

OUR LADY'S CATHOLIC HIGH SCHOOL

SEND OFFER 2026

Our Vision

At Our Lady's Catholic High School, we are committed to providing a fully inclusive mainstream education where every pupil is valued, supported and encouraged to achieve their potential.

We recognise that pupils learn in different ways and may require varying levels of support throughout their school journey. Our approach focuses on removing barriers to learning, promoting independence and ensuring all pupils can access an ambitious curriculum alongside their peers.

Support is provided through a graduated approach consisting of:

- Universal Provision
- Targeted SEND Interventions
- Specialist Support
- Specialist Facilities and Resources

Provision is regularly reviewed in partnership with pupils, parents, carers and external professionals to ensure it remains responsive to individual need.

1. Universal Provision

Universal provision is available to all pupils and forms the foundation of our inclusive practice.

All teachers are responsible for the progress and inclusion of pupils with SEND through high-quality adaptive teaching.

This may include:

- Clear classroom routines and expectations.
- Explicit instruction and modelling.
- Adapted teaching approaches.
- Scaffolded learning activities.
- Visual supports and resources.
- Structured opportunities for retrieval practice and overlearning.
- Flexible classroom arrangements where appropriate.
- Positive behaviour support strategies.
- Access to pastoral support from Form Tutors, Learning Managers and Pastoral Assistants.

Many pupils with SEND have their needs successfully met through high-quality teaching and reasonable adjustments within the classroom.

2. How Support is Decided

Support is provided through a graduated approach of **Assess, Plan, Do, Review**, in line with the SEND Code of Practice.

When a pupil experiences difficulties accessing learning or participating fully in school life, staff work collaboratively with pupils, parents and carers to identify strengths, needs and any barriers to success.

Decisions about support are informed by:

- Assessment information and progress data.
- Classroom observations.
- Teacher and pastoral feedback.
- Pupil voice.
- Parent and carer views.
- Attendance and wellbeing information.
- Advice from external professionals where appropriate.

The first response is always to consider adaptations and reasonable adjustments within the classroom through high-quality teaching.

Where further support is required, pupils may access targeted interventions designed to address specific areas of need. The intended outcomes of any intervention are agreed and progress is reviewed regularly.

Provision is adjusted in response to the pupil's progress, ensuring support remains effective, appropriate and focused on developing independence.

3. Examples of Targeted SEND Interventions

The interventions listed below provide examples of the support available at OLCBS. Access to interventions is determined by individual need and may vary over time.

Where additional support is required, pupils may access targeted interventions designed to develop specific skills and reduce barriers to learning.

Interventions are time-limited, outcome-focused and monitored for impact.

Regulation Toolkit

Who may benefit?

Pupils who experience difficulties with emotional regulation, managing strong feelings, coping with change or responding appropriately to challenging situations.

What does the intervention involve?

A structured programme delivered individually or in small groups to help pupils:

- Recognise and understand emotions.
- Identify triggers.
- Develop self-regulation strategies.
- Build resilience and self-awareness.

Intended outcomes

- Improved emotional regulation.
- Increased readiness for learning.
- Greater independence in managing challenges.

Understanding Anxiety

Who may benefit?

Pupils whose anxiety affects confidence, attendance, engagement or participation in school life.

What does the intervention involve?

Structured sessions focusing on:

- Understanding anxiety.
- Recognising anxious thoughts and feelings.
- Coping strategies.
- Problem-solving approaches.
- Confidence-building techniques.

Intended outcomes

- Increased confidence and resilience.
- Improved participation in lessons and wider school life.
- Reduced barriers associated with anxiety.

ADHD and Executive Function Support

Who may benefit?

Pupils who experience difficulties with:

- Organisation.
- Planning.
- Time management.
- Working memory.
- Attention and concentration.
- Task initiation.

What does the intervention involve?

Targeted support focusing on:

- Organisational systems.
- Study skills.
- Memory strategies.
- Self-monitoring techniques.
- Independent learning routines.

Intended outcomes

- Improved organisation and independence.
- Increased engagement across the curriculum.
- Better preparation for examinations and future learning.

Social Confidence Workshops

Who may benefit?

Pupils who find social situations challenging or who would benefit from support in developing confidence and communication skills.

What does the intervention involve?

Small-group activities focusing on:

- Communication skills.

- Emotional literacy.
- Understanding social situations.
- Friendship skills.
- Building confidence.

Intended outcomes

- Improved social interaction.
- Increased confidence when working with others.
- Greater participation in school life.

Lunchtime Games Club

Who may benefit?

Pupils who may find unstructured social times challenging or who would benefit from a calmer, structured environment during lunch.

What does the intervention involve?

A supervised lunchtime provision offering opportunities for:

- Positive social interaction.
- Structured games and activities.
- Communication development.
- Friendship building.

Intended outcomes

- Increased social confidence.
- Positive peer relationships.
- Improved sense of belonging.

Pastoral Support and Check-In Provision

Who may benefit?

Pupils who may require additional emotional support, assistance with organisation, help managing relationships, support with attendance or a regular trusted adult to discuss concerns.

What does the support involve?

Pastoral support is provided through Learning Managers, Pastoral Support Mentors and Pastoral Co-ordinator who work closely with pupils, families and school staff to identify and address barriers to learning and wellbeing.

Support may include:

- Planned check-in and check-out sessions.
- Regular pastoral mentoring.
- Attendance and wellbeing monitoring.
- Support during key transitions and periods of change.
- Guidance with friendships and peer relationships.
- Liaison with parents and carers.
- Access to lunchtime drop-in support in Room R30.

The lunchtime drop-in provision offers pupils a supportive environment where they can seek advice, discuss concerns and access additional guidance from pastoral staff.

Intended Outcomes

- Improved wellbeing and emotional resilience.
- Increased engagement in school life.
- Stronger relationships with staff and peers.
- Improved attendance and readiness for learning.
- Increased confidence in accessing support when needed.

Literacy Support

Who may benefit?

Pupils requiring additional support with reading, comprehension, spelling or written expression.

What does the intervention involve?

Targeted literacy programmes delivered individually or in small groups.

Intended outcomes

- Improved reading fluency and comprehension.
- Increased confidence in literacy tasks.
- Better access to the wider curriculum.

Numeracy Support

Who may benefit?

Pupils requiring additional support with mathematical understanding and application.

What does the intervention involve?

Targeted programmes designed to reinforce key mathematical concepts and skills.

Intended outcomes

- Improved mathematical confidence.
- Increased accuracy and understanding.
- Better access to curriculum learning.

4. Specialist Support

Some pupils require more personalised and specialist provision.

Support may be coordinated through the SENDCo in collaboration with external professionals and agencies.

This may include:

- Individual SEND support plans.
- Education, Health and Care Plan (EHCP) provision.
- Examination Access Arrangements.
- Enhanced transition support.
- Specialist assessments.
- Multi-agency planning and review meetings.

The school works closely with services such as:

- Educational Psychology.
- Speech and Language Therapy.
- Occupational Therapy.
- School Nursing Services.
- CAMHS.
- Local Authority SEND Services.
- Other specialist practitioners as required.

5. Specialist Facilities and Resources

Learning Support Base

The Learning Support Base provides a calm and supportive environment where pupils can access interventions, receive guidance and develop strategies that enable them to participate successfully in mainstream education.

The focus is on building confidence, independence and successful inclusion.

Sensory Room

The Sensory Room provides a structured environment which may support pupils who benefit from:

- Sensory regulation.
- Emotional regulation.
- Reduced stimulation.
- Structured transition arrangements.

Use of the room is planned carefully and linked to identified needs and outcomes.

Assistive Resources

Where appropriate, pupils may access:

- Adapted learning materials.
- Visual resources.
- Sensory supports.
- Examination access arrangements.
- Assistive technology.

Provision is matched to individual needs and reviewed regularly.

6. Working in Partnership

We believe that successful outcomes are achieved through strong partnerships between school, home and external professionals.

Parents and carers are involved through:

- Regular communication.
- SEND review meetings.

- Annual Reviews for pupils with EHCPs.
- Parent consultation evenings.
- Transition planning meetings.

Pupils are encouraged to contribute to decisions about their support and are supported to develop independence, self-advocacy and confidence.

7. Preparing for Adulthood

Preparing pupils for adulthood is an important part of our SEND provision.

Support may include:

- Careers education and guidance.
- Independent learning skills.
- Organisation and self-management strategies.
- Communication and social skills.
- Transition planning.
- Further education and employment guidance.

For pupils with EHCPs, preparation for adulthood is formally discussed and reviewed from Year 9 onwards.

Contact Us

We value positive partnerships with parents, carers and external professionals and welcome opportunities to discuss any aspect of a pupil's support.

If you would like further information about our SEND provision, or wish to discuss your child's individual needs, please contact Mr Broderick (SENDCo) through the school's main office 01772 326900.

Further information can also be found in:

- The School SEND Information Report
- The School SEND Policy
- The Accessibility Plan
- The Lancashire Local Offer