



'Loving to Learn, Learning to Love'



Special Educational Needs and Disability Policy

Last Approved: January 2025

Review Date: January 2026

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014 and updated January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated June 2014)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012 (introduction updated June 2013, terminology updated July 2021)
- This policy was created by the school's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND

Section 1 - School Information and Context

St Mark's CE Primary School is committed to providing inclusive education for all its pupils, including those with special educational needs and disabilities (SEND). As a mainstream school, it offers appropriate support for these children. St Mark's Nursery, located at a different site, also follows this approach. Every teacher is responsible for the learning and progress of all pupils, including those with SEND.

School Address Main site

Wood Terrace
Shelton
Stoke on Trent
ST1 4LR

St Mark's Nursery

College Road
Shelton
Stoke on Trent
ST4 2DQ

Head Teacher Mrs D Sadler

Inclusion Leader (SENDCO) - Miss J. Thomas

Teacher in charge of Nursery – Mrs L. Bradbury

Home School Links Worker(s) – Mrs S. Khan (Main site) & Mrs S. Malik (Nursery)

School website – www.stmarksprimary.org.uk

The Special Needs Co-ordinator (SENDCO) at St Mark's CE Primary School is Miss J. Thomas. Miss Thomas was appointed as SENDCO in January 2018 and is a member of the senior leadership team in school.

The SENDCO can be contacted via the school office by telephone on 01782 234411 or by email office@stmarks.orchardct.org.uk

St Mark's CE Primary School is a larger than average primary school with a very high percentage of pupils from minority ethnic backgrounds and pupils who have a first language other than English.

Section 2 – Aims and Objectives

Aims

At St Mark's CE Primary School, we strive to raise aspirations and expectations for all pupils including those with special educational needs and disabilities. The school aims to provide all children with a broad and balanced curriculum. The objective of any provision and support given is to improve outcomes for children. All teachers are expected to be able to identify and provide for pupils with SEND.

Objectives

- To identify and meet the needs of pupils with special educational and additional needs.
- To adhere to the guidance outlined in the SEND Code of Practice (2014, updated 2015).
- To implement a whole-school approach in managing and supporting pupils with special educational needs.
- To provide a dedicated SENDCO to oversee the SEND policy and coordinate support.
- To offer ongoing support and guidance to staff working with pupils with SEND.
- To foster strong partnerships and high levels of engagement with parents.
- To ensure that all pupils have access to the full curriculum, tailored to their individual needs.

Section 3 - Identifying Special Educational Needs

The SEND Code of Practice 2014 (Updated January 2015) identifies four broad areas of need for pupils with SEN and disabilities.

Communication and interaction:

- Speech, language and communication needs including social communication;
- ASD including Asperger's Syndrome and Autism.

Cognition and learning:

Children who learn at a slower pace even with appropriate differentiation this includes:

- Moderate learning difficulties;
- Specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD).

Social, emotional and mental health difficulties:

Children who experience a wide range of social and emotional difficulties which manifest themselves in ways such as becoming withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Some children may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs:

- Vision impairment;
- Hearing impairment;
- Physical disability.

While the four main categories of need provide a broad framework for identifying areas of support, at St Mark's CE Primary School, we take a holistic approach. We assess the needs of each pupil by considering not only their individual learning requirements but also the well-being and circumstances of the whole child and their family. This ensures a more tailored and comprehensive provision of support.

There are a number of factors that may impact on progress and attainment that **are not SEN** in themselves although any of these pupils may also be identified with a SEN:

- Disability -The Code of Practice 2014 outlines 'reasonable adjustment' duty for all schools under current disability equality legislation. (Disability alone does not constitute SEN);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a looked-after child (LAC); • Being a child of a serviceman/woman.

Behavioural difficulties are not considered to be a Special Educational Need in themselves but a response to an unmet need, which should be further investigated and addressed through appropriate provision for the child and their family.

Evidence of a child's need in one of these areas may come from a variety of sources, including concerns raised by parents or the class teacher, information from a previous school or setting, lack of progress in school, a medical diagnosis, or assessments conducted by the SENDCO or external professionals such as a Speech and Language Therapist or Educational Psychologist. These diverse inputs help build a complete picture of the child's needs, ensuring the appropriate support is provided.

We aim to identify additional needs as early as possible and involve parents in the process. If parents have concerns about their child's potential special educational needs, they are encouraged to speak with the class teacher or arrange a meeting with the Inclusion Leader (SENDCO) or the Nursery Lead to discuss their concerns and explore appropriate support.

Section 4 - A graduated approach to SEND support

At St Mark's CE Primary School, every teacher is responsible for every child, including those with SEN. We follow a graduated approach to supporting pupils, starting with high-quality teaching. Our foundation subjects are tailored to reflect the interests and needs of each class. Lessons are adapted, with activities and questions for all groups or individuals as needed. The work is carefully matched to both the age and ability level of the children. Some pupils may require specific resources, such as coloured overlays, pencil grips, or sloped writing boards. In addition, educational technology, including computer programs and apps, may be used to further support learning.

Teaching Support Assistants, bilingual assistants, and learning mentors play a vital role in enhancing the learning experiences of all pupils, including those with special educational needs and disabilities (SEND) and those learning English as an additional language. While these support staff provide essential assistance, teachers remain accountable for the progress of all pupils, including those with SEND, ensuring that effective teaching and support strategies are in place, regardless of the level of assistance provided by Teaching Assistants or specialist staff.

Those who need additional support may complete a programme in a small group, which will usually be for 10-12 weeks.

When making the decision to place a child on the SEND register a discussion between the teacher, SENDCO and senior leadership team will take place during termly progress meetings.

Parents must be consulted and their views obtained.

Parents are encouraged to express any concerns regarding their child's potential special educational needs and disabilities (SEND). Additionally, some children may be identified as having SEND based on information gathered during the admission process. This collaborative approach ensures that all relevant insights are considered to support each child's learning journey effectively.

Prior to this discussion, the class teacher will assess, plan, do and review. This will include:

- Teacher assessment and standardised tests will be carried out;
- Teacher will plan and adapt work to meet the needs of each pupil based on assessment;
- Initial discussion of concerns with parents and families will take place through parents meetings and additional meetings arranged at the parents or teachers request;
- Support will be given to the child to ensure quality first teaching and 'catch up' interventions will be provided with advice sought from the SENDCO where necessary.

Teachers will reassess pupils, and if a child has not made adequate progress by the next pupil progress meeting, a decision will be made to place the child on the SEND register. This will provide additional support or initiate an investigation into potential barriers to learning, ensuring that appropriate measures are taken to facilitate the child's progress.

Some pupils requiring intensive support may receive one-on-one assistance for certain parts of the curriculum. Any recommendations from professionals will be seamlessly integrated into the teaching approach. Additionally, parents will be engaged at every stage of the process to ensure a collaborative effort in supporting the child's learning and development.

Managing pupils' needs on the SEND register

When a decision is made to place a child on the SEND register, the teacher will invite the parents to school for a discussion about this decision. Together, they will collaboratively agree on strategies to support the child both at school and at home. This approach fosters a partnership between home and school, ensuring that everyone is aligned in supporting the child's needs.

Since September 2014, there is now a single category of support for children being placed on the SEND register. This is called SEND support. If a child is placed on the SEND register the class teacher and SENDCO will plan an intervention (or interventions) for the child and the class teacher will record this on a class provision plan. Children who receive additional support may have a pupil passport, which records information collected and agreed by the child, family and classroom staff to identify the needs of the pupils in more depth and plan ways to support them.

This information will be co-produced with parents to ensure children have the best possible chance of success. Interventions will be monitored and reviewed termly to review the impact of this intervention. Some interventions may be reviewed prior to this dependent on the outcome of it.

Class teachers will provide suggestions on how parents can support their child's needs. The SENDCO or a member of the senior leadership team may meet with parents to discuss strategies for children facing emotional or social challenges. If necessary, the school may seek additional guidance from external agencies (see appendix). In such cases, the class teacher and/or SENDCO will communicate with parents and obtain their consent before making a referral.

The SENDCO may discuss with the family the possibility of involving outside agencies to advise or work with the family, practitioners and teachers.

Agencies include:

- Special Educational Needs and Disability Service (SEND)
- Autism Outreach Team
- LA authority advisory teacher
- Speech and language therapist
- Educational psychologist
- Education Welfare Officer
- Hearing Impairment Team
- Visual Impairment Team
- Paediatrician
- Health visitor
- Our Health 5- 19 Hub
- Physiotherapist
- Occupational health therapists
- CAMHS (Child and Adolescent Mental Health Service)
- Outreach support from Watermill & Kemball special schools.(Special schools within the Orchard Community Trust).

The responsibility for a child's progress and attainment lies with the school, which will be evaluated through termly pupil progress and inclusion meetings and SEND reviews involving the class teacher and parents. If a child receiving support from an outside agency continues to show inadequate progress, the school may decide to request a statutory coordinated assessment, potentially leading to an Education, Health and Care Plan (EHCP). The SENDCO will be responsible for presenting a case to the Local Authority for a statutory assessment, ensuring that parents' views are documented during family discussions.

Inclusion in activities beyond the classroom

Activities and school trips are available to all pupils.

- Risk assessments are carried out and procedures are put in place to enable children to participate.
- Alternative transport may be arranged to transport pupils with disabilities if transport booked for the class is not appropriate to an individual's needs. On these occasions, parents are involved in the arrangements and will be required to give consent.
- Individual risk assessments and 1:1 support is provided for children who require additional support on school trips. These arrangements are shared with parents/carers prior to school trips.

Section 5 – Criteria for exiting the SEND Register

During termly pupil progress and inclusion meetings, the progress of individual SEND pupils is evaluated using teacher assessments and pre- and post-intervention data. Standardised tests, insights from class teachers, and consultations with professionals such as SEND advisory teachers and Speech and Language Therapists are also considered. Parents and, when appropriate, pupils' perspectives will be included. If a pupil demonstrates accelerated progress, their removal from the SEND register may be recommended.

Section 6 -Supporting Pupils and Families

The school has a nurturing ethos based on the values of RESPECT.

Responsibility
Equality,
Spirituality,
Perseverance,
Enthusiasm,
Commitment
Trust

As a church school, we have close links with St Mark's Church. At St Mark's CE Primary School, we embrace an 'Open Door Policy,' encouraging parents to engage with staff at mutually convenient times, whether in person or by phone. Members of the Senior Leadership Team and the home-school links worker are accessible at the start and end of each school day to facilitate communication and support.

Regular newsletters are sent via Class Dojo to keep parents informed. Each term, we hold parent consultation meetings, alongside an annual report detailing each child's achievements. Parents of children with SEND are specifically invited to discuss their child's progress every term, but they can also arrange meetings with the class teacher or SENDCO at any time.

Parents are invited to participate in a variety of events and initiatives throughout the academic year, designed to strengthen the partnership between school and home and support the success of our pupils.

- **Half-termly Tea and Talk Sessions:** These sessions provide a welcoming and supportive environment for parents to discuss SEND-related concerns, review their child's progress, and seek guidance from external agencies in attendance.
- **Termly Parent Forum Meetings:** These meetings offer a formal platform for parents to receive updates on the school's improvement progress, learn about upcoming priorities, and contribute constructive input to inform future planning and development.
- **Parent Workshops:** A diverse range of workshops is available to provide parents with practical strategies and insights on key topics. These sessions also include opportunities for parents to work collaboratively with their children, fostering a deeper understanding of how to effectively support their learning at home.

We strongly encourage all parents to engage in these opportunities to build meaningful connections with the school and contribute to the ongoing development and success of our school community.

The school prioritises collaboration with pupils and families. Pupil passports are created in partnership with parents, children, and staff and are reviewed and updated each term. For pupils with an Educational Health Care Plan (EHCP), annual reviews of progress and provision will be scheduled, where parents, school representatives, and other relevant agencies will be invited to participate.

We endeavour to involve all pupils and encourage them to fully participate in their learning.

The school offers a wide range of pastoral support for children who are experiencing mental health, social or emotional difficulties. These include:

- Each class has a reflection area and a prayer room is available for children of all faiths or none to use at break and lunchtimes.
- Collective Worship is inclusive and sensitive to the needs of children from a variety of backgrounds and cultures.
- A range of after school clubs are offered where children can extend their learning and try new skills.
- There is a consistent behaviour management policy and every day is a fresh start.
- Our two learning Mentors are able to support children with emotional or social needs.
- Advice and support is available from a range of professionals and agencies including the Educational Psychologist, Our health 5-19, Speech and Language Therapy, Occupational Therapy and CAMHS.

Admission arrangements for pupils with SEND

No child will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Pupils with an EHC Plan are considered separately and before everyone else and will be accepted by the school if named on their EHC Plan.

Data Collection

Information about pupils who may have Special Educational Needs is collected on admission. In addition, data is collected from parents annually including information about Special educational Needs. It is parents' responsibility to inform school of any changes.

Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and we will offer transition meetings to all pupils in receipt of additional SEND support, or an EHC plan. Pupils with EHC plans will have next phase destinations and transition arrangements discussed at plan review meetings in the year prior to them leaving.

A transition timeline will be produced, with specific responsibilities identified. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents will be given a reliable contact at the next phase provider with whom the SENDCO will liaise.

Section 7 - Supporting Pupils at School with Medical Conditions

Pupils with medical conditions are entitled to full access to the curriculum with reasonable adjustments if necessary.

- If a pupil has a medical need then a detailed medical care plan is compiled with the support of a health visitor or school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupils.
- Staff receive regular relevant training delivered by a school nurse or specialist nurses. E.g. Asthma training, training to meet the needs of children with specific medical conditions.
- It is essential that all staff are aware of medical needs, disabilities, and adjustments that need to be made. These matters are treated as confidential.
- In the case of a child having a disability, reasonable adjustments are made to include the child in all activities or to provide an alternative.
- All staff have basic first aid training (Emergency first aid).
- We have a number of fully qualified first aiders who have completed the Paediatric First Aid or First Aid at School.
- All nursery school teachers and Early Year's Practitioners are qualified in paediatric first aid.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place. Parents are welcome to come to school to administer medicine to their child during the school day.

Section 8 - Monitoring and Evaluation of SEND Provision

The SENDCO, SLT and governing body regularly and carefully monitor the quality of provision offered to pupils at St Mark's CE Primary School. This is currently carried out through:

- Monitoring of Teaching and Learning
- Lesson observations
- Learning walks
- Pupil progress meetings taking place termly
- Termly Inclusion meetings between teachers and the SENDCO
- Monitoring of class provision maps
- Data analysis
- Planning scrutiny
- Book scrutiny
- Discussions with pupils
- Regular staff audit
- Inspections e.g. by OFSTED

Section 9 Training and Resources

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs. Children who are allocated with high dependency top-up funding will usually have a SEND personal welfare assistant or teaching assistant deployed to work with them.

All staff have training on safeguarding children and are updated regularly in staff meetings. First Aid training is updated regularly. Several staff have received training in Paediatric First Aid. All staff have received asthma training and relevant staff have been trained in epilepsy awareness, or training specific to complex medical conditions as required.

Several members of staff are trained in manual handling and some have attended Safety Intervention training (previously known as MAPA)

Staff have been trained in the use of a wide variety of intervention programmes to support children's learning in house and externally.

New staff receive in-house support as part of their induction process.

The SENDCO attends the termly SENDCO network meetings to ensure they are kept up to date with changes and new initiatives.

Section 10 Roles and Responsibilities

- The school has a SENDCO who has the day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The school has a Lead learning mentor and learning mentor to support children with social and emotional difficulties. The SENDCO is line manager for these members of staff.
- The SEND Governor is Mrs L Jones.
- Miss Thomas (Inclusion Leader and SENDCO) is the Designated Teacher with responsibility for LAC, safeguarding responsibility and meeting the medical needs of pupils.
- Mrs Bradbury (Assistant Head Teacher) is the member of staff responsible for Pupil Premium.

Section 11 Storing and Managing Information

Day-to-day documents such as provision plans and pupil passports for SEND are stored and accessible for class teachers and other members of staff working with the pupils.

Sensitive and confidential information is stored in a locked cupboard accessible to the SENDCO and in the case of nursery to the teacher in charge.

SEND data is passed on to the next child's school or stored in school until the child is 25 years old. Data is stored in compliance with the Data Protection Act.

Section 12 Reviewing the Policy

This policy is reviewed annually.

Section 13 Accessibility

The school has a Single Equality Scheme and an Accessibility Plan, which is updated at least every 3 years.

The main site has two stories with fourteen classrooms, four of which are on the second floor. Access to upstairs classrooms is gained by stairs or a lift. The ground floor has wheelchair access and if necessary classrooms are relocated according to the needs of pupils. There are suitable toilet facilities for children with disabilities.

Interactive whiteboards are used in all classrooms. Visualizers are used in some classrooms.

Advisory teachers from SEND services alongside occupational health and physiotherapy services support the school with advice and equipment where possible to ensure the school is accessible for pupils with disabilities. Specialist equipment is available and sought when advised.

The school provides parents with translators where possible to improve access to information for parents who do not speak English.

Access Arrangements for tests

Where appropriate, access arrangements for tests will be made following the Standards and Testing Agency procedures. Any reasonable adjustments will be made and discussions with parents will take place regarding such arrangements.

Section 14 Dealing with Complaints

If a complaint is made, this should be made initially to the class teacher. If a satisfactory outcome is not achieved then this should then be made Head Teacher or Deputy Head. If a resolution is still not achieved then the complaint should be made to the chair of governors. The school has a complaints policy, which is available from the school office and on the school's website.

Section 15 Bullying

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

For further details of how the school deals with bullying please refer to the anti-bullying policy, which can be found on the school website: www.stmarksprimary.org.uk or this is available from the school office.

Section 16 – Other Relevant Information

Local Offer

The Children and Families Act (2014) has introduced a new approach to the way children, young people and their families are supported.

From September 2014, every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). This is known as a 'Local Offer'.

The Local Offer will bring together information from education, health and social care about Special Educational Needs and Disability all into one place. The Local Offer will cover what's available including statutory entitlements, what provision is in place locally and which other organisations offer for children and young people from birth to 25 with Special Educational Need and Disability.

For further information about the Local Offer in Stoke on Trent please visit:

<https://localoffer.stoke.gov.uk>

Support for parents

SEND Information, advice and Support Services is a service, which provides free, accurate, impartial, confidential, information, advice and support relating to special educational needs and disability (SEND) for parents/carers, children and young people 0-25 yrs.

SENDIASS

Westfield Family Hub,
Buccleuch Road,
Normacott,
Stoke-on-Trent
ST3 4RF.
Tel: 01782 234701
E-mail: iass@stoke.gov.uk

Business Hours

The SEND Information Advice and Support Service Duty Phone is available Monday- Friday from 10.00am to 12.30pm or from 10.00am to 1.30pm. An answerphone service is available outside of these hours.

E-mail: iass@stoke.gov.uk
Website: www.sendiass-stoke.co.uk

Signed.....

Mrs Deborah Sadler

Headteacher

Date.....

Signed.....

Mrs L Jones

Local Governing Board Co-Chair Date.....

Appendix A

Circumstances specific to the Nursery class

Each child in nursery is assigned a key worker, who may be a teacher or an Early Years' Practitioner. The key worker develops a relationship with the child and the family and if there are concerns, is the first contact for parents.

Children's additional needs are often identified during the transition and settling in processes, these include:

- In the summer term, the school organises transition visits to the Nursery class. During these visits, the children and parents are able to meet the teacher, EYPS and the Nursery Home School Link Worker. These visits are also used to find out more about the children's likes and dislikes, medical conditions and dietary requirements.
- The Nursery staff may also visit children prior to admission in their previous or current setting
- Children will attend on a graduated part time basis until all agree the child is ready to stay for the whole of their allocated full day session.
- At the beginning of each day, teachers, Early Years' Practitioners and parents have the opportunity to speak whilst children come into the nursery.
- During the settling in period, the teacher and Early Years' Practitioners observe and make notes about each child's personal social and emotional development, including their confidence, physical skills and their speech and language development. Teachers use this information to plan for the next learning steps.
- Children are assessed using Development Matters as a guide, observations, work and professional discussions
- 'Teaching talking' is an additional method of assessment based on two practitioners' experience of each child's development and speech and language skills. This helps the staff to identify any children who have difficulties in this area.
- By the end of the child's first term in school ,parents will have experienced an initial meeting with their child's key worker. If there are any concerns these will be raised at this meeting or at a meeting arranged by the SENDCO. Parents are of course welcome to ask for an appointment for a meeting with a key worker, teacher or SENDCO at any time. This will be supported by the Home School Links Worker (if needed).
- No child will be on the SEND register until the settling in period is completed, unless a child has entered the nursery and has been already identified as needing support, or unless the child displays a need that is overwhelmingly significant.
- During the autumn term, the SENDCO begins to compile the inclusion register. At this stage in the year, it will record existing special educational needs, concerns, medical needs and other inclusion needs.

Existing special needs (Admission arrangements with relation to SEND)

Where a child has recognised special needs and is joining the nursery class from another setting, we ensure that transition is done sensitively. A member of staff from the Nursery may visit the child in the setting and organise a meeting with parents. Plans are made for the best induction / transition package for the child in partnership with the parents, pre-school setting and any external agencies involved. This is flexible according to the needs of the child. In cases where the child is coming to our school from home a home visit may be planned.

The key worker, teacher and SENDCO continue to monitor the child and develop the existing strategies for support in our setting.

Quality first teaching is essential for all pupils. Pupils' learning styles and interests are used to help to plan for the most stimulating environment for them.

The Nursery class uses the "Learning Challenge Curriculum" as a way of accessing the Early Year's Foundation Stage curriculum. This involves all children and begins with real experiences. The curriculum is play based, with a balance of adult led and child-initiated activities.

Children's progress

Children's achievements are recorded through observations as samples of their work and photos are collected. These are used to inform the assessments and next steps. Data from this is used to measure children's progress. Parents of children with SEND meet with Nursery staff termly.

Accessibility

St Mark's Nursery is situated within Thomas Boughey Children's Centre, which was built in 2005 and conforms to all legal requirements for access. However, the needs of the children and families change over time and adjustments are made to the building as needed. Consideration is given to the best ways to communicate with parents and carers, taking into account their disabilities, working lives, languages and cultures.

Supporting children and families

- Communication with families is daily and verbal. This is supported by text messaging, Dojo posts, newsletters and individual letters. Home visits may be arranged if needed. The Home School Links Worker, a bilingual member of support staff and the school's HLTA s speak fluent Punjabi and Urdu. Translators are arranged for other families as and when needed.
- Parents are invited to workshops to explain aspects of the Early Year's curriculum, and to celebrations throughout the school year. This gives them the opportunity to meet other families.
- Family Hub activities take place in the Thomas Boughey Children's Centre and are accessible for all families.

Roles and Responsibilities

- Key workers in the nursery class have responsibility for the day-to-day welfare of the children in their groups and work with the supervision of the teacher and SENDCO.
- Mrs L. Bradbury is the Designated Safeguarding Lead for the nursery class.
- Mrs S. Malik is the Nursery Home School Link Worker. She supports families daily and is also the Deputy Designated Safeguarding Lead for the nursery class.

Transition to Primary School

Transition to primary school is a big step for all children. For those with SEND the process is sensitively adapted, following consultation with parents.

- The SENDCO will liaise with other SENDCOs to discuss needs and current provision and any adaptations that may be needed.
- The key worker meets with the teacher or key worker from the new school.
- Visits are arranged for the child and parents to the new school. Extra visits may be arranged if needed.
- A visit is arranged to the nursery class, for the child's new teacher or key worker.
- It may be appropriate to organise a transition meeting, or series of meetings involving parents and all of the professionals working with a child, a representative from the child's new school and the SENDCO from St Mark's.