

Our Lady's Catholic College
SEND Information Report
January 2023



This document is designed to provide information for parents and carers of pupils, or prospective pupils at Our Lady's Catholic College.

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

Our Context

	2020	2021	2022
School % FSM	Well above average 47	Well above average 44	Well above average 43
School % SEND support	Well above average 26	Well above average 32	Well above average 37
School % EHC plan	Well above average 2.9	Well above average 3.9	Well above average 3.5
Sixth form % EHC plan	Well above average 3.5	Well above average 3.8	Well above average 3.2

SEND primary need	SEND support (376)							
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Specific Learning Difficulty	11	6	5	6	12	0	0	40
Moderate Learning Difficulty	7	11	12	35	11	5	2	83
Social, Emotional and Mental Health	3	10	2	3	4	2	3	27
Speech, Language and Communication Needs	7	6	7	3	4	2	1	30
Hearing Impairment	1	0	1	1	1	1	0	5
Visual Impairment	0	1	0	0	1	0	0	2
Physical Disability	0	2	2	3	3	0	0	10
Autistic Spectrum Disorder	5	11	4	9	7	2	1	39
School Support NSA	2	2	0	1	1	0	0	6
Other Difficulty/Disability	34	20	21	24	24	5	6	134
Year group totals	70	69	54	85	68	17	13	376

SEND primary need	EHC plan (35)							
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Specific Learning Difficulty	0	0	0	0	1	0	0	1
Moderate Learning Difficulty	1	2	0	0	1	0	0	4
Severe Learning Difficulty	1	0	0	0	0	0	0	1
Social, Emotional and Mental Health	1	1	2	2	2	0	0	8
Speech, Language and Communication Needs	0	0	0	0	1	0	1	2
Physical Disability	0	0	1	0	1	1	0	3
Autistic Spectrum Disorder	4	3	3	3	1	0	2	16
Year group totals	7	6	6	5	7	1	3	35

Introduction

At OLCC all staff receive extensive training on high quality teaching, with professional development, learning drop ins and lesson observation focused on creating a learning environment supportive to all. Our SEN and T&L link governor have received training from NASEN on the holistic support of children with SEN across the school. In term 3 a NASEN audit will take place which will focus on the following five areas (based on EEF guidance, 2021)

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

Our Lady's Catholic College (OLCC) seeks at all times to maximise the potential of all students, whatever their needs and abilities, by ensuring that they all benefit from effective learning opportunities within the school and wider community. We are a fully inclusive school which endeavours to enable all students to achieve their potential; personally, socially, emotionally and academically, in all areas of the curriculum. This document is intended to provide information regarding the ways that pupils are supported at OLCC, including those with Special Educational Needs and Disabilities (SEND). Not every skill, resource and technique that we employ is listed, as these are continually developed and modified to meet the changing requirements of individual students.

OLCC is known in the local community and within the local authority as a school which provides very well for our SEN cohort, the virtual school and local authority as well as numerous primary schools will often advise parents to entrust their child's education to us. We feel this is a great privilege and strive to ensure SEND pupils receive the very best holistic educational experience possible.

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

At OLCC we cater for a wide range of needs. Here are some of the needs we currently cater for:

- Specific Learning Difficulties (SpLD) such as Dyslexia
- Autistic Spectrum Conditions (ASC)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Speech, Language and Communication Difficulties (SLCN)
- Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)
- Social, Emotional or Mental Health (SEMH) or well-being difficulties
- Attachment and trauma related disorders
- Physical (PD) and / or Medical Difficulties

How do you identify students with SEND and assess their needs?

Pupils with SEND are identified in a number of different ways:

- Information provided from primary school
- The use of screening tests and diagnostic assessments in school
- Concerns raised by parents
- Self-referral from a pupil who has concerns about their own learning
- Referral from a teacher who has concerns about a pupil (SEN referral form).

Prior to the start of year 7, information is gathered from primary schools, parents, and other professionals at the point of entry. At the start of year 7, all pupils are assessed using the Cognitive Ability Tests (CAT) and New Group Reading Test (NGRT), analysed alongside the KS2 SAT data. Following these tests and with parental consent, some pupils may have further detailed assessments to identify their strengths and weaknesses and further support may be put into place. The NGRT tests are repeated at the end of year 7, 8 and 9, providing further opportunities to identify pupils who are experiencing barriers to their learning.

Throughout year 7 to 11, for pupils who have not already been identified through the entrance screening procedure, teachers may raise concerns with either the SENDCo (SEND Coordinator), Progress Leader, or Assistant Progress Leader. Staff from the Learning Support department will then follow up the concern and arrange whatever action/referral is considered the most appropriate. Parents can also raise concerns throughout the year via 'Report a Concern' <https://www.olcc.lancs.sch.uk/form/?pid=126&form=23>. These will be raised with the SENDCo, Progress Leader, and Assistant Progress Leader, and the concern will be followed up with whatever action/referral is considered the most appropriate.

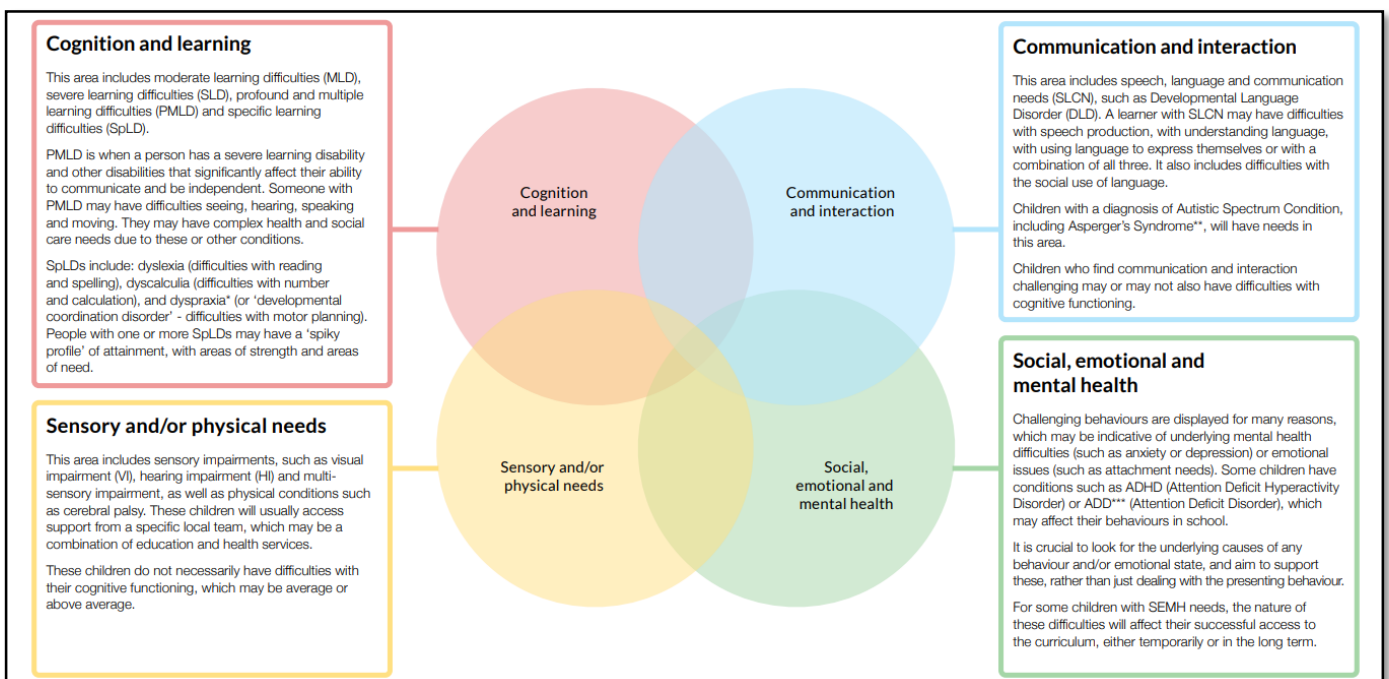
If parents take their child for a private assessment, the report can be sent into school to help update their child's pupil profile, which can help in deciding on the next steps.

We have two formal categories of SEND: at Our Lady's Catholic College, SEND support, and Educational Health Care Plans (EHCP):

SEND Support – their needs are defined as being additional to, or different from, pupils in this category often take part in our range of intervention sessions (see below), some may have a TA in their class and if they have a SEN diagnosis will have a 'SEND teaching advice' document which provides staff with the EEF '5 a day guidance' and some specific advice for the diagnosis.

Educational Health Care Plan (EHCP) – applies to pupils who have a long-term additional need and receive specialised advice and support, which is reviewed annually. These students have a personalised pen portrait, 'SEND teaching advice' and have three reviews a year, one of which is formal.

We identify students according to the [Code of Practice](#) four areas of need:



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:

- RWinc
- Thinking reading
- Comprehension
- IDL
- In class TA support
- 1:1 literacy tutoring
- 1:1 catch up maths sessions

Communication and Interaction:

- SALT intervention
- Safe base at break and lunch time
- ASD specialist support
- Talk about
- Nurture
- In class TA support

Social, Emotional and Mental Health:

- ADHD specialist support
- Counselling (School, ACE, Barnardos, CAMHS, NEST, CANW, etc.)
- Nurture
- ELSA
- Safe base at break and lunch time
- Thrive
- ARK
- In class TA support

Sensory and/or Physical:

- Very specific physical intervention from physiotherapy and OT.
- In class TA support

Who is in the Learning Support department?

In the Learning Support department there are six 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 is responsible for assessing, planning, and monitoring the progress of children with special educational needs and disabilities (SEND). The SENDCo consults and liaises with staff, parents and carers, external agencies, and voluntary bodies with appropriate professionals. The SENDCo ensures that support is co-ordinated and targeted appropriately, and that all those involved are informed and updated about pupils on the SEND register and understand how best to help, as per the [Send Code of Practice](#).

What arrangements do you have for parental involvement with regards to students with SEND?

Usually, for pupils who have an Education, Health and Care Plan (EHCP) at Primary School, the SENDCo is invited to the Year 6 transition review to begin to discuss arrangements with parents, the school and other professionals about the most appropriate transition. For other students, there is an opportunity for parents to attend a parental meeting, where an outline of 'SEND at OLCC' is given and time is given to discuss any concerns and pass on information.

Pupils with an EHCP will be invited to meet the SENDCo at least once a year to formally review progress and plan support. In practice, contact between parents and school will usually be more frequent. Also, during the first half term in year 7 there is a whole school opportunity to meet form tutors, the Progress Leader, Assistant Progress Leader as part of the Year 7 Welcome Parents' Evening. Meetings and contact with parents take place within the normal cycle of discussions with parents and all pupils, for example during parents' evenings. However, it is recognised that for parents of pupils with SEND these meetings may take more time, and parents are actively encouraged to contact the Learning Support Department whenever they have concerns or queries regarding their child's needs. All parents have been emailed by the SENDCo, so have her direct email address in order to make contact and can also contact via the ['Report a Concern'](#) form .

All parents of children on the SEND register are asked to complete the SEND parental questionnaire in term 1 and 3, which informs all school planning.

How do you consult with students about their SEND?

Along with whole school opportunities to join in 'pupil voice' surveys, school council, parents' evenings etc., students with SEND are involved in the review process and this varies dependent upon each case. For some pupils this will be feedback on strengths and difficulties and the influencing strategies given to teachers. For others it may be through written advice following their formal annual EHCP review.

How is progress monitored and supported?

As part of the school's Assessment and Reporting cycle, contact is made with parents at least three times a year through published reports, and there is at least one parents' evening for each year group. The SENDCo analyses this information to track the progress of SEND pupils. After each data drop the progress leader of the year group presents the data at SLT, where a holistic approach is discussed as to areas of concern. In addition, the SENDCo analyses the results of the internal diagnostic testing, as mentioned above. For SEND pupils receiving specific interventions, targets are set and reviewed every 6-8 weeks, using provision map. Students with an EHCP also have an Annual Review after their initial pen portrait has been created. All students with an EHCP, and their parents, co-produce the pen portrait.

What arrangements are put into place to support students who are moving from OLCC to different phases of education and in preparing for adulthood?

For students with an EHCP, the school works closely with local colleges, and these colleges are invited to the year 11 (or year 10 if appropriate) transition review so that the school is able to pass on necessary information so that the pupil experiences a smooth transition. The local Sixth Forms or Colleges also contact the school's SENDCo, so that information about exam access arrangements and any provision that pupil may have had at school can be duplicated.

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 your approach to teaching students with SEND?

At OLCC all staff receive extensive training on high quality teaching, with professional development, learning drop ins and lesson observation focused on creating a learning environment supportive to all. Our SEN and T&L link governor have received training from NASEN on the holistic support of children with SEN across the school, therefore underpin and ensure all staff are held to account as to their teaching of pupils with SEND.

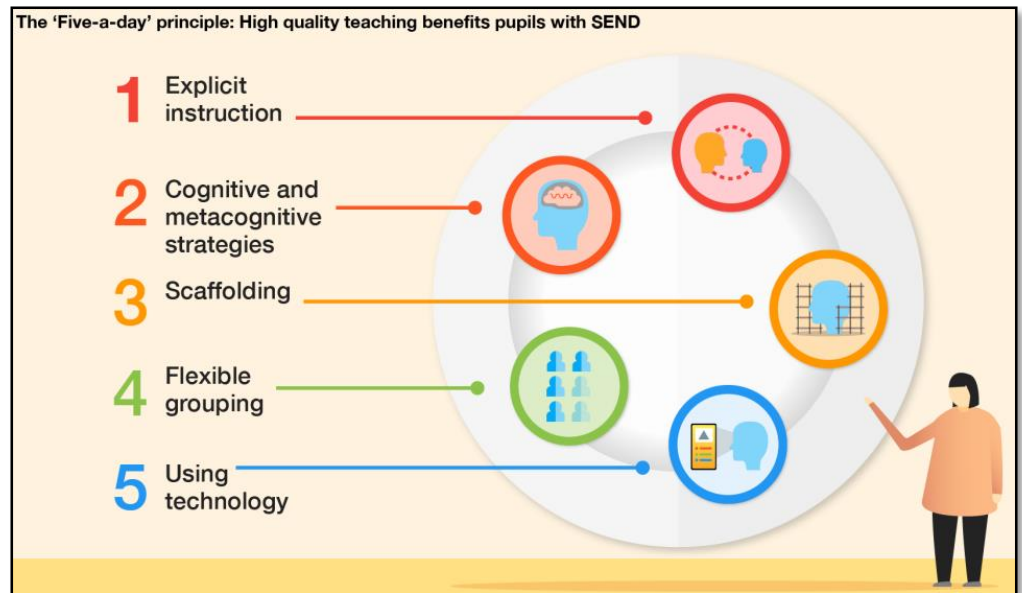
Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.

The EEF guidance report 'Special Educational Needs in Mainstream Schools' offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement. These are the recommendations we use when we audit provision in school, during our lesson observations, drop-ins and learning walks. They are standard practice within the OLCC teaching provision for all pupils.

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

The research underpinning the EEF's guidance report, 'Special Educational Needs in Mainstream Schools', indicates that supporting high-quality teaching improves outcomes for pupils with SEND.

Five specific approaches—the 'Five-a-day' indicated—are particularly well evidenced as having a positive impact.



Teachers at OLCC develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

How is the curriculum and learning environment adapted for students?

Adaptations are made to the curriculum and the learning environment on an individual basis (using individualised pen portraits and specific SEN teaching advice sheets) and could include:

- Ensuring the curriculum is accessible for all pupils, for example, setting, teaching style, utilising TAs within lessons and in form-time and time-bound interventions, smaller group teaching etc.
- Use of learning aides, such as laptops, coloured overlays or paper, visual timetables.
- Quality First teaching within the classroom, for example processing time, visual as well as verbal clues, prompts and scaffolding, modelling, sentence starters, reading instructions aloud etc.
- Ensuring there are 'All Access' facilities within school including toilets and PE changing areas
- The Learning Support intervention rooms and ARK which are specialist rooms where extra support is provided.

What staff training for SEND do you have at OLCC?

Staff have been issued with a specific SEN teaching advice sheets (also attached to specific pupils on Synergy), outlining the key areas of need for all pupils at OLCC with general classroom EEF principles (as above). External specialist professionals are invited into school to lead specific sessions, for example MITA, attachment, trauma, clinical psychologists, specialist teachers and other specific SEN briefings are led by the SENDCo throughout the year. The Teaching and Learning SLT member, ensures up-to-date strategies are given to teachers and monitor their development within the classroom e.g. scaffolding, cognitive overload, interleaving etc.

Professional Support

In addition to the school's internal expertise, the following external specialist support is also provided:

- Educational Psychologist assessments
- SALT advice and guidance
- English as an Additional Language (EAL) 1:1 support
- Specialist professional support for VI, HI, PD and ASC
- ASC / dyslexia/ MITA/ identification Training for Learning Support assistants
- Whole staff Continuing Professional Development (CPD) relating to SEND
- Mental Health First Aid training for Learning Support staff
- Occupational Therapist
- Attachment and trauma training

How do you evaluate the effectiveness of SEND Provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupil progress
- Reviewing the impact of interventions
- Using student/ parent/ staff questionnaires
- Monitoring by SENDCo, including learning walks and reviewing their subject books
- Annual reviews for pupils with an EHCP

What co-curricular opportunities are there at OLCC for SEND pupils?

We have numerous clubs and societies at OLCC which are inclusive for all pupils, including those with SEND. These are either run in the morning before form time, at lunch time, or after school.

Currently we run the following:

- Art club
- Badminton
- Basketball
- Book club
- Board game club
- Choir
- Dance club
- Dodgeball
- Duke of Edinburgh Award
- Football
- Home Learning club
- Netball
- Rugby
- School band
- Story Writing
- Table Tennis

How do you support SEND pupils' social, emotional wellbeing within OLCC?

The Learning Support department works closely with our Pastoral Leaders in the school to monitor and support the wellbeing of our pupils. We have two fully-trained internal councillors, we also use Trust House, Birchall Trust, ACE, CAMHS, Slynedaes Cancercare, NEST, Addaction, CANW, Barnardos, Art therapy and NEST; these are the groups coming in for regular weekly slots, many more come in on individual occasions. The School Chaplain provides additional support to pupils individually and we run student wellbeing groups. Some of our staff are trained mental health leads, all have received attachment and trauma training, our DSL and Mental Health lead have received specific suicide prevention training from Papyrus, all of which ensure our pupils receive the best possible care and advice to deal socially and emotionally with their problems. We have a strict 'no tolerance' policy regarding bullying at OLCC and our pastoral team swiftly deal with pupils' concerns. All Pastoral Support Officers (PSOs) are fully DSL trained and have received extensive training on EHA completion and using the NSPCC neglect toolkit to identify areas of need quickly ensuring the correct support.

What other agencies do you use to ensure that students' needs are met?

Where we have permission from families to do so, we work with many other agencies to ensure that the needs of the pupil and their family are met. This includes following the Local Authority (LA) Early Help Assessment and SEND Early Help Assessment procedures. Also, the school has a 'Team Around the Child/Family' (TAF) approach, which involves PSOs in addition to the DSL and SENDCo. External Specialist Teachers and agencies that visit school to work with pupils include: sensory support, HI Specialists, Speech and Language Therapy (SALT), physiotherapists, Occupational Therapists, Educational Psychologists and other voluntary services.

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>