



St Mark's RC Primary School

Special Educational Needs Information

Reviewed September 2025

We believe that every child is individual and unique, made in God's image and likeness. We aim to ensure that self-confidence is encouraged and a positive self-image is nurtured throughout his/her time at St Mark's Catholic Primary School. St Mark's is a fully inclusive school. Each child has access to a broad and balanced curriculum, and we strive to ensure that all pupils are supported to reach their potential by tailoring our provision to meet the individual needs of each child. We believe that every child should make the very best progress that they can across a curriculum that is rich and varied academically, creatively and through sports. We encourage pupils to demonstrate outstanding behaviour and self-discipline, supported by parents and the wider community.

This document is to give families information about the variety of ways we support our children with special educational needs (SEN) to enable them to achieve their full potential. We provide a full range of educational and pastoral support to all, and our aim is that children with SEN make very good progress.

The information here is general; each child is an individual and will receive unique provision and resources where necessary. If you would like further information, or want to discuss anything, please contact Mrs Henderson our Deputy Head and SENCO by email at the school office, or phone to make an appointment.

There are several reasons why a child may be identified as having SEN:

They may be having significant difficulty with their learning and making far less progress than would be expected; They have a specific learning difficulty, for example dyslexia; They have emotional or mental health difficulties; They have difficulties with social communication and interaction; They have sensory and/or physical needs, for example a hearing impairment.

For all children at St Mark's Catholic Primary School who have an additional need we:
Recognise that the family is the expert on their child and work in partnership with them;
Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning; Employ a qualified Special Educational Needs Co-ordinator (SENCO) to lead on SEN provision across the school; Assess and review the learning of our SEN children, using that information to inform future planning and teaching; Provide teaching assistants in class who work with SEN children and, importantly, support other children so that the teacher has more opportunities to work with them

SEN School entitlement offer to pupils with additional needs.


For all pupils at St Mark's Catholic Primary School who have SEND, we.


- Recognise that the families know their child best and endeavour to collaborate closely with them.
- We use pupil-centered SEND support plans, which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them to meet the targets set for them.
- We involve the pupil, families, and key staff members in the writing, implementing, and reviewing of individual support plans.
- We use Newcastle Universally Available Provision to support provision planning.
- We deliver high quality teaching, an accessible curriculum, and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from outside agencies to identify and respond to any barriers to learning.
- Formal review meetings for pupils with SEND are held termly, although our open-door policy means that meetings take place informally throughout the year.
- We operate a graduated response based upon need: assess, plan, do review which is monitored by the SENCO.
- We have adopted a whole school Thrive approach and provide support from trained Thrive practitioners to reduce anxiety and promote emotional well-being.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- Access arrangements are considered for internal and external assessments.
- Staff work with the SENCO to identify and help those with SEND continue to make at least expected progress.
- Progress of those with SEND is monitored termly as part of the assessment process. • Staff have access to appropriate, on-going training to meet the needs of their pupils.
- Support is offered to families, and they are signposted to services and organisations which may offer support or advice via the Newcastle Local Offer.
- We offer support for all pupils and families during all periods of transition.

- We consult closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smoothly as possible.


We offer opportunities for regular training opportunities and meetings for teaching assistants with the SENCO, class teacher, and external agencies to review children, interventions, and resources and to adapt provision where necessary.

Specific provision is also provided for the different areas of need. The table below explains the detail of this support.

Type of SEN	Support provided in school
<p data-bbox="204 237 738 344">Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs</p> 	<ul style="list-style-type: none"> <li data-bbox="863 237 1399 510">• We use visual timetables in all classrooms to support children to understand what will happen and when if the child needs the visual timetable in a different way, we will provide this e.g. on the table in front of them or in a booklet to carry around <li data-bbox="863 515 1399 584">• We provide areas with reduced distractions and low stimulus <li data-bbox="863 589 1399 692">• We use social stories to help children learn how to approach different social situations <li data-bbox="863 696 1399 766">• We run small groups focusing on friendship. <li data-bbox="863 770 1399 873">• We have a variety of resources available to use, depending on a child's sensory difficulties <li data-bbox="863 878 1399 913">• We use ICT as an aid to learn. <li data-bbox="863 918 1399 1055">• Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety. <li data-bbox="863 1059 1399 1332">• We follow specific programmes such as WellComm. (KS1) to address social communication difficulties and ensure that good role models are included in these groups to help our SEN children progress in this area. <p data-bbox="906 1337 1399 1503">Use of the WellComm screening tool which allows us to identify potential gaps in understanding and implement programmes to fill those gaps.</p> <ul style="list-style-type: none"> <li data-bbox="863 1507 1399 1644">• We run small group speech and language sessions, following recommended programmes and addressing individual targets. <li data-bbox="863 1648 1399 1778">• We access the expertise and advice of the local authority Speech, Language and Social Communication team,

	<ul style="list-style-type: none"> • Educational Psychology and the NHS Speech and Language Service • We have training sessions for staff to increase their awareness of Speech, Language and Communication Difficulties and Autistic Spectrum Disorders • All staff attend annual Autism training. • We recognise that a high proportion of our SEN pupils have Speech, Language and Communication difficulties and are collaborating with colleagues in other agencies to improve this.
<p>Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p> 	<ul style="list-style-type: none"> • We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified. • We buy additional support from the Educational Psychology Service to support our pupils with SEN. <p>We work alongside the Local Authority SEN School Improvement Service to ensure that we are providing the support our SEN pupils require.</p> <ul style="list-style-type: none"> • We provide small group support with a focus on literacy or numeracy skills, depending on need. <p>We use intervention programmes to improve literacy or Numeracy skills – e.g. Toe by Toe; Nessy, Power of 2. Numicon; Reading Recovery as well as bespoke interventions created by the class teacher.</p> <p>We provide resources to support children with specific needs - e.g. coloured overlays and reading rulers to help with reading for our dyslexic children.</p>

	<p>We employ a specialist dyslexic teacher, Mrs Cliefe, one morning a week to work with individual pupils</p>
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<p>Social, Emotional and Mental Health Needs Mental Health Condition Social Difficulties Emotional Difficulties</p> 	<p>When it is appropriate we use ICT to enhance pupil's access to the curriculum</p> <ul style="list-style-type: none"> • When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child • There are entrances to school that allow wheelchair access. • Our school has two disabled toilets. (main entrance and nursery) • Our staff understand and apply the Medicine Policy
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If you have any concerns about your child's SEN progress or provision, we urge you to come into school to discuss matters further with your child's class teacher and the SENCO (Mrs Henderson) sen@stmcps.org or office@stmcps.org 01912869349

The Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Services, offer impartial information and advice to parents in relation to their child's SEN and or Disability. Please telephone 0191 2116255 for further information.

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To be reviewed annually