

**St Mark's Catholic School SEND Information Report – 2024-25**  
**Children and Families Act 2014: Regulation Section 65(3)**

No	Brief Descriptor	Information The School Must Publish On Its Website
<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 pupils have EHC Plans	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.) Social Inclusion Inclusion Policy

4	SEND Coordinator	Louise Finkle <a href="mailto:finklel@st-marks.hounslow.sch.uk">finklel@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 L Finkle, can be contacted by email at <a href="mailto:finklel@st-marks.hounslow.sch.uk">finklel@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 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	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.
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/carers 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/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; if a parent/carers 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/carers has</p>

		<p>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 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</p>

		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.
<b>9</b>	Parental Complaint Process (concerning the provision made at the school for pupils with special educational needs.)	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; Contact Ms L O'Connell <a href="mailto:loconnell@st-marks.hounslow.sch.uk">loconnell@st-marks.hounslow.sch.uk</a> ; The school has a Parental Complaint 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.
<b>11</b>	Contact Details for External Support	See LA Website Link to LA Local Offer; contact Ms Finkle, the school's SENDCO, <a href="mailto:finklel@st-marks.hounslow.sch.uk">finklel@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>