support. This is simply extra support that our school can put in place to find and meet the individual needs of each child. Please see below for further information.

Frequently Asked Questions about SEND at St Mark's:

- 1. How do you know or what should I do if I think my child has SEND?**
- 2. How will you support a child with identified SEND as they start school?**
- 3. How will you support my child at school?**
- 4. How will you support my child with transitions?**
- 5. How is extra support allocated and how do children move between levels of support?**
- 6. What training do the adults have to support my child?**
- 7. What professionals do you work with to support children?**
- 8. How have you made the school physically accessible?**
- 9. How will you support my child emotionally?**
- 10. Who can I speak to if I have concerns about my child?**
- 11. Do you offer support for parents and carers?**
- 12. How does your admissions policy cater for children with additional needs and disabilities?**

If you have any questions, our Inclusion Coordinator – Mrs Philippa Cambers – can be contacted through the school office on 01202 512241 or via the office@st-marks.bournemouth.sch.uk email address.

1. How do you know or what should I do if I think my child has SEND?

Communication between parents/carers and staff is very important to us at St Mark's. We will always encourage you to discuss any concerns you may have with your child's class teacher. Similarly, if we believe a child is having difficulty with accessing the curriculum and not making the expected progress, we will always talk to you. Identifying children who may need additional support in school is an ongoing, continuous cycle as children's needs change over time. The progress of our children is monitored regularly so we can quickly identify those that may need further support. Following these discussions, we will investigate what provision we can put in place to effectively help your child.

2. How will you support a child with identified SEND as they start school?

We will invite you to visit our school with your child to have a look around and speak to staff members. If other professionals are already involved and/or an Education Health Care Plan (EHCP) is in place, if needed, a meeting or handover will be held to discuss your child's specific needs, to share strategies used and ensure appropriate provision is put in place before your child starts with us. We may also suggest adaptations to the settling-in period to enable a smooth transition. It might be appropriate for the Inclusion Coordinator and teachers to make additional visits to nursery provision to liaise with staff and prepare transition booklets or social stories.

3. How will you support my child at school?

We work hard to ensure that our children receive the support that is specific to their individual needs and that any barriers to learning are identified early in order to offer the correct support. In the first instance, this

will be provided by the class teacher through 'Quality First Teaching' and universal provision to enable your child to access the curriculum. In addition, specific resources and strategies may be used to support your child either individually or in small groups. The Inclusion Coordinator regularly monitors the progress of children receiving additional support to ensure the provision we have put in place is having the impact we expect. The Assess-Plan-Do-Review cycle is used to assess individual children's progress against their individualised targets.

In addition to the Quality First Teaching or 'Wave 1 provision' that all children in the classroom receive, we may flexibly implement 'Wave 2 provision' as needed to support children if there is a requirement for this. This could be extra intervention groups, support with handwriting, a pastoral check-in or a quiet space to re-group and self-regulate, among many other things. This provision is reviewed regularly, managed by the class teacher.

A child may require more individualised support and have an Individual Education Plan (IEP). This records agreed targets for development that can be worked on in class or in a 1:1 or group session. These are reviewed termly with parents/carers, class teacher and child. If we feel your child needs further support the Inclusion Coordinator will liaise with outside agencies and specialist services.

Finally, if despite the planned support and advice from outside agencies your child does not make the expected progress, we may decide, working alongside parents, to apply for an Education, Health and Care Needs Assessment: this is a holistic assessment of a child's education, health and care needs carried out by the local authority. It involves a number of different professionals and is the first step of the Education, Health and Care Plan (EHCP) process. The aim of the assessment is to establish the extent of the child or young person's needs and what level of provision is required to meet those needs

4. How will you support my child with transitions?

We take steps to ensure that any transition for children with SEND is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's Inclusion Coordinator/SENCo (Special Educational Needs Coordinator) and ensure that they are made aware of any special arrangements of support that needs to put in place for your child.
- We will make sure that all records are passed on as soon as possible.
- If necessary, we will meet with the Inclusion Coordinator/SENCo and other relevant staff or hold a TAC meeting.

When moving classes in the school:

- At the end of every academic year teachers and teaching assistants meet to pass on information about their current class to the new class teacher.
- At the end of the summer term each class visits their new teacher, teaching assistant and classroom.
- Where necessary, staff will make further visits with your child and create a book with photos and information which will support your child's transition.

In Year 6:

- The class teacher will attend the Primary Transition Day to discuss specific needs of your child with the Year 7 leader.
- If necessary, the SENCo from the new school will be asked to come into school to observe the child in a familiar setting.
- Where possible your child will visit their new school on several occasions and in some cases, staff from the new school will visit your child at St. Mark's.

5. How is extra support allocated and how do children move between levels of support?

The school budget, received from the Education Funding Agency, includes money for supporting children with SEND and the Headteacher (in consultation with the school governors) decides on the budget for SEN based on the needs of the children currently in school.

The Headteacher and the Inclusion Coordinator will then discuss all the information they have about SEND in the school and decide what resources, training and support is needed, all of which are reviewed regularly, and changes made as necessary.

Where a child has complex, and long-standing needs that require an Education Health Care Plan (EHCP), resource allocation is discussed and planned for in detail at Annual Review meetings. The Local Authority allocate funding for each child with an EHCP and within that budget, we will discuss and review regularly what that support looks like for the individual child.

6. What training do the adults have to support my child?

Professional development is important for all members of staff at St Mark's and all staff receive regular training to best support our children with SEND.

Whole staff training is paramount to ensure consistency across all approaches to SEND. In-house training occurs on a regular basis and we encourage staff to share their training, good practice, and practical advice with each other. We invite outside agencies in to support us where we have a specific need.

Individual teachers and support staff may also attend training courses throughout the year run by outside agencies that are relevant to the needs of specific children in their class or who they are supporting 1:1.

Our Inclusion Coordinator, Mrs Philippa Cambers, is an experienced teacher who is undertaking the NPQ SENCO and receives ongoing training in a variety of different areas and supports class teachers in planning for children with SEND.

7. What professionals do you work with to support children?

We work closely with several outside agencies who we may seek support from. This would always be discussed with you beforehand. The specialist professional will then work closely with your child to fully understand their needs and make recommendations for the next steps. We have good relationships with these specialists and families find their support invaluable in offering helpful advice. They include:

Education: Educational Psychologist, BCP Outreach (offering support from local specialist schools), Learning Support Services, Speech and Language Therapy (SALT),

Health: School Nurse, Community Paediatrician, Child Development Centre, Children and Mental Health Services (CAMHS), Occupational Therapy, Diabetic Nurse

Care/Social: Early Help link – the Navigator service, Children’s Social Care, The Virtual School, Wessex Autism, Young Carers

8. How have you made the school physically accessible?

The school has been made accessible to all children with a physical disability via the addition of stair lifts and a disabled toilet with wet room and shower facilities. We have writing slopes and pencil grips among a variety of other resources available at school, and where necessary we borrow equipment from Poole or Bournemouth hospitals. We will endeavour to make the reasonable adjustments necessary to include every child at St Mark’s. Please see our '*Accessibility Plan*' which can be found under '[Policies](#)'.

9. How will you support my child emotionally?

At St Mark’s we have a dedicated team of pastoral support staff who are trained ELSAs (Emotional Literacy Support Assistants). They run emotional support and social skills groups alongside 1:1 opportunities to support children as needed. Support is reviewed half-termly to ensure that we respond to children’s needs as they arise.

10. Who can I speak to if I have concerns about my child?

If you have concerns about your child’s progress, you should always first speak to your child’s class teacher. If you wish to speak to an additional member of staff, you can make an appointment to see the Inclusion Coordinator, Mrs Cambers.

If you require further support, you should speak to Miss Roberts (Deputy Headteacher) and if you have still not received the outcome you feel is necessary, you may need to make an appointment with Mr Bright

(Headteacher). Finally, it would be appropriate to address your concerns, in writing, to Mrs Lisa McGaw, the SEN Link Governor and Chair of Governors.

11. Do you offer support for parents and carers?

In addition to your child's class teacher, at St. Mark's we have two Parent Support Workers who are available for you to discuss any issues you may have. Additionally, our Inclusion Coordinator is available to meet with you to discuss your child's SEND needs. Following outside agency assessments, we will hold a meeting and invite you in to discuss ideas suggested by outside agencies to support your child.

If your child is undergoing statutory assessment, you will also be supported by the Local Authority's SEN team.

12. How does your admissions policy cater for children with additional needs and disabilities?

The admissions policy of the school is, while there are adequate places, to offer a place to all applicants irrespective of gender, religion, ethnicity or country of origin, disability or academic ability.

To ensure that pupils with disabilities are not treated less favourably than other pupils, we adhere to the Local Authority 'Fair Access Protocol'.

See '*Bournemouth Co-ordinated school admissions scheme*' or alternatively you can find the details on the [Bournemouth admissions webpage](#).