




Highcliffe St Mark Primary School SEND Information Report 2025-2026

<p>What is the Local Offer?</p>	<p>Every local authority must have a Local Offer that is available on the internet and must make sure that people without access to the internet can also see it. The Local Authority must tell children, young people and their families how they can find out more about the Local Offer.</p> <p>BCP's Local Offer can be found via this link: Family Information Directory</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Local Authorities are required to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them.</p> <p>Some of our families live in Hampshire and would therefore be advised to visit Hampshire's local offer at: https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page</p> <div style="text-align: right;">  </div>
<p>Who is the special educational needs coordinator (SENDCO)?</p>	<p>Mrs Gemma Stiles is the SENDCO and as such has responsibility for coordinating the support and provision for children identified as SEN and those with a Disability and medical needs. Mrs Stiles is working towards her National Award for SENDCO accreditation. Mrs Stiles is supported in her role by Mrs Claire Barker, the school's Headteacher. Mrs Barker holds a National Award for SENDCO accreditation.</p> <p>Mrs Stiles can be contacted by arranging a face-to-face meeting via the office, by email through the office address or by telephoning the school. Email: sendco@highcliffeprimary.dorset.sch.uk Telephone: 01425 273029 <i>Please refer to the Communication Policy for further details.</i></p>
<p>What types of SEN have we provided for this year?</p>	<p>The school's policy for SEND is available on the school website. Link to the SEN Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>In line with the BCP's Graduated Response, additional and/or different provision is intended for children with a range of needs, including:</p> <p>Cognition and Learning - Moderate learning difficulties. Specific learning difficulties such as dyspraxia, dyslexia, dyscalculia Communication and Interaction – Autistic spectrum condition, selective mutism, speech and language difficulties Social Emotional and Mental Health - ADHD, emotional needs, social interaction difficulties, anxiety issues, attachment difficulties Sensory, Medical and Physical - Hearing impairment, sensory processing difficulties, epilepsy, physical impairment.</p>



Highcliffe St Mark Primary School SEND Information Report 2025-2026

How do we identify and assess pupils with SEN?

Each teacher is responsible for tracking the progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. Teachers follow the BCP's Graduated Response in accordance with the SEN Code of Practice. Regular assessments of all children are made using a variety of tools. When a teacher is concerned about a child's progress, they intervene early and if concerns remain, alert the SENDCo via a SEND concern form. The Senior Leadership Team also monitor pupil progress closely. Where it is clear that additional intervention is not resulting in sufficient progress, a support plan is devised and implemented in consultation with parents, the child and a record of this is kept in order to monitor progress.

The SENDCo uses the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

The SENDCo consults with and refers to outside agencies such as Speech and language, Specialist school Outreach services (BOOST), Occupational Therapy, CAHMS, and Community Pediatrics in order to coordinate a response to children we have concerns about.

If you have a concern about your child's development or learning needs, please discuss this initially with their class teacher. The SENDCo will be made aware of your concerns.

How do we approach teaching pupils with SEN?

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs.

We follow ***BCP's graduated response*** in accordance with the SEN Code of Practice. We regularly review the quality of teaching for all children, including those at risk of underachievement. HSMP staff use the graduated response in order to identify need and provide targeted support. Each of the 4 areas of need: 'Cognition and Learning'; 'Communication and Interaction'; 'Social, Emotional and Mental Health', and 'Sensory and Physical' have been broken down into 3 phases of support. These are: 'Quality First Teaching', 'SEND Support' and 'Statutory'

Quality First Teaching: (Universal for every child)

Quality First Teaching and the use of personalised, differentiated approaches form the universal offer for all children and young people in educational settings. This will include the robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the setting and family.

SEND Support: (Universal Plus – children who need extra or different support to make progress. Partnership plus - for those needing specialist support)

Where Quality First Teaching approaches have not been sufficient to meet the child's needs and they now require more focused, targeted support, they will be identified as having SEND. In some instances, more specialist advice is sought, and the advice implemented and reviewed. Quality First Teaching, including evidenced, robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the school and family will continue.

Statutory: (Children who have and Education Health and Care Plan)

Only a small percentage of children/young people with SEND will require the support of an Education, Health and Care Plan. When a child's needs are complex, severe and long term and an education provider cannot meet their needs from within their own resources, and they have exhausted all SEND support options, a statutory assessment of the child's needs will be undertaken.

Planning for each class has been considered closely by class teachers with regard for children with SEND and their needs. Teachers consider what adaptations need to be made for children with specific barriers to learning. They plan opportunities for children to draw on their strengths in order to overcome their difficulties. *Staff may use a range of strategies and resources such as coloured overlays, tinted whiteboards and alternative methods of*



Highcliffe St Mark Primary School SEND Information Report 2025-2026

recording to help pupils access the learning. We use a very structured reading scheme that supports pupils with literacy difficulties through a 100% success model of reading, ensuring they experience being a successful reader. We use visual support structures in all classes such as colour coded instructions, dates on the board and colour coded mathematical symbols to help children keep their place when copying and looking at information. Other resources such as pencil grips, writing slopes, laptops, mindmapping, timers and visual timetables have all been used to enable children with SEND to access learning in an inclusive environment.

Children with SEN have a SEN Support Plan (SSP) which is written by the teacher in consultation with the child and parents and when appropriate other professionals such as Occupational Health and Speech Therapists. The SSP identifies the aspirational long term outcomes desired by all concerned for the child and outlines strengths as well as areas of difficulty. Outcomes are then broken down into shorter term targets which are Specific, Measurable, Achievable, Realistic, Time related, Evaluated and Reviewed (SMARTER). The way the targets can be met is also clearly outlined in the SSP. This section reflects what works well for the child and their preferred learning styles and activities. It brings together information from the teacher, parent and also the child. The teacher makes sure that progress against these targets is reviewed alongside the child regularly. New targets are set *at least* every 6 weeks and the SSP is reviewed by the teacher termly (or sooner if necessary) with parents and the child. The review as part of the Graduate Response, informs the process of the “assess, plan, do, review” cycle detailed in the SEND code of practice: 0 to 25 (July 2014). The SENDCo monitors the SSPs through Provision Map software and plans can be shared electronically with parents. The SENDCo and Phase Leaders also discuss the progress of children with an SSP at the termly child progress meetings with class teachers.

How do we support LOOKED AFTER CHILDREN? (LAC):

The schools’ designated teacher responsible for Children who are “Looked After” is Gemma Stiles

Children who are *Looked After* (LAC) or *Previously Looked After* (PLAC) are supported in the same way as any other child and this support will be supplemented through ‘Pupil Premium’ funding. Should a child who is *Looked After* also have SEND needs, they will have their needs met in accordance with the school SEND policy.

- A child is deemed to be ‘Looked After’ by the Local Authority if the child’s parents or the people who have parental responsibilities and rights to look after the child are unable to care for him/her.
- Children who are “Looked After” will have a detailed Personal Education Plan (PEP) which includes all aspects of their care and education.
- Funding is supplied to school to help implement the necessary support package and alongside funding from the school budget, each child will have their needs addressed. This funding is called ‘Pupil Premium’ funding

How do we adapt the curriculum and learning environment?

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in ‘The Equality Act 2010 and schools – (May 2014)’. We complied with the requirement to support children with Disability as defined by the Act. The school is committed to making any reasonable adjustment necessary within the physical and funding resources it has available to ensure full access to all learning and social opportunities.



Highcliffe St Mark Primary School SEND Information Report 2025-2026

Specialist SEND facilities in place:

- *A small amount of acoustic tiling*
- *Wheelchair access*
- *Wheelchair lift*
- *Accessible toilets including hydraulic changing table*
- *Hand rails*
- *Assistive technology*
- *Specialist tools to allow access to creative activities such as painting*
- *Increased access to the curriculum and assistance during examinations*
- *All weather sports area*
- *Teaching Assistants available when necessary to assist with physio and occupational therapy*
- *Chairs and tables are adapted when necessary or specialist equipment used following the advice of trained professionals.*
- *Close working relationship with Poole Hospital Children's Therapy Services*
- *Wide corridors*
- *Physical classroom consideration given to allow best accessibility for a child with disabilities*
- *Adapted writing / recording resources (pens, computers, pencil, font size etc) used where appropriate*
- *Enhance visual discrimination where refurbishment has occurred*

In addition, teachers are responsible and accountable for ensuring that children with SEND can access the curriculum and are given every opportunity to achieve their best through differentiated, multi-sensory learning tasks. A variety of independent and supported activities ensures that those with SEND do not become dependent on others to access learning.

The SENDCo regularly monitors the quality of planning for children with SEND through planning and work scrutiny. Phase leaders and the Senior Leadership team meet weekly with the SENDCo to review learning across the curriculum. The outcome from this informs future staff training.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEN?

We are an inclusive school and, as such, encourage teachers to plan for children to remain in class as much as possible. Planning is therefore carefully prepared to ensure that all children can access the learning. All classes across the school have a teaching assistant throughout the morning lessons. When a child has an identified SEND, the teacher can sometimes deploy the class teaching assistant to support the child's understanding and access in a lesson. This enables children with SEND to learn alongside their peers.

However, sometimes it is appropriate to provide children with additional teaching to support areas which they have not grasped in class. Such activities are carefully planned for and the impact is monitored by class teachers, phase leaders and the SENDCo. Children could receive intervention either 1:1 or in small groups with a teacher or teaching assistant. We are always mindful of the time a child with SEND spends with their teacher, and ensure that these children are not removed from the expertise of their teacher in favour of time with a teaching assistant.



Highcliffe St Mark Primary School SEND Information Report 2025-2026

How do we consult parents of pupils with SEN and involve them in their child's education?

Where it was decided that a child does have SEND, the decision is recorded in the school records and child's parents / carers are informed both in writing and through a meeting with the class teacher and/or SENDCo. Special Educational provision is discussed and agreed at the meeting and subsequent meetings are arranged. Children with SEN are given a SEN Support Plan (SSP), which is written by the teacher in consultation with the child and parents. The SSP is reviewed by the teacher termly (or sooner if necessary) with parents. The review informs the process of the "assess, plan, do, review" cycle detailed in the SEND code of practice: 0 to 25 (July 2014). The SENDCo monitors the SSPs which have been agreed and signed by parents.

How do we consult pupils with SEND and involve them in their education?

Children with SEN have a SEN Support Plan (SSP) which is written by the teacher in consultation with the child and parents. The SSP begins by giving a profile of the child, their interests and what they find challenging. This is written alongside the child, as are the long term outcomes and shorter term targets. The SSP outlines approaches which the child engages with in order to ensure that they are taught in a way that they learn best. Children are encouraged and supported to give their views for person-centered annual reviews when they have an EHCP. This ensures the child is at the heart of any discussion around provision. They are also involved in the request for EHCP assessment through the questionnaires.

How do we assess and review pupils' progress towards their outcomes?

The SSP identifies the aspirational long term outcomes desired by all concerned for the child and outlines strengths as well as areas of difficulty. It describes shorter term outcomes to be achieved termly. When a child has an EHCP the SSP reflects the outcomes detailed within these documents. The SSP also clearly identifies targets which are Specific, Measurable, Achievable, Realistic, Time related, Evaluated and Reviewed (SMARTER). It brings together information from the teacher, parent and also the child. The teacher is responsible for making sure that progress against these targets is reviewed alongside the child regularly. New targets are set *at least* every 6 weeks and the SSP is reviewed by the teacher termly (or sooner if necessary) with parents. The review should inform the process of the "assess, plan, do, review" cycle detailed in the SEND code of practice: 0 to 25 (July 2014). The SENDCo monitors the SSPs and keeps copies which have been agreed by parents. The SENDCo and phase leaders discuss the progress of children with an SSP at the termly child progress meetings with class teachers.

In the instance that a child is not making progress against targets set in their SSP, the teacher will review the provision which is in place as well as the SMARTER target. This is done in consultation with the SENDCo. The SENDCo will decide whether advice from outside agencies should be sought to support the provision which the school has made and ensures that these referrals are made in a timely fashion in order to secure appropriate advice as quickly as possible. When the school is satisfied that the SSP reflects high quality provision for a child with SEND and the child has still not met their targets, the SENDCo may consult with the school's Educational Psychologist and other outside agencies for further guidance and support. This ensures that the school is following the Graduated Response detailed in the SEND code of practice: 0 to 25 (January 2015). We also refer to the BCP council's Graduated Response.



Highcliffe St Mark Primary School SEND Information Report 2024-2025

<p>How do we support pupils moving between different phases of education?</p>	<p>Highcliffe St Mark Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.</p> <p>Teachers met to discuss individual needs of children prior to transfer to the next year. For children with SEND, this discussion was supported by the school's SENDCo.</p> <p>The SENDCo and Year 6 teachers as well as the year 6 phase leader meet with the head of year and SENDCo of the receiving school to discuss children with SEND in the Summer term before children transfer to secondary education. The SENDCo ensures that all relevant paperwork and records are transferred to the child's Secondary school.</p> <p>For children with an EHC Plan, the SENDCo of the receiving school is invited to attend the Annual Person Centered Review, which are arranged to take place in the Spring Term prior to transfer. This ensures that provision for these children is planned in good time for the transition to be as successful as possible.</p> <p>The SENDCo contacts the receiving school of children with SEND who leave our school before transfer to secondary school. The SENDCo is responsible for ensuring all relevant records and paperwork are transferred to the receiving school.</p>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>For children with Emotional and Social Difficulties, a referral can be made to our ELSAs (Emotional Literacy Support Assistants). We have 3 trained ELSAs in school who are responsible for the planning and delivery of ELSA programs. These are delivered in small groups or 1:1. These ELSAs attend ELSA supervision with County Educational Psychologists. ELSA supports pupils with low self-esteem and confidence and provides emotional and mental health support. We run a range of group sessions including Incredible Me, Colour Monster, Zones of Regulation and anxiety groups. Sometimes we refer our SEND children to these programs if they are demonstrating low self-esteem or are struggling to be able to self regulate.</p> <p>We have a growth-mindset ethos in our school and all children are encouraged to be "learning heroes"; to accept challenges at their own level and to embrace mistakes as part of the learning process. We believe that this approach enables all of our children to reach their full potential.</p> <p>The school operates a zero tolerance to bullying policy. Anti-bullying teaching and learning has a high priority in our PSHE curriculum. For more information see our anti-bullying policy.</p>
<p>What expertise and training have our staff had to support pupils with SEND?</p>	<p>We openly encourage our staff to take an interest in CPD opportunities which relate to SEND. We are affiliated with BOOST and seek outreach and in reach support from BOOST in order to strengthen our provision. Some staff are trained in:</p> <ul style="list-style-type: none">• Sign – a – long• PEIC-D• PECs• Narrative therapy• Drawing and talking• Hearing impairment• Visual impairment



Highcliffe St Mark Primary School SEND Information Report 2025-2026

- Bereavement counselling for children
- Sensory processing difficulties
- Child in care mentoring programme (Pastoral lead)
- Speech and Language Programmes

The SENDCo leads or organises regular CPD for staff to cover the following areas:

ASD

ADHD

ACE's (Adverse childhood experiences)

Sensory and physical difficulties

Social emotional and mental health difficulties

Dyslexia and dyslexia friendly classroom approaches

Cognition and learning

The SENDCo attends the SEND conference run by BCP and disseminates key messages to Senior leaders and staff.

The SENDCo provides annual training for staff in relation to actions identified in the SEND action plan and School Development Plan.

The SENDCo attends termly SENDCo Learning Network meetings and SENDCo circles supervision sessions run by BCP educational psychology

**How do we
secure specialist
expertise?**

When the school is satisfied that the SSP reflects high quality provision for a child with SEND and the child has not met their targets, the SENDCo will consult with the school's Educational Psychologist and other outside agencies for further guidance and support. This ensures that the school follows the graduated response detailed in the SEND code of practice: 0 to 25 (January 2015).

Provision for a child with SEND could include referral to outside agencies for their assessment and advice and could include:

- NHS Speech and Language Therapy
- Hearing Support Services
- Vision Support Services
- Physiotherapy and Occupational Therapy (Children's Therapy Team at NHS Poole Hospital)
- Children and Young People's Social Care
- School Nurse
- GPs and Health Visitors
- Paediatricians (community and hospital based)
- Child and Adolescent Mental Health Service (CAMHS)
- Outreach Support Services (BOOST – Tregonwell and Linwood)




Highcliffe St Mark Primary School SEND Information Report 2025-2026

	<ul style="list-style-type: none">• BCP Educational Psychology Service (Our named EP is Peta Petrou) <p>The SENDCo is responsible for coordinating these referrals and ensuring that any subsequent advice is implemented within the classroom. Where the school, in consultation with the Educational Psychologist and other agencies, feels that a child's need is such that further Educational or Health Provision is needed, the local authority guidelines for requesting statutory assessment for an Education and Health Care Plan (EHC Plan) are followed.</p>
How do we secure equipment and facilities to support pupils with SEN?	<p>Highcliffe St Mark Primary School works within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to Disability must be treated favorably and that we are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)</p> <p>The SENDCo ensures that applications for additional equipment were fulfilled by the relevant agency, for example specialist chairs for those with occupational therapist involvement and assistive technology from the local authority.</p> <p>The SENDCo ensures that assessments of the school facilities and classroom environment are carried out prior to transition of pupils with physical needs into our setting. Where this leads to the need for modifications or additions to facilities, the SENDCo will consult with the head teacher and local authority in order to satisfy this need and ensure that provision is ready for children starting school in September. Similarly, as our older children transition to different classrooms, the SENDCo will seek the advice of Occupational therapists, physiotherapists and hearing or visual support teachers to ensure any adaptations are in place before the child moves into the room.</p>
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<p>The school works closely with BCP's Children's First Response team with the aim of early identification and support to families experiencing difficulties. This includes families of children with SEND.</p> <p>We value a multi-agency approach to supporting children with SEND as we believe that this promotes the best outcomes for these children. We currently work closely with speech and language therapists, occupational and physiotherapists and GPs and have worked with the charity the ACE Centre to develop our knowledge and skills with assistive technology.</p> <p>We involve specialist teachers of SEND through a referral for Specialist school outreach support.</p>
How do we evaluate the effectiveness of our SEN provision?	<p>The SENDCo creates an annual action plan for SEND which is monitored by the head teacher and governing body.</p> <p>The governor responsible for SEND in the school is Mrs Carnon. Mrs Carnon meets with the SENDCo termly to monitor the provision and progress of SEND children in school. Mrs Carnon reports her findings to the Governing body following her visits. Other monitoring includes learning walks and book scrutiny. Regular formative assessments are made of children with SEND to track their progress. A range of assessment tools are used for this including reading assessments, precision teaching and the monitoring of targets in SSPs.</p> <p>The findings for these inform the SDP, action plan and future staff training. In addition, the provision and progress of children with SEND was a focus during our most recent School Improvement Partner visit, which highlighted "The SENDCo models the ambition to strengthen further the maxim that</p>



Highcliffe St Mark Primary School SEND Information Report 2025-2026

	<p>'every teacher is a teacher of SEND'". The learning walk on this visit evidenced that children with SEND needs are fully included and making good progress in class.</p>
<p>How do we manage complaints from parents of children with SEND about provision made at the school?</p>	<p>It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO or head teacher.</p> <p>Highcliffe St Mark Primary publishes its Complaints Policy on the school website; this information can be found in the parent, policies tab on the website.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Children can talk to any adult in school about any concerns that they have. This is stressed to our children on a regular basis and all children should feel that they have at least one trusted adult in school in which they can confide.</p> <p>Parents can contact class teachers in the first instance, then Phase Leaders and the SENDCo if concerns remain. Contact information is available on our website: Contact us Highcliffe St Mark Primary School</p>
<p>What support services are available to parents?</p>	<p>We have a pastoral care team, Ms Diane Mills, Mrs Ellie Welsby and Mrs Suzanne Durham who are available to support parents during the school day. The leadership team has an open door policy and do not have a classroom teaching commitment making them available throughout most of the school days.</p> <p>The school work closely with the early help team at BCP to support families experiencing emotional, financial and relationship difficulties.</p> <p></p> <p>A free, confidential and impartial service for children and young people with SEND who live across Bournemouth, Christchurch and Poole and their parents or carers.</p> <p>They can give help, support and information if:</p>



Highcliffe St Mark Primary School SEND Information Report 2025-2026

- You are a child or young person (0 - 25) with special educational needs or a disability (SEND)
- A parent or carer of a child or young person (0 - 25) with a special educational need or disability (SEND)
- You are the parent or carer of a child of school age who has been excluded from school or is at risk of exclusion
- You are going through the Education, Health and Care planning process or the [Annual Review](#) process

Contact email is: sendiass@bcpcouncil.gov.uk 01202 451970.

Other sources of information for parents/carers	Dorset Parent Council	www.dorsetparentcarercouncil.co.uk/
	Rose Road Association	www.roseroad.org.uk
	Dyslexia Action	www.dyslexiaaction.org.uk
	British Dyslexia Association	www.bdadyslexia.org.uk
	Autism Unlimited	Autism Unlimited - BeyondAutism Telephone ;01202 483360 22 Bargates, Christchurch, Dorset BH23 1QL
	National Autistic Society	www.autism.org.uk
	Talking Point (Speech and Language)	www.talkingpoint.org.uk

Acronyms Glossary

ADD	Attention Deficit Disorder	PD	Physical Disability
ADHD	Attention Deficit and Hyperactivity Disorder	Physio	Physiotherapist
ASC / ASD	Autistic Spectrum Condition /Autistic Spectrum Disorder	SALT	Speech and Language Therapy
CAMHS	Child and Adolescent Mental Health Service	SENDCo	Special Educational Needs and Disabilities Coordinator



Highcliffe St Mark Primary School SEND Information Report 2025-2026

EHCP	Education, Health and Care Plan	SEND	Special Educational Needs and /or Disabilities
(EHC Plan)			
ELSA	Emotional Literacy Support Assistant	SEMH	Social Emotional and Mental Health
EP	Educational Psychologist	SLCN	Speech Language and Communication Needs
HSS	Hearing Support Services	SpLD	Specific Learning Difficulties
OT	Occupational therapist	VSS	Vision Support Services