

Inclusion NEWSLETTER



ST. MARK'S
PRIMARY SCHOOL

Spring term 2026

Note from Miss Brogan (SENDCO)

Dear Parents,

It has been a busy and productive term for inclusion at St Mark's, with a strong focus on listening to your feedback and continuing to develop our SEND provision. I am really pleased with the progress we have made across the school, from refining our teaching approaches to strengthening the support available for our pupils and families. Thank you for your ongoing support and partnership—it plays a vital role in helping us create an inclusive environment where every child can thrive.



Feedback

This term, we were pleased to welcome leaders from other local schools in Ealing to visit St Mark's. They observed our provision and practice and shared very positive feedback, see below:

'It was a pleasure to visit St Mark's to look at the provision for SEN pupils as part of our SEND peer reviews. It was a really informative visit which provided the opportunity to look at inclusion within the school and the positive impact on the pupils. The staff met the individual needs of the pupils with warmth, professionalism and compassion. The pupils were settled and engaged in their learning whether that was within the classroom, in intervention or within the specialist classroom. It was a pleasure to spend time at the school and to get to see inclusion in action.' – Senior Leader from a local Primary School

I recently had the pleasure of visiting St Mark's Primary School as part of an ELP SEND peer review and it was wonderful to see the provision in action. I was particularly impressed by the bespoke new sensory space and the purposeful, well-planned support in place to meet children's individual needs. What stood out most was the caring and inclusive environment, and the thoughtful way St Mark's continues to adapt and develop its provision in response to changing needs. It was clear that the children are well supported through effective and child-centred practice. – Senior Leader from a local Primary School



You said, we did

We are committed to listening to our families and continually improving our provision for pupils with SEND. Here's how your feedback has shaped what we do:

You said: You wanted improved communication for pupils with SEND

We did: We introduced Individual Learning Plans for pupils with SEND and have already held two additional parent-teacher meetings to provide more opportunities to connect. There will be one more in the Summer term. I also operate an open-door policy and am available on the gate to arrange meetings and offer support.

You said: You wanted better communication between staff about pupils' needs

We did: We introduced one-page profiles for pupils, which are shared with all staff, including supply teachers and subject specialists (Art, Computing, PE). These highlight pupils' strengths and effective strategies to support them.

You said: You wanted a dedicated space for staff to support pupils when they feel dysregulated

We did: We created a sensory room and use the SENDCo office as a supportive space throughout the day. These are used for movement breaks, sensory circuits, check-ins, and small group work.

You said: You wanted all staff to feel confident supporting children with SEND

We did: We have delivered a range of staff training across the year, including ASD training from Springhallow, strategies to make classrooms more SEND-friendly, and guidance on supporting learners effectively. Visual timetables have also been introduced in all classes.

You said: You wanted neurodivergent children to access supportive tools as part of school life

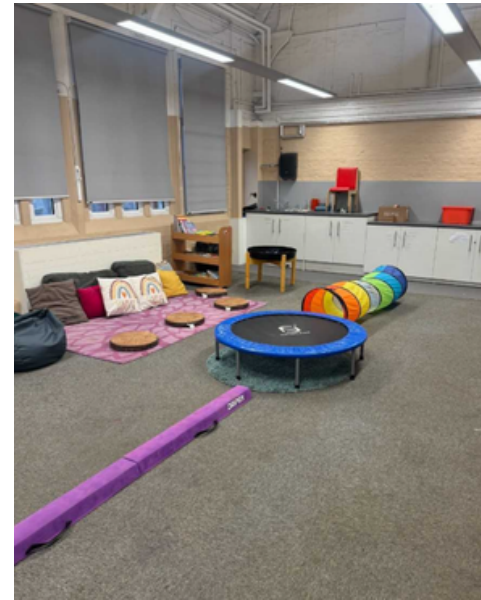
We did: We introduced a sensory toolbox in every classroom. I also led a whole-school assembly celebrating how we all learn differently. We also have sensory circuit posters in the corridors. After Easter, we will be holding an Autism Awareness assembly.

You said: You wanted more pastoral support for yourselves and your children

We did: Following feedback and SCP data, we increased capacity for SCP services and introduced additional support through the Ealing Mental Health Support Team, led by practitioner Tilly, to support more children and families. We did work on Sociograms to evaluate and support friendships at school.

You said: You wanted more notice about changes to staffing or the school day

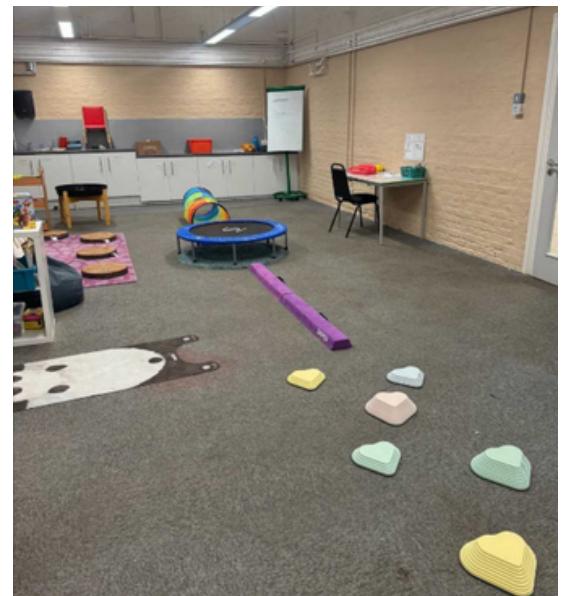
We did: I aim to communicate any changes in advance wherever possible, so families can prepare children ahead of time. We have also provided social stories to support transitions, including when new teachers join. Myself and the class teachers check in with children where there has been a change.



Spotlight

Our Sensory Room

Our sensory room is used throughout the day to support pupils who may feel overwhelmed or need help regulating their emotions. Children can access this space for short breaks, sensory circuits, or check-ins with an adult, helping them return to learning successfully.



Helpful links/ services

Speech and Language Therapy Advice (NHS Padlet)

A really helpful collection of advice, activities, and strategies to support children's communication at home:

<https://padlet.com/wlmtrsltuniversalservices/ealing-nhs-speech-and-language-therapy-advice-and-signpostin-rnq3z7830a7eyrll>

Ealing SEND Local Offer

The Local Offer provides information about all services available for children and young people with SEND in Ealing, including education, health, and family support.

https://www.ealing.gov.uk/info/201209/children_with_send_or_a_disability/2110/special_educational_needs_and_disability_send?utm_source=chatgpt.com



Pupil voice

Listening to our pupils is at the heart of what we do.

This term, children have shared really positive feedback about the support in place:

"The sensory room helps me feel calm so I can go back to class."

"I like having my fidget in class because it helps me focus."

"I know what to do because of the visual timetable."

"It's easier to learn when I get breaks."



Parent voice

We highly value parent voice and would like to gather additional parent feedback and continue hosting our parent SEND coffee mornings next term. A survey will be sent out next term to collect further parent input, which will support with informing our school priorities for the summer term and the upcoming academic year.



Inclusive Planning and Teaching

This term, we have been working closely with teachers to further develop and refine their lesson planning and teaching slides to make learning more accessible for all pupils.

A key focus has been ensuring that slides are clear, well-structured, and include supportive visuals. We are using Widget to embed symbols and images into our teaching resources, alongside written information, to support understanding and engagement.

By carefully planning how information is presented, teachers are able to break learning down into manageable steps, reduce cognitive load, and provide clear visual cues. This approach supports all learners, and is particularly beneficial for pupils with SEND, helping them to access learning more independently and confidently.

We will continue to work on refining our planning and classroom resources so that inclusive practice is embedded consistently across the school. See examples below:

Key Question: *What kinds of jobs are there and why are they needed?*

Learning pathway:

1. Define what primary, secondary and tertiary jobs are
2. Sort jobs into different sectors
3. Partner and group discussion
4. Book task
4. Mini quiz

This is a job in the primary sector because

This is a job in the secondary sector because

Contact Info

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