

Our Lady's Catholic High School

Special Educational Needs and Disabilities (SEND) Information Report

Academic Year	2026 / 2027	Review Cycle	Annual (Next Review: September 2027)
Special Educational Needs Co-ordinator (SENDCo)	Mr. Stephen Broderick	SENDCo Contact	01772 326900 sbk@olchs.lancs.sch.uk
SEND Link Governor	Rachael Ballard	Headteacher	Mr. R. Charnock

1. Legislative Framework & School Vision

This SEND Information Report complies with **Section 69 of the Children and Families Act 2014**, **Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014**, and **Section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)**. It also adheres to the statutory guidance outlined in the **Equality Act 2010**.

At Our Lady's Catholic High School (OLCHS), our mission is rooted in the dignity of the human person. We are committed to high-ambition, inclusive mainstream education where every student is known, valued, and empowered to reach their academic, personal, and spiritual potential. We hold equal ambition for all pupils, ensuring barriers to learning are dismantled through proactive, early support and high-quality adaptive teaching.

2. The Kinds of Special Educational Needs Provided For

OLCHS is a fully inclusive mainstream secondary school. We cater for students whose needs fall across one or more of the four broad areas of need identified in the SEND Code of Practice:

Broad Area of Need	Examples of Needs & In-School Support
Communication and Interaction	Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC). Supported via visual structures, explicit communication, social skills groups, and Speech and Language Therapy (SALT) programmes.

Broad Area of Need	Examples of Needs & In-School Support
Cognition and Learning	Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia. Supported through structured literacy/numeracy interventions, scaffolding, assistive technology, and multi-sensory learning.
Social, Emotional and Mental Health (SEMH)	Attention Deficit Hyperactivity Disorder (ADHD), anxiety, attachment difficulties, emotional regulation needs. Supported through Pastoral Support Workers, Learning Support base mentoring, school counselling referrals, and quiet regulation spaces.
Sensory and/or Physical Needs	Hearing Impairment (HI), Visual Impairment (VI), Physical Disabilities, and Medical Conditions. Supported by specialist equipment (e.g. auditory systems, high-contrast markers), personal evacuation plans, and accessibility adjustments.

3. Identification and Assessment of Pupils with SEND

Early identification is vital. OLCBS operates a comprehensive identification process utilising multiple sources of quantitative and qualitative data:

- **Year 6 Transition:** Close liaison with feeder primary schools, review of KS2 SATs, baseline assessments, attendance at Year 6 Annual Reviews, and parent consultations.
- **Key Stage 3 Baseline Testing:** Standardised screening in reading age, spelling, cognitive abilities, and core subject baseline assessments in Year 7.
- **Progress Tracking:** Regular review of progress data, interim reports, and internal teacher assessments.
- **Teacher & Pastoral Referrals:** Formal internal referral routes when teachers or pastoral leaders observe persistent difficulty in accessing the curriculum despite quality first adaptive strategies.
- **External Diagnostics:** Diagnostic assessments commissioned through Educational Psychologists, Specialist Teaching Services, and NHS Health Teams.

4. The Graduated Approach: Assess, Plan, Do, Review

When a student is identified as requiring SEN Support, the school initiates the four-part graduated cycle:

1. **Assess:** Drawing on teacher assessments, baseline data, prior progress, student voice, and specialist advice to clearly define the student's barriers to learning.
2. **Plan:** Co-producing a SEND Passport or ILP setting clear, SMART targets and detailing agreed reasonable adjustments and interventions.

3. **Do:** The class teacher remains responsible for working with the student daily, implementing adaptive strategies and collaborating with Higher Level Teaching Assistants (HLTAs) or Learning Support Assistants (LSAs).
4. **Review:** Progress towards targets for EHCP students is formally reviewed at least three times per year with parents and the student, informing subsequent adaptations or external referrals.

5. Consulting and Involving Parents and Pupils

We believe authentic co-production is foundational to successful education:

- **Parent Partnerships:** Parents are consulted during Year 6 transition, at dedicated termly SEND review meetings, formal parents' consultation evenings, and statutory Annual Reviews for pupils with Education, Health and Care Plans (EHCPs). Regular communication is maintained via the school portal, telephone, and email.
- **Pupil Voice:** Students actively contribute to their One-Page Profiles, detailing their personal strengths, preferred learning strategies, and aspirations. EHCP students are invited to attend and lead segments of their review meetings.

6. Adaptive Teaching and Curriculum Adjustments

High-Quality Adaptive Teaching is our universal standard. Every teacher is expected to anticipate barriers and adapt their instructional delivery:

- **Instructional Adaptations:** Chunked explanations, dual-coding, explicit modelling, guided practice, scaffolding, and structured retrieval practice.
- **Targeted Interventions:** Small-group or 1:1 evidence-based intervention programmes for reading fluency, comprehension, numeracy, and executive functioning.
- **Exam Access Arrangements:** Formal screening and assessment under JCQ regulations for reader, scribe, extra time, or word processor accommodations.
- **Curriculum Breadth:** All pupils are entitled to a broad and balanced National Curriculum. At Key Stage 4, bespoke guided pathways ensure courses are tailored while preserving academic and vocational breadth.

7. Evaluating the Effectiveness of SEND Provision

Provision impact is evaluated continuously through:

- Termly monitoring of academic progress, attendance, and behavioural engagement metrics.
- Pre- and post-intervention standardised testing (e.g. reading and spelling ages).
- Quality assurance learning walks, work scrutinies, and student voice interviews led by the SENDCo, HLTAs and Senior Leadership Team.
- Annual Governor SEND reviews and statutory reporting.

8. Enabling Pupils with SEND to Engage in Activities Available to All

In accordance with the Equality Act 2010, no student is excluded from any educational trip, extra-curricular club, leadership role, or sporting activity due to their SEND. We ensure:

- Comprehensive risk assessments and proactive reasonable adjustments for all off-site visits and residential.
- Additional adult deployment, adaptive equipment, and familiarization visits where needed.
- Fully inclusive extra-curricular programming across sports, performing arts, and STEM clubs.

9. Accessibility and Environmental Support

The school continuously implements its **Accessibility Plan** to increase curriculum access, enhance physical accessibility, and provide accessible communication formats:

- Ground-floor disabled access, designated accessible parking bays, and accessible bathroom facilities.
- High-visibility step nosing and visual adaptations on staircases for visually impaired students.
- Designated quiet zones, sensory regulation spaces, and assistive technology.

10. Staff Expertise and Professional Development

The school maintains a structured programme of continuous professional development (CPD) for all teaching and support staff:

- The SENDCo holds the statutory **National Award for SEN Co-ordination (NASENCO)**.
- Annual whole-school training in adaptive teaching, Autism Spectrum Condition, ADHD, executive function strategies, and mental health regulation.
- Targeted training for LSAs and HLTAs on high-impact scaffolding, literacy/numeracy interventions, and medical management (e.g. EpiPen administration, diabetes care).

11. Supporting Social, Emotional Development & Wellbeing

We foster an ethos of pastoral care and pastoral accompaniment:

- Dedicated Form Tutors, Learning Managers, and Pastoral Support Workers providing day-to-day emotional tracking and guidance.
- Access to on-site counselling services, mental health first aid, and targeted small-group social skills programmes.
- Clear anti-bullying policies with proactive safeguards to support vulnerable pupils and reinforce zero tolerance for harassment.

12. Working with External Agencies

OLCHS maintains collaborative partnerships with a wide network of local authority, health, and multi-agency services:

External Partner / Agency	Nature of Support & Engagement
Educational Psychology Service (EPS)	Specialist cognitive/learning assessments, complex consultation, and staff formulation support.
Specialist Teaching Advisory Service (LDSS / Inclusion)	Specialist advisory input for sensory impairments (VI/HI), physical difficulties, and specific learning profiles.
NHS Health Services & Therapies	Speech and Language Therapy (SALT), Occupational Therapy (OT), Physiotherapy, and School Nursing Services.
Child & Adolescent Mental Health Services (CAMHS)	Mental health consultations, clinical assessments, and therapeutic interventions.
Children's Social Care & Early Help	Multi-agency family support, safeguarding coordination, and Early Help plans.

13. Transition Arrangements

Planned transition ensures stability and confidence at every key educational milestone:

- **Primary to Secondary (KS2 to KS3):** Comprehensive primary visits, enhanced transition days for vulnerable learners, parent induction meetings, bespoke transition booklets, and attendance at Year 6 Annual Reviews.
- **Post-16 Transition & Preparing for Adulthood:** From Year 9 onward, all EHCP annual reviews focus on Preparing for Adulthood (employment, independent living, community participation, and health). Our dedicated Careers Advisor conducts 1:1 guidance sessions, coordinating college visits, taster days, and support handover with Post-16 providers.

14. Arrangements for Handling Complaints Regarding SEND Provision

We encourage parents and carers to raise any questions or concerns with the school as early as possible so they can be resolved swiftly and collaboratively:

1. **Stage 1 (Informal Resolution):** Contact the SENDCo (Mr. S. Broderick) or the student's Learning Manager to discuss the matter and agree upon resolution steps.
2. **Stage 2 (Formal Complaint to Headteacher):** If the matter remains unresolved, parents may submit a formal complaint in writing to the Headteacher in accordance with the School Complaints Policy.

3. **Stage 3 (Governing Body Review):** If unresolved at Stage 2, the complaint may be escalated to the Chair of Governors / Complaints Committee.

Parents of children with EHCPs also retain the right to access statutory disagreement resolution and mediation procedures via the Local Authority.

15. Independent Support, Advice, and the Local Offer

Free, impartial, and confidential information, advice, and support is available to parents and young people through local statutory and independent bodies:

- **Lancashire SEND Information, Advice and Support Service (SENDIAS):**

Website: <https://lancssendias.org.uk/>

Telephone: 0300 123 6706 | Email: information.lineteam@lancashire.gov.uk

- **Lancashire County Council SEND Local Offer:**

Comprehensive information regarding education, health, and social care provision across Lancashire can be accessed via the Lancashire Local Offer:

<https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/your-local-offer/about-the-send-local-offer/>