



**ST. MARK'S CE SCHOOL**  
ONE SCHOOL - SERVING ALL - THROUGH EXCELLENCE

# **St. Mark's C.E. School**

## **Special Educational Needs and Disabilities (SEND) Information Report**

### **September 2024**

**“Love, Service, Belonging”**

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Our school SEND Policy can be found on the website. Both the SEND policy and this Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation and guidance:

- Part 3 of the Children and Families Act 2014, and associated regulations which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools'

responsibilities for education, health and care (EHC) plans, SEN co-ordinator (SENCOs) and the SEND information report

- Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

SEN - Special Educational Needs

SEND - Special Educational Needs and Disabilities

SENDCO - Special Educational Needs and Disabilities Coordinator

EHCP - Educational Health Care Plan

TA - Teaching Assistant

## **Introduction**

At St Mark's C.E. School we welcome children of all abilities, offering them access to a broad, balanced and relevant education. As a church school all children receive their entitlement to quality education and all that this embodies within a caring Christian community. Within Year R - 6 we are a 2 form entry school (approx 60 children per year group) and from Year 7 upwards we have a 6 form entry (approximately 180 pupils per year group). We currently have capacity for 960 children on roll. This number will increase every year as we expand the secondary site, until 2026 when all our year groups will be fully functioning. We will eventually have capacity for 1320 children as an all-through school from Year R - 11.

We have high expectations of all our children and we aim to achieve this through the removal of all barriers to learning and participation. We believe that it is important that the successes and achievements of children with SEND are recognised and celebrated by the school community.

## **Who should I contact if I am considering whether my child should join the school?**

Contact the School Office to arrange to meet the SENDCOs (Mrs Razzell, Primary and Mrs Barker, Secondary) or SENDCO Assistant (Alexandria O'Brien) who will discuss how the school could meet your child's needs.

Admissions to the school are made through Southampton City Council. If your child has an EHCP, please speak to your child's SEND Lead Worker from your local authority regarding the application for a place at St Mark's CE School.

### **How will the school prepare and support my child when joining the school and transferring to a new school?**

- Before choosing St Mark's for your child, we encourage all parents to look round the school and if your child has SEND needs, we strongly advise parents to meet with the SENDCO to discuss your child's needs before-hand.
- We have a range of ways we support children with SEND transitioning to St Mark's, either as part of an in year transfer or as part of a phase transition. If your child has complex needs, then a transition meeting between their current setting and St Mark's staff will be used to support their start. If your child has an EHCP, then, where possible, St Mark's staff will be invited to attend to create a transition plan.
- We have a robust phase transition process for all children: senior leaders will visit the children in their setting, discuss the child's progress with the teachers that know them best and disseminate information to all relevant St Mark's staff. Children are invited to come to St Mark's for Transition Days, where they have the opportunity to explore the space and meet new staff and peers. In Year R, we have Stay and Play days where parents and the child are invited to attend school for play sessions that form part of the settling in process.
- When children are preparing to leave us for a new school, we ensure that the child's SEN file is transferred to the new setting on arrival. We liaise carefully with the pastoral leader and SENDCO at the receiving school.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood ● If your child has an EHCP then the review meeting will be used to plan transition and staff from both schools will be invited to attend.

### **How accessible is the school environment?**

- The school is a three storey level building, built in 2022 with good access internally to all areas.
- The building is wheelchair accessible on all levels. There are accessible toilets on all levels of the school. There are two lifts, and we have some specialist facilities including a physiotherapy room and hygiene room.
- The school has an up to date Accessibility Policy, which can be viewed on our website, where you can find additional information.

### **What type of school are you and what special educational needs do you cater for?**

St Mark's is an inclusive mainstream all-through school, where staff believe in, and are committed to,

giving all children with SEND the same entitlement to education as all young people, wherever possible. Through SEND law, parents have the right to state their preference of school and where St Mark's is a first choice for parents, we use our best endeavours to accommodate and meet the needs of any child. However, it must be recognised that some children have needs which are very complex and which can only be met in a special school setting. In that situation we would work with the child, carers and professionals to obtain the most suitable setting for that child.

### **How does the school recognise and identify children with SEND) and what should I do if I think my child has SEND?**

The SEND Code of Practice states **A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (6.15)**

At St Mark's children are identified as having SEND in a variety of ways including the following:

- Liaison with the feeder school or nursery attended by the child.
- Teacher assessments or tests show that the child is performing significantly below age-related expectations
- Concerns raised by class teachers, for example behaviour or self-esteem is affecting performance
- Concerns raised by parents and carers
- Liaison with external agencies, for example Educational Psychology, Speech & Language Therapy, Physiotherapy or Occupational Therapy
- Health diagnoses through the Paediatrician or Child and Adolescent Mental Health Services (CAMHS)

If your child is identified as a child with SEND, you will be informed through either discussions or written communication with the class teacher and/or SENDCO. Your child's needs will be categorised under the four broad areas of need, as stated in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Physical and/ or Sensory Needs.

We firmly believe that a child does **not** need a diagnosis in order to receive the help that they need. We focus less on 'labels' and more on investing time into what will make a difference. We always encourage parents to do the same and to work cooperatively with teachers and outside agencies to ensure the best outcomes for your child.

If we feel that a child is not making progress, we have a range of assessments we can use to identify difficulties a child may be experiencing. Teachers are adept at dynamic assessments of pupils, identifying which areas of the curriculum, or areas of the child's social and communication needs the child is displaying difficulties with. It is the relationships between staff and pupils and understanding of age appropriate learning that enable our staff to make an initial assessment of the child or young

person. We also use standardised testing to scrutinise areas of difficulty or need further. Examples

of testing that can be used include; NFER, NGRT, Dyslexia Portfolio, LASS and Special Needs Assessment Profile (SNAP). For emotional difficulties, we may use PASS and for Speech and language difficulties,

we have an in-house Speech and Language Support Assistant (SALSA) who is able to assess a child's speech sounds, using the Solent Therapies Pack and British Picture Vocabulary Scale (BPVS3).

You will be informed before any assessments are used and the results will be shared with you and teaching staff to inform teaching. You will also be consulted and informed about any extra provision which is allocated. If necessary, we will talk with you about referring your child to outside agencies for further assessment and support.

The SEND Code of Practice (2014) identifies the fact that some pupils with SEND may have learning difficulties that call for special educational provision. However, not all children with a diagnosis or disability will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equalities Act 2010. We will assess each child as required and make the appropriate provision based on individual needs.

### **Who is responsible for SEN provision at St Mark's CE School?**

Quite simply - everyone! All members of staff are expected to support the needs of pupils with SEND. The school leadership structure is as follows:

Mr Fakoury is the Director of Pastoral and Inclusion. He has the strategic overview on the policy and procedures adopted by the school to meet the needs of pupils with SEN.

Mrs Jilly Razzell (Primary) and Mrs Laura Barker (Secondary) hold the responsibility for Special Educational Needs & Disabilities Coordination (SENDSCO). They work with teachers and teaching assistants (TAs) to support children with particular needs. The SENDSCOs have the responsibility for managing, tracking and assessing the support/interventions in place for pupils with SEND. They will also chair all Annual Reviews for pupils with EHCPs and apply for EHCPs when required.

Mrs Alex O'Brien is the school SENDSCO Assistant. She has a wide ranging role, including but not limited to, processing referrals to outside agencies, organising visits from health professionals, and dealing with the administrative aspects of annual reviews, pupil support plans and the SEND register.

### **What do I do if I think that my child needs additional support?**

#### **Primary Phase Pupils:**

If you are concerned about your child, in the first instance, you should speak to your child's class teacher. As your child's best known adult in school, they are best placed to support you in understanding what is the best process for your child. Your next option would be to contact the primary SENDSCO who will be happy to speak with you about any concerns which you may have and discuss an action plan. If you wish to speak to your child's class teacher or the SENDSCO, please make an appointment through the school contact details.

**Secondary Phase Pupils:**

If you are concerned about your child, in the first instance, you should speak to your child's tutor or Head of Year. As your child's best known adults in school, they are best placed to support you in understanding what is the best process for your child. Your next option would be to contact the secondary SENDCO who will be happy to speak with you about any concerns which you may have and discuss an action plan. If you wish to speak to your child's tutor or the SENDCO, please make an appointment through the school contact details.

**How will my child's progress and needs be monitored and communicated to me?**

In the first instance, the progress of your child will be tracked and monitored as with all children. This will take place termly with reviews by teaching staff and senior management. You will be informed about progress during parents' evenings and end of year school report, which are given out in the Summer Term. In addition, any child on the SEN register including children with EHCP's will have their personalised support, provision and targets recorded. This can be accessed online through the Edukey Provision Map site. Parents will be given an access code to view their child's plan. The progress of children with special educational needs is tracked against the national curriculum objectives, Pre Key Stage assessments, learning and behaviour targets on pupil support plans and EHCP targets and outcomes.

Assessment can take the form of observations, reviewing children's application of skills in class, children's interactions during interventions and formal assessments. If your child is looked after by the Local Authority they will have a personal education plan (PEP), which their progress and provision can be monitored and assessed against.

Progress in interventions is assessed and monitored against the national curriculum objectives, learning and behaviour targets on pupil support plans and EHCP targets and outcomes. The effectiveness of an intervention will be judged against your child's ability to function independently and apply the skills taught in the intervention when they are in class.

Reviewing pupil support plans and provisions for children with SEND, including interventions in place, takes place termly. Progress on targets will be shared with you and your child and you and your child will have opportunities to contribute in these processes. We actively encourage parents to engage in the process and share their views. The views of both parents and children are essential to the success of the plans and we have a strong culture of co-production. If it is felt that your child is not making progress after a period of time, typically this is half a term, then discussion about different assessments, provisions or next steps will take place between the SENDCO, class teacher/tutor or Head of Year and, when necessary, an appropriate member of the Senior Leadership Team. Outcomes of these meetings will be communicated to you by your child's class teacher, tutor, head of year or the SENDCOs.

Data on the progress of all children in the school, including those with SEN, is regularly produced by teachers and provided to senior staff and school governors to enable them to evaluate the effectiveness of provision. Reviews of each class's performance is held between the class teacher/

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tutor, SENDCOs and the Senior Leadership Team (SLT). Gerry Gibbs is the link SEND governor who reports back to the governing body.

### **How will my child be supported in lessons?**

St Mark's is an inclusive school, where staff believe in, and are committed to, giving all children with Special Educational Needs (SEN) the same entitlement to education as all young people. The Early years framework (Year R) or the National Curriculum is the starting point. Our website details the school curriculum, which demonstrates what your child will be learning throughout each year.

When planning, teachers set suitable learning challenges and respond to diverse learning needs. Teachers take account of these needs and make provision, where necessary, to support individuals or groups of children. This enables them to participate effectively in curriculum and assessment activities. Some children may need additional help or different help from that given to other children of the same age. Individual support and arrangements may include, but are not limited to support from a TA, the use of Makaton, Picture Exchange Communication System (PECS) or adapted or additional learning resources. Any in class support is always provided based on the individual child's needs.

Effective use of adaptive teaching will give pupils the best possible chance of learning. In each class the teacher takes into account the needs and abilities of individuals and groups of learners and plans accordingly so that learning is accessible. The aim is to help children to achieve independence and success in learning.

We actively encourage parents to engage with us on how we support your child, so you are always welcome to find out about the support your child is receiving. You are also welcome to discover how to support your child at home.

Alongside classroom learning, support for pupils with SEND, can include, but is not limited to, a range of specialist interventions, such as those that support numeracy literacy, speech and language difficulties or social and emotional learning. Many of these involve students taking part in approximately 6 week programmes, where they work one to one or in small groups on an area of need.

We work closely with our NHS Speech and Language Therapist (SALT) to support our children. We can have between 20 and 30 children receiving speech and language therapy. We have our own school Speech and Language Support Assistant (SALSA), Miss Paddock, who has received training and is supported by the NHS and Speaking Space Speech and Language Therapists (SaLTs). Every child working with Miss Paddock has their own individual targets which are regularly reviewed. Children

can be taken off the speech and language register but are then supported in class to maintain progress. Parents are encouraged to come and meet the SALSA and speech therapist to discuss children's progress and targets.

Families can also access the school nurse for hearing and eyesight difficulties. 7

### **How is support allocated at St Mark's?**

The Executive Headteacher (Mrs Bryant) and Director of Pastoral and Inclusion (Mr Fakoury), are responsible for the overall support of SEND and will allocate resources, including TA time, appropriately. St. Mark's works with many outside agencies such as; the Southampton Inclusion Partnership and Outreach Service, NHS Speech and Language, Speaking Space, Educational Psychology, NHS Occupational Therapy, NHS Physiotherapy and Southampton City Council. We take advice from these agencies in a wide variety of ways in order to help staff support your child.

If your child has a n EHCP, funding is allocated by the local authority, Southampton City Council.

Children with EHCPs receive allocated SEN support, which may include access to additional adult support in class, usually in the form of a TA. In general, no child has a one to one TA who solely remains with them, unless it is specifically stated on and funded by their EHCP.

Support can also take the form of specialist resources, such as specialist equipment. This will be provided and resourced according to the needs of the child and, where appropriate, in conjunction with external agencies or other professionals.

The forms of support a child with SEND requires can change during their time at St Mark's. Therefore, we regularly review the support children receive to ensure it is relevant and effective. We believe in encouraging children to become more independent as they learn, without constantly needing a teaching assistant. This has been as a result of the findings of the DISS report (Deployment and Impact of Support Staff):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/222374/RB776.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/222374/RB776.pdf)

We follow a graduated approach to providing for the needs of our pupils with SEND, as outlined in the SEN Code of Practice. We follow a cycle of 'assess, plan, do and review', whereby after consultation with staff, parents and children an appropriate intervention or provision is planned and implemented to support a child with SEND. After a set period of time, another assessment will take place to identify the impact the intervention or provision has had on the pupil's progress.

Additional support can include, but is not limited to, a range of specialist interventions for numeracy literacy, speech and language difficulties or social and emotional learning.

During tests and public examinations, children might be eligible for additional support, such as extra time, support depending on their needs. In both primary and secondary, this is done in accordance with Department for Education and JCQ regulations.



In primary, Children who need extra time during Statutory Assessment Tests (SATS) will be assessed in accordance with regulations. If your child is given extra time or adult support for reading they may be allocated particular adults and given a quiet area to work in. You and your child will be informed about any such arrangements. Some children may be withdrawn from SATS or other screening assessments due to severe learning difficulties or their particular need or disability. Parents/carers will be informed of this decision.

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In secondary, children are initially screened with standardised testing programmes, such as EXACT, to identify the potential for additional support in their public GCSE examinations. At GCSE, additional support in examinations is known as Exam Access Arrangements (EAA). Students highlighted in this initial testing will then receive further assessment to confirm their entitled support. Once identified students will have access to their support in practice/mock examinations and the official public exams. Parents/carers will be informed of the outcomes of any testing and have any EAA identified for their child confirmed in writing.

#### **How will my child be included in extra curricular activities, including trips?**

Staff at St. Mark's make every possible effort to involve children with SEN in all activities, both in school and externally.

We will involve you in planning, assessing possible difficulties and discussing how to overcome barriers. If necessary, you will be invited to take part in outside activities if this makes it possible for your child to participate. Whenever possible, school staff will be allocated to particular children during school trips.

Certain children with SEN will have additional adult support during breaks and lunchtimes. This will be dependent on their level of independence and particular needs.

#### **What support will there be for my child's overall wellbeing?**

St Mark's is committed to the social and emotional development of all children. This includes participation of all children in our extra curricular clubs, choir, sports teams and trips.

We have an excellent team of specialist staff who, in addition to teachers, provide interventions and personalised support to help children develop their social and emotional skills and behaviours for learning.

Mrs McDonald (Pastoral and Safeguarding Lead, Secondary):

Children can talk to Mrs McDonald if there are things that are worrying them in or outside of school, or if they are concerned about one of their friends or a family member. She is a **Designated Safeguarding Lead**.

Mrs Slade (Pastoral and Safeguarding Officer, Primary):

Children can talk to Mrs Slade if there are things that are worrying them in or outside of school, or if they are concerned about one of their friends or a family member. She is a **Designated Safeguarding Lead**.

Miss Patterson: ELSA (Emotional Literacy Support Advisor, Primary and Secondary) Miss Patterson helps children with their mental health and wellbeing so that they are ready to learn.

Miss Clark: ELSA (Emotional Literacy Support Advisor, Secondary)  
Miss Clark helps children with their mental health and wellbeing so that they are ready to learn. 9

Miss Paddock: SALSA (Speech and Language Support Assistant)  
When children need extra help with their speech sounds or expressive language, Miss Paddock supports children with speech and language programmes.

Reverend Condell: Chaplain  
Our school chaplain is available for children to talk to. She will provide spiritual and moral guidance to children of any faith or none.

Discreet, individualised care is devised for matters such as the administration of medicines, nappy changing and other aspects of personal care. For children needing this support, an intimate care plan will be filled in which you will be asked to sign. These are regularly reviewed. We have accessible toilets on every floor of the building and also a dedicated hygiene room.

The school produces risk assessments to cover any child who has particular medical or behaviour issues.

Mrs Browne and Mrs Leigh monitor the attendance of children and work with parents, carers and children to improve attendance. The Educational Welfare Officer (EWO) can work with a member of the school staff to support families where attendance is an issue.

We can also access support from the Mental Health School's Team (MHST) to provide workshops or some individual support.

We also make referrals to a range of external agencies, such as No Limits, Yellow Doors, The Hospital School, Simon Says and Young Carers. Please get in contact with Mrs McDonald (Secondary) or Mrs Slade (Primary) via the school contact details, if you feel that you require support from these organisations.

Our comprehensive PSHE and Personal development curriculum in Primary and secondary offers children the opportunity to discuss issues within school. However, our school promotes the importance of talking with adults to share any concerns that they have. Every child is able to talk to any member of staff as safeguarding is EVERYONE's responsibility.

**What training is provided for staff supporting children and young people with SEND?**

The Executive Headteacher (Mrs Bryant), Director of Pastoral and Inclusion (Mr Fakoury) and the SENDCOs (Mrs Razzell, Primary and Mrs Barker, Secondary) are responsible for the management and on-going training all staff at St Mark's receive in supporting pupils with SEND. This ensures all school staff are fully able to teach children with SEND. Training includes, but is not limited to, raising awareness of children who are neurodivergent (such as those with Autism or ADHD), training in specific theories or practices, training in assessment and identification of SEND, training in interventions. All staff have mandatory Child Protection training. The wider leadership team, including Mrs Hoad (Head of Primary) and Mr Godber (Head of Secondary) also support accessible teaching strategies for all teachers and TAs through regular coaching and support.

All our TAs are expected to have training or to undertake training to ensure they have the skills to meet the needs of the children they are supporting. Knowledge of basic literacy and numeracy skills are a prerequisite. Training is also provided by teachers or outside providers if areas are identified which need to be addressed. This includes training and advice from speech and language services.

Members of staff have specialist training through outreach advisory teachers to explore ways to support children with learning and behaviour needs. There are also many opportunities for staff to develop expertise in particular areas. For example, 'Attention Autism' and 'Bucket Time'. The school is training members of staff in Dyslexia and staff have undertaken training with the British Dyslexia Association.

### **How accessible is your education setting?**

St Mark's CE School is housed in a brand new building that has been designed and built with full compliance to Building Regulations (2010; amendments 2020) which outlines 'the access and use of buildings other than dwellings' for people who are disabled. Access on site to all buildings have flat access or ramps and automatic doors. Inside there are two lifts to give access to every floor and there are accessible toilets located on every floor of the school.

In the classrooms we ensure that access is given to children moving around the classroom when finding resources. We try to ensure in classrooms that there are areas which are conducive to children who are neurodivergent, such as on the autistic spectrum or with ADHD, who may find displays overwhelming and need 'quieter areas'.

Provision is made for wheelchair users in case of fire. Particular children with disabilities will have a PEEP (Personal Emergency Evacuation Plan). We monitor corridors to keep them free of obstacles to ensure easy access at all times.

When your child with a disability comes to St. Mark's, we will meet with you and your child to discuss their needs and make necessary provisions where we can, taking into account any limitations of the school environment. We also access outside agencies to advise, help and provide equipment and advice. This includes NHS Occupational Therapy, NHS Physiotherapy and hearing and visual impairment services, such as Specialist Teacher Advisors (STAs).

If a parent, carer or guardian has a disability, we will endeavour to ensure reasonable adjustments are made wherever possible, such as meetings in accessible places for physical disabilities.

### **How are parents/young people currently involved in our education setting? How can I get involved and who should I contact?**

We strongly believe that it is only by working together with parents, carers and young people that we can make a difference. Your views and those of your child are extremely important to us. We have regular parents' meetings and open evenings along with times when you are invited to come into class to share activities with your children. We have open evenings for new parents and children and individual meetings can be arranged with particular staff, such as the SENDCO. You will be invited in regularly and given the opportunity to meet with your child's class teacher or tutor.

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Children on the SEN register have the opportunity at parents' evenings or at other times to meet with the SENDCOs and/or class teacher or tutor to discuss their child's progress. Pupil Support Plans and EHCPs are shared with parents and children and are reviewed regularly.

If your child has an EHCP, you and your child will be invited to the annual reviews, in line with the statutory process. Annual reviews provide parents and children with the chance to share their views.

Parents are also welcome to meet with outside agencies. Outside agencies such as the Southampton Inclusion Partnership Outreach Service, School Nurse and Educational Psychology also contact parents to discuss progress.

### **What steps should I take if I have a concern about the school's SEND provision?**

You are most welcome to discuss any concerns with your child's class teacher or tutor, the SENDCOs or a member of the school senior leadership team if you have any concerns. Meetings can be arranged for outside agencies to be involved in these discussions.

We recommend that you contact SEN Information Advice and Support Service (SENDIASS) particularly for help with EHCPs and tribunals. <https://www.southamptonsendiass.info/>

If you remain concerned, you can access the complaints policy on the school website and contact the relevant governor to make a formal complaint.

### **What specialist services and expertise are available at or accessed by the school?**

At St. Mark's we have access to a wide variety of outside services. We work with:

- Occupational therapy
- Physiotherapy
- Speaking Space
- NHS Speech and Language Service

- School nursing
- Educational psychology
- Child and Adolescent Mental Health Service (CAMHS) - Including CAMHS for ADHD assessments and the Autism Assessment Service
- SEN Information Advice and Support Service (SENDIASS)
- Southampton Inclusion Partnership - (formally SAOS)
- Simon Says
- Education Welfare Officer
- No Limits
- Young Carers
- Visual and Hearing impairment services.

Contact details for all these services can be obtained from school.

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**How will the school prepare and support my child to join the school, transfer to a new school or transition to the next stage of life?**

When your child joins the school you will be able to attend an open event or you can be shown round by a member of the leadership team. You are welcome to talk to children and teachers and ask any questions that you may have during this visit.

When students join St Mark's as part of phase transition (Yr and Yr7), class teachers, tutors or heads of year meet with and children's their current settings, e.g. preschools, nurseries and feeder schools. This allows staff to get a clear understanding of the child and find out about any particular needs. It also allows for the child to be seen in an environment they are comfortable in. For new year R pupils, visits to the preschool, plus several visits to school take place in the summer term. For new year 7 pupils, representatives from the school will visit the children in their primary school (wherever possible) and at least one full transition day will take place for all students in July.

When a child transfers during the year, information is exchanged between schools and visits sometimes made. If a child has complex needs, then a more extensive transition process can be discussed.

At the end of each school year, primary children already at and remaining at St Mark's will spend time with their new teacher, usually for a morning. Some children will have additional visits depending on their needs. Those transitioning from St Mark's Primary to St Mark's Secondary, take part in a full transition day, which takes place in line with other local authority maintained schools, so all children moving to Year 7 can access their new school in preparation for the new year. In both primary and secondary, if a child has very specific or complex needs, then a more extensive transition process can be discussed.

**Where can I get further information about how the local authority supports my child?**

Your first point of contact is the school where staff will be able to sign post you to the appropriate

services and/or help with referrals if/where necessary. You can go onto the local authority website to find out more about Southampton's local offer:

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

SEND information is provided as part of the local offer.