

Our Lady's Catholic College

SEND Information Report

February 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 Information Report

February 2026

Mrs J Loxam

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

Social, Emotional and Mental Health (SEMH) and Trauma-Informed Practice at OLCC Cohort Analysis and Strategic Implications

Analysis of our IDSR data 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 and Autistic Spectrum Condition), these categories account for approximately two-thirds of our overall SEND cohort (SEN Support and EHCP combined).

This profile indicates that the predominant barriers to learning at OLCC relate to:

- Emotional regulation and stress response
- Anxiety and school-related distress
- Social communication differences
- Neurodiversity, particularly ASC
- Executive functioning difficulties

Our SEND profile is therefore primarily a **regulation and communication profile**, rather than one dominated by low-incidence sensory or physical need.

Given the school's above-average deprivation indicators and safeguarding context, it is also likely that a significant proportion of pupils presenting with SEMH have experienced Adverse Childhood Experiences (ACEs). Research demonstrates that ACEs can directly affect:

- Emotional regulation capacity
- Threat perception and hypervigilance
- Attachment and trust in adults
- Language development under stress
- Working memory and executive functioning
- Attendance and engagement

For some pupils, behaviours that present as non-compliance may in fact reflect stress responses or dysregulation. This understanding informs our whole-school approach.

Our Trauma-Informed Model

In response to this cohort profile, OLCC adopts a trauma-informed approach embedded at universal, targeted and specialist levels. High expectations and consistent boundaries remain central; however, we recognise that sustainable improvement requires regulation, relational safety and skill development alongside consequence.

Universal Provision

Trauma-informed practice underpins high quality teaching and classroom management through:

- Predictable routines and clear structures
- Explicit instruction and reduced ambiguity
- Communication-friendly classrooms
- Low-arousal de-escalation approaches
- Consistent relational language and scripts
- Repair conversations following incidents

This ensures that emotional safety and clarity of expectation support academic progress for all pupils, not only those identified with SEND.

Targeted Provision

Where additional support is required, pupils may access:

- Nurture provision
- ELSA (Emotional Literacy Support Assistant) intervention
- Thrive and attachment-informed approaches
- Executive functioning programmes
- Safe base provision at structured times
- Check-in/check-out systems

Interventions are time-bound, monitored and reviewed through the graduated approach to ensure impact.

Specialist Provision

For pupils with more complex SEMH needs, provision may include:

- CAMHS involvement
- Educational Psychology consultation
- External counselling services
- Multi-agency Team Around the Child/Family planning
- Individualised regulation and risk management plans

Strategic Position

Given the scale of SEMH and Communication & Interaction need within our cohort, trauma-informed practice is not an additional programme but a core strategic principle of school improvement. Regulation precedes learning. By embedding relational safety, communication clarity and adaptive teaching across the school, we aim to:

- Improve attendance and engagement
- Reduce dysregulation incidents
- Strengthen emotional resilience
- Narrow the attainment gap for pupils with SEND

This approach aligns with the SEND Code of Practice, EEF guidance on high quality teaching, and Lancashire's Graduated Response framework.

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. We also ask specialist TAs to monitor our classroom adaptations, giving further advice where necessary.

Our SEN and T&L link governor regularly hold staff to account and have received training from National College on the holistic support of children with SEN across the school. Our SEND Action Plan 2024/25 continues to be inspired by the EEF's Summary of Recommendations in 'Special Educational Needs in Mainstream Schools' but also incorporates key objectives from our LA SEND Audit (December 2024):

1. Create a positive and supportive environment for all 'students' without exception;
2. Build an ongoing, holistic understanding of your 'students' and their needs;
3. Ensure all 'students' 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.

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:

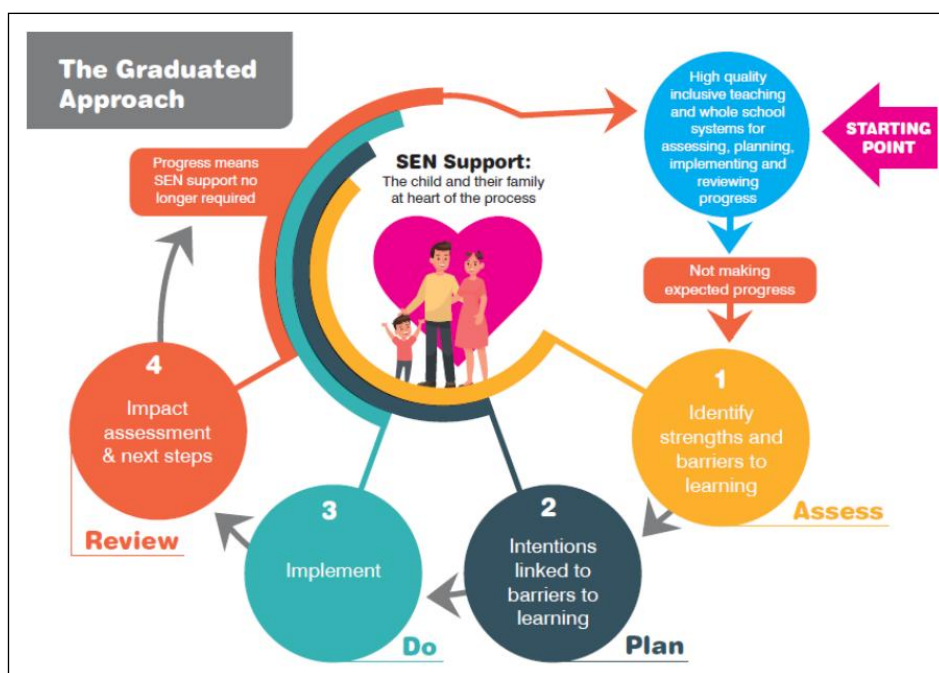
- Information provided from Primary School
- The extensive use of screening tests and diagnostic assessments in school
- Concerns raised by parents
- Self-referral from a pupil who has concerns about their own learning
- Referral from a teacher who has concerns about a pupil (see Graduated Approach at OLCC and 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.

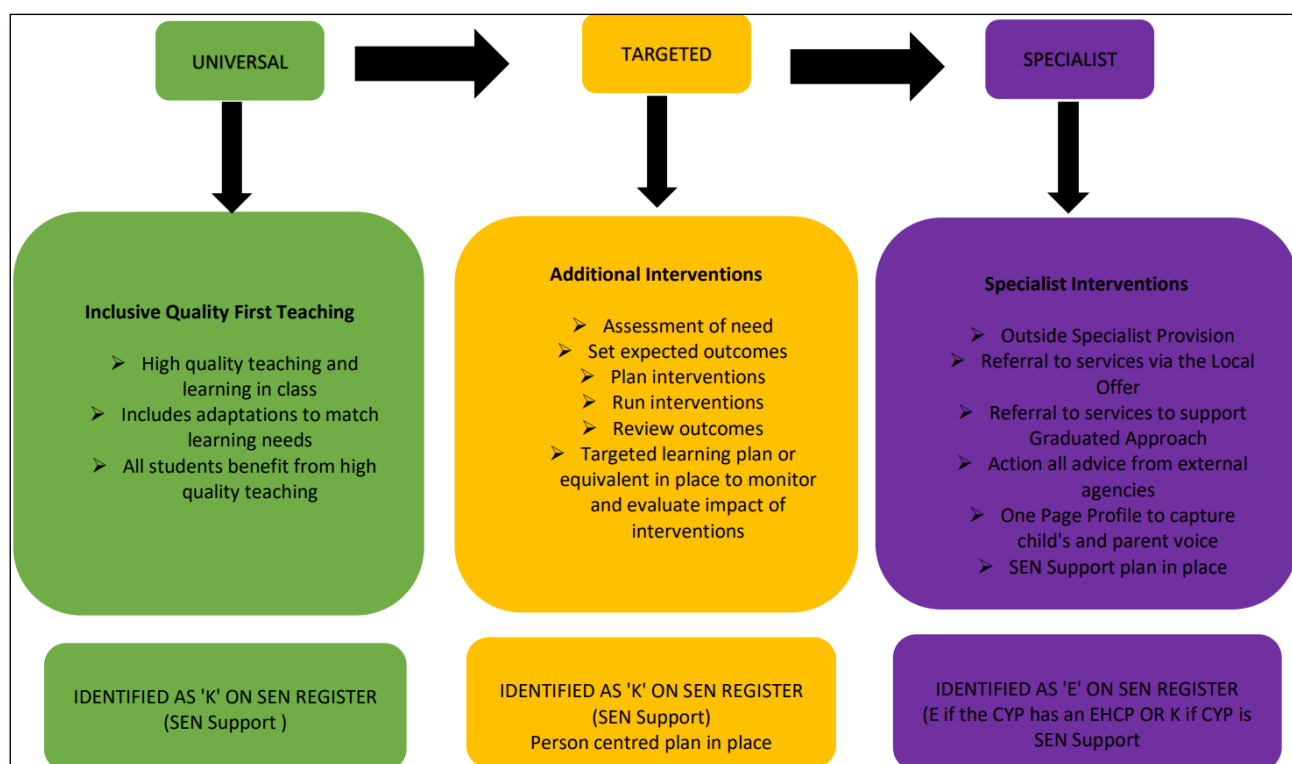
Throughout Year 7 to 11, for pupils who have not already been identified through the entrance screening procedure, teachers may raise concerns with either the SENDCo, Progress Leader, or Assistant Progress Leader. Staff from the Learning Support department will then follow up the concern and arrange whatever action/referral is considered the most appropriate. Parents can also raise concerns throughout the year via '[Report a Concern](#)'. These will be raised with the SENDCo (SEND Coordinator), 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.

If a SEND need is identified and the graduated approach followed, without positive impact a further, level 2 intervention will be put in place and the pupil added to the SEND register. This intervention (list on page 4) is monitored and impact measured depending on the outcome this may be quantitatively or qualitatively. See '[Graduated Approach at OLCC](#)' for further guidance on next steps, we also follow the [Lancashire SEND Graduated Response](#).



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



SEND Support (Taargeted) – 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 are on the SEND register will have 'classroom adaptations' specific to their area of need given on their synergy page. The document '[High Quality Teaching at OLCC](#)' provides further advice and guidance , a weekly SEND training schedule led by the SENCO and further advice on the effective use of TAs within the

classroom . If impact isn't being made we will see advice from an educational psychologist and the [specialist teacher service](#).

Educational Health Care Plan (EHCP- specialist) – 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 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:	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 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, acting as an internal consultant to staff in school, providing an extensive weekly training program, focusing on our specific needs. 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 SENCO, 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. All parents of children on the SEN register are contacted directly, every term, to ensure lines of communication are open and any barriers addressed.

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.

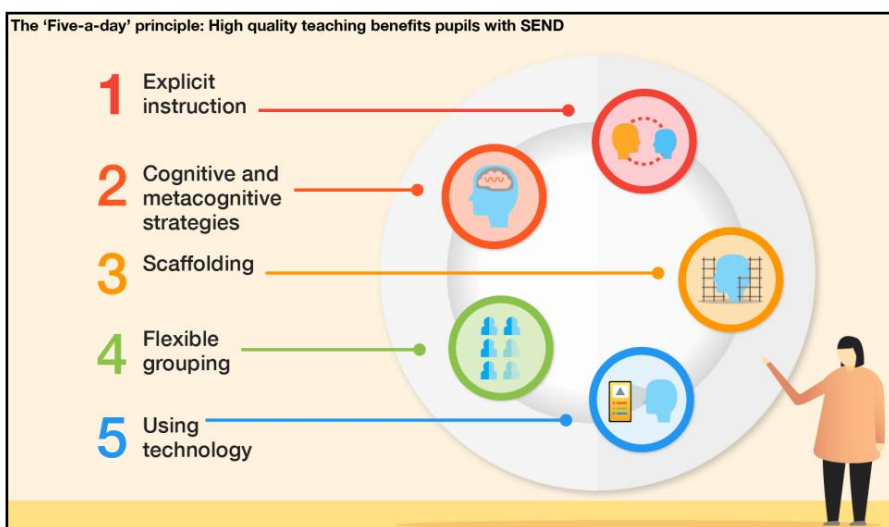
Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible 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 recommendations we use when we audit provision in school and 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 below—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 plans through 'provision map' and lesson adaptations specific to their area of need) 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
- High quality 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 easy accessible specific classroom adaptations, linked to pupil's profiles on synergy (SEN K) and for high SEN K or pupils with an EHCP their full one-page profile, giving more detail into specific adaptations, 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, Synedales Cancer care, NEST, Addaction, CANW, Barnardos, Art therapy, NEST (these are the groups in at regular weekly slots, many more come in on individual occasion). 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 PSOs are fully DSL training 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 as well as 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>

