



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Our Lady's Catholic College

School Number: 01112

School/Academy Name and Address	Our Lady's Catholic College, Morecambe Road, Lancaster Lancashire LA1 2RX		Telephone Number	01524 66689
			Website Address	www.olcc.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	/			
What age range of pupils does the school cater for?	Mixed comprehensive 11-18 school			
Name and contact details of your school's SENCO	Wendy Hulme 01524 66689 Extension 245 w.hulme@olcc.lancs.sch.uk			

Name of Person/Job Title	Wendy Hulme SENCO/Head of Learning Support		
Contact telephone number	01524 66689	Email	w.hulme@olcc.lancs.sch.uk

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer			
Name	Wendy Hulme	Date	05.09.2016

Accessibility and Inclusion

- The school environment is mostly accessible to all pupils and is reviewed annually in a school Accessibility Plan. This plan indicates that there is lift access in most main buildings of the school with ramps providing wheelchair access to the 2 and 3-storey buildings and 6th form block. Disabled parking is available in the smaller Car Park to the right of the bus bay area.
- During changeover there is potential for congestion in some areas, including stairwells but the school's one way system and on duty staff help to direct and assist the flow of pupil traffic effectively. Pupils with physical or sensory needs often leave lessons earlier with the support of a Teaching Assistant.
- There are pupil toilet facilities in each building with disabled toilets in the 6th form block, Library and 2 storey building. The reception and fire exits are clearly sign posted with EVAC provision on all floors of each building. Several members of the support staff team are EVAC trained to ensure that all pupils are evacuated safely and quickly.
- Any pupil requiring medical or physical support in and around school is supported by a Care Plan created jointly with the School Nurse, school, Parents and pupil. Pupils are further supported by a Personal Emergency Egress Plan (PEEP) that is reviewed and amended at the start of each year.
- Where recommended specialist equipment is purchased to enable pupil access to the curriculum effectively and independently. For example specialist catering equipment, adjustable stools and access to the mini gym for stretching or muscle strengthening exercises.
- In the majority of classrooms audio and visual information is presented via interactive whiteboards, assemblies are mostly presented in the hall using a projector, large screen and speakers and there are several rooms offering IT facilities. There are TV screens stationed in reception and the hall projecting daily information and school news to pupils as they move in and around the school.
- Learning Support offers pupils with fine motor skills the opportunity to access a laptop in targeted lessons to help develop alternative methods of recording and to prepare for the possibility of completing GCSE's using a laptop rather than a scribe.
- Pupils with English as an additional language (EAL) at Key Stage 3 are usually identified for Learning Support provision to help develop reading, spelling and comprehension skills. Some pupils may gain in class support from our Polish Teaching Assistant who is also available to translate at Parents' Evenings. At Key Stages 3, 4 and 5 selected pupils have access to an EAL tutor to gain intense support with curriculum vocabulary and work.
- Policies are available in a print format from school and from the school website. All policies can be downloaded and adapted as necessary.

Teaching and Learning

- In conjunction with the new Code of Practice school has a centralised document that identifies pupils requiring support additional to (Additional Educational Need AEN), different from (Special Educational Needs SEN support) or SEN Support that requires a more structured approach in the form of an SEN Support Plan. This central Provision Map records any pupil gaining support that is additional to or different from and will be reviewed termly in conjunction with individual provision maps and whole school monitoring.
- Pupils with SEN are primarily identified during the Year 6 to 7 transition phase. All pupils in Year 7 are assessed annually using standardised reading and spelling tests, Years 10 and 12 are also screened for comprehension ages. This data is used to identify pupils requiring learning support and is monitored by the SENCO, it is also used to inform teaching staff of current reading and spelling abilities and is partly used to apply for Access Arrangements.
- Pupils functioning at a word reading or spelling age of 9.0 and below are extracted from Modern Foreign Languages to access the Fresh Start Read, Write Inc. (RWI) programme three times per fortnight for an hour with the Assistant SENCO. Pupil progress is measured using RWI phonics tracker sheets and IDL cloud data.
- Any mid-year transfers are screened using the Wide Range Achievement Test (WRAT) 4 to measure Word Reading Accuracy, Sentence Comprehension, Arithmetic and Spelling. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Classroom based support and intervention can take place on a one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff where quality first teaching and strategies like co-operative learning techniques offer automatic differentiation. Classroom based support is available through a team of experienced Teaching Assistants. Intervention takes place before, during or after the school day and is recorded on individual or group provision maps.
- Pupils with Speech and Language or ASD related social or emotional difficulties can access weekly sessions provided by trained Teaching Assistants.
- Pupils requiring further support with social, emotional or communication skills can access a Nurture Group or for more intense support ARK. Both areas are managed by Miss Ordonez, Intervention Manager. Pupils can be referred for Nurture or Intervention via Heads of Year, subject staffs or TA's. The SENCO, Intervention Manager and Head of Pastoral meet fortnightly to monitor and review progress in conjunction with Pastoral Support Officers.
- Within the SEND team, staffs have a range of specialist skills including expertise in ASD, VI, HI, Spld, Speech and Language and Nurture. Teaching Assistants gain some form of SEND training at least twice a month via the SENCO or an external agency, this is additional to further training courses provided by the LEA. School will consult staff from a variety of external agencies to advise and support across the range of SEND.

- Each teaching and non-teaching member of staff is provided with relevant SEND information at the start of the school year and reminded where all key SEND documents is located. Specialist professionals and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions. Care Plans and Pen Portraits are created to provide specific information and strategies for staff consultation. New staffs attend a discreet SEND session as part of an introductory programme to the school.
- Updates are made available to staff, by the SENCO, via staff briefings, the weekly bulletin, email or face to face meetings. External training is available for staff during INSET days or through Teaching and Learning meetings held monthly. Parents are kept informed of any SEND changes, progress and outcomes via termly monitoring reports, Individual Education Plans, Provision Maps and letters.
- School works within the examination board guidelines to put into place Access arrangements that are appropriate and meet the needs of the individual student. The SENCO is approved to test pupils for Access Arrangements in centre.
- Selected vulnerable students are able to access the Young People's Service to develop attendance, behaviour and progress. There are a small number of students who access courses which are on offer from external providers, these lead to Key Stage 4 Vocational Qualifications. At times pupils may need respite from school and be referred to a local Pupil Referral unit.
- As part of the school PSHE programme local business providers are invited into school to participate in Interview Days, work-shops and Careers Talks. Every pupil with a statement meets with the Young People's Service as per the Local Education Authority service level agreement. Individual Advice and Guidance is offered by a qualified member of staff. OLCC also has an Independent Advice and Guidance Officer based on site part time.

Reviewing and Evaluating Outcomes

- All statements and Education Health Care Plans are reviewed on an annual basis and carried out in line with statutory guidance for reviews. If needed additional reviews can be held throughout the year to further support pupils with SEND.
- Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. School and summary advices are emailed to the LEA, the parent/carer and school. Students are always encouraged to participate in meetings.
- Progress of other students with SEN support needs is monitored termly in line with school assessment procedures as well as monitored either by an Individual Education Plan, Provision Map or an SEN Support Plan. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets at least three times per year.

- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time and follows the Assess, Plan, Do and Review SEND graduated approach. Pupils extracted for literacy input are monitored according to IDL word reading and spelling ages, Read, Write Inc. modules achieved and the overall measures of reading and spelling ages compared to pupil performance in English. Pupils extracted for Nurture input or ARK are monitored using the Readiness Re- integration scale, Provision Maps and short term achievement goals in the form of SMARTs.
- Progress data is shared with parents three times each year, in written format as well as face to face at Parents' Evenings.
- The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.

Keeping Children Safe

- Risk assessments are completed by designated members of staff from both schools involved with pupil transition. Needs and risks are identified and collated using the Local Education Authorities Risk Assessment template. A copy is distributed to relevant staff and recorded on the school system, sent to parents and a further copy is emailed to the LEA.
- Most pupils arrive by bus and enter school via reception which is well monitored by on duty staff. During lesson time the main entrance is kept locked and only accessible by a keypad code. Visitors to school are required to sign in at reception and wear a visitor's badge. All staff working in school wears photo identification.
- At the front of school is a safe place for students to be dropped off or picked up by responsible adult. Children are released to adults subject to safeguarding procedures having been carried out. However, parking in school is limited and so the only designated parking/waiting space is for emergency vehicles. Pupils allocated Taxis can access this service safely from the smaller car park area.
- 2F9, 2F10 and 2F11 in Learning Support provide safe-haven areas for children at break and lunchtimes with 2F9 supervised by a member of staff during lunch. Pupils requiring a safe-base during lessons access ARK as part of an alternative timetable.
- All school trips are processed through "evolve" system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN students. The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

Health (including Emotional Health and Wellbeing)

- Medication is routinely administered by trained First Aiders. A list of First Aiders is distributed to staff annually and a list of pupils with Diabetes is held in the staffroom and within all departmental areas.
- All medication is kept under lock and key in a central place in the school office. For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff has access to the key.
- Medications in the drawer are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. All medication is checked regularly for expiry dates, and parents contacted to replace if necessary. Instructions for administration are kept with the medication.
- A Care Plan is drawn up in conjunction with the parents, child, School Nurse and a designated member of staff at school. The Care Plan is then distributed to relevant staff and attached to the child's area on SIMs. They are reviewed at least annually or if circumstances change.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment; contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. A member of the Senior Leadership Team is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult. Parents are contacted about any First Aid carried out on a pupil.
- The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- There are regular visits from the school nurse, who has drop in sessions, Speech and Language services, CAMHS workers, Educational Psychology Service, Physiotherapy and Occupational Health. School currently has a part time counsellor in residence offering 1:1 person centred counselling sessions.

Communication with Parents

- The School website provides contact emails for all staff and general school telephone number for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website.
- School offers several transition visits for vulnerable pupils to help learn the school procedures, buildings, key staff faces and areas. Additional contact days are made available for Year 6 with Summer Schools held annually for pupils in Years 3 to 6.

- Open Days are held once a year with personal tours of the college offered by the Head Teacher during the school day by appointment through her Personal Assistant.
- Interim assessment is formally reported to parents every term throughout the school year indicating academic progress. SEND targets with evaluations are also reported to parents every term in the form of an IEP or Provision Map. Additional contact is expected and routinely made if there is an area for concern or celebration. Teaching Assistants form very positive relationships with parents and can make contact daily or weekly depending on SEN need.
- Feedback is actively pursued via school planners, questionnaires and our parent consultation group. School practice is adjusted and reformed in the light of this feedback.
- There is solid parent representation within the School Governing Body. This representation covers some of the broad demographic of our school community.

Working Together

- The school has an active student voice with representatives from each year group. School Council reps meet each term and information is fed to the rest of the school via the school newsletter. Pupils are invited to attend meetings of the Governing Body at appropriate times. The School Council also works with pupils in school who meet to discuss the Single Equality Policy.
- Students are involved in whole school annual enrichment days, reward days and can apply for participation in the school's Duke of Edinburgh scheme.
- Pupils are involved with staff appointments. Pupils take candidates on a tour of the school, answer any questions asked and then feedback informally to the appointments panel.
- The school has an active Prefect system running across the year groups, enabling older students to support and mentor younger more vulnerable students.
- Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis and are involved with Departmental Reviews throughout the year.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school and Parents' Evenings as well as web site feedback. There is a parent consultation group which meets during the school year.
- Students with Statements or EHC plans are able to make their views known in Annual Reviews verbally or via a Pupil Advice form. Parents are encouraged to participate in reviews verbally and to complete a Parental Advice form.
- For pupils without a Statement of SEN or EHC Plan school uses the SEN Support Plan provided by the LEA to gain parental and pupil perspectives with regard to need and provision. The All About Me document is part of this plan.

- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.
- There is a governor linked with SEN who reports back to full Governing Body and the SENCO by invitation attends the Every Child Matters Committee to notify Governors of SEN changes, provision and impact made.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all. Additional support is available for pupils and parents who struggle with home/school communication.

What Help and Support is available for the Family?

- Administrative support is supplied via either the main school office, Pastoral Team or Learning Support Team depending upon the needs of the family. Families are encouraged into school so that relevant paperwork can be completed together.
- The school website clearly signposts where support can be found and clear information regarding Pastoral Care staff for each year group can be found at the front of pupil planners.
- There is a designated member of staff who provides impartial careers advice and guidance to students. A wide range of external agencies and colleges are invited into school to assist in this delivery.
Pupils with a statement of SEN or EHC plan gain further advice from the Young People's Service as part of the LEA's Service Level Agreement and benefit from a Transition Plan from Year 9 which is reviewed annually.
- Students are given support in completing application forms as part of the PSHE programme of drop down days, careers workshops, guest speakers and assemblies. Pupils with SEN also gain additional support from Teaching Assistants and external agencies where needed.
- Working in partnership with the Local Authorities Travel Unit, we support the information received by parents concerning travel plans. SEN Transport is discussed at every Annual Review and Parents can contact the school with any difficulties presented.

Transition from Primary School and School Leavers

- The school holds an Open Evening each year and the Head Teacher with the Head of Year 7 visits feeder schools from Year 5 onwards. Follow up meetings are offered on a one to one basis with the SENCO or Head of Year if necessary.

- Transition visits usually start in the summer term depending on level of need. For more vulnerable pupils several visits are offered to reduce anxiety and to encourage familiarity.
- The SENCO or Assistant SENCO attends all Year 6 Annual Reviews. The SENCO, Intervention Manager, attached Teaching Assistant to Year 7 and Head of Year 7 identify pupils who would benefit from Learning Support, Nurture, ARK or additional safeguarding provision.
Pen Portraits and Provision Maps are started in July and finalised for staff in September.
- Year 6 students are invited to join in Summer School activities. Year 5 and Year 6 days are held in spring and summer terms as part of a whole school transition plan. Year 5 and Year 6 Sports and Dance events are also planned throughout the year to assist transition.
- All students, including those with SEND, are offered Careers Education Advice Information and Guidance (CEIAG) from a named specialist teacher. Access to CEIAG currently takes place in Years 11 and 13 to aid transition post 16.
- Transition meetings for pupils leaving after Year 11 take place between key staff from school and college to ensure a structured and supportive move.
- The Young People's Service engages with SEND students prior to Transition Reviews in Year 9 and stay in contact through to leaving Year 11. Students and parents can request an interview at any point. Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- The SENCO and Learning Support Team works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision with visits support offered where needed.
- Parents and pupils are invited to an Options' Evening in Year 9 to learn more about the courses available at OLCC and are also made aware of the Open Days available from local providers. A Careers Fair is also organised for Year 9, which includes local employers, colleges and training providers.
- A 6th form Open Evening to allow pupils and parents access to the 6th form block, curriculum and staff. The 6th form pastoral team and subject departments also engage with universities and colleges for subject specialist information and Open Days are arranged at universities for 6th formers.
- A whole school careers programme offers information on many universities and colleges as well as information about employment and training opportunities. This involves the use of a careers software package called Kudos from Year 9, accessible through to Years 11 and 6th form.
- Young people are encouraged to participate in uniformed service organisations like Police Cadets, Army Cadets, and Sea Cadets. The school also offers the Duke of Edinburgh Award scheme to targeted pupils in Year 10.

Extra Curricular Activities

- The school does not offer child care before or after school but 2F9 in the Learning Support Department is accessible for vulnerable pupils from 8.00am.
- Breakfast is available each day from 7.45am from the main dining area, with a wide range of hot and cold meals provided at break and lunchtimes.
- Selected vulnerable pupils are able to gain access to 2F9 during lunch and are supervised by a Teaching Assistant with 2F10 and 2F11 for older vulnerable pupils. Pupils are encouraged to interact and communicate safely and positively to create and maintain friendships.
The Learning Support Department also offers a safe base area for pupils throughout the school day if needed.
- There is a range of extra-curricular activities available to all students including Drama, Dance, Music and PE. Dance, Music and Drama performances are held regularly throughout the year. If pupils are interested in private Music tuition parents are required to pay.
- Clubs, activities and trips are available to all students, but may be subject to risk assessment. Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship. Where places are oversubscribed parents will be informed as to how places will be allocated.
- The school operates a prefect system where older pupils offer guidance, help and friendship support to younger students. Prefects will gain adult support from the pastoral team when needed. All prefects have been trained. Senior leaders and various school staff are on duty at main points of the school every break and lunchtime with designated staff overseeing the bus bay.
- The school Chaplaincy Team are available for further pupil support during break and lunchtimes and also offer Rainbows pupil support programmes. Mass is held weekly and is open to all pupils.