

Our Lady's Catholic College

Special Educational Needs and Disabilities (SEND) Policy

2026–2027



Mission Statement

"So God created mankind in His own image, in the image of God He created them."

Genesis 1:27

At Our Lady's Catholic College, we believe that every child is uniquely created in the image and likeness of God and is therefore of equal worth, dignity and value. Every pupil has gifts, talents and aspirations which deserve to be recognised, nurtured and celebrated.

As a Catholic community, we are committed to ensuring that every young person experiences love, belonging, acceptance and hope. We strive to create an environment where all pupils feel safe, valued and respected, enabling them to flourish academically, socially, emotionally and spiritually.

Our mission is to ensure that every pupil, regardless of need, background or circumstance, has the opportunity to achieve their God-given potential.

Section 1

1. Vision for Inclusion

At Our Lady's Catholic College, inclusion is not an intervention, a place or a programme.

Inclusion is the quality of everyday teaching, relationships and leadership.

We believe that every pupil should:

- **Achieve** through access to an ambitious curriculum.
- **Thrive** through high-quality teaching, strong relationships and appropriate support.
- **Belong** within a school community where they feel valued, understood and respected.

We recognise that pupils arrive with diverse strengths, experiences and needs. Some pupils require additional support because of a special educational need or disability; others experience barriers arising from disadvantage, trauma, attendance difficulties, health needs, English as an Additional Language or wider family circumstances.

Our responsibility is not simply to identify those barriers.

Our responsibility is to remove them.

We believe that background should never determine destination. Educational disadvantage should never become educational destiny.

Through high expectations, adaptive teaching and a culture of belonging, we seek to ensure that every young person leaves Our Lady's Catholic College equipped with the knowledge, skills, confidence and resilience to flourish in adult life.

Our Commitment

We are committed to creating classrooms where:

- every pupil is known
- every pupil participates
- every pupil experiences success
- every pupil feels that they belong.

We reject the notion that pupils with SEND require a less ambitious education. Instead, we believe that every pupil should access a broad, balanced and ambitious curriculum, with barriers to learning and participation identified and removed through excellent teaching. Our approach reflects the belief that:

What is essential for some pupils is beneficial for all pupils.

High-quality adaptive teaching benefits every learner whilst being particularly important for pupils with SEND, disadvantaged pupils and those experiencing vulnerability.

Inclusion by Design

At OLCC we believe that inclusion is achieved through deliberate classroom design rather than additional intervention alone.

Our approach is built around three interconnected principles:

Powerful Routines

Creating calm, consistent and predictable classrooms where expectations are understood by everyone.

Consistent routines reduce cognitive load, increase feelings of safety and provide stability, particularly for pupils with autism, ADHD, SEMH needs, anxiety and those experiencing emotional vulnerability.

100% Participation

We believe that no pupil should ever become passive, peripheral or invisible within our classrooms.

Every lesson should provide opportunities for every pupil to think, participate, contribute and experience success.

Participation is both academic and social.

Pupils learn best when they feel that they belong.

Adaptive Expertise

We believe adaptive teaching is not simply a collection of strategies but a professional mindset.

Teachers continually notice, interpret and respond to barriers to learning and participation whilst maintaining ambitious expectations for every pupil.

Adaptive expertise requires teachers to integrate:

- curriculum knowledge
- assessment knowledge
- pedagogical knowledge
- knowledge of individual pupils

to make responsive decisions throughout every lesson.

Our Understanding of SEND

We recognise that SEND is not defined by labels alone.

Rather than focusing solely upon diagnosis, we seek to understand the barriers preventing pupils from learning, participating and achieving.

Teachers are encouraged to ask:

"What is preventing this pupil from succeeding?"

rather than

"What is wrong with this pupil?"

This strengths-based approach enables us to identify practical adaptations which remove barriers whilst maintaining ambition.

Our Vision

Ultimately, our vision is simple.

We want every young person who walks through our doors to leave Our Lady's Catholic College believing that they were known, valued and supported to become the very best version of themselves.

Through faith, ambition and inclusive practice, we will continue to ensure that every pupil has the opportunity to **Achieve, Thrive and Belong**.

Section 2

2. Legislative Framework and National Guidance

This policy has been developed in accordance with current legislation, statutory guidance and evidence-informed practice. It reflects Our Lady's Catholic College's commitment to ensuring that every pupil, regardless of need or circumstance, has equitable access to an ambitious education and is supported to achieve, thrive and belong.

This policy should be read alongside the school's SEND Information Report, Accessibility Plan, Safeguarding and Child Protection Policy, Behaviour Policy, Medical Needs Policy, Attendance Policy, Equality Objectives and Supporting Pupils with Medical Conditions Policy.

Statutory Framework

This policy is underpinned by the following legislation and statutory guidance:

- Children and Families Act 2014
 - Special Educational Needs and Disability Code of Practice: 0–25 years (January 2015)
 - Equality Act 2010
 - Special Educational Needs and Disability Regulations 2014
 - Schools SEN Information Report Regulations 2014
 - Supporting Pupils at School with Medical Conditions (DfE)
 - Keeping Children Safe in Education (current edition)
 - Working Together to Safeguard Children (current edition)
 - Teachers' Standards
 - Human Rights Act 1998
 - United Nations Convention on the Rights of the Child
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Evidence-Informed Practice

At Our Lady's Catholic College, our approach to SEND is informed by the best available educational research.

In particular, this policy draws upon:

- Education Endowment Foundation (EEF) **Special Educational Needs in Mainstream Schools**
- Education Endowment Foundation **Five-a-Day Principles**
- The evidence underpinning adaptive teaching and responsive teaching
- Current research relating to cognitive science, metacognition, disciplinary literacy and inclusive classroom practice
- National guidance relating to attendance, emotional wellbeing and mental health
- Best practice emerging from high-performing inclusive schools, including the Inclusion by Design framework developed through Greenshaw Research School.

We recognise that research continually evolves. Consequently, this policy should be viewed as a living document which will continue to develop alongside emerging evidence and national guidance.

The 2025 Ofsted Framework

Our approach reflects the expectations of the Education Inspection Framework (2025), which places significant emphasis upon inclusive education, belonging and the removal of barriers to learning.

Inspectors will evaluate not only the systems schools have in place, but also what pupils experience every day within classrooms.

At Our Lady's Catholic College we therefore ensure that:

- pupils with SEND access an ambitious curriculum alongside their peers;
- teachers identify and remove barriers to learning and participation;
- adaptations maintain high expectations rather than lowering challenge;
- pupils experience a strong sense of belonging within lessons and across school life;
- participation is maximised so that no pupil becomes passive, peripheral or invisible;

- teachers use assessment responsively to adapt teaching and improve outcomes;
- provision is evaluated through its impact on learning, participation and personal development rather than solely through the implementation of interventions.

Section 3

3. Aims, Principles and Objectives

Our Aim

The aim of this policy is to ensure that every pupil at Our Lady's Catholic College, including those with Special Educational Needs and Disabilities (SEND), is provided with an ambitious, inclusive and high-quality education that enables them to achieve academically, flourish personally and participate fully in school life.

We are committed to creating a learning community where every pupil feels known, valued and respected, and where barriers to learning and participation are identified early and addressed effectively through evidence-informed classroom practice.

We recognise that successful inclusion is achieved not through lowering expectations, but through maintaining ambition whilst adapting teaching to ensure that every pupil can access learning and experience success.

Our Principles

Our approach to SEND is founded upon the following principles.

High-Quality Adaptive Teaching Comes First

The single greatest factor influencing outcomes for pupils with SEND is the quality of classroom teaching.

At OLCC we believe that:

- interventions supplement excellent teaching—they do not replace it;
- teaching assistants enhance learning but do not replace teacher responsibility;
- adaptive teaching benefits all learners whilst being essential for some.

Teachers continually adapt their practice in response to pupils' learning whilst maintaining ambitious curriculum expectations.

Our Objectives

To achieve our vision we will:

1. Provide an Ambitious Curriculum for Every Pupil

Ensure that pupils with SEND access a broad, balanced and ambitious curriculum that prepares them successfully for adulthood. Adaptations will increase access rather than reduce aspiration.

2. Deliver High-Quality Adaptive Teaching

Develop teachers' professional expertise so they continually:

- notice barriers;
- interpret pupil responses;
- adapt teaching;
- evaluate impact.

Adaptive teaching will become the expected standard of classroom practice across the school.

3. Promote Participation

Create classrooms where every pupil:

- thinks;
- contributes;
- communicates;
- participates;
- experiences success

Participation is both an academic and social expectation.

4. Identify Need Early

Use robust assessment, professional judgement, information from families and specialist advice to identify emerging needs as early as possible.

Early identification enables earlier support and improved outcomes.

5. Implement a Graduated Response

Use the Assess–Plan–Do–Review cycle to:

- identify barriers;
- implement appropriate support;
- review effectiveness;
- refine provision.

This cycle is embedded within everyday classroom practice rather than viewed solely as a SEND process.

6. Work in Partnership with Families

Recognise parents and carers as experts on their child.

We will work collaboratively with families to ensure that pupils receive coordinated, personalised support and that their views are central to decision making.

7. Develop Independent Learners

Support pupils to become resilient, confident and increasingly independent.

Where support is provided, it should develop independence rather than dependency.

8. Improve Life Chances

We recognise the significant relationship between educational achievement and future opportunities.

Our ambition is to break the link between disadvantage and educational outcomes by ensuring that every pupil leaves OLCC equipped with the knowledge, qualifications, skills and confidence to flourish in adult life.

Background should never determine destination.

Section 4

4. Identifying Special Educational Needs and Understanding Barriers to Learning

Our Philosophy

At Our Lady's Catholic College, we believe that effective identification is the foundation of successful inclusion.

The purpose of identifying SEND is not to allocate a label or fit pupils into categories. Instead, identification enables us to understand the barriers preventing pupils from learning, participating and thriving so that we can remove those barriers through high-quality teaching and appropriate support.

We recognise that pupils develop at different rates and that learning needs may emerge at different stages of a child's education. Consequently, SEND identification is viewed as an ongoing process rather than a single event.

Teachers are encouraged to ask:

"What is preventing this pupil from accessing learning or participating fully?" *rather than*

"What is wrong with this pupil?"

This strengths-based approach reflects both the SEND Code of Practice and our Inclusion by Design philosophy

Definition of Special Educational Needs

The school adopts the definition of Special Educational Needs contained within Section 20 of the Children and Families Act 2014.

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that normally available to pupils of the same age.

The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These categories help schools plan appropriate provision but should never limit expectations or define a pupil's potential.

Communication and Interaction

Pupils may experience difficulties with:

- speech and language;
- understanding language;
- expressive communication;
- social communication;
- interaction with others.

This includes pupils with Autism Spectrum Condition (ASC) and Developmental Language Disorder (DLD).

Cognition and Learning

Pupils may experience difficulties with:

- acquiring literacy or numeracy skills;
- memory;
- processing information;
- organisation;
- reasoning;
- independent learning.

Some pupils may have Specific Learning Difficulties such as dyslexia or dyscalculia, whilst others may have more general learning difficulties.

Social, Emotional and Mental Health

Some pupils experience barriers relating to:

- anxiety;
- emotional regulation;
- attachment;
- trauma;
- mental health;
- behavioural responses arising from unmet needs.

The school recognises that behaviour is often a form of communication.

Rather than viewing behaviour in isolation, staff seek to understand the underlying barriers affecting learning and participation.

Sensory and Physical Needs

Some pupils require support because of:

- hearing impairment;
- visual impairment;
- physical disability;
- sensory processing differences;
- medical needs affecting learning.

Reasonable adjustments will be made to ensure pupils can access all aspects of school life.

Understanding Barriers to Learning

Whilst statutory categories remain important, they do not always explain why a pupil is struggling within a classroom. At OLCC we therefore focus upon identifying barriers to learning and participation.

These barriers may include:

Cognitive Barriers

- limited working memory;
 - slow processing speed;
 - difficulties with retrieval;
 - misconceptions;
 - executive functioning difficulties.
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Communication Barriers

- limited vocabulary;
 - language processing difficulties;
 - understanding complex instructions;
 - confidence in speaking.
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Emotional Barriers

- anxiety;
- fear of failure;
- emotional dysregulation;
- low self-esteem

Environmental Barriers

- classroom noise;
 - transitions;
 - unpredictability;
 - inconsistent routines.
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Social Barriers

- friendships;
 - peer relationships;
 - social communication;
 - feelings of belonging.
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Wider Contextual Barriers

- attendance;
- disadvantage;
- safeguarding concerns;
- caring responsibilities;
- bereavement;
- housing instability;
- English as an Additional Language.

Recognising these barriers enables teachers to make precise adaptations whilst maintaining ambitious expectations.

What SEND Is Not

The school recognises that a number of factors may affect attainment or progress but do not automatically constitute SEND.

These may include:

- disability (where educational provision is not additionally required);
- attendance difficulties;
- persistent absence;
- English as an Additional Language;
- disadvantage;
- looked after or previously looked after status;
- bereavement;
- family circumstances;
- medical needs;
- short-term emotional difficulties.

Whilst these factors may not constitute SEND in themselves, they may create significant barriers to learning which require appropriate support through pastoral systems, adaptive teaching and wider school provision.

Identification at OLCC

Identification of SEND is informed by a wide range of evidence.

This may include:

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|--|---------------------------------------|
| • prior attainment; | • pupil voice; |
| • transition information from primary schools; | • attendance information; |
| • standardised assessments; | • behaviour patterns; |
| • curriculum assessments; | • safeguarding information; |
| • teacher observations; | • pastoral concerns; |
| • parental views; | • advice from external professionals. |

No single assessment determines whether a pupil has SEND.

Professional judgement is used alongside assessment evidence to build a holistic understanding of each pupil.

Early Identification

Early identification allows barriers to be addressed before they become entrenched.

All staff therefore have a responsibility to raise concerns where they believe a pupil may require additional support.

Concerns are discussed collaboratively between teachers, pastoral staff, the SEND Team and parents to determine the most appropriate next steps.

Where necessary, additional assessment and external advice will be sought.

Our Commitment

At Our Lady's Catholic College, identification is not an end in itself.

It is the beginning of understanding.

By understanding barriers rather than simply recording labels, we are able to provide responsive, ambitious and inclusive teaching that enables every pupil to achieve, thrive and belong.

Section 6

6. SEND Support and Provision

Our Approach to SEND Provision

At Our Lady's Catholic College, SEND provision is designed to ensure that pupils receive the right support, at the right time, for the right reasons.

We recognise that the majority of pupils' needs should be successfully met through high-quality adaptive teaching within the classroom. Where this is insufficient to enable a pupil to make expected progress or participate fully in school life, additional SEND support will be implemented through the Graduated Approach. Provision is not determined by diagnosis alone.

Instead, provision is informed by:

- identified barriers to learning and participation;
- evidence gathered through the Assess–Plan–Do–Review cycle;
- teacher assessment;
- pupil voice;
- parental views;
- advice from external professionals where appropriate.

Our focus is always on improving outcomes rather than increasing provision.

The effectiveness of support is measured by its impact on learning, participation, independence and wellbeing.

Levels of Support at OLCC

Provision operates across three graduated levels.

Universal Provision

Universal provision is available for every pupil.

This consists of:

- high-quality adaptive teaching;
- ambitious curriculum access;
- predictable classroom routines;
- inclusive participation strategies;
- adaptive questioning;
- formative assessment;
- positive relationships;
- effective behaviour support;
- high expectations.

Universal provision should successfully meet the needs of most pupils.

Targeted SEND Support

Where a pupil continues to experience barriers despite high-quality adaptive teaching, targeted SEND Support may be introduced.

This may include:

- personalised adaptive teaching strategies;
- small group interventions;
- literacy support;
- numeracy intervention;
- speech and language programmes;
- social communication support;
- executive functioning support;
- emotional regulation programmes;
- mentoring;
- ELSA-informed approaches;
- Thrive-informed approaches;
- specialist teaching advice.

Support is carefully matched to identified need and reviewed regularly.

Specialist Provision

A small number of pupils require highly personalised provision because of significant and complex needs.

This may involve:

- Education, Health and Care Plans (EHCPs);
- specialist teaching input;
- Educational Psychology involvement;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- CAMHS and mental health services;
- Children's Social Care;
- Virtual School;
- other specialist external agencies.

The school works collaboratively with families and professionals to ensure provision remains appropriate and effective.

SEND Register

The SEND Register is a working document that identifies pupils requiring provision that is additional to or different from that ordinarily available. Pupils are placed on the SEND Register only when the SEND Code of Practice criteria are met. Being placed on the register enables:

- appropriate planning;
- monitoring;
- review;
- communication;
- evaluation of provision.

The register is reviewed regularly by the SEND Team to ensure information remains accurate and current.

Pupil Passports

Every pupil receiving SEND Support or with an EHCP has a personalised Pupil Passport.

The passport provides staff with concise information regarding:

- strengths and interests;
- aspirations;
- identified barriers;
- effective classroom strategies;
- reasonable adjustments;
- communication needs;
- pastoral information;
- medical information where relevant.

The passport is a working document. It is regularly reviewed and updated in collaboration with pupils, parents and staff. Teachers are expected to use the passport to inform their planning and adaptive teaching.

Provision Mapping

Provision is mapped across the school to ensure:

- resources are allocated effectively;
- interventions meet identified need;
- duplication is avoided;
- impact is evaluated;
- pupils receive equitable access to support.

Provision mapping enables the SEND Team to evaluate both individual and whole-school effectiveness.

The emphasis remains upon outcomes rather than simply recording interventions.

Education, Health and Care Plans (EHCPs)

Pupils with an EHCP receive provision in accordance with their statutory plan.

The school works collaboratively with:

- pupils;
- parents and carers;
- the Local Authority;
- health professionals;
- social care;
- external agencies

to ensure that outcomes within Section E and provision specified within Section F are delivered effectively.

Annual Reviews are held in accordance with statutory guidance.

Reviews consider:

- progress towards outcomes;
- effectiveness of provision;
- changing needs;
- aspirations for adulthood;
- views of pupils and families.

Recommendations are made to the Local Authority where amendments to the EHCP are considered necessary.

Education, Health and Care Needs Assessments

Where the school believes that a pupil's needs cannot reasonably be met from ordinarily available provision, evidence may be gathered to support a request for an Education, Health and Care Needs Assessment.

Applications are informed by:

- the Graduated Approach;
- robust assessment evidence;
- intervention reviews;
- professional reports;
- pupil voice;
- parental views.

The school recognises that an EHCP is not the goal in itself.

The goal is securing the right provision to enable the pupil to achieve positive outcomes.

Working Towards Independence

The purpose of SEND provision is to develop confident, resilient and independent learners.

Support should:

- increase participation;
- develop confidence;
- improve independence;
- remove barriers;
- reduce reliance upon adult support wherever possible.

Teaching assistants and specialist staff work alongside teachers to promote independence rather than dependency.

Section 7

7. Roles and Responsibilities

A Whole-School Responsibility

At Our Lady's Catholic College, inclusion is a whole-school responsibility. Every member of staff contributes to creating a learning environment in which pupils with SEND can achieve, thrive and belong.

Whilst the SEND Team provides strategic leadership, guidance and specialist expertise, responsibility for the progress, participation and wellbeing of pupils with SEND rests with every adult working within the school. Inclusive education is therefore embedded across leadership, curriculum, pastoral care, safeguarding and teaching.

The Governing Body

The Governing Body has a strategic responsibility for ensuring that the school fulfils its statutory duties in relation to SEND.

Governors will:

- ensure the school complies with the Children and Families Act 2014 and the Equality Act 2010;
- monitor the effectiveness of SEND provision;
- ensure appropriate funding is allocated to SEND provision;
- receive regular reports regarding outcomes for pupils with SEND;
- evaluate the effectiveness of the school's inclusive practice;
- ensure SEND remains central to school improvement planning;
- appoint a governor with responsibility for SEND.

Governors will hold leaders to account for ensuring that pupils with SEND receive an ambitious education and achieve positive outcomes.

The Headteacher

The Headteacher has overall responsibility for ensuring that the school's vision for inclusion is realised.

The Headteacher will:

- promote an inclusive culture throughout the school;
- ensure high expectations for all pupils;
- allocate appropriate staffing and resources;
- ensure SEND is integral to school improvement;
- monitor the quality of adaptive teaching;
- ensure statutory duties are fulfilled;
- work closely with governors and the SENDCo to evaluate provision and outcomes.

The Headteacher is responsible for ensuring that inclusion remains a strategic priority across the whole school.

The Assistant Headteacher / SENDCo

The SENDCo provides strategic leadership for SEND and inclusion across the school. Working alongside senior leaders, curriculum leaders, pastoral teams and external professionals, the SENDCo ensures that provision is coordinated, evidence-informed and focused upon improving outcomes.

The SENDCo will:

- lead the strategic development of SEND provision;
- coordinate the graduated approach;
- oversee identification and assessment of pupils with SEND;
- monitor the quality of adaptive teaching;
- support teachers in identifying and removing barriers to learning;
- coordinate Annual Reviews and statutory processes;
- liaise with parents, carers and external agencies;
- provide advice and guidance to staff;
- evaluate the impact of provision;
- contribute to whole-school improvement;
- ensure compliance with statutory guidance.

The SENDCo will promote a culture where pupils with SEND are viewed through their strengths, aspirations and potential rather than solely through their needs.

Senior Leaders

Senior leaders share collective responsibility for ensuring inclusion is embedded across every aspect of school. They will:

- monitor the quality of teaching;
- evaluate curriculum accessibility;
- ensure professional development supports adaptive teaching;
- monitor outcomes for vulnerable groups;
- remove barriers preventing participation;
- promote inclusive leadership across departments.

Inclusion will form part of leadership discussions, quality assurance and school improvement planning.

Curriculum Leaders

Curriculum Leaders are responsible for ensuring that every subject curriculum is ambitious, accessible and inclusive.

They will:

- support teachers in implementing adaptive teaching;
- monitor participation and achievement within their subject;
- identify barriers specific to their curriculum;
- promote disciplinary literacy;
- ensure curriculum sequencing supports pupils with SEND;
- evaluate subject-specific adaptations.

Curriculum Leaders play a vital role in ensuring pupils with SEND experience success across every subject area.

Classroom Teachers

Teachers have the greatest influence on outcomes for pupils with SEND.

Every teacher is responsible and accountable for the progress and development of every pupil they teach, including where support is provided by teaching assistants or specialist staff.

Teachers will:

- know the pupils they teach;
- maintain ambitious expectations;
- deliver high-quality adaptive teaching;
- identify barriers to learning and participation;
- use assessment responsively;
- implement recommendations contained within Pupil Passports and EHCPs;
- foster positive relationships;
- promote participation for every learner;
- contribute to the Assess–Plan–Do–Review cycle;
- evaluate the impact of adaptations;
- communicate effectively with parents and the SEND Team.

Adaptive teaching is viewed as an essential element of excellent teaching rather than an additional responsibility.

Teaching Assistants and Learning Support Assistants

Teaching Assistants play an important role in supporting inclusive classrooms.

They work under the direction of the classroom teacher to:

- promote independence;
- facilitate participation;
- reinforce learning;
- support emotional regulation;
- implement agreed strategies;
- provide feedback to teachers regarding pupil progress.

Teaching Assistants do not replace teacher responsibility.

Their role is to enhance learning opportunities whilst encouraging pupils to become increasingly independent.

Pastoral Leaders

Pastoral teams contribute significantly to removing barriers affecting attendance, wellbeing and participation.

They work collaboratively with the SEND Team to:

- monitor attendance;
- promote belonging;
- support emotional wellbeing;
- identify emerging needs;
- liaise with families;
- coordinate appropriate support.

Pastoral and academic support are viewed as complementary elements of inclusive practice.

Safeguarding Team

The school recognises the strong relationship between SEND and safeguarding.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will work closely with the SENDCo to ensure that vulnerable pupils receive coordinated support.

Where safeguarding concerns impact upon learning, appropriate adjustments will be made whilst maintaining high expectations.

Parents and Carers

Parents and carers know their children best and are valued partners in their education.

The school will:

- listen carefully to parental views;
- communicate openly and honestly;
- involve parents in decision-making;
- seek collaborative solutions;
- provide opportunities for regular review.
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Partnership with families is central to successful inclusion.

Pupils

Pupil voice is fundamental to effective SEND provision.

Wherever possible, pupils will be supported to:

- express their views;
- contribute to decision-making;
- identify helpful strategies;
- review their progress;
- develop increasing independence.

Our aim is that pupils become active participants in shaping their own learning rather than passive recipients of support.

Section 8

8. Working in Partnership with Parents, Pupils and External Agencies

Our Philosophy

At Our Lady's Catholic College, we recognise that successful inclusion is built upon strong partnerships.

Children and young people achieve the best outcomes when schools, families, pupils and professionals work together with a shared understanding of strengths, barriers and aspirations.

We recognise parents and carers as experts on their own child and value the unique knowledge they bring regarding their child's strengths, interests, needs and experiences.

Likewise, we believe that pupils should be active participants in decisions affecting their education and should be supported to express their views, aspirations and preferences.

Effective partnership is based upon openness, trust, respect and shared responsibility.

Working with Parents and Carers

Parents and carers play a central role throughout every stage of the graduated approach.

We are committed to building positive relationships through:

- open and honest communication;
- early identification of concerns;
- collaborative problem solving;
- regular review meetings;
- accessible information;
- shared decision-making.

Parents will be involved whenever:

- concerns regarding SEND emerge;
- additional assessment is required;
- SEND Support is introduced;
- interventions are reviewed;
- referrals to external agencies are considered;
- Education, Health and Care Needs Assessments are requested;
- Annual Reviews are held.

Our aim is that parents feel listened to, informed and fully involved throughout their child's educational journey.

Valuing Pupil Voice

At OLCC we believe that children and young people should be at the centre of decisions affecting their education.

Pupils are encouraged to:

- discuss what helps them learn;
- identify barriers they experience;
- contribute to their Pupil Passport;
- attend review meetings where appropriate;
- share aspirations for the future;
- evaluate the support they receive.

Listening to pupils helps ensure that provision remains personalised, meaningful and effective.

Developing pupil voice also supports independence, confidence and self-advocacy.

The Graduated Approach as a Partnership

The Assess–Plan–Do–Review cycle is a collaborative process.

Teachers, parents, pupils and the SEND Team each contribute different perspectives which together create a fuller understanding of the pupil's needs.

Reviews consider:

- progress towards agreed outcomes;
- participation and engagement;
- effectiveness of adaptations;
- pupil wellbeing;
- parental views;
- future priorities.

Support is adapted in response to evidence rather than remaining fixed.

Working with External Professionals

Some pupils require advice or involvement from specialist services.

The school works collaboratively with a wide range of professionals to ensure that support is coordinated, evidence-informed and centred upon the needs of the child.

These agencies may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Child and Adolescent Mental Health Services (CAMHS);
- Neurodevelopmental services;
- Children's Social Care;
- Early Help;
- Virtual School;
- Specialist Teachers;
- Hearing Impairment Service;
- Visual Impairment Service;
- School Nursing;
- Barnardo's;
- We Are With You;
- other Local Authority and Health Services.

External advice complements rather than replaces the school's ongoing assessment and adaptive teaching.

Multi-Agency Working

Many pupils experience needs which extend beyond education.

Where appropriate, the school works alongside health, social care and other agencies to ensure that support is coordinated and holistic.

Professionals work together to:

- identify barriers;
- share relevant information;
- coordinate interventions;
- avoid duplication;
- improve outcomes.

This collaborative approach reflects the principles of **Working Together to Safeguard Children** and the SEND Code of Practice.

Information Sharing

Effective partnership depends upon appropriate information sharing.

Relevant information is shared:

- lawfully;
- proportionately;
- securely;
- in accordance with data protection legislation.

Information is shared on a need-to-know basis to ensure that staff understand how best to support individual pupils whilst maintaining confidentiality and respecting the dignity of families.

Transition

Successful transition is an important element of inclusive practice.

The school works closely with:

- primary schools;
- secondary colleagues;
- post-16 providers;
- families;
- external agencies.

Transition planning includes:

- sharing information;
- visits and enhanced transition where appropriate;
- reviewing provision;
- updating Pupil Passports;
- ensuring continuity of support.

For pupils with SEND, transition is viewed as a process rather than a single event.

Resolving Concerns

The school values open communication and encourages parents to raise concerns as early as possible.

Where concerns arise, we aim to:

- listen carefully;
- understand different perspectives;
- work collaboratively;
- identify practical solutions;
- maintain positive relationships.

Most concerns can be resolved through discussion with:

- the class teacher;
- Curriculum Leader;
- Pastoral Leader;
- SEND Team.

Where concerns remain unresolved, parents may follow the school's formal complaints procedure.

Section 9

9. Monitoring, Evaluation and Quality Assurance

Our Commitment to Continuous Improvement

At Our Lady's Catholic College, we believe that effective SEND provision is continually reviewed, evaluated and refined. Our focus is not simply on what provision has been put in place, but on the difference that provision makes to pupils' learning, participation, wellbeing and long-term outcomes.

The effectiveness of our SEND provision is therefore measured through evidence of impact rather than the quantity of interventions delivered.

Continuous evaluation ensures that our provision remains:

- ambitious;
- inclusive;
- evidence-informed;
- responsive;
- effective.

What Success Looks Like

Successful SEND provision is reflected through improvements in:

Academic Outcomes

- Progress from individual starting points.
 - Curriculum attainment.
 - Literacy and numeracy development.
 - Examination outcomes.
 - Preparation for adulthood.
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Participation

Pupils:

- engage confidently in lessons;
- contribute to discussions;
- participate in enrichment opportunities;
- develop increasing independence.

No pupil should become passive, peripheral or invisible within the classroom.

Attendance

We recognise the close relationship between attendance and educational outcomes.

Monitoring therefore includes:

- attendance patterns;
- persistent absence;
- EBSA indicators;
- punctuality;
- engagement with learning.

Where attendance becomes a barrier to learning, appropriate support will be implemented through collaborative working with families, pastoral teams and external agencies.

Behaviour and Wellbeing

Evaluation includes consideration of:

- emotional wellbeing;
- behaviour for learning;
- regulation;
- relationships;
- sense of belonging;
- safeguarding concerns where relevant.

Our aim is to ensure pupils feel safe, valued and able to learn successfully.

Independence

Successful provision should increase pupils':

- confidence;
- resilience;
- self-advocacy;
- organisation;
- independence.

Support should enable pupils to become progressively less reliant upon adult assistance wherever appropriate.

Monitoring Individual Progress

Teachers monitor the progress of pupils with SEND continuously through:

- formative assessment;
- classroom observations;
- questioning;
- retrieval activities;
- book scrutiny;
- assessment data;
- pupil participation;
- professional dialogue.

Where concerns arise, teachers initiate the Assess–Plan–Do–Review cycle in collaboration with the SEND Team.

Monitoring Whole-School Provision

The SENDCo and Senior Leadership Team regularly evaluate the effectiveness of provision across the school.

Monitoring activities include:

- learning walks;
- lesson observations;
- work scrutiny;
- pupil voice;
- parent feedback;
- staff consultation;
- attendance analysis;
- behaviour analysis;
- SEND data analysis;
- intervention reviews;
- Annual Review outcomes.

This enables leaders to identify strengths, priorities and areas for further development.

Quality Assurance of Adaptive Teaching

At OLCC, the quality of adaptive teaching is central to school improvement.

Leaders evaluate whether classrooms demonstrate:

- ambitious learning for all;
- high expectations;
- responsive teaching;
- effective scaffolding;
- strong classroom routines;
- inclusive participation;
- effective questioning;
- adaptive assessment;
- positive relationships;
- evidence of belonging.

Quality assurance focuses upon the experience of pupils as well as teacher practice.

Evaluating Provision Through Barrier → Action → Outcome

Staff are encouraged to evaluate provision using the Barrier → Action → Outcome (BAO) framework.

Barrier

What barrier prevented learning or participation?

Action

What adaptation or provision was implemented?

Outcome

What difference did this make?

This approach encourages reflective practice and ensures that support is continually refined according to its effectiveness.

Using Data Intelligently

Assessment information is used alongside professional judgement rather than in isolation.

Leaders consider:

- progress data;
- attendance;
- participation;
- wellbeing;
- safeguarding information;
- intervention impact;
- pupil voice.

This ensures that decisions are informed by a comprehensive understanding of each pupil rather than relying solely upon attainment measures.

Professional Development

Monitoring outcomes informs future staff development. Where quality assurance identifies common barriers or areas for improvement, professional development will be planned accordingly.

Examples may include:

- adaptive teaching;
- autism;
- speech, language and communication;
- SEMH;
- executive functioning;
- behaviour as communication;
- trauma-informed practice;
- attendance and EBSA;
- assistive technology.

Continuous professional development is viewed as essential to maintaining high-quality inclusive practice.

Reporting to Governors

The Governing Body receives regular reports regarding:

- the attainment and progress of pupils with SEND;
- attendance and behaviour trends;
- effectiveness of SEND provision;
- statutory compliance;
- quality assurance findings;
- priorities for further development.

Governors provide strategic challenge and support to ensure that SEND remains central to school improvement.

Listening to Pupils and Families

The views of pupils and parents are essential in evaluating the effectiveness of provision.

The school gathers feedback through:

- Annual Reviews;
- review meetings;
- questionnaires;
- pupil voice activities;
- informal discussions;
- parental consultation.

This feedback informs both individual provision and whole-school development.

Section 10

10. Safeguarding, Attendance, Preparing for Adulthood and Policy Review

Safeguarding

At Our Lady's Catholic College, we recognise that safeguarding is everyone's responsibility and that children with Special Educational Needs and Disabilities (SEND) can face additional vulnerabilities.

Research and national guidance consistently demonstrate that pupils with SEND are statistically more likely to experience:

- bullying;
- child-on-child abuse;
- exploitation;
- online harm;
- neglect;
- emotional abuse;
- mental health difficulties;
- social isolation.

Some pupils may also experience communication difficulties which make it harder to recognise, understand or report abuse. All staff therefore maintain a heightened awareness of safeguarding concerns affecting pupils with SEND.

Safeguarding considerations are embedded throughout planning, decision-making and provision. The SENDCo works closely with the Designated Safeguarding Lead (DSL), Deputy DSLs, pastoral teams and external agencies to ensure that safeguarding and SEND are considered together rather than in isolation. Where safeguarding concerns create barriers to learning or attendance, support will be coordinated using a multi-agency approach.

The school follows the principles contained within **Keeping Children Safe in Education** and **Working Together to Safeguard Children**.

Attendance and Belonging

Excellent attendance is fundamental to successful learning and positive life outcomes.

The school recognises that attendance difficulties may sometimes arise because of underlying SEND, anxiety, emotional wellbeing or other barriers.

Where attendance becomes a concern, the school seeks to understand the reasons behind the absence rather than focusing solely upon the absence itself.

Support may include:

- early identification of emerging concerns;
- collaborative work with families;
- pastoral support;
- adaptive classroom strategies;
- emotional wellbeing support;
- graduated reintegration where appropriate;
- involvement of external agencies.

We recognise the close relationship between:

- attendance;
- belonging;
- emotional wellbeing;
- participation;
- achievement.

Our aim is not simply to improve attendance figures, but to ensure pupils feel safe, welcomed and confident to attend school every day.

Preparing for Adulthood

Preparation for adulthood begins from the moment pupils join Our Lady's Catholic College. Our ambition extends beyond examination results.

We aim to prepare pupils to become:

- confident learners;
- responsible citizens;
- independent young adults;
- active members of society.

Preparation for adulthood includes developing:

Independence

- organisation;
- self-advocacy;
- problem solving;
- resilience;
- executive functioning skills.

Employment Skills

- communication;
- teamwork;
- punctuality;
- responsibility;
- leadership;
- employability.

Community Participation

Pupils are encouraged to contribute positively through:

- enrichment activities;
- leadership opportunities;
- volunteering;
- chaplaincy;
- educational visits;
- wider school life.

Healthy Living

The curriculum also supports pupils to develop:

- emotional wellbeing;
- healthy relationships;
- physical health;
- online safety;
- financial awareness;
- decision-making.

For pupils with EHCPs, Preparing for Adulthood outcomes remain central to Annual Reviews and transition planning.

Equality of Opportunity

The school is committed to ensuring that pupils with SEND are able to participate fully in every aspect of school life.

This includes:

- curriculum learning;
- enrichment activities;
- educational visits;
- sporting opportunities;
- leadership roles;
- careers education;
- work experience;
- transition planning.

Reasonable adjustments will be made where necessary to remove barriers and promote equitable access.

Complaints

The school values positive relationships with families and seeks to resolve concerns at the earliest opportunity. Parents and carers are encouraged to discuss concerns initially with:

- the class teacher;
- Curriculum Leader;
- Pastoral Leader;
- SEND Team.

Where concerns cannot be resolved informally, the school's Complaints Policy should be followed.

The school remains committed to listening carefully, responding professionally and working collaboratively to achieve positive outcomes for pupils.

Policy Review

This policy will be reviewed annually by the Governing Body or sooner if required due to:

- changes in legislation;
- updates to statutory guidance;
- revisions to national inspection frameworks;
- significant developments in educational research;
- school improvement priorities.

The review process will include consultation with:

- governors;
- senior leaders;
- the SEND Team;
- teaching staff;
- pupils;
- parents and carers;
- external professionals where appropriate.

The policy will continue to evolve to reflect best practice and the changing needs of our pupils.

Appendix

APPENDIX A

OLCC Inclusion by Design Framework

"Designing classrooms where every pupil can Achieve, Thrive and Belong."

At Our Lady's Catholic College we believe inclusion is deliberately designed into everyday classroom practice.

Rather than viewing inclusion as additional provision, we ensure that every lesson is built upon three interconnected principles:

- Powerful Routines
- 100% Participation
- Adaptive Expertise

Together these create classrooms where every pupil can learn successfully.

Strand One

Powerful Routines

Creating Safety, Consistency and Predictability

Powerful routines create calm classrooms where expectations are understood and learning can flourish.

They reduce cognitive load and allow pupils to focus upon learning rather than uncertainty.

At OLCC we expect to see:

- | | |
|---|--------------------------------|
| • Positive threshold greetings | • Predictable lesson structure |
| • Do Now activities | • Calm transitions |
| • Retrieval practice | • Clear success criteria |
| • Daily Check-In | • Exit routines |
| • Consistent classroom expectations | • Positive narration |
| • Attention signals | |
| • Consistent language across classrooms | |

Why?

Powerful routines particularly benefit pupils with:

- Autism
- ADHD
- SEMH
- Anxiety
- Executive functioning difficulties
- EBSA

However, what is essential for some benefits all.

Strand Two

100% Participation

No pupil should become passive, peripheral or invisible.

Participation means every pupil thinks.

Every pupil contributes.

Every pupil belongs.

Teachers maximise participation through:

- Think-Pair-Share
- Wait Time Plus
- Mini Whiteboards
- Cold Call
- Turn and Talk
- Hinge Questions
- Connect Before Correct
- Choral Response
- Retrieval Quizzing
- Positive Ratio Language
- Inclusive Questioning
- Narrate That

Participation is viewed as both an academic and relational process.

Strand Three

Adaptive Expertise

Adaptive Expertise is not a collection of strategies.

It is a professional mindset.

Teachers continually:

Notice



Interpret



Respond



Evaluate

Adaptive Expertise requires teachers to integrate:

- curriculum knowledge;
- assessment knowledge;
- pedagogical knowledge;
- knowledge of individual pupils.

Teachers continually ask:

- What am I noticing?
- What barrier exists?
- What adaptation is needed?
- Has it worked?

Adaptive Expertise enables teachers to remove barriers whilst maintaining ambition.

Our Commitment

Every lesson should demonstrate:

- ✓ High expectations
- ✓ Strong relationships
- ✓ Responsive teaching
- ✓ Inclusive participation
- ✓ Belonging

Because inclusion is not an intervention.

It is excellent teaching.

APPENDIX B

EEF Five-a-Day Principles

The Education Endowment Foundation identifies five evidence-informed principles which improve outcomes for pupils with SEND whilst benefiting all learners.

1. Explicit Instruction

Teachers provide:

- clear explanations;
- modelling;
- worked examples;
- guided practice;
- regular checking for understanding.

Example:

Teacher models an exam answer before pupils complete one independently.

2. Cognitive and Metacognitive Strategies

Teachers explicitly teach pupils to:

- plan;
- monitor;
- evaluate;
- reflect.

Example:

"What strategy are you using?"

"What will you do if you become stuck?"

3. Scaffolding

Support is temporary.

Teachers may use:

- sentence stems;
- writing frames;
- worked examples;
- vocabulary prompts;
- visual supports.

Support is gradually removed.

4. Flexible Grouping

Teachers use grouping deliberately.

Examples:

- Think-Pair-Share
- Peer tutoring
- Guided groups
- Collaborative learning

Grouping is responsive.

5. Technology

Technology should improve access and independence.

Examples include:

- Read&Write
- Speech-to-text
- Visualisers
- Captioned videos
- Digital organisers

Technology complements excellent teaching.

Every classroom should demonstrate all five principles over time.

APPENDIX C

OLCC Graduated Response Toolkit

Assess → Plan → Do → Review

The Graduated Approach is embedded within everyday classroom teaching.

ASSESS

What am I noticing?

Examples:

- Misconceptions
 - Low participation
 - Anxiety
 - Working memory difficulties
 - Vocabulary gaps
-

PLAN

What barrier is preventing learning?

Examples:

- Processing speed
 - Executive functioning
 - Emotional regulation
 - Literacy demands
-

DO

Which adaptation will remove the barrier?

Examples:

- Chunk instructions
- Model again
- Wait Time Plus
- Think-Pair-Share
- Visual scaffold
- Retrieval activity

REVIEW

Has participation improved?

Has learning improved?

Has independence increased?

What will I change next lesson?

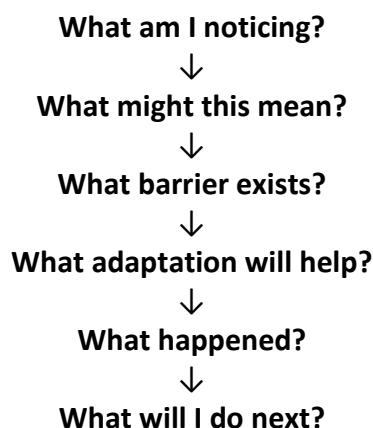
Barrier → Action → Outcome (BAO)

Teachers are encouraged to reflect using BAO.

Barrier	Action	Outcome
Long teacher explanations overloaded working memory	Chunked explanations and regular checks for understanding	Increased participation and task completion
Anxiety prevented answering questions	Think-Pair-Share and Wait Time Plus	Improved confidence and verbal participation
Vocabulary limited understanding	Explicit vocabulary teaching and visual supports	Improved comprehension and written responses

Professional Noticing

Teachers continually ask:



Remember

Great teachers do not simply deliver lessons.

Great teachers continually notice, interpret and respond.

That is Adaptive Expertise.

The OLCC Inclusion Promise

Every teacher.

Every lesson.

Every pupil.

We will:

✓ Maintain ambitious expectations.

✓ Remove barriers.

✓ Promote participation.

✓ Foster belonging.

✓ Improve life chances.

Because background should never determine destination.

Every child should have the opportunity to:

Achieve • Thrive • Belong