

**St Mark's Catholic School SEND Information Report – 2021-22**  
**Children and Families Act 2014: Regulation Section 65(3)**

<b>No</b>	<b>Brief Descriptor</b>	<b>Information The School Must Publish On Its Website</b>
<b>1</b>	The kinds of special educational needs for which provision is made at the school.	Autistic Spectrum Need Asperger's Syndrome Attention Deficit Hyperactive Disorder Dyslexia Dyspraxia Dysgraphia Dyscalculia Hearing Impairment Moderate Learning Difficulties Speech and Language Difficulties Visual Impairment
<b>2</b>	Identification and Assessment	Pupils' learning needs are identified in the first instance from Primary or previous school records; Stage 1 Identification sheets are used to inform the SENDCO of a learning need identified by subject teachers, Form Tutors and/or Pupil Progress Leaders; assessment is made against curricular and academic targets; all pupils' reading ages are assessed through Key Stage 3; the school employs a specialist to carry out exam access testing which identifies access arrangements for students when sitting exams – pupils are identified for this testing by their subject teachers and through need; the school's Individual Pupil Monitoring system tracks pupils' progress- IPMs are analysed throughout the year and where necessary, Subject Leaders and Pupil Progress Leaders provide intervention to support pupils to get back on track; the SENDCO refers pupils to external agencies for specialist assessments, always with parents'/carers' permission; existing Education, Health and Care Plans provide information for provisions to be made by the school; specific targets are identified with and for pupils with Education, Health and Care Plans and progress is tracked against these targets; pupils with Education, Health and Care Plans have an annual review of the Plan with the SENDCO and their parents/carers.
<b>3</b>	Information about the school's policies for making provision for pupils with special educational needs, whether or not	Behaviour Policy/Discipline Policy Equalities Policy SEND Policy/Disability Equality & Accessibility Policy (including Identification, Assessment and Review Policy) Teaching and Learning Policy Assessment, Feedback and Marking Policy Parental Complaint Process Policy (concerning the provision made at the school for pupils with special educational needs.)

	pupils have EHC Plans	Social Inclusion Inclusion Policy
	<p>a) how the school evaluates the effectiveness of its provision for pupils with SEND</p> <p>b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p> <p>c) the school's approach to teaching pupils with special educational needs</p>	<p>a. The school's Individual Pupil Monitoring system tracks pupils' progress; levels of progress made by pupils at the end of and during a key stage are monitored by the Deputy Headteacher, Curriculum, Mr Longuehaye and by the SENDCO and SEND line manager to analyse whether pupils are making appropriate levels of progress and are not falling behind; exam results provide evidence of attainment and achievement.</p> <p>b. Interim meetings for pupils with Education, Health and Care Plans; parental contact; teachers responding to requests for information for annual reviews; school reports; meetings with Educational Psychologist, Education Welfare Officer; weekly meetings between the SENDCO and Deputy Headteacher Pastoral; monitoring by Pupil Progress Leaders.</p> <p>c. Subject teachers will support individuals at a level appropriate to their needs through effective differentiation in the classroom and beyond; effective differentiation of lessons and resources are aimed at enabling all pupils to participate fully in all aspects of learning and to make the best possible progress; personalised strategy sheets are created by the SEND department to support teachers in differentiating appropriately for pupils with specific learning needs; directed seating plans ensure pupils are positioned in class so that they have maximum access to the learning and to the support available in class; teachers plan tasks that appeal to a variety of learning styles; a range of methods employed by pupils to record learning; teachers and pupils have high expectations for progress and attainment; LSAs support pupils in their learning in the classroom and beyond; the school employs an EAL specialist teacher who supports pupils in class, in small group or one to one support outside of the classroom and through providing a homework club four afternoons a week; staff are trained in supporting learning through appropriate differentiation strategies.</p>

	<p>d) how the school adapts the curriculum and learning environment for pupils with special educational needs;</p> <p>e) additional support for learning that is available to pupils with special educational needs;</p> <p>f) how the school enables pupils with special educational</p>	<p>d. We value and respect diversity in our school; these are integral parts of our school's ethos; as part of transition from primary schools, pupils with SEND who are perceived to need additional induction are invited for an extra transition session to help with familiarisation to the school environment; all staff and Governors are responsible for the learning environment, which we endeavour to keep tidy, clean and safe; there is wheelchair access to the majority of the school site, however there is no disabled access to the upper floors of one of the teaching blocks which includes the Food Technology rooms; there are 2 disabled toilets large enough to accommodate changing; our school has been audited by Visual Impairment advisors and the environment is adapted for pupils with Visual Impairments; assistance is provided for parents who have English as an Additional Language through the use of interpreters and translation of letters and forms if required; the curriculum for each Key Stage is published on our school website. Learning materials are modified according to specific learning needs to support pupils, as detailed in section e) below; subject teachers will support individuals at a level appropriate to their needs through effective differentiation in the classroom and beyond, as detailed in section c) above.</p> <p>e. The school employs a team of LSAs who support pupils in the classroom, in one to one or small group sessions, in modifying materials to meet the needs of pupils with SEND and in providing a homework club four times a week; the SEND Department provides a Handwriting Intervention and a Keyboard Skills programme; the school employs a specialist subject leader with specific responsibility for EAL. Support is offered in and out of the classroom and all teachers are made aware of those pupils who have English as an Additional Language and their language skill level. If the school or parents/carers feel that the necessary support for a pupil cannot be offered from within school funding, a request can be made to the Local Authority to carry out a statutory assessment of a pupil's needs or High Needs Panel.</p> <p>f. Interventions are in place to help selected pupils with life skills; intervention groups are provided to support pupils with speech and language development and social skills development; pupils</p>
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	<p>needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p> <p>g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p>have access to mentoring which is provided by Form Tutors, Pupil Progress Leaders the SENDCO, the Subject Leader for EAL and the Senior Leadership Team; all pupils are included in all parts of the school curriculum and all school trips are inclusive; where applicable pupils are prepared for trips before they go; this could include further visits by staff, additional meetings with parents/carers and use of social stories to model appropriate behaviour; risk assessments are carried out for all pupils, including those with SEND, to ensure their needs are met and health and safety is paramount.</p> <p>g. Pupils have access to a range of interventions to support their emotional and social development, including social skills group, gardening club, mentoring, PSHE and relationships lessons within biology and RE.</p>
4	SEND Coordinator	Karen Jenkins <a href="mailto:jenkinsk@st-marks.hounslow.sch.uk">jenkinsk@st-marks.hounslow.sch.uk</a>
5	Staff Expertise and Training; Specialist Support	<p>The Headteacher is responsible for the day to day management for all aspects of the school; this includes the support for pupils with SEND; the SENDCO is responsible for making sure that the necessary support is made for any pupil who attends the school who has SEND. The SENDCO, Ms K Jenkins, can be contacted by email at <a href="mailto:jenkinsk@st-marks.hounslow.sch.uk">jenkinsk@st-marks.hounslow.sch.uk</a>; subject teachers will support individuals at a level appropriate to their needs through effective differentiation in the classroom and beyond; governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND (Special Educational Needs and Disability); safeguarding and child protection procedures are in place - the named person is Ms Louise O'Connell; we have an experienced, qualified SENDCO in post; we invest time and money in training all of our staff to improve provision and enhance skills and knowledge, as well as to update them on matters regarding SEND; teaching and support staff receive training which is aimed at maximising participation of pupils with SEND; the SENDCO provides a programme of training for Newly Qualified Teachers in aspects of SEND; teachers who are undergoing training in our school (ITTs) also participate in a training</p>

		<p>programme for teaching pupils with SEND; learning support staff undertake whole school INSeT and additional training specifically related to their roles; we have strong links with specialists in SEND who work with our staff in ensuring the curriculum can be accessed by all pupils e.g. Educational and Behavioural Experts, Specialist Teachers, and Speech and Language therapists; we have a team of Learning Support Assistants (LSAs) who are funded from the SEND budget. LSAs support pupils in and out of lessons; all teachers are provided with information on the needs of individual pupils so that they can plan the learning within the curriculum to ensure that they are providing for the pupils' needs. Teachers are provided with training to support them in supporting pupils with SEND; we have an experienced, qualified SENDCO in post; we invest time and money in training all of our staff to improve provision and enhance skills and knowledge, as well as to update them on matters regarding SEND; teaching and support staff receive training which is aimed at maximising participation of pupils with SEND.</p>
6	Equipment and Facilities to support pupils with SEND	<p>All staff and Governors are responsible for the learning environment, which we endeavour to keep tidy, clean and safe; there is wheelchair access to the majority of the school site, however there is no disabled access to the upper floors of one of the teaching blocks which includes the Food Technology rooms; there are 2 disabled toilets large enough to accommodate changing; our school has been audited by Visual Impairment advisors and the environment is adapted for pupils with Visual Impairments; pupils with visual impairment are supported in their learning through the provision of specialist equipment; assistance is provided for parents who have English as an Additional Language through the use of interpreters and translation of letters and forms if required; pupils have access to ICT resources to support learning.</p>
7	Parental Engagement	<p>We hold a new Year 7 Intake parents/carers and pupils' evening each year in the summer term before the pupils commence. All Year 7 pupils have an induction interview with their parents and a member of school staff; the SENDCO meets with SENDCOs from primary schools to gain information on pupils with SEND; parents are welcome to attend these meetings as appropriate. The SENDCO attends Year 6 Annual Review meetings of pupils with Education, Health, Care Plans where possible; if a parent/carer has any concerns regarding the progress or attainment of their child they should in the first instance contact the Form Tutor either through the pupil's diary, directly to the Form Tutor or by email; if a parent/carer is not happy with the way the concerns are being managed and that their child is still not making progress, they should speak to the Pupil Progress</p>

		<p>Leader; if a parent/carer thinks their child may have SEND that has not been previously identified then they should contact the school and ask to make an appointment with the SENDCO; pupil progress is tracked by our Individual Pupil Monitoring (IPM) system; a pupil's progress in each individual subject is reported a number of times over the academic year; the report is communicated to both the pupil and their parents/carers and a copy is placed in the pupil's school diary; if a pupil is assessed as not achieving their targets, specific advice is given from the subject teacher on how they can improve; concerns regarding lack of progress are additionally discussed with parents/carers and the pupil concerned at Parents' Evening or parents/carers may be asked to come to a meeting to discuss their child's progress and help plan possible ways forward as required; in addition to the individual pupil monitoring of progress described above, parents/carers are invited to a Parents' Evening on an annual basis to discuss the support that the school is providing and how they can help their child at home; the SENDCO attends all Parents' Evenings and is available for consultations; at Parents' Evening teachers and parents have the opportunity to discuss the progress of every pupil and ideas are shared about how we can work together to do even better; if a teacher or parent/carer has serious concerns about the lack of progress made by a pupil or level of support a pupil is receiving, they are able to discuss these concerns with their child's Form Tutor, Pupil Progress Leader (PPL) and the SENDCO; if it is identified that a pupil needs more specialist input, parents/carers will be asked to give permission for the school to refer the pupil to a specialist professional; we involve parents/carers in discussions about their child's learning through Parents' Evening and the pupil's annual report; we communicate with parents using a variety of means: through diary messages, sending home information, production of Veritas - a termly newsletter, use of parent mail, updates on our website; our Governing body includes parent representatives; we welcome parent feedback and provide opportunities for this to be expressed; the school has a Parental Complaint Process Policy for use by parents if they feel concerns have not been resolved; parents/carers are able to present their views formally as part of the Annual Review of the pupil's Education Health and Care Plan.</p>
8	Pupil Involvement	<p>We hold a new Year 7 Intake parents/carers and pupils' evening each year in the summer term before the pupils commence. All Year 7 pupils have an induction interview with their parents and a member of school staff; the SENDCO meets with SENDCOs from primary schools to gain information on pupils with SEND; parents are welcome to</p>

		<p>attend these meetings as appropriate; the SENDCO attends Year 6 Annual Review meetings of pupils with Education Health and Care Plans where possible; all pupils attend an induction day which provides them with the opportunity to become familiar with the site and working of the school day as well as experience taster lessons; pupils with SEND who are perceived to need additional induction are invited for an extra transition session to help with familiarisation to the school environment; pupil voice is encouraged in a variety of ways such as electing pupil council representatives, pupils are involved in responding to new policies e.g. Assessment, Feedback and Marking Policy and Whole School Teaching and Learning Policy; pupil progress is tracked by our Individual Pupil Monitoring (IPM) system; a pupil's progress in each individual subject is reported a number of times over the academic year; the report is communicated to both the pupil and their parents/carers and a copy is placed in the pupil's school diary; all pupils are encouraged and expected to attend Parents' Evenings with their parents/carers and so participate in the dialogue with teachers regarding their progress and targets for further improvements in their learning and attainment; Pupil Voice is encouraged in a variety of ways such as electing pupil council representatives and year council representatives; pupils with an EHCP are able to present their views formally as part of the Annual Review of the pupil's EHCP; Peer Leaders are asked to review and feedback on new policies and issues which are particularly pertinent to the pupil body such as the sanctions/rewards systems; all pupils are included in all parts of the school curriculum and all school trips are inclusive; where applicable pupils are prepared for trips before they go - this could include further visits by staff, additional meetings with pupils and their parents/carers and use of social stories to model appropriate behaviour; risk assessments are carried out for all pupils, including those with SEND, to ensure their needs are met and health and safety is paramount; our curriculum supports pupils with post-16 and post-18 transition; in Year 10 we begin the process of creating plans for post-16 education with all our pupils; pupils who may need additional support with identifying and securing post-16 and post-18 pathways are offered meetings with key staff for completion of application forms and arranging visits to colleges if required.</p>
9	<p>Parental Complaint Process (concerning the provision made at the school for pupils with special</p>	<p>If a parent/carers is not happy with the way the concerns are being managed and that their child is still not making progress, they should speak to the Pupil Progress Leader; Contact Ms L O'Connell oconnelll@st-marks.hounslow.sch.uk; The school has a Parental Complaint</p>

	educational needs.)	Process for use by parents if they feel concerns have not been resolved; see LA Local Offer.
<b>10</b>	Working with External Agencies	The school has established relationships with external agencies and professionals we feel are relevant to individual pupils' needs within our school including Educational and Clinical Psychologists, GPs, the Educational Welfare Officer, Behavioural Experts, Specialist Teachers, Speech and Language therapists and Visual Impairment, Hearing Impairment and Physical Disability Specialists; we have strong links with specialists in SEND who work with our staff in ensuring the curriculum can be accessed by all pupils e.g. Educational and Behavioural Experts, Specialist Teachers, and Speech and Language therapists; the school employs an Exam Access Arrangements specialist who assesses pupils to ensure they have the appropriate support during their exams, both school and public exams; the school employs an accredited Careers Advisor who offers the pupils impartial advice and guidance; Hounslow Careers has appointed an Intensive Personal Advisor to support pupils in Year 11 who are at risk of not finding an appropriate placement post-16; the LA provides a Personal Advisor to work with pupils who have EHCPs to ensure the appropriateness of the pupils' post-16 and post-18 choices and that their support needs are communicated to the course providers; the school's SEND Governors receive reports from the SENDCO on the school's involvement with other Local Authority support, health and social services.
<b>11</b>	Contact Details for External Support	See LA Website Link to LA Local Offer; contact Mrs Jenkins, the school's SENDCO, <a href="mailto:jenkinsk@st-marks.hounslow.sch.uk">jenkinsk@st-marks.hounslow.sch.uk</a>
<b>12</b>	Transition Arrangements	We hold a new Year 7 Intake parents/carers and pupils' evening each year in the summer term before the pupils commence; all Year 7 pupils have an induction interview with their parents and a member of school staff; the SENDCO meets with SENDCOs from primary schools to gain information on pupils with SEND; parents are welcome to attend these meetings as appropriate. The SENDCO attends Year 6 Annual Review meetings of pupils with an EHCP where possible; all pupils attend an induction day which provides them with the opportunity to become familiar with the site and working of the school day as well as experiencing taster lessons; pupils with SEND who are perceived to need additional induction are invited for an extra transition session to help with familiarisation to the school environment; our curriculum supports pupils with post-16 and post-18 transition; in Year 10 we begin the process of creating plans for post-16 education with all our pupils; pupils who may need additional support with identifying and securing post-16 and post-18 pathways are offered meetings

		with key staff for completion of application forms and arranging visits to colleges if required.
<b>13</b>	Link to the Authority's Local Offer	<a href="https://fsd.hounslow.gov.uk/synergyweb/local_offer/">https://fsd.hounslow.gov.uk/synergyweb/local_offer/</a>