

ST MARK'S CATHOLIC SCHOOL



SEND Information Report

Academic year 2026 to 2027

Information for parents, carers and young people

This report explains how St Mark's identifies and supports pupils with special educational needs and disabilities. It describes the provision families can expect, how pupils and parents are involved, and who to contact for help.

Key contact details	Information
SEND Coordinator	Miss Evelyn O'Gallachoir
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School telephone	020 8577 3600
School address	106 Bath Road, Hounslow, TW3 3EJ
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Next annual review	September 2027

A paper copy is available free of charge. Please contact the school office if you need this report in another format.

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Key terms used in this report

- **SEND means** special educational needs and disabilities.
- **SEN Support means** support arranged by the school through the graduated approach of assess plan do and review.
- **EHC plan means** an Education Health and Care plan issued and maintained by a local authority for a child or young person who needs provision beyond that normally available through SEN Support.
- **Reasonable adjustments means** changes made to reduce or remove a substantial disadvantage experienced by a disabled pupil.

About this report

St Mark's is committed to an inclusive education in which pupils with SEND take part in the same ambitious curriculum and wider school life as their peers. Teachers remain responsible for the progress and development of every pupil they teach, including pupils who receive additional support from learning support staff or specialist services.

This report describes how the school implements its SEND and Disability Policy. It is published in accordance with section 69 of the Children and Families Act 2014, Schedule 1 of the Special Educational Needs and Disability Regulations 2014, paragraphs 6.79 to 6.82 of the SEND Code of Practice, and the Equality Act 2010.

This SEND Information Report forms St Mark's school-level contribution to the Hounslow SEND Local Offer. The local authority's wider Local Offer is available at www.hounslow.gov.uk/send-local-offer

The report is reviewed at least annually. Information that changes during the year will be updated as soon as reasonably possible. The governing body oversees the school's arrangements for pupils with SEND.

Contacting the school about SEND

For a concern about learning or progress in a particular subject, parents and carers should normally contact the subject teacher or Form Tutor first. The Pupil Progress Leader can help where a concern affects several subjects or wider school life.

For advice about possible SEND, existing SEN Support, an EHC plan or specialist provision, contact the SEND Coordinator.

- **SEND Coordinator** Miss Evelyn O'Gallachoir
- **Email** send@st-marks.hounslow.sch.uk
- **Telephone** 020 8577 3600

Parents and pupils do not need to wait for a parents' evening to raise a concern. Early information from home and school helps us understand a pupil's needs and decide the most appropriate next steps.

The needs we support

St Mark's is a mainstream secondary school and sixth form. We support pupils across the four broad areas of need described in the SEND Code of Practice. A pupil's needs may fall within more than one area and may change over time.

- **Communication and interaction** including autism and speech language and communication needs.
- **Cognition and learning** including moderate learning difficulties and specific learning difficulties such as dyslexia dyscalculia and dysgraphia.
- **Social emotional and mental health** including attention difficulties such as ADHD and needs that affect emotional regulation engagement or wellbeing.
- **Sensory and physical needs** including hearing impairment visual impairment physical disability and coordination difficulties such as dyspraxia.

This list gives examples rather than setting limits. Provision is based on the individual pupil's assessed needs and the barriers they experience in school, not simply on a diagnosis or label. A disability does not always involve SEN, and a pupil may have SEN without meeting the legal definition of disability.

How we identify and assess SEND

We aim to identify needs early and accurately. A pupil making slower progress than expected is not automatically identified as having SEN. The school first considers the quality of teaching, attendance, prior learning, language development, wellbeing and other factors that may affect progress.

Information considered

- Information from primary or previous schools, including existing plans and reports.
- The views and experience of the pupil and their parents or carers.
- Teacher observations, subject assessments, work and progress over time.
- Reading assessment information across Key Stage 3 where relevant.
- Attendance, engagement, behaviour and wellbeing information where this helps explain a barrier to learning.
- Advice from health, social care, educational psychology or other specialist services, with appropriate consent.
- The provision and outcomes recorded in an existing EHC plan.

Raising and investigating a concern

A parent, pupil, teacher, Form Tutor or Pupil Progress Leader may raise a concern about potential SEN. Staff record and share concerns with the SENDCO through the school's identification process. The SENDCO may gather further evidence, observe the pupil, meet the pupil and family, or seek specialist advice. Parents are informed and involved before a pupil is added to the school's SEND register.

Where a pupil may need access arrangements for public examinations, the school gathers evidence of need and normal classroom practice and arranges assessment in line with JCQ guidelines. An access arrangement is not awarded solely because a pupil has a diagnosis.

How SEN Support works

When a pupil is identified as having SEN, the school uses the graduated approach. Support is reviewed and refined as our understanding of the pupil develops.

- **Assess** We identify strengths, needs and barriers using school evidence, pupil and parent views, and specialist advice where available.
- **Plan** We agree the outcomes sought, the provision and adjustments to be made, who will be responsible, and when the plan will be reviewed.
- **Do** Subject teachers put the agreed classroom provision into practice. Additional intervention or adult support may be provided where it is needed.
- **Review** We consider the pupil's progress towards agreed outcomes and the views of the pupil and family. Provision is continued, changed or ended in response to the evidence.

If purposeful SEN Support has not secured the expected progress, the school may seek further specialist advice or discuss whether an EHC needs assessment should be requested. An EHC plan is not required for a pupil to receive SEN Support or reasonable adjustments.

How resources are allocated

The Headteacher, SENDCO and senior leaders consider the needs across the school when allocating staffing, intervention, training, specialist advice and equipment. Some pupils may receive additional high-needs funding through the local authority. Funding decisions do not replace the school's duty to use its best endeavours to secure the special educational provision a pupil needs.

Working with parents and carers

We acknowledge that parents and carers often have the strongest understanding of their children and are central to decisions about SEND provision. We aim to communicate clearly, listen to concerns and agree practical next steps.

- Parents can share concerns or information with the Form Tutor, subject teacher, Pupil Progress Leader or SENDCO.
- Transition information is gathered from families and previous settings before a pupil starts at St Mark's.
- Parents are involved when the school is considering SEN Support or a referral to a specialist service.
- Progress, provision and agreed outcomes are discussed through review meetings, parents' evenings, reports and other meetings arranged when needed.
- Parents of pupils with EHC plans are invited to the statutory annual review and contribute their views and aspirations.
- Parents are encouraged to explain what is working at home and what has changed so that school provision can be reviewed in context.

Interpreting or translated information can be arranged when required. Parents who need information in another accessible format should contact the school office.

Listening to pupils

Pupils are involved in decisions about their education in a way that reflects their age, communication needs and understanding. Their views help the school identify barriers, agree outcomes and judge whether support is working.

- Pupils contribute to individual planning and review discussions.
- Pupils with EHC plans are supported to give their views for their annual review.
- Pupils are encouraged to attend and contribute to parents' evenings.
- Staff can use adapted questions, visual prompts, supported communication or a trusted adult where this helps a pupil express a view.

- Wider pupil voice includes the School Council, year representatives, student leadership and consultation on relevant school policies.

Pupils can speak with their Form Tutor, Pupil Progress Leader, a member of the SEND team or another trusted adult if they are worried about their learning, wellbeing or support.

Teaching curriculum and reasonable adjustments

All pupils are entitled to a broad, balanced and ambitious curriculum. High-quality teaching is the starting point for pupils with SEND, and subject teachers are responsible for adapting teaching in response to assessed need.

Classroom provision

Teachers receive relevant information about individual needs and recommended strategies. Adjustments are chosen for the pupil and subject and may include changes to explanations, modelling, scaffolding, task structure, pace, seating, resources, communication, recording methods or use of technology. Support should help pupils participate and develop independence rather than create unnecessary dependence on an adult.

Additional provision

Where classroom adjustments alone are not sufficient, pupils may receive targeted support in or outside lessons. Current examples include supported reading, social and communication support, homework support and access to the SEND base. Room 11 is available at specified times for supervised work and social support. Provision changes in response to the needs of the current cohort and evidence of impact.

Assessment and examinations

Teachers make reasonable adjustments to classroom assessment where required. Public examination access arrangements are considered through the school's process and the regulations in force for that examination series. Any arrangement must reflect evidence of need and the pupil's normal way of working.

Staff expertise and specialist support

The SENDCO coordinates day-to-day SEND provision and supports leaders, teachers and learning support staff. The school provides continuing professional development so that staff can understand needs, use pupil information and adapt teaching effectively.

- Whole-school SEND and adaptive teaching training.
- Induction and guidance for early career teachers, trainee teachers and staff new to the school.
- Role-specific training for learning support staff.
- Briefing and coaching linked to the needs of individual pupils.
- Training or advice from specialist teachers, therapists, health professionals and educational psychologists where required.

The school seeks specialist expertise when its own assessment and provision are not sufficient to understand or meet a pupil's needs. Any referral is discussed with parents or carers, unless a safeguarding duty requires a different course of action.

Reviewing progress and evaluating provision

We evaluate SEND provision by considering whether it improves the pupil's access, participation, independence, wellbeing and progress towards agreed outcomes. Attainment is important, but it is not the only measure of success.

- Subject progress and assessment information.
- Progress towards individual outcomes and EHC plan outcomes where applicable.
- Classroom participation, work, independence and use of agreed strategies.
- Attendance, punctuality, behaviour and emotional wellbeing where relevant to the identified need.
- Pupil and parent views about what is helping and what remains difficult.
- The impact and attendance of targeted interventions.
- Evidence from lesson visits, work review and staff discussion.

The SENDCO and senior leaders use this evidence to review individual provision and wider patterns across the school. Governors receive information that enables them to monitor the implementation and effectiveness of SEND provision while protecting pupils' confidentiality.

Wellbeing participation and wider school life

Pupils with SEND are supported to take part in lessons, collective worship, educational visits, clubs, sport, student leadership and other opportunities alongside pupils who do not have SEND.

- Staff plan reasonable adjustments and individual support for trips and activities.
- Risk assessments consider individual medical, communication, sensory, physical and regulation needs.
- Preparation may include a visit, photographs, a visual plan, a social story, adapted information or discussion with the pupil and family.
- The school monitors participation and seeks pupil and parent views where barriers remain.

Pastoral emotional and social support

The Form Tutor and Pupil Progress Leader provide day-to-day pastoral support. Pupils may also be supported by the SEND team, Student Welfare, safeguarding staff, the school counsellor, the chaplain or external services, according to need.

The school's behaviour and anti-bullying arrangements apply to pupils with SEND. Staff consider whether SEND or disability has contributed to a concern and whether reasonable adjustments or preventative support are required, while maintaining clear expectations for safety and conduct. Pupils can report a concern to any trusted adult.

Transitions and preparation for adulthood

Starting at St Mark's

- The school gathers information from primary or previous schools and from parents and pupils.
- The SENDCO liaises with the previous setting and, where possible, attends relevant Year 6 reviews for pupils with EHC plans.
- All new Year 7 pupils take part in induction activities. Additional visits or transition sessions can be arranged for pupils who need them.
- Relevant information and strategies are shared with staff before or soon after the pupil starts.

Moving between classes phases or settings

Staff plan transitions between year groups, key stages and settings according to individual need. Information is shared securely with the receiving staff or setting. Where a pupil moves school, the SENDCO liaises with the new setting and transfers relevant records in line with data-protection requirements.

Preparing for adulthood

From Year 9 onwards, planning increasingly considers the young person's aspirations and the outcomes that support adult life. This may include further or higher education, employment, independent living, community participation, health and self-advocacy.

- Careers information advice and guidance.
- Support with applications, visits and transition to college or sixth form where required.
- Preparation for EHC plan reviews and transfer between phases.
- Opportunities to develop independence, communication, organisation and decision-making.

Children in care with SEND

For a pupil who is looked after by the local authority and has SEND, the SENDCO works with the Designated Teacher for looked-after children, the pupil, carers, social worker, virtual school and other professionals. The pupil's SEN Support or EHC plan and Personal Education Plan are coordinated so that agreed provision, outcomes and responsibilities are clear. The same coordinated approach is used for previously looked-after pupils where appropriate.

Working with external services

The school works with education, health, social care and voluntary organisations when specialist assessment, advice or provision is needed. Services involved depend on the pupil and local thresholds. They may include:

- Educational Psychology.

- Speech and Language Therapy.
- Child and Adolescent Mental Health Services and other mental-health support.
- Hearing, visual impairment and physical disability specialist services.
- Occupational therapy, physiotherapy and specialist nursing services.
- Local authority SEND services, social care and the Virtual School.
- Careers and post-16 transition services.

Parents are normally asked for consent before information is shared or a referral is made.

Relevant advice is incorporated into the assess plan do review cycle and shared with staff who need it.

Disabled pupils admissions and accessibility

Admissions

Disabled pupils are considered under the same published admission arrangements as other applicants. A child with an EHC plan follows the statutory consultation and naming process led by the local authority. The school works with families and professionals before admission to understand needs, plan reasonable adjustments and support a successful transition.

Preventing less favourable treatment

The school must not treat a disabled pupil less favourably because of disability and must make reasonable adjustments where a pupil would otherwise experience a substantial disadvantage. This includes considering access to teaching, information, assessment, routines, trips, clubs and the physical environment.

Facilities and physical access

The majority of the school site has wheelchair access. The site includes disabled toilets and changing facilities, a disabled parking bay, handrails, contrasting step edges and adaptations for pupils with visual impairment. Accessible information such as large-print material can be provided where required.

There is currently no step-free access to the upper floors of one teaching block, including the Food Technology rooms. This limitation is considered when planning an individual pupil's timetable, curriculum access and reasonable adjustments. Families are encouraged to discuss access needs with the SENDCO before admission or as soon as a need changes.

Accessibility plan

The school's Accessibility Plan sets out how the school will increase access to the curriculum, improve the physical environment and improve access to information over time. It is reviewed separately and is available through the school policy page.

Concerns and complaints

Most concerns are best resolved through early discussion with the member of staff closest to the issue. Raising a concern will not affect the support provided to a pupil.

- For a subject-specific concern, contact the subject teacher or Form Tutor.
- For a concern across several subjects or about wider school life, contact the Pupil Progress Leader.
- For a concern about SEND identification, SEN Support, an EHC plan or specialist provision, contact the SENDCO.
- If the concern remains unresolved, use the school's formal Complaints Policy, available on the policy documents page.

Parents and young people can obtain independent information and support from Hounslow SENDIASS. The Hounslow Local Offer also explains local SEND services and routes for advice.

Useful links and documents

[St Mark's SEND page](#) School SEND contact details and related documents.

[St Mark's policy documents](#) SEND and Disability Policy, Accessibility Plan, Complaints Policy, Behaviour Policy and related school policies.

[Hounslow SEND Local Offer](#) Local education, health, care, preparation for adulthood and family support.

[Hounslow SENDIASS](#) Free, impartial information, advice and support for children and young people with SEND and their families.

[SEND Code of Practice](#) Statutory guidance for organisations supporting children and young people with SEND.

Statutory basis

[Children and Families Act 2014 section 69](#)

[Special Educational Needs and Disability Regulations 2014 Schedule 1](#)

[Equality Act 2010](#)