



The School Offer for pupils with SEND at St Mark's Catholic School – September 2021

Mission Statement

St. Mark's is a Catholic School which has at its heart a love of God, the education of its students, and a mission to serve our neighbours and community. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.

Purpose: The school offer demonstrates how we support all pupils with Special Educational Needs and Disability.

Special Educational Needs and Disability can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

This page will tell you:

- Who to talk to if you are worried about your child's learning.
- How the school knows if your child may need support.
- What to expect if your child is getting support.
- What to do if you still have concerns.

1. How will the school prepare and support my child to start at the school?

- Induction is important and time is invested welcoming new pupils and their families to the school. 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.
- We have excellent relationships with primary schools that send pupils to St Mark's; the Year 7 Pupil Progress Leader visits schools in the summer term to assist with transition.
- 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 Statements of Special Educational Need 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.
- St Mark's has high expectations of every pupil that they will achieve their God given potential.

2. What support will there be for my child's overall well-being?

- All pupils are supported with their social and emotional development through PSHCE and other aspects of the curriculum. They are allocated to a Form on entry to the school and have a Form Tutor. Each Year group has a Pupil Progress Leader who is responsible for all the pupils in the year. The school also employs a Counsellor and a Chaplain

3. What support will there be for my child's pastoral, medical, social, emotional well-being in and out of school?

- The Form Tutor is a parent's/carer's first point of contact.
- All staff are regularly trained to provide a high level of pastoral support.
- We have a Behaviour policy in place which outlines clear guidance on expectations, rewards and sanctions. Parents are also given a parent/pupil handbook which contains the policy.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents/carers need to inform the school's Student Welfare Officer if it is recommended by a Health Professional that medication should be taken during the school day. On a day to day basis, the Student Welfare Officer oversees the administration of any medicines.
- The Student Welfare Officer obtains a care plan from parents for specific conditions/needs.
- Relevant staff are trained to support medical needs and additional staff are trained in the use of Epi-pens for example.
- Pupil voice is encouraged in a variety of ways such as electing school council representatives, pupils are involved in responding to new policies e.g. Assessment Policy and Teaching and Learning Policy.

4. How accessible is the school environment?

- We value and respect diversity in our school; these are integral parts of our school's ethos.
- 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.
- See Equalities Policy.

5. What should I do as a parent/carer if I think my child may have special educational needs and /or a disability?

- 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 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.

6. How will the school know my child needs extra help?

- The progress of all pupils is monitored regularly by subject teachers, Pupil Progress Leaders and the senior leadership team using their professional judgement so that when a pupil is not making expected progress in a particular area of learning the school can identify need for any additional support.
- Pupil progress is tracked by our Individual Pupil Monitoring system (IPM). 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.
- See SEND Policy.

7. How will school staff support my child?

- 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 jenkinsk@st-marks.hounslow.sch.uk.
- 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) and they receive anonymised reports from the SENDCO on the progress of pupils with SEND.
- Safeguarding and child protection procedures are in place. The Designated Safeguarding lead is Ms L O'Connell.

8. How are the school's resources allocated and matched to children's special educational needs and/or disability?

- The school budget, received from the Government, includes money for supporting children with SEND. The Headteacher decides how to allocate the budget for Special Educational Needs in consultation with the school governors on the basis of needs in the school.
- The Headteacher and the SENDCO discuss all the information they have about pupils with SEND in the school, including existing support, pupils requiring additional support and pupils who have been identified as not making as much progress as expected based on prior attainment.

- The School Improvement Plan has a focus on pupil progress, including the progress of pupils with SEND.
- The school will use their “best endeavours” to support and meet the needs of pupils with SEND.
- We have a team of Learning Support Assistants (LSAs) who are funded from the SEND budget. LSAs support pupils in and out of lessons. SEND Policy
- We measure regularly the impact of our interventions against cost to ensure value for money.

9. How will the curriculum be matched to my child’s needs?

- 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.

10. What is the school’s approach to differentiation?

- Teachers ensure that the school SEND Policy and Teaching and Learning Policy are followed in their classrooms.
- 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. See Teaching and Learning Policy.
- 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 Psychologists, Specialist Teachers, Speech and Language therapists and CAMHS.

11. How will both the school and I know how my child is doing?

- 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 the pupil 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.
- Assessment for Learning is used to support planning for different levels of attainment. See Assessment Feedback and Marking Policy
- As a school we measure pupils’ progress in learning against national and age related expectations.

12. How is a decision made about the type of and how much support a child will receive?

- All our teachers are teachers of pupils with SEND. Lesson plans are inclusive and work is differentiated to support pupils to access the learning and ensure appropriate stretch and challenge.
- Each pupil’s need is examined on an individual basis; initial support is offered through specific strategies carried out by the subject teacher.
- If, following discussion with the Subject leader, a pupil is identified as having an additional learning need, an Identification of Concerns sheet is completed and sent to the SENDCO. The SENDCO reviews the concerns and identifies appropriate action as necessary using her professional judgement.
- One pupil may need additional support throughout their time at St Mark’s; other pupils may only need specific interventions for a short time. A pupil’s progress is monitored and an assessment is made at the end of the time an intervention group runs in order to measure the impact of the intervention and progress made by the pupil.
- 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.
- A plan of support will be put in place by the PPL, SENDCO/SEND representative, parents/carers and where applicable specialist services. The plan of support will be closely monitored and the impact reviewed as agreed.
- See Special Educational Needs & Disability Policy 2021--22.
- 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.

- The specialist professional will work with the pupil to identify specific needs and make recommendations which are shared with teaching staff. When agencies from outside school have been involved, they will provide suggestions and advice that can be reinforced at home.
- 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. See Making a request for a Statutory assessment – Special Educational Needs & Disability Policy 2020-21 Page 7.
- For pupils who have an Education, Health and Care Plan (EHCP), the type of support needed will be detailed on their EHCP.

13. What specialist services and expertise are available or accessed by the school?

- All teachers hold qualified teacher status and many of our staff hold additional qualifications in their subject area.
- 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.
- 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, Specialist Teachers, Speech and Language therapists and Visual Impairment, Hearing Impairment and Physical Disability Specialists.

15. What training will the staff supporting my child/children with SEND have had or receive?

- 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 our school aspects of SEND. Teachers who are undergoing training in our school (ITTs) also participate in a training programme for teaching pupils with SEND.
- Learning support staff undertake whole school INSeT and additional training specifically related to their roles.

16. What support is there for behaviour needs and attendance issues?

- As a school we have a very positive approach to behaviour with a clear reward system that is followed by all staff and pupils.
- Attendance of every child is monitored on a daily basis by our Student Services Team. Lateness and absence are recorded and reported to the Pastoral Deputy Headteacher following the Absence and Lateness Policy. There is regular contact with parents as necessary.
- Attendance issues are addressed under the local authority protocol for schools. In all instances a 'Home School Agreement' is drawn up and appropriate targets are set in order to provide support for the pupil and their family.

17. Who can parents contact at school for further information or to raise concerns?

- 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.

18. How does the school listen to pupils' views?

- Pupil Voice is encouraged in a variety of ways such as electing school council representatives and year council representatives.
- Pupils with Statements of SEND or an EHCP and their parents/carers are able to present their views formally as part of the Annual Review of the pupil's SEND Statement or 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.
- Each department in the school is audited on a regular basis, part of this process is to seek pupil's views via questionnaires, e.g. about how they feel they are supported at school, and action is taken on any comments where appropriate.

19. How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?

- The Governors receive reports from the SENDCO on provision for and progress of pupils with SEND through the Standards and Curriculum Committee, a sub group of the full Governing Body.
- Five of the Governors are responsible for SEND.

20. How will my child be included in activities outside the classroom, including school trips?

- 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.

21. How will the school prepare and support my child to transfer to a new school or the next stage of education or life?

- 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.

22. How are parents involved in the school, and how can they become involved?

- If your child already attends our school, in the first instance parents/carers are encouraged to talk to their child's form tutor and/or PPL. Further information and support can be obtained from the SENDCO. Email addresses are available on the school website; alternatively, parents can call the school office and make an appointment with a member of staff.
- The SEND Policy is available on the school website.
- Parents/Carers can consider becoming a Parent Governor - when vacancies arise for Parent Governors details are sent to all parents via Parent Mail. Please consider standing for the role.
- Use information systems available to parents such as google classroom and School Gateway. These systems enable parents to access information on homework set daily for their children, attendance, timetable, reports and progress reports.

Glossary of Terms used:

SEND – Special Educational Needs and Disabilities

Differentiation – modifying resources to support access to the learning and in order to provide appropriate stretch and challenge

IEP – Individual Education Plan

SENDCO – Special Educational Needs and Disabilities Co-ordinator

Pupil Progress Leader (PPL) – the member of staff who co-ordinates the pastoral care and oversees the academic progress of pupils within a specific year group

Attainment – the level the pupil achieves

CAMHS – Child & Adolescent Mental Health Services

Progress – the advancement in attainment over time

Identification of Concerns – the process a teacher undertakes to inform the SENDCO of learning needs a pupil presents

Education, Health and Care Plan (EHCP) – This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment and will run from birth to age 25 years for children with special educational needs. The EHCP continues whilst a pupil is in further education or until 18 for those pupils who go on to higher education

School Policies - All policies are currently in draft form; please contact the School.