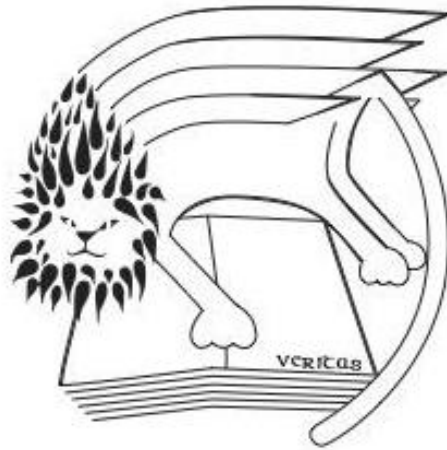


# St. Mark's Catholic School



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

| Effective Date: | Review Date: | Prepared by: | Designated SLT: | Governor's Committee:  |
|-----------------|--------------|--------------|-----------------|------------------------|
| Sep 2025        | Sept 2026    | LFI/MLO      | MLO             | Standards & Curriculum |

## **Our Mission:**

*St Mark's is a Catholic community inspired by Gospel values where relationships are rooted in love. At the heart of our mission is a commitment to live out our faith and a dedication to embrace excellence in all that we do. We believe in education that instils possibilities, transforms lives and enables all to fulfil their potential.*

Revised in line with the new Code of Practice 2014

Due regard has been given to the Equalities Act 2010

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## **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England has been reformed. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hounslow that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors and can be found on the Local Authority website.

There is a commitment on the part of the Head teacher, Governors and all staff to provide a 'broad and balanced curriculum for all pupils alongside their peers regardless of their ability.

## **1. Aims and objectives - 'Every Teacher is a Teacher of SEND'.**

### **Aims:**

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our pupils' achievement.
- Support all pupils to excel by offering multiple pathways for progression.
- Provide and develop a fully integrated atmosphere in line with the mission statement.
- Recognise the individuality of each pupil and endeavour to help each one to achieve his or her potential.
- Provide a happy stimulating environment which supports pupil's development and progress in all areas of the curriculum.
- Work in close partnership with parents/carers and guardians and value the contributions that they can make to their child's education.
- Work collaboratively with all external agencies involved with the child.
- Support our pupils not only in their career at St. Mark's School but also with their future plans, equipping them with the skills and attributes necessary for adult life.

### **Objectives:**

- Staff members will seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCO using the Stage 1 identification Sheet.
- Monitor the progress of all pupils.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO.
- Collaborate with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. St Mark's School receives further support from Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS).
- Create a school environment where pupils can contribute to their own learning by offering all pupils the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of the tutor group system. This system helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

## **2. Responsibility for the coordination of SEN provision**

- The person responsible for overseeing the provision for children with SEND is the Head teacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is Ms L Finkle (SENDCO).
- The SEND link governor is Vicky Phelan.

## **3. Arrangements for coordinating SEN provision**

The SENDCO will share details of all SEND Support records such as the Register of Additional Need, and strategy sheets for individual pupils, updated as and when appropriate.

All staff can access the following documents on the shared area:

- St Mark's Catholic School SEND Policy
- A copy of the Register of Additional Needs
- Information on individual pupils' special educational needs including strategy sheets where applicable
- Practical advice, teaching resources, and information about types of special educational needs and disabilities

By accessing the above every staff member will have completed and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision and can be found on the school website.

## **4. Admission arrangements**

Please refer to the information contained in our school prospectus and on the school website.

Where appropriate upon transition children with identified needs will be supported through liaison meetings with parents/carers, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered if deemed necessary.

## **5. Specialist SEND provision**

St Mark's Catholic is an inclusive school. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

## **6. Allocation of resources for pupils with SEND**

Some pupils with SEND may access additional funding. This additional funding can be acquired from a budget which is devolved to and moderated by Hounslow Borough. For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. This is accessed through the High Needs Panel which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the senior leadership team, SENDCO and governors to agree how the allocation of resources is used.

## **7. Identification of pupils needs**

**Identification:** See definition of Special Educational Needs in Section 1

## **A graduated approach - every Teacher is a Teacher of SEND.**

### **Quality-first teaching is the baseline of learning for all pupils.**

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and this will enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCO will be consulted as needed for further support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the school.
7. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's register of Additional Needs. Concerns are discussed with parents/carers/. It is recorded by the school as an aid to further progression and for future reference.
8. Pupil progress meetings and parent/carer evenings are used to monitor and assess the progress being made by all students.

### **SEND Support:**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the School Register of Additional Need. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process indicated below:

- . Assess
- . Plan
- . Do
- . Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding and needs of an individual develops. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve expected progress and outcomes.

**Assess** In identifying a child as needing SEND support the subject teacher, working with the SENDCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views

and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

**Plan** When it is agreed to provide a pupil with SEND support, parents/carers will be informed in writing. Planning will involve consultation between the teacher, Pupil Progress Leader, SENDCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do** The tutor, Pupil Progress Leader and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with learning support assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be overseen by the SENDCO.

**Review** Reviewing pupil progress will take place twice a year via Individual Performance Monitoring. The SENDCO will review the support and in light of pupil progress and development; make any necessary suggestions and amendments going forward, in consultation with parents/carers, subject teachers and appropriate staff.

### **Referral for an Education, Health and Care Plan:**

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, SENDCO, Pupil Progress Leader and the Director of Pastoral Care if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- . Parents/carers
- . Teachers
- . SENDCO
- . Social Care



. Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by the relevant Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved developing and producing the plan.

2. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **8. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to quality-first teaching and necessary specialist SEND provision provided by the school as is necessary, as far as possible.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with parents/carers for other arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided as part of INSET and CPD. Staff members attend Inset training to further develop skills and knowledge.

### **Ensuring Access to the Curriculum for Pupils with SEND:**

The SENDCO and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports as appropriate and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching.
- Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating pupil achievement at all levels.

## **9. Inclusion of pupils with SEN**

The school is inclusive and is committed to promoting equal opportunities. The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. The school will seek advice where appropriate around individual pupils from external support services.

## **10. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils during the academic year. Parents/carers, staff and pupil are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The Learning Support Department offer an open door policy where parents/carers can access the SENDCO. Further feedback from parents/carers can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy takes place through an SEND Audit on a three-year cycle. The evaluation is carried out by the SEND Line Manager and SENDCO in consultation with the Headteacher and SEN Governors. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents/carers evenings/ consultation evening/ report feedback forms.

## **11. Complaints procedure**

Refer to the general Complaints Procedure which can be found on the school website.

If a parent /carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO, and designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

## **12. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching and learning in relation to the needs of pupils with SEND.

The SEND Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENDCO attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. Learning Support Assistants are offered training opportunities through a range of local agencies working with specific students at the academy.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development and National Initiatives.

## **13. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO and Director of Pastoral Care who will then inform the child's parents/carers if necessary.

## **14. Working in partnerships with parents/carers**

St Marks School believes that a close working relationship with parents/carers is vital in order to ensure:

- . Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- . Continuing social and academic progress of children with SEN to enable personal success.
- . foster good relationships and that parental/carer views are considered and valued.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governors may be contacted at any time in relation to SEND matters.

## **15. Links with other schools**

### **Transition**

Where a pupil has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting.

### **Further Education**

Pupils on the SEND register often need additional advice and guidance to plan their future steps. We prepare pupils for Careers interviews from Year 9 onwards. In Year 11 advice is offered regarding suitable courses and visits are made to college open days for a further insight into the range of courses being offered by local colleges.

## **16. Links with other agencies and voluntary organisations**

St Mark's Catholic School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENDCO and Director of Pastoral Care are the designated persons responsible for liaising with the following:

- . Education Psychology Service
- . Physical/Sensory Disabilities Team
- . Social Services
- . Speech and Language Service
- . Child & Adolescent Mental Health Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **17. Governors**

We have Governors with special interest in SEND who belong to the Standards and Curriculum Committee working with the Department. We value their close links with us, and meet termly to share the scope and range of needs within our school community. We provide training and further information on Government policy and how it may impact on support for pupils.

The Governors provide useful advice and support in resourcing the specific needs for our pupils and staff. The Governors appreciate, acknowledge and celebrate the successes of our pupils.