

Our Lady's Catholic College

SEND Information Report

September 2026

The following document is designed to provide information for parents and carers at Our Lady's Catholic College. It must be read in conjunction with the [SEND policy](#), [SEN action plan](#) and the document 'High Quality Teaching of SEND' found at



For further details about Lancashire's local offer visit: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/Introduction>

Our Context

	2023		2024		2025	
School number on roll	Close to average	1031	Close to average	1012	Close to average	999
Sixth form number on roll	Below average	134	Below average	141	Below average	125
School % FSM6	Well above average	42.25	Above average	39.72	Above average	40.62
Local area % FSM6	Well above average	41.84	Well above average	43.39	Well above average	45.38
School % SEN support	Well above average	37.25	Well above average	24.60	Well above average	22.42
Sixth form % SEN support	Well above average	29.10	Well above average	13.48	Well above average	21.60
Local area % SEN support	Well above average	25.00	Well above average	19.66	Well above average	21.09
School % EHC plan	Close to average	3.10	Close to average	2.96	Close to average	3.40
Sixth form % EHC plan	Close to average	0.75	Close to average	1.42	Close to average	1.60
Local area % EHC plan	Close to average	2.39	Close to average	2.81	Above average	3.95
School % EAL	Close to average	12.70	Close to average	14.70	Close to average	14.00
Sixth form % EAL	Close to average	24.60	Close to average	27.00	Close to average	19.20
Local area % EAL	Below average	7.40	Below average	8.40	Below average	8.70
School % CIN	Close to average	4.75	Close to average	4.64	Close to average	4.20
Local area % CIN	Above average	5.70	Close to average	4.68	Close to average	4.52
School % stability	Close to average	90.52	Close to average	90.93	Close to average	90.39
School pupil base deprivation	Above average		Above average		Above average	
Sixth form pupil base deprivation	Well above average		Well above average		Well above average	
Local area pupil base deprivation	Above average		Above average		Well above average	
School location deprivation	Well above average		Well above average		Well above average	

SEN support (224)								
SEN primary need	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Specific Learning Difficulty	2	5	1	4	1	0	0	13
Moderate Learning Difficulty	11	7	12	6	4	5	2	47
Severe Learning Difficulty	1	0	0	1	0	0	0	2
Social, Emotional and Mental Health	8	28	10	14	11	8	5	84
Speech, Language and Communication Needs	4	10	8	8	6	2	0	38
Hearing Impairment	0	3	0	0	0	1	0	4
Visual Impairment	1	0	0	0	0	0	0	1
Physical Disability	0	1	2	0	1	2	0	6
Autistic Spectrum Disorder	1	3	4	6	6	1	1	22
School Support NSA	0	1	0	0	0	0	0	1
Other Difficulty/Disability	6	0	0	0	0	0	0	6
Year group totals	34	58	37	39	29	19	8	224

EHC plan (34)								
SEN primary need	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Specific Learning Difficulty	2	0	0	0	1	0	0	3
Moderate Learning Difficulty	2	1	0	0	3	0	0	6
Severe Learning Difficulty	0	0	0	1	0	0	0	1
Social, Emotional and Mental Health	0	0	2	2	1	1	0	6
Speech, Language and Communication Needs	1	0	1	0	0	0	0	2
Multi-Sensory Impairment	0	1	0	0	0	0	0	1
Physical Disability	1	0	1	0	0	0	0	2
Autistic Spectrum Disorder	4	0	3	5	0	1	0	13
Year group totals	10	2	7	8	5	2	0	34

SEND Profile – Key Messages

Inclusion by Design at OLCC

Understanding our cohort and removing barriers to learning

Our SEND provision begins with a detailed understanding of the pupils we serve. Analysis of our SEND profile shows that **Social, Emotional and Mental Health (SEMH)** is the largest primary area of need within SEN Support. When combined with **Communication and Interaction needs**, including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC), these areas account for approximately two-thirds of our SEND cohort.

The most common barriers experienced by pupils at OLCC therefore include:

- emotional regulation and anxiety;
- communication and interaction differences;
- autism and other neurodevelopmental differences;
- executive functioning and working-memory difficulties;
- literacy and language difficulties;
- sensory needs;
- school-related distress and difficulties with attendance;

- difficulties transferring learning, organising themselves and working independently.

However, a **diagnosis or category of SEND does not tell us everything we need to know about an individual pupil**. Pupils with the same identified need may experience very different barriers.

Our approach is therefore based upon a simple principle:

Know the pupil → identify the barrier → adapt provision → evaluate impact → adjust where necessary.

This is the foundation of **Inclusion by Design at OLCC**.

High expectations and inclusive classroom teaching

Pupils with SEND have the greatest need for excellent teaching. Our starting point is therefore not intervention or adult support, but **ambitious, high-quality classroom teaching which anticipates and removes barriers to learning**.

Our first intervention is excellent inclusive teaching.

Inclusion does not mean lowering expectations or automatically providing different work. It means ensuring that pupils can access, participate in and make progress through an ambitious curriculum.

Teachers use their knowledge of individual pupils alongside evidence-informed approaches including:

- explicit instruction and modelling;
- clear, manageable instructions;
- appropriate processing time;
- careful management of cognitive load;
- scaffolding which is gradually reduced as independence develops;
- explicit teaching of vocabulary;
- visual and verbal information;
- retrieval and repetition;
- flexible grouping;
- purposeful use of technology;
- regular checking for understanding.

These approaches reflect the EEF principles already embedded within OLCC's SEND practice.

Inclusion by Design

Our aim is to move beyond making adaptations after a pupil has struggled.

Through **Inclusion by Design**, teachers are encouraged to anticipate predictable barriers when planning and delivering learning.

The key question is:

“What might prevent this pupil from accessing the learning, and what can I reasonably change to remove that barrier?”

Classroom adaptations are therefore purposeful and matched to need rather than applied as a generic SEND checklist.

For pupils on SEN Support, teachers can access individual classroom adaptations through Synergy. Pupils with more complex needs or an EHCP have more detailed personalised teaching advice.

Our intention is that SEND information does not simply exist within school systems; **it changes what happens in the classroom.**

Our Graduated Approach

Provision at OLCC operates through a graduated model of **universal, targeted and specialist support.**

Universal – inclusive teaching for all

High-quality teaching is the foundation of SEND provision.

Universal practice includes:

- predictable classroom routines;
- explicit teaching and modelling;
- communication-friendly classrooms;
- appropriate scaffolding;
- processing time;
- support for executive functioning;
- accessible resources and technology;
- relational and low-arousal approaches where appropriate;
- effective deployment of teaching assistants.

For pupils experiencing SEMH, anxiety or dysregulation, predictable routines, relational safety and clear communication are particularly important.

We recognise that behaviour can sometimes communicate an unmet need, anxiety, sensory overload or dysregulation. This informs our response **without removing high expectations, appropriate boundaries or accountability.**

Targeted – additional to or different from

Where high-quality classroom teaching alone is insufficient, pupils may receive targeted, time-limited provision matched to an identified barrier.

This may include:

- literacy and numeracy intervention;
- Speech and Language support;
- ELSA;
- Thrive;
- Nurture;
- executive-functioning intervention;
- safe-base provision;
- check-in/check-out;
- counselling and mentoring;
- autism/communication support;
- ARK provision.

Targeted provision **complements rather than replaces high-quality classroom teaching.**

Interventions have identified outcomes and are monitored and reviewed through the graduated approach. The existing report specifies that intervention targets are reviewed every **6–8 weeks**.

Specialist – personalised provision for complex need

A smaller number of pupils require specialist assessment, advice or highly personalised provision.

This may include involvement from:

- Educational Psychology;
- Speech and Language Therapy;
- specialist teachers;
- Occupational Therapy and Physiotherapy;
- CAMHS and other mental-health services;
- external counselling and therapeutic services;
- Early Help and Children's Social Care where appropriate;
- multi-agency Team Around the Child/Family arrangements;
- individual regulation, risk-management or attendance plans.

OLCC already works with a wide range of specialist services through this model.

For pupils with an EHCP, provision specified within the plan is translated into practical teaching advice and additional provision and reviewed with pupils, parents and professionals.

Effective use of Teaching Assistants

Teaching assistants form an important part of our SEND provision, but **support should develop independence rather than create dependency.**

Our approach is informed by MITA and EEF principles.

The teacher remains responsible and accountable for the progress and learning of every pupil in the classroom.

Teaching assistants:

- understand the intended learning;
- support access rather than routinely replacing teacher interaction;
- encourage pupils to self-scaffold first;
- use prompts and questioning before direct intervention;
- model strategies where appropriate;
- gradually reduce support;
- promote participation, confidence and independence.

Our desired classroom model is not:

Teacher → class | TA → SEND pupil

but:

Teacher → every pupil, with the TA used strategically to increase access and independence.

This builds upon the Learning Support structure already described in the report, including specialist TAs who provide both classroom and targeted intervention support.

Pupil and Parent Partnership

We recognise that effective SEND provision is **co-produced with pupils and families**.

Parents of pupils on the SEND register are contacted regularly and are invited to contribute through questionnaires, reviews and direct communication with the SENDCo. Pupils contribute to reviews and to the development of the strategies that help them learn successfully.

Our focus is not simply on collecting views.

We ask:

“What has changed because the pupil or family told us this?”

Pupil and parent voice therefore contributes directly to reviewing and refining provision.

Attendance, Belonging and Regulation

For some pupils with SEND, particularly those experiencing autism, anxiety, SEMH or school-related distress, **attendance itself can become a barrier to learning**.

We do not assume that poor attendance is an inevitable consequence of SEND.

Where attendance deteriorates, we seek to understand the underlying barrier and coordinate an appropriate response with the pupil, family, pastoral staff and external agencies where required.

Support may include trusted-adult relationships, check-in/check-out, Thrive, ELSA, safe-base provision, ARK, individual reintegration planning and specialist or multi-agency support.

The objective is not simply to secure physical attendance, but to help pupils **attend, participate, belong and learn successfully**.

Evaluating Impact

Our evaluation of SEND provision is increasingly focused on **impact rather than activity**.

The fact that a pupil has a teaching assistant, attends an intervention, uses a laptop or has specialist involvement does not, by itself, demonstrate successful provision.

We therefore consider a range of quantitative and qualitative evidence, including:

- curriculum progress and attainment;
- reading and diagnostic assessment;
- intervention outcomes;
- attendance and persistent absence;
- behaviour and suspensions;
- engagement and participation;
- independence;
- work scrutiny;
- classroom observation;
- pupil voice;
- parent voice;
- EHCP outcomes.

The existing SEND Information Report already establishes SENDCo learning walks, book scrutiny, intervention review, questionnaires and pupil progress as mechanisms for evaluating effectiveness.

Our evaluation cycle is:

BARRIER → PROVISION → IMPLEMENTATION → IMPACT → REVIEW

Where provision is not having sufficient impact, **we adapt it rather than simply continuing to provide more of the same**.

Strategic Position

SEND is not the responsibility of the Learning Support Department alone.

Inclusion is a whole-school responsibility.

Our strategic approach brings together:

SEND | Teaching & Learning | Attendance | Behaviour | Safeguarding | Pastoral Support | Disadvantage

This is particularly important because pupils' needs do not sit neatly within individual categories. A pupil may simultaneously have SEND, experience disadvantage, have safeguarding vulnerabilities and struggle with attendance or emotional regulation.

Our role is to understand the **whole child and the barriers affecting their ability to achieve, belong and thrive.**

Through **Inclusion by Design**, our aim is therefore to ensure that:

- needs are identified accurately and as early as possible;
- pupils experience high expectations;
- barriers are anticipated and removed wherever possible;
- classroom teaching is inclusive and ambitious;
- additional intervention is carefully matched to need;
- teaching assistants develop independence rather than dependency;
- pupils and families influence provision;
- attendance, behaviour and wellbeing are considered alongside academic progress;
- statutory EHCP provision is translated into pupils' everyday experience;
- impact is rigorously monitored;
- provision changes when evidence shows that it needs to change.

Our central principle

Know the pupil. Understand the barrier. Design the provision. Deliver it consistently. Check the impact. Adapt when necessary.

Introduction

At **Our Lady's Catholic College (OLCC)**, inclusion is a **whole-school responsibility**. We are committed to ensuring that every pupil, including those with Special Educational Needs and Disabilities (SEND), has access to an ambitious curriculum, experiences a genuine sense of belonging and is supported to achieve academically, socially and personally.

Our approach is underpinned by **Inclusion by Design**. This means that inclusion is not something added to a lesson after difficulties arise. Teachers are expected to know their pupils, understand the barriers that may affect their learning and consider those barriers when planning and delivering the curriculum.

Our central principle is:

Know the pupil → identify the barrier → design the provision → deliver it consistently → check the impact → adapt when necessary.

High-quality teaching is our first intervention

Pupils with SEND have the greatest need for excellent teaching. Therefore, our starting point is always **high-quality, inclusive classroom teaching**, complemented by targeted and specialist provision where this is required.

All teaching staff receive ongoing professional development in inclusive and adaptive teaching. This is supported through SEND updates, whole-school training, learning walks, lesson visits, work scrutiny, specialist advice and collaboration between SEND and Teaching & Learning.

Our classroom practice is informed by the Education Endowment Foundation's *Special Educational Needs in Mainstream Schools* guidance and its five key recommendations:

1. **Create a positive and supportive environment for all pupils, without exception.**
2. **Build an ongoing, holistic understanding of pupils and their needs.**
3. **Ensure all pupils have access to high-quality teaching.**
4. **Complement high-quality teaching with carefully selected small-group and one-to-one interventions.**
5. **Work effectively with teaching assistants.**

These principles are reflected throughout our SEND provision and remain central to our school improvement work.

Effective use of Teaching Assistants

Our work with Teaching Assistants is informed by **MITA (Maximising the Impact of Teaching Assistants)** and EEF guidance.

Teachers remain responsible and accountable for the learning and progress of every pupil in their classroom. Teaching Assistants complement, rather than replace, high-quality teacher interaction.

TAs are expected to promote independence through appropriate questioning, prompting and scaffolding, gradually reducing support wherever possible. Specialist TAs also contribute their expertise across departments, helping staff understand individual barriers and refine classroom adaptations.

Our aim is not to create greater adult dependency, but to enable pupils to become increasingly **confident, engaged and independent learners**.

Knowing our pupils

Effective inclusion depends upon knowing pupils well. We use transition information, assessment and diagnostic information, teacher observation, pupil and parent voice and specialist advice to build an ongoing, holistic understanding of individual strengths and barriers.

For pupils identified with SEND, this information is translated into practical classroom guidance. Staff can access individual adaptations and, for pupils with more complex needs or an EHCP, more detailed personalised teaching advice. The report sets out the school's existing identification and graduated-response processes.

The important question is not simply whether SEND information is available to teachers, but:

Does that information change what happens for the pupil in the classroom?

This is a central focus of our **Inclusion by Design** approach.

Universal, targeted and specialist provision

Our provision follows a graduated approach.

Universal provision begins with excellent inclusive classroom teaching and reasonable adjustments.

Where this is insufficient, **targeted provision** is carefully matched to an identified barrier and may include small-group or individual intervention.

A smaller number of pupils require **specialist provision**, external professional involvement or provision specified through an Education, Health and Care Plan (EHCP).

Additional provision should always **complement high-quality classroom teaching rather than compensate for its absence**.

Evaluating impact

We are committed to evaluating SEND provision through the **difference it makes to pupils**, rather than simply the amount of support provided.

The presence of a Teaching Assistant, an intervention, specialist equipment or external professional involvement does not, by itself, demonstrate successful SEND provision.

We therefore consider evidence including academic progress, intervention outcomes, attendance, behaviour, participation, independence, work scrutiny, classroom observation and pupil and parent voice. The SENDCo also undertakes learning walks and reviews pupils' work as part of the evaluation of provision.

Where provision is not having the intended impact, we review and adapt it.

Leadership and accountability

SEND is a whole-school strategic priority.

The SENDCo works closely with senior leaders, Teaching and Learning, pastoral and safeguarding teams, Progress Leaders, teachers, Teaching Assistants and external professionals to ensure that pupils' needs are understood holistically.

Our **SEND and Teaching & Learning link governor** provides appropriate challenge and oversight and receives training to support effective governance of SEND.

This means that responsibility for inclusion does not sit solely with the SENDCo or Learning Support Department:

Every teacher is a teacher of SEND and every leader has a responsibility for inclusion.

Our commitment

OLCC is proud to be an inclusive mainstream school supporting pupils with a wide range of needs. Our SEND provision is continually reviewed and developed because the needs of our pupils and the barriers they experience change over time.

We want every pupil with SEND to:

- access an **ambitious and appropriately challenging curriculum**;
- feel **safe, known, valued and included**;
- participate fully in lessons and wider school life;
- receive additional or specialist support when it is required;
- develop confidence, resilience and **independence**;
- make progress from their individual starting points; and
- be well prepared for their next stage of education and adulthood.

Our ambition is not simply that pupils with SEND are **supported at OLCC**, but that they **belong, participate, achieve and thrive**.

What kinds of Special Educational Needs do we provide for at Our Lady's Catholic College?

OLCC is an **inclusive mainstream secondary school** supporting pupils across the four broad areas of need identified within the SEND Code of Practice. Pupils' needs do not always fit neatly within one category, and many pupils experience needs across more than one area. Our provision is therefore based on understanding the **individual pupil, the barriers they experience and the provision required to enable them to access learning and school life successfully**.

We currently support pupils with needs including:

Communication and Interaction

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social communication and interaction difficulties

Cognition and Learning

- Specific Learning Difficulties (SpLD), including dyslexia
- Moderate Learning Difficulties (MLD)
- Difficulties with literacy, numeracy, processing, working memory and executive functioning

Social, Emotional and Mental Health (SEMH)

- Social, Emotional and Mental Health needs
- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety and school-related distress
- Emotional regulation difficulties
- Attachment and trauma-related needs

Sensory and/or Physical Needs

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disabilities (PD)
- Sensory processing needs
- Medical and physical needs which affect access to education

Our SEND profile is particularly characterised by **SEMH and Communication and Interaction needs**, although the school supports pupils with a broad range of needs.

A diagnosis is **not required** for a pupil to receive support. Equally, having a diagnosis does not automatically mean that a pupil has SEND. We consider the individual pupil's strengths, needs and barriers to learning and participation, and use our **graduated approach** to determine whether provision that is additional to or different from that ordinarily available is required.

Our approach can be summarised as:

Know the pupil → Understand the barrier → Put appropriate provision in place → Check its impact → Adapt where necessary.

How do we identify pupils with SEND and assess their needs?

At OLCC, the identification of SEND is an **ongoing whole-school process**. We recognise that pupils' needs can emerge or change at any point during their education. Our aim is therefore to identify needs **quickly and accurately**, understand the barriers affecting the individual pupil and ensure that appropriate support is put in place and reviewed.

This reflects the current Ofsted focus on whether leaders have a secure understanding of pupils' needs, including **emerging and changing needs**, and whether this understanding results in provision that reduces barriers to learning and wellbeing.

Building a holistic picture

We do not identify SEND on the basis of one assessment, one concern or one piece of data. Instead, we **triangulate quantitative and qualitative information** to build an ongoing, holistic understanding of the pupil.

Information may come from:

- transition information from primary schools and previous settings;
- parents and carers;
- pupil voice and self-referral;
- teacher observation and concerns;
- Progress Leaders, pastoral and safeguarding staff;
- attainment and progress information;
- attendance and behaviour information;
- CAT and NGRT assessments;
- screening and diagnostic assessments;
- intervention outcomes;

- classroom observation and work scrutiny;
- SENDCo and specialist TA observations;
- external professionals and specialist assessments.

This is particularly important because a pupil's difficulty may not necessarily be SEND. Before identifying a pupil as having SEND, we consider other factors which may be creating a barrier to learning, including **attendance, gaps in prior learning, disadvantage, English as an Additional Language, emotional wellbeing, safeguarding circumstances and other contextual factors.**

Our focus is always on understanding **the individual pupil and the barrier**, rather than simply identifying a label.

Identification begins before pupils arrive at OLCC

Our identification process begins during transition.

Before pupils enter Year 7, information is gathered from primary schools, parents/carers and other professionals. Where a pupil already has significant identified needs, the SENDCo and Learning Support team work with the pupil, family, primary school and relevant professionals to support transition and ensure that important information is available to staff.

At the beginning of Year 7, pupils complete **Cognitive Ability Tests (CAT)** and the **New Group Reading Test (NGRT)**. These are considered alongside KS2 information, transition information and teacher observations.

NGRT assessment is repeated at the end of Years 7, 8 and 9, providing further opportunities to identify emerging literacy or comprehension barriers and monitor whether pupils are making appropriate progress.

Where information indicates a possible additional need, further assessment may be undertaken, with parental involvement where appropriate.

Identification continues throughout a pupil's time at OLCC

SEND identification does not end following Year 7 screening.

Teachers have an important role in identifying **emerging or changing needs** because they see pupils learning across the curriculum.

Where a pupil is not making expected progress, is becoming increasingly dependent upon support, or appears to be experiencing a barrier to learning or participation, staff can raise a concern through our graduated response.

Concerns can also be raised by:

- the pupil themselves;
- parents/carers;
- Progress Leaders and pastoral staff;
- Teaching Assistants;
- safeguarding staff;
- external professionals.

Parents can contact the school directly or use our **Report a Concern** process.

This gives us multiple routes to identification and reduces the risk of a pupil's needs being overlooked.

Assess → Plan → Do → Review

Where concerns are identified, we follow a **graduated approach**.

Our starting point is high-quality inclusive teaching. Teachers consider the pupil's barriers and implement appropriate classroom adaptations before and alongside further assessment.

The process follows the cycle:

ASSESS → PLAN → DO → REVIEW

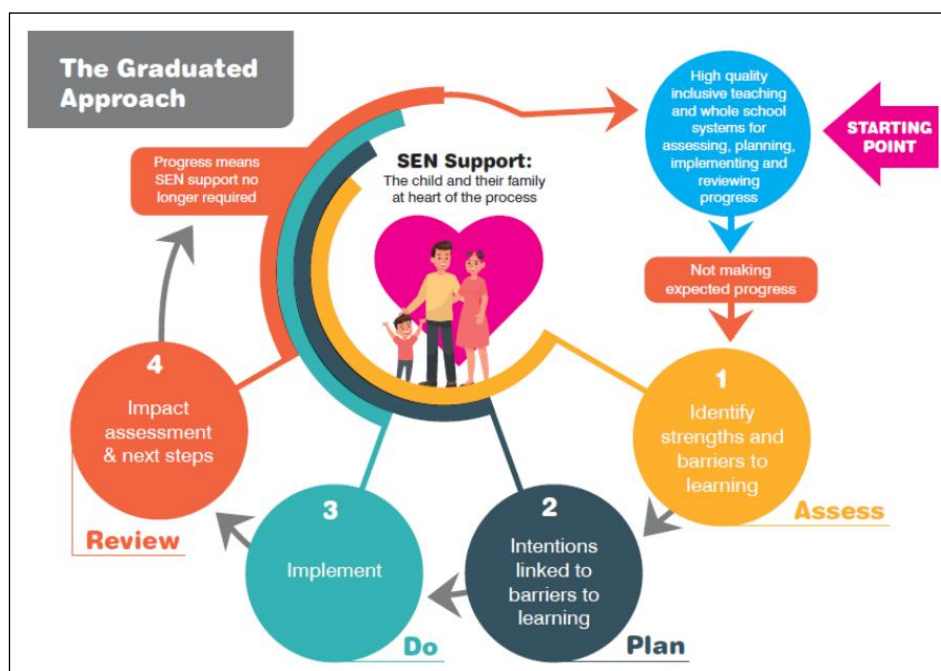
Assess – What is the pupil finding difficult? What does the available evidence tell us? What are their strengths? What do the pupil and family tell us? Is there evidence of a special educational need or could another factor be creating the barrier?

Plan – What outcome are we seeking? What reasonable adjustments, classroom adaptations or targeted provision are required? Who will deliver them and how will we know whether they have worked?

Do – The agreed provision is implemented. The classroom teacher remains responsible for the pupil's learning, including where Teaching Assistants or specialist staff are involved.

Review – We evaluate whether the provision has made the intended difference. This may include progress data, diagnostic assessment, intervention outcomes, attendance, behaviour, work scrutiny, teacher assessment, independence and pupil/parent voice.

Our existing targeted interventions are reviewed at appropriate intervals, with specific intervention targets generally reviewed every **6–8 weeks**.



Moving onto SEN Support

A pupil is not placed on the SEND register simply because they are making slower progress, have received an intervention or have a medical diagnosis.

Where evidence from the graduated approach indicates that a pupil has a special educational need and requires provision that is **additional to or different from** that ordinarily available through high-quality teaching, the pupil may be identified as requiring **SEN Support**.

Parents/carers and the pupil are involved in this process.

The pupil's identified barriers, strengths and appropriate classroom adaptations are then communicated to staff, and targeted or specialist provision is put in place where required.

Specialist assessment and advice

Where a pupil continues to experience significant barriers despite appropriate support, we may seek more specialist assessment or advice.

Depending upon the pupil's needs, this may include:

- Educational Psychology;
- Speech and Language Therapy;
- specialist teachers;
- Occupational Therapy or Physiotherapy;
- autism or sensory specialists;
- CAMHS or other mental-health professionals;
- other relevant health or external services.

Information from private assessments provided by families is also considered alongside the school's own evidence and understanding of the pupil.

Where appropriate, specialist recommendations are incorporated into the pupil's classroom adaptations and provision.

Identification must lead to action

At OLCC, identification is not an end point.

The purpose of assessment is to **understand and reduce barriers to learning, participation and wellbeing**.

Our process can therefore be summarised as:

IDENTIFY → UNDERSTAND THE BARRIER → PLAN → IMPLEMENT → CHECK IMPACT → ADAPT

We expect to be able to demonstrate not only **how we identified a pupil's needs**, but also:

What did we change because we knew this, and what difference did it make?

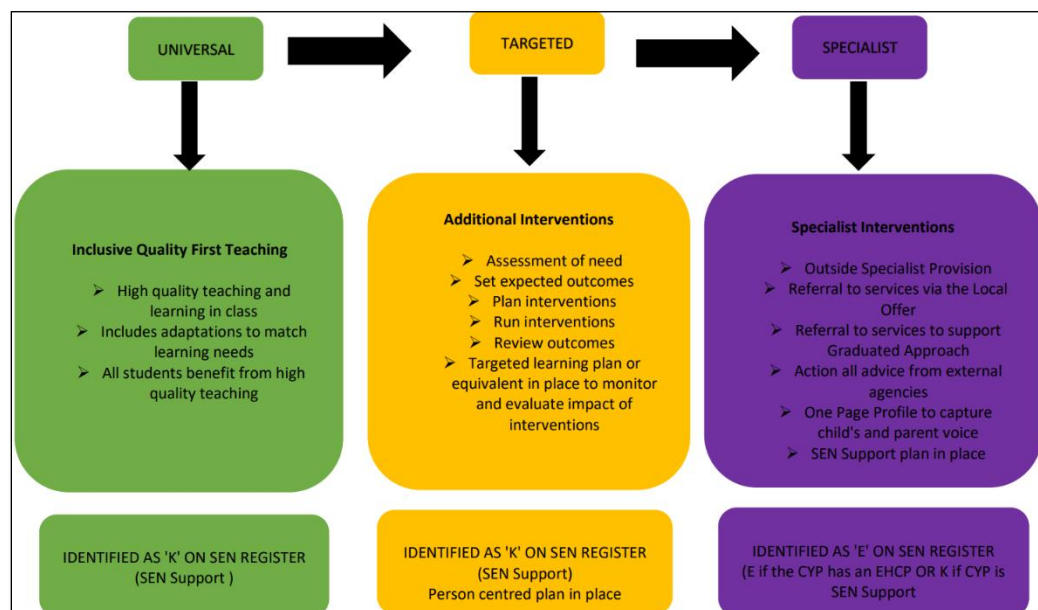
That last part is particularly important for Ofsted. Inspectors will give particular attention throughout inspection to SEND and other vulnerable pupils, and will engage with the SENCo and other inclusion leaders. The operating guide also specifically tells inspectors to explore how leaders ensure staff can identify SEND and other barriers to learning and wellbeing

. How we use the Graduated Approach at OLCC

Our Graduated Approach provides a clear pathway of **Universal → Targeted → Specialist provision**. Support increases in response to the individual pupil's identified needs and the impact of provision already in place.

At each stage, we follow an **Assess → Plan → Do → Review** cycle. This enables us to identify and understand barriers, agree intended

outcomes, implement appropriate provision and evaluate whether it is making a difference.



In line with Ofsted's focus on **early and accurate identification, emerging or changing needs and evidence of impact**, we maintain a clear evidence trail:

Need identified → Barrier understood → Provision matched → Implemented → Impact evaluated → Adapted

Universal – Inclusive Quality First Teaching

Universal provision is the starting point for **all pupils**, including those with SEND. Teachers remain responsible for the progress of every pupil and use **Inclusion by Design** to anticipate and remove barriers through high-quality teaching, reasonable adjustments and appropriate classroom adaptations.

For many pupils, their needs can be successfully met at this level. **High-quality inclusive classroom teaching remains the foundation at every stage of the graduated approach.**

Targeted – SEN Support

Where universal provision is not sufficient, we identify the specific barrier and introduce **additional to or different from** targeted support.

This may include further assessment, individual classroom adaptations, targeted interventions or small-group/one-to-one provision. Clear outcomes are identified and the provision is monitored through the **Assess → Plan → Do → Review** cycle.

The key question is not simply **“What support has the pupil received?”** but **“What difference has the support made?”**

Where evidence indicates that the pupil has SEND and requires provision additional to or different from that ordinarily available, they are identified as **SEN Support (K)**.

Specialist – Complex Needs and EHCP Provision

Where a pupil continues to experience significant barriers despite appropriate universal and targeted provision, **specialist assessment, advice or provision** may be required.

This can include Educational Psychology, specialist teachers, Speech and Language Therapy, Occupational Therapy, CAMHS and other relevant external professionals. Their recommendations are translated into practical classroom provision and reviewed for impact.

For pupils with an **Education, Health and Care Plan (EHCP)**, provision specified within Section F is translated into their everyday experience in school and monitored through the review process.

The principle throughout

Movement through the graduated approach is **not automatic** and specialist provision does not replace excellent classroom teaching.

At every level we should be able to answer:

What is the barrier? → What are we doing about it? → Is it being implemented? → What difference is it making? → What needs to happen next?

This list of interventions is not exhaustive, but this list is what we routinely put in place in each area of need.

Cognition and Learning:	Communication and Interaction:	Sensory and/or Physical:
• RWinc • Thinking reading • Comprehension support • In class TA support • 1:1 literacy tutoring • 1:1 catch up maths sessions	• SALT intervention • Safe base at break and lunch time • ASD specialist support • Talk about • ELSA support • In class TA support	• Very specific physical intervention from physiotherapy and OT. • In class TA support

Social, Emotional and Mental Health:

- ADHD specialist support
- 1:1 Counselling (School, ACE, Barnardos, CAMHS, NEST, CANW, MIND etc.)
- Nurture
- ‘We are with you’ Risk it/ASDAN mentoring course

- Safe base at break and lunch time
- Thrive
- ARK
- In class TA support
- Executive Functioning program
- ELSA support

Who is in the Learning Support department?

In the Learning Support department there are nine Level 2 TAs, seven Level 3 TAs, two HLTAs and one SENDCo (Mrs Joanne Loxam). TAs have intervention specialisms and are timetabled for pupils with EHCPs and those with 'high need'. In addition to providing in-class support, TAs also mentor students and provide small group intervention sessions. The Learning Support department also welcomes specialist colleagues into school to provide additional guidance and support for pupils e.g., educational psychologists, specialist teachers etc

Role of the SENDCo

The SENDCo provides strategic leadership for SEND across OLCC, ensuring that pupils' needs are identified accurately, appropriate provision is implemented and its impact is monitored and reviewed. The SENDCo works closely with pupils, parents/carers, staff and external professionals to coordinate the graduated approach and EHCP provision.

The SENDCo also supports and develops staff through regular SEND training, classroom guidance and specialist advice, helping to ensure that Inclusion by Design is translated into consistent everyday classroom practice.

How do we work in partnership with parents and carers of pupils with SEND?

At OLCC, parents and carers are key partners in identifying need, understanding barriers and reviewing the impact of SEND provision. We aim to involve families early and maintain regular, purposeful communication rather than limiting contact to formal review points.

For pupils with an EHCP, partnership begins during transition wherever possible, with the SENDCo attending Year 6 transition reviews and working with families, primary schools and professionals to plan appropriate provision. Parents and carers continue to contribute to reviews, including the statutory Annual Review, and to decisions about their child's support.

All families of pupils on the SEND register are:

- contacted directly at least once each term;
- invited to contribute to SEND parent questionnaires in Terms 1 and 3;
- encouraged to contact the SENDCo directly or through the school's Report a Concern process;
- involved when needs change or provision requires review; and
- invited to contribute to individual plans, profiles and EHCP reviews.

Our approach reflects Ofsted's focus on proactive engagement with families and using their views to inform provision. We therefore do not simply ask parents for their views; we consider what those views tell us about the pupil's barriers, whether current provision is working and what may need to change.

The key measure of effective co-production is not simply that parents have been consulted, but that their contribution can influence the support their child receives.

How do we consult pupils about their SEND?

At OLCC, pupil voice is central to understanding need, identifying barriers and evaluating whether support is making a difference. Pupils with SEND are actively involved in decisions about their provision through individual discussions, pupil voice activities, reviews and, where appropriate, their EHCP Annual Review.

Pupils are encouraged to tell us what they find difficult, what helps them to learn, what is not working and what could be changed. Their views contribute to individual classroom adaptations, one-page profiles, intervention planning and review.

In line with Ofsted's focus on pupils' lived experience, we do not simply collect pupil voice; we use it alongside progress information, classroom evidence and parent/staff views to evaluate provision and make changes where necessary.

The key question is: "What has changed because we listened to the pupil?"

Our aim is that pupils with SEND feel known, listened to, included and increasingly able to understand and advocate for the support that helps them learn and become independent.

How is progress monitored and supported?

At OLCC, we monitor SEND pupils holistically, recognising that successful inclusion is demonstrated not only through academic attainment but also through progress, attendance, engagement, behaviour, wellbeing and increasing independence.

SEND progress is monitored through the school's assessment and reporting cycle. The SENDCo analyses SEND outcomes and, following each data collection point, Progress Leaders present year-group information to SLT so that pupils causing concern can be considered individually and appropriate action agreed. Diagnostic and screening information is also reviewed to identify emerging or changing needs.

For pupils receiving targeted interventions, clear outcomes are identified and progress is generally reviewed every 6–8 weeks through Provision Map. We ask:

What was the barrier? → What provision was put in place? → Was it delivered? → What impact did it have?
→ What needs to change?

Where provision is not having the intended impact, it is reviewed and adapted rather than simply continued.

For pupils with an EHCP, progress towards identified outcomes and the delivery of provision are monitored throughout the year, alongside the statutory Annual Review. Pupils and their parents/carers contribute to this process and co-produce the pupil's personalised pen portrait, helping to ensure that their views translate into practical classroom support.

In line with Ofsted's focus on impact, we triangulate quantitative and qualitative evidence including progress data, diagnostic assessment, intervention outcomes, attendance, behaviour, classroom evidence, independence and pupil and parent voice.

Our focus is not simply “What support is the pupil receiving?”, but:

“Is it making a difference to the pupil's learning, participation, independence and experience of school?”

How do we support pupils moving to the next phase of education and prepare them for adulthood?

At OLCC, preparation for adulthood and successful transition are an important part of our SEND provision. We work with pupils, families, colleges, sixth forms and other professionals to ensure that barriers to the next stage of education, employment or training are identified early and appropriate support is planned before transition.

For pupils with an EHCP, preparation for adulthood and post-16 destinations are considered through the Annual Review process. Where appropriate, representatives from prospective colleges or sixth forms are invited to transition reviews so that provision, reasonable adjustments and support can be planned collaboratively.

The SENDCo liaises directly with post-16 providers to ensure the effective transfer of relevant information, including SEND needs, successful classroom strategies, EHCP provision and established examination access arrangements. Our aim is for pupils to move on with continuity of support rather than having their needs identified again from the beginning.

Transition planning also considers the pupil's aspirations, independence, confidence and ability to understand and advocate for their own needs, so that preparation for adulthood is more than simply securing a destination.

The impact of this whole-school approach is reflected in OLCC's extremely low number of pupils who become NEET (not in education, employment or training). This provides important destination evidence that pupils, including those with additional needs and vulnerabilities, are supported to progress successfully into their next phase.

Our focus is therefore not simply “Where did the pupil go?”, but “Were barriers anticipated and reduced so that the pupil could access, sustain and succeed in their next destination?”

What are the destinations of some of the pupils with SEND?

- Our Lady's Catholic College Sixth Form
- Lancaster and Morecambe College
- Kendal College
- Myerscough College
- Other local Sixth Form

What is our approach to teaching pupils with SEND?

At OLCC, our approach is built around Inclusion by Design. We expect pupils with SEND to access the same ambitious curriculum as their peers, with barriers anticipated and reduced through excellent inclusive classroom teaching. Our first intervention is high-quality teaching; additional provision complements this rather than compensating for inconsistent classroom practice.

Every teacher is a teacher of SEND. Staff are expected to know the pupil, understand the barrier and make purposeful adaptations that enable the pupil to participate, learn and become increasingly independent. SEND information, pupil voice and assessment therefore need to translate into what happens in the classroom every day.

Our approach follows a simple cycle:

KNOW the pupil → IDENTIFY the barrier → DESIGN the provision → DELIVER it consistently → CHECK the impact → ADAPT when necessary

Inclusion by Design in the classroom

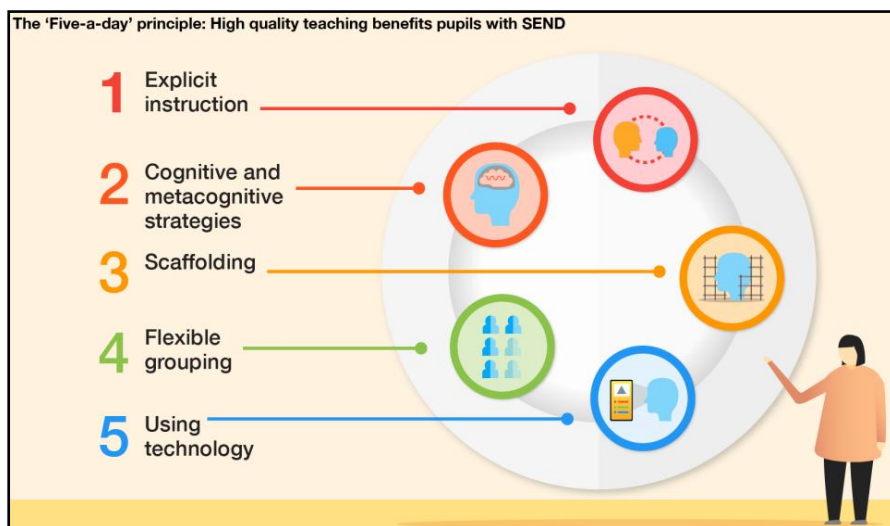
Rather than waiting for a pupil to struggle before making adjustments, teachers are encouraged to anticipate common barriers when planning teaching. This includes clear and explicit instruction, modelling, scaffolding, manageable cognitive load, appropriate processing time, careful use of questioning, accessible vocabulary, flexible grouping and appropriate use of technology.

Adaptation does not mean reducing ambition or routinely giving pupils with SEND different or easier work. It means changing the route to learning where necessary while maintaining high expectations for the destination.

Evidence-informed inclusive teaching

Our approach is informed by the EEF's Special Educational Needs in Mainstream Schools guidance. The five recommendations underpin our classroom practice:

- Create a positive and supportive environment for all pupils.
- Develop an ongoing, holistic understanding of pupils and their needs.
- Ensure all pupils have access to high-quality teaching.
- Complement high-quality teaching with carefully selected small-group and one-to-one interventions.
- Deploy Teaching Assistants effectively to promote learning and independence.



Within everyday teaching, staff use the EEF 'Five-a-Day' approaches: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology. These are part of strong teaching for all pupils and are used responsively according to individual barriers and need.

Developing and assuring inclusive practice

Staff receive regular SEND professional development, supported by learning walks, lesson observations, work scrutiny, pupil voice and SENDCo monitoring. The purpose is not simply to check whether adaptations are written on a plan, but to establish whether they are understood by staff, implemented consistently and making a difference to the pupil.

Teaching Assistants are deployed in line with our MITA approach, working under the direction of the teacher and using prompting and scaffolding to develop independence rather than creating dependency.

This gives us a clear evidence trail:

Barrier → Adaptation → Implementation → Learning → Impact

This is central to our approach to Inclusion by Design: provision should be visible not simply in SEND documentation, but in the day-to-day experience, participation, work, progress and increasing independence of the pupil.

How is the curriculum and learning environment adapted for pupils with SEND?

At OLCC, curriculum and environmental adaptations are guided by our Inclusion by Design approach. Wherever possible, barriers are anticipated and reduced before they prevent a pupil from participating or learning. Adaptations are based on the individual pupil's identified needs and are recorded through Provision Map, personalised pupil information and EHCP provision where appropriate.

Our principle is that pupils with SEND should access the same ambitious curriculum as their peers. Adaptation is therefore about making learning accessible, not routinely reducing expectations or creating a separate curriculum.

Inclusive classroom teaching

Teachers adapt their teaching responsively according to the barriers experienced by pupils. This may include explicit instruction, modelling, chunking, processing time, visual alongside verbal information, scaffolding, sentence starters, vocabulary support, retrieval and repetition, flexible grouping and appropriate use of technology.

Personalised adaptations and reasonable adjustments

Some pupils require more individualised adjustments, including laptops or assistive technology, coloured overlays or paper, visual timetables, adapted resources, seating arrangements, movement or sensory breaks and adjustments to the physical environment. Staff can access pupil-specific advice so that agreed adaptations are understood and implemented consistently across subjects.

Targeted and specialist provision

Where inclusive classroom teaching alone is insufficient, it is complemented by time-limited targeted interventions, small-group or individual support and specialist provision. Our Learning Support intervention rooms and ARK provide additional environments for pupils requiring more targeted support.

Teaching Assistants are deployed in line with our MITA approach, supporting access to learning through appropriate prompting and scaffolding while promoting pupil independence.

The physical environment

We make reasonable adjustments to the school environment according to individual need, including access to accessible toilet and PE changing facilities and other environmental adaptations where required.

Checking that adaptations make a difference

Adaptations are not considered effective simply because they have been recorded on a plan. Through learning walks, work scrutiny, pupil voice, progress information and review of provision, we consider whether they are being implemented and whether they are reducing the identified barrier.

Our approach is:

Barrier identified → Adaptation designed → Implemented consistently → Impact checked → Adapted where necessary

This means Inclusion by Design should be visible in the everyday experience of the pupil: their access to the curriculum, participation in lessons, work, progress and increasing independence.

What SEND training do staff receive at OLCC?

At OLCC, SEND professional development is central to our Inclusion by Design approach. Training is designed to ensure that staff do not simply know that a pupil has SEND, but understand the barriers to learning and know what to do differently in the classroom.

All teaching staff have access to pupil-specific information through Synergy, including classroom adaptations for pupils at SEN Support (K). Pupils with higher levels of need and those with an EHCP have more detailed one-page profiles, translating their needs and provision into practical strategies that teachers can use in lessons.

Regular whole-school SEND development

The SENDCo provides regular SEND training and briefings throughout the year, responding to the needs of our current cohort and emerging areas of need. Training is reinforced through our wider Teaching and Learning programme and Inclusion by Design, including evidence-informed practice such as:

explicit instruction and modelling;
scaffolding and developing independence;
cognitive load and working memory;

metacognitive strategies;
communication and interaction;
SEMH, regulation and trauma-informed practice; and
effective deployment of Teaching Assistants through MITA principles.

External specialists, including specialist teachers, Educational Psychology and other relevant professionals, also contribute training and advice where this reflects the needs of pupils within school.

The SENDCo and Teaching and Learning leads work together so that SEND is not treated as a separate strand of school improvement, but is embedded within high-quality teaching and professional development for all staff.

From training to classroom impact

Importantly, we evaluate SEND training through its implementation and impact, not simply through attendance at training sessions. Learning walks, lesson observations, work scrutiny, pupil voice and discussions with staff help us determine whether strategies are understood and being used consistently.

Our focus is therefore:

TRAIN → IMPLEMENT → MONITOR → EVALUATE IMPACT → REFINE

This enables leaders to identify where practice is strong and where further coaching, training or support is required, ensuring that professional development translates into a more consistent and inclusive everyday experience for pupils with SEND.

What external professional support is available?

OLCC works with a range of external professionals and specialist services as part of our graduated approach. Specialist involvement is sought where assessment and review indicate that a pupil requires expertise beyond the school's universal and targeted provision.

Support may include:

- Educational Psychology – assessment, consultation and advice about complex or persistent barriers to learning.
- Speech and Language Therapy (SALT) – assessment and guidance for speech, language and communication needs.
- Specialist SEND services – advice and support for pupils with ASC, visual impairment (VI), hearing impairment (HI), physical disability (PD) and specific learning difficulties, where appropriate.
- Occupational Therapy – specialist assessment and recommendations relating to physical, sensory and functional needs.
- EAL specialist support – targeted advice and support where language acquisition is a barrier, while ensuring that EAL is not automatically identified as SEND.

- Mental health and wellbeing professionals – specialist advice and support where emotional wellbeing is affecting a pupil's access to education.
- Specialist training and consultation – including ASC, dyslexia, attachment, trauma and MITA, according to the needs of pupils and staff.
- Turning specialist advice into classroom practice

Under our Inclusion by Design approach, referral to an external professional is not viewed as the end point. The important question is what changes as a result of that involvement.

Recommendations are translated into pupil-specific strategies, reasonable adjustments, targeted provision and, where appropriate, one-page profiles or EHCP provision. Staff are supported to understand and implement the advice consistently.

The impact is then considered through our graduated approach:

Specialist advice → Provision agreed → Implemented in practice → Impact reviewed → Provision adapted

This ensures that specialist involvement strengthens everyday inclusive classroom practice rather than sitting separately from it.

How do we evaluate the effectiveness of SEND provision?

At OLCC, we evaluate SEND provision by focusing on impact rather than activity. It is not enough to know what support has been provided; we need to know whether it has reduced the identified barrier and improved the pupil's learning, participation, progress and independence.

We evaluate effectiveness through a combination of quantitative and qualitative evidence, including:

- pupil progress and attainment, including assessment and diagnostic information;
- the impact of targeted interventions, with outcomes reviewed regularly;
- attendance, engagement, behaviour and wellbeing, where these are relevant to the identified need;
- pupil and parent voice, alongside feedback from staff;
- SENDCo monitoring through learning walks, work scrutiny and review of classroom practice;
- checking that agreed adaptations and EHCP provision are being implemented consistently; and
- Annual Reviews and progress towards EHCP outcomes.

Through Inclusion by Design, leaders also consider whether SEND provision is evident in pupils' everyday classroom experience, rather than existing only within intervention programmes or SEND documentation.

Our evaluation follows a clear cycle:

BARRIER → PROVISION → IMPLEMENTATION → IMPACT → REVIEW → ADAPT

Where evidence shows that provision is not having the intended impact, we review the barrier, adjust the approach and, where necessary, seek further assessment or specialist advice.

This enables us to answer the key question:

“What difference has our SEND provision made for this pupil, and what is our evidence?”

What co-curricular opportunities are available for pupils with SEND?

At OLCC, inclusion extends beyond the classroom. Pupils with SEND are encouraged and supported to participate fully in the wider life of the school, including clubs, sport, creative activities, leadership opportunities and enrichment.

Our Inclusion by Design approach means that SEND should not be a barrier to participation. Where necessary, reasonable adjustments and additional support are considered so that pupils can access opportunities alongside their peers. We monitor participation and use pupil voice to understand whether there are barriers preventing pupils with SEND from taking part.

Our current co-curricular offer includes Art Club, Badminton, Basketball, Book Club, Board Game Club, Choir, Dance, Dodgeball, Duke of Edinburgh Award, Football, Home Learning Club, Netball, Rugby, School Band, Story Writing and Table Tennis.

In line with our wider approach to inclusion, we consider not simply what opportunities are available, but:

“Are pupils with SEND participating, do they feel they belong, and have we identified and removed any barriers that prevent them from taking part?”

This helps ensure that pupils with SEND benefit from the same wider opportunities, experiences and sense of belonging as their peers.

How do we support the social and emotional wellbeing of pupils with SEND?

At OLCC, social and emotional wellbeing is integral to inclusion. Learning Support, Pastoral, Safeguarding and teaching staff work together so that pupils' SEND, wellbeing, attendance, behaviour and safeguarding needs are considered holistically rather than in isolation.

Through our Inclusion by Design approach, we aim to identify emerging or changing needs early and understand the barriers affecting a pupil's ability to belong, participate and learn. Support is matched to individual need through our graduated approach and may include:

- support from Learning Support, Progress Leaders, PSOs, the school Chaplain and our trained counsellors;
- targeted wellbeing, emotional regulation and pastoral interventions;
- specialist external support, including CAMHS, Barnardo's, NEST, Trust House, Birchall Trust, CANW, art therapy and other services, according to individual need;
- appropriate Early Help and multi-agency support where concerns extend beyond school;

- staff training in attachment, trauma and mental health, alongside specialist suicide-prevention training for relevant safeguarding and mental-health staff; and
- prompt identification and response to bullying, peer difficulties and safeguarding concerns.

Our PSOs are trained within the school's safeguarding structure and use appropriate assessment tools and Early Help processes to identify concerns and secure further support where necessary.

Importantly, we recognise that behaviour, attendance difficulties or disengagement may be indicators of an unmet need or an unidentified barrier. We therefore seek to understand what is driving the difficulty while maintaining appropriate expectations and support.

In line with our wider SEND approach, we evaluate the impact of wellbeing provision rather than simply recording that support has taken place:

What is the barrier? → What support have we put in place? → Is the pupil accessing it? → What has changed? → What do we need to do next?

This enables us to demonstrate that inclusion at OLCC is not simply about pupils being present in school, but about pupils with SEND feeling safe, belonging, participating and being able to learn and thrive.

What other agencies do we work with to ensure pupils' needs are met?

At OLCC, we recognise that some pupils and families require support that extends beyond the expertise available within school. As part of our graduated and holistic approach to inclusion, we work closely with external professionals and agencies to ensure that needs are identified accurately and appropriate support is coordinated.

With appropriate consent, and in accordance with safeguarding and information-sharing requirements, this may include Early Help, Team Around the Family (TAF) arrangements and coordinated multi-agency planning. Learning Support, Pastoral, the SENDCo and DSL work together to ensure that SEND, attendance, wellbeing, safeguarding and family circumstances are considered collectively.

Depending on individual need, we may work with:

- Educational Psychology
- Speech and Language Therapy (SALT)
- Occupational Therapy and Physiotherapy
- Specialist Teachers, including hearing impairment, visual impairment, physical disability and ASC support
- Sensory support services
- CAMHS and other mental-health and wellbeing services
- Early Help and Children's Social Care
- relevant health, voluntary and community services

External involvement forms part of our Assess → Plan → Do → Review cycle. Advice from professionals is translated into practical provision, classroom adaptations and individual plans rather than remaining as a separate report.

Through Inclusion by Design, our focus is:

Specialist advice received → Recommendations understood → Provision implemented → Impact evaluated → Support adapted

This multi-agency approach helps us ensure that professionals and families have a shared understanding of the pupil's barriers, intended outcomes and provision, with clear communication and coordinated support around the child.

What should I do if I have a complaint about SEND provision?

The first thing to do would be to get in touch with the SENDCo to see whether the issue can be resolved. This can be done via report a [concern – parents](#) . If deemed necessary, the school complaints procedure should be followed. This can be found on the [school website within the Policies section](#).

For further details about the school's Accessibility Plan:

<https://www.olcc.lancs.sch.uk/page/?title=School+Policies&pid=99>

Admission arrangements:

<https://www.olcc.lancs.sch.uk/page/?title=School+Policies&pid=99>