

Our Lady Queen of Peace

Catholic High School



SEND Information Report

Date of Policy	Jul 2025
Date of Review	Jul 2026

Accessibility and Inclusion

- How accessible is the school environment?
- Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
- Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
- How do you make use of resources such as symbols, pictures and sign graphics to support students' access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that students can access them?
- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

What the school provides:

- Our Lady Queen of Peace Catholic High School has expanded over time. There are now currently over 800 students on roll). The most recent areas of development have been the Year 11 Common Room/Dining Room. In 2015 the RE block was built which allowed the school additional teaching spaces
- Many areas of the building are accessible by wheelchair, except the Library and Learning Resource Centre. All newer areas are fully wheelchair accessible and we have a lift to access the second floor. Currently, buildings are spread over single storey or two storey blocks. The majority of the site is currently single storey.
- The school has two designated disabled parking bays at the front of the building.
- We have an accessible toilet in PE and Science
- A previous audit of the environment has shown good acoustics in the majority of classrooms and work areas. All classrooms have blinds or solar film on the windows and wall displays. All newer buildings have good acoustics and the Sports Hall, used for whole-school assemblies and awards evenings, benefits from audio and visual systems.
- Policies and other documentation are available on the school website where it can be enlarged and adapted dependent on need.
- All pupils from overseas are encouraged to take a qualification in their own language. Additional support is available for EAL pupils.
- We do not make use of adjustable tables and chairs, however, we may be able to (in discussion with parents) provide some elements of specialist equipment.
- Teaching Assistant support is provided to students, often in excess of minimum requirements.
- Dual coding is used in lessons to support student access to learning.
- Technology is used to support learning as needed by individual students.

Teaching and Learning

- What arrangements do you have to identify and assess students with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities) What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting students and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off-site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

School Mission:

- Our mission is for all to be proud to belong to Our Lady's, to be highly aspirational for all and fully inclusive.
- We teach our students the importance of the Gospel values and we aim to model them in all our daily actions and interactions with students. We believe that it is important how we educate not just what we educate.
- Our students learn best when we foster deep relationships based on love, justice and hope. It is our mission to ensure equality of opportunity and provision and combat discrimination in any form.
- Catholic education is a journey without a final destination and is a treasure of the heart and soul. We aim to ensure our community makes the connection between faith, learning and life.
- Our Mission Statement is In Christ We Grow, through caring, sharing and achieving.

General:

- SATS results are analysed carefully and Y7 students are monitored closely on admission to the school.
- Year 7 students are assessed on entry for literacy needs, as well as departmental assessment procedures.
- SEND students are identified through liaison with the primary schools and parents at the transition point.
- Evidence is used from teacher observation, classroom tasks, assessments and homework
- Department assessment points are used to assess individual performance as well as a students' performance measured against the class average
- Any mid-year transfers are assessed on arrival. Students may be screened for Dyslexic Traits when appropriate.
- Updates of the SEND register and the SEND information for Staff are made, as required, throughout the academic year. The school refers to multi-agencies as required, following consultation with parents/carers.
- During the year, staff will evaluate the impact of additional provision and interventions to support SEND students and students with emerging needs will also be identified and tested.
- Classroom-based support can take place in small groups, whole classes or one-to-one support sessions. Subject-based intervention and support is usually provided by qualified staff. Intervention can take place at any point in the day.

- We have a team of experienced Teaching Assistants, ranging from Level 2 Teaching Assistants to Higher Level Teaching Assistants (HLTA). They are deployed to support in classrooms, small groups or as one-to-one support staff. They have been recruited as they have specialisms, for example, one HLTA has received specialist training to support speech and language development. All staff, regardless of their role in school, have a tailored professional development programme.
- The BASE, (Behaviour and Social Education) provides enhanced support to accommodate the increased needs of students. This is a personalised area that offers a safe haven for vulnerable students. From here they can access curriculum provision and receive emotional and social advice, guidance and support
- The school works within the parameters of the examination board and JCQ to put into place access arrangements that meet the needs of individual students.
- Teachers and Subject Leaders are responsible for making sure that all key groups of learners make appropriate progress in their learning and that lessons are adapted suitably to maximise students' achievement and enjoyment in their learning. Teachers' planning specifically asks them to cater for groups of students and they are required to show how this has been achieved through lesson observations and work sampling. Student voice is also used to assess the effectiveness of adaptive teaching in lessons.
- All teachers are given advice at the start of the year and on a rolling programme of professional development to ensure that they know how to cater for students with specific needs and/or disabilities. Updates to staff are made available by the Inclusion Manager.
- A large number of pupils have a Pupil Passport written for them which has information shared with staff about the specific needs of the student and the correct types of support strategies.
- Literacy and numeracy intervention are available through timetabled lessons with a trained member of staff, where available and suitable.
- Academic performance is shared through our online ClassCharts system which gives parents immediate access to current academic data and reports on progress, behaviour, effort, attendance and personal organisation, including the completion of homework.
- Our curriculum is underpinned by the fact that all students have the right to access the full National Curriculum. Interventions that go above and beyond those that other pupils need are offered at various times of the day but are planned so that they do not impede progress in certain subjects. Currently we do not allow pupils to 'drop' a subject because of a learning need unless it is a physical impairment and access to a subject would cause the pupil physical harm.
- The school accesses a number of support networks including those run by the LA and the Archdiocese.
- Offsite alternative provision is overseen by the Deputy Headteacher. Attendance, behaviour and progress is tracked. Safeguarding procedures are checked and all relevant documentation obtained. The Deputy Headteacher carries out visits to see staff and students in person.
- All students in Year 10 have the opportunity to take part in a week of work experience in the final week of term. All students are supported to take part. On occasions, practical opportunities may be provided in school to support the most vulnerable.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for students with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for students with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for students and young people with SEN and Disability?

What the school provides:

- All EHCPs are reviewed on an annual basis. Pupil Passports are written for any student who has a Statement of SEND. These are updated on a regular basis. The Local Authority prepares the EHCPs for any child who has a Statement of SEND or was SEND Support and qualified for the EHCP.
- Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the student and the family.
- Documentation is shared in advance and meetings are held at mutually agreed times. Summary advice is sent to the Local Authority, the family and the school. Students are always encouraged to participate in the meetings.
- The progress of SEND students, and all other students, is monitored after each of our assessment cycles during the year by: teachers, Subject Leaders, Form Teachers, parents, students and our Senior Team. Parents have immediate access to their child's assessment data through our online system (ClassCharts).
- Progress data is also shared through:
 - meetings with key staff, as requested,
 - Parents' Evenings, reviews
 - SENDCo/Parent Meetings
 - the assessment cycle
- The SENDCo, pastoral staff, Form teachers and Senior Staff are always available to discuss individuals' needs.
- Senior Leaders and Subject Leaders monitor the provision of key groups of students, including SEND students through reviews of assessment and progress data, lesson observations, learning walks, work sampling and student voice.
- The school monitors the appropriateness of the work set against students' targets, both numerical and written. The school also tracks the progress of all groups of learners through interviews and conversations with students and parents.
- School makes regular use of surveys and parents email staff directly with questions or observations.
- The effectiveness of provision is monitored by external accreditation, such as the Inclusion Quality Mark Flagship Status, the School Adviser, internal and external data sets, the quality of provision over time and the progress that individual and groups of students make over time. The school is measured against national standards and benchmarks.
- The school is also required to measure progress against pre-agreed individual support plans which may include behaviour, social and emotional targets.
- The school's offer of SEND support is:
 - Access to the Base
 - Reading Intervention
 - SALT intervention
 - Fresh start
 - SEMH work
 - EAL
 - Phonics work (Fresh Start – where appropriate)

Whilst we endeavour to meet the needs of all students and will develop this programme of intervention, we may not be able to offer a place to a child with a specific need if we do not have the staffing, or trained staff to meet needs.

Keeping Students Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure students stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides:

- Individual risk assessments are carried out by pastoral staff in year group teams.
- Risk assessments may be carried out to meet medical needs, safeguarding needs, SEMH needs as well as for all educational visits.
- Risk assessments are carried out in all specialist teaching areas where practical activities take place e.g. Science, Technology, PE
- The school is open from 8am until 4.30pm for meetings with parents, at parents'/carers' convenience.
- A secure Student Services area at front of school is a safe place for students to be dropped off or picked up by a responsible adult. Students are released to adults subject to necessary safeguarding procedures. Where necessary, in the case of specific disabilities or need, special arrangements are made with parents to drop-off and collect students.
- The school makes use of DBS cleared taxi drivers to support transport arrangements to help parents as necessary.
- Our Attendance Officer is also on hand to support as required.
- Our disabled parking bays are at the front of school in our protected bus lane. This adds additional security for parents with SEND students.
- Our before school, lunchtime and afterschool provision is extensive and can be found on the school website
- During the day, there are designated 'safe spaces' e.g. Library, BASE, Reflection Room to support vulnerable students
- Teaching Assistant Support is potentially provided for all students with SEND, who require additional intervention, in practical subjects, for example, PE and Technology based on level of need and availability
- Where SEND students are on school trips, additional staff are deployed, as needed, to ensure that they can participate.
- All school trips are processed through "Evolve" system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.
- The school policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND students.
- The school's Behaviour and Anti-Bullying Policy is available by a direct link on the school website and hard copies are available on request. A full suite of all policies are available on the website, including our Inclusion Policy. Visit our website at www.olap.org.uk

Health (including emotional and well being)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can students access on school premises?

What the school provides:

- Medication is administered by identified staff only – and parents must complete a form with specific instructions about the administering of the medication. Pupils should not have medication on them.
- For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff have access to the key. See our Medicine Policy.
- For medications secured in the staff room, Medications are kept in the in the cupboard are all clearly labelled to identify the student to whom it belongs. Names are checked carefully and instructions read before a record of any administration is noted. All documentation is completed as per policy. Other medication may be stored within the base or student services but this will be determined with parents.
- Instructions for administration are kept with the medication/ Care Plan (where there is one).
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator. The school also has a defibrillator.
- A Care Plan may be drawn up in conjunction between the parents, child and medical professional. The School Nurse is invited to a meeting and a meeting is called in school when the plan is agreed and signed by responsible staff.
- Where Care Plans are written these are held centrally by the SENDCo. They are reviewed by the appropriate staff at least annually or if circumstances change.
- Staff are updated by the SENDCo regularly about students with medical needs. Additional training for staff or first aiders is arranged via the School Nurse, or specialist nurse practitioners, for example, use of the EpiPen.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment and contact the First Aid duty staff. The First Aider will make the decision regarding treatment on the spot and whether to call for an ambulance. The Headteacher is informed as soon as possible. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have a health professional or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- There are regular visits from the external agencies to support pupils.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open-Door policy?)
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides:

- The school website provides a general school contact email. This is monitored by the Headteacher's PA. Emails are forwarded to the relevant staff. The school telephone number for general enquiries is on the school website alongside the contact details of the Designated Safeguarding Lead and the SENDCo. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website.
- At the transition meeting for in-year admissions to the school, key staff members are introduced to parents and pupils. In the case of in-year transfers or Managed Transfers, the Assistant Headteacher or Head of Year / Assistant Head of Year will communicate with parents to keep them updated. Regular reports are given, both to families and in the case of Managed Transfers, the home school.
- Staff from OLQP visit all local primary schools during transition, along with the SENDCo (where appropriate). Details about the school and how to contact us are left in the reception of primary schools. Wider additional supporting information, for example, Summer Schools and uniform are also provided.
- Academic performance is shared through our online ClassCharts system which gives parents immediate access to current academic data and reports on progress, behaviour, effort, attendance and personal organisation, including the completion of homework.
- Our summer school inducts vulnerable pupils about school procedures and makes them familiar with key staff faces and names. Additional contact days are made available for Year 6 pupils to come and experience working in our school.
- Parents can visit school with an appointment. We aim to ensure that the most appropriate member of the Senior Team or from the child's Pastoral Team, will meet with a parent as soon as possible.
- Interim assessment is formally reported to parents at regular intervals throughout the school year.
- Additional contact is expected and routinely made if there is an area for concern or celebration.

Working Together

- What opportunities do you offer for students to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support students with SEN and their families?

What the school provides:

- The school has regular student voice and a Student Council which meet regularly report to staff. In addition, these students help to shape the school, its facilities, the staff we employ and school policy.
- Student voice is carried out fortnightly by the Student Voice Co-ordinator. This is fed back to SLT on a regular basis.
- Parents and students have regular access to senior staff and pastoral staff to make their views heard.
- There is a termly Parent Forum where all senior staff are present and all parents are invited.
- Parental questionnaires are given out at each Parents' Evening and results analysed
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- There is a governor linked with SEND who reports back to full Governing Body. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision.
- Various agencies are involved in supporting students with SEND. These include: CAMHs, Educational Psychologists, an external assessor, IEST, ADHD North West, Compass Bloom, WAWY, Early Help, CFWB
- The Home School Agreement outlines the expectations of the school, parents/carers and students. Parents and students are given the opportunity to ask questions.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides:

- Administrative support is always available to help with paperwork or any other issues. Due to the sensitive nature of issues, when compiling documentation, we generally prefer an appointment so that we can arrange a suitably private location. Assistance with translation is also possible on most occasions.
- The school has a Chaplain who work closely with our families, providing a whole range of support, as required.
- The School Nurse also provides additional support and information to families.
- Independent Careers Advisers and the SLT lead for CEIAG ensure that impartial careers advice and guidance is delivered to students. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute.
- The appropriate Pastoral Team member and Form Teachers are also available to assist families with any support that they may require. They too can often signpost families to relevant support networks or information.
- Students are given support in completing application forms by their Pastoral Team and Form Teachers.
- Information on Early Help, health, including mental health as well as signposting to charities and support groups is available on the website or direct from pastoral teams.
- The school is open early and late to ensure parents and students have full access to our facilities. This often helps to act as a period of respite for some families. There is an after-school homework club.
- The website has up to date information about bus transport, bus routes and associated costs.
- A free bus is available to students at 4pm and 5pm who take part in extra-curricular activities, revision classes or stay for Homework Club.
- If there is a transport issue on a day, student services will phone the parent / carer and assist with arrangements for transport home.

What support is available for Primary Transition and School Leavers at 16?

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides:

- The school Transition Team assists families, parents and students to have a smooth transition to secondary school. They visit feeder primary schools and share information about individual students and key strategies that will help the student thrive.
- Our school's Open Evening is held in September. It is well publicised to ensure a maximum number of people can attend. Many of our current students also attend to act as guides and answer specific questions that parents and prospective students may have.
- Families should contact school and speak to the appropriate staff member regarding uniform.
- Transition days and a Summer School are attended by a very large number of new intake students
- There are additional planned visits for students with SEND or students who are alone coming from a non-partner primary school.
- The school employs independent careers advisers who work with all students, including those with special educational needs, from Year 7 to 11. The programme is full and our SLT lead for Careers, Education, Information, Advice and Guidance (CEIAG) oversees the full programme of activities.
- Our Careers Adviser, SLT lead for CEIAG and SENDCo engage with SEND students and their parents to ensure a smooth transition to post 16 education, employment or training. This may include accompanying students on visits to colleges
- The majority of our students sit examinations in GCSE Maths and English.
- Subject departments teach subject specific careers education as part of their core curriculum.
- The school's Curriculum for Life Programme, incorporating PSHE and Citizenship programmes, works to promote high aspirations and secure emotional and social well-being in our students. It also promotes transferable life skills which includes careers, finance, personal safety and relationships.
- Young people are encouraged to participate in voluntary work in the local community, nationally and overseas.

Extra-Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help students and young people to make friends?

What the school provides:

- The school offers a breakfast club between 8.00am and 8.25am
- The school offers a full range of extra-curricular provision after school.
- During the holidays we open for revision sessions, extra sessions and offer a place to study. Full details of each holiday programme is sent out directly to parents/carers by the Deputy Headteacher.
- There is a programme of extra-curricular activities in school. The programme is regularly updated and the lead for this area regularly reports back to the SLT on uptake.
- Curriculum trips, required for coursework, are provided free of charge and our annual rewards experiences are heavily subsidised.
- We aim to be fully inclusive with trips and excursions and operate a positive reward system to ensure that all students are eligible to attend, wherever possible
- All excursions are risk-assessed and no student is excluded from going, due to disability. We will take additional staff or parents as required to ensure students can access the full range of trips and extra-curricular provision available. Any acceptance is subject to full risk assessment and approval from the Local Authority
- All personnel in school are responsible for ensuring that students are engaged in all aspects of school life
- Our school Pastoral Team and other agencies support vulnerable students.
- The BASE and other sources, in discussion with parents, provide tailored support programmes for students with specific needs.
- We hold the Inclusion Quality Mark Award at Flagship Status (since 2016). The annual reports, including the latest re-accreditation, are available on our website.
- To help students make friends in Y7, the school offers icebreaker activities in form groups and lots of social activities in the summer school
- Students who join the school as an in-year admission are placed with carefully chosen students who will be asked to look after them during the day as well as at break and lunchtime.
- To help students make friends in subject areas, students are mixed in pair and group work. Lessons have pre-determined seating plans so that students are mixed.