

Our Lady Queen of Peace

Catholic Engineering College



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 children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children 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 Engineering College has expanded over the last five years and there are now currently over 880 children on roll). As a result, we built new classroom blocks and have built a new Year 11 Common Room/Dining Room. In 2015 we built a new RE block which has enabled us to remodel some very small classrooms.
- Many areas of the building are accessible by wheelchair, except the Library and Pastoral Learning Centre. All new 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
- 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 new 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 children, often in excess of minimum requirements.

Teaching and Learning

- What arrangements do you have to identify and assess children 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 children 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 children the importance of the Gospel values and we aim to model them in all our daily actions and interactions with children. We believe that it is important how we educate not just what we educate.
- Our children 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 looked at 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 children are identified through liaison with the primary schools and parents at the transition point.
- Any mid-year transfers are tested on arrival. Students may be screened for Dyslexic Traits using the RAPID screening test, 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 children and children 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 children. This is a personalised area that offers a safe-haven for vulnerable children. 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 differentiated 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 children 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 y al staff about the specific needs of the pupil and the correct types of support strategies.
- Literacy and numeracy intervention are available through timetabled lessons with a trained member of staff, where available abnd 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 children 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.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children 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 child 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 and
 - as part of the assessment cycle.
- The SENDCo Learning Managers, 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.
- We monitor 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.
- We make regular use of surveys and parents email staff directly with questions or observations.
- The effectiveness of our 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 children 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 Children 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 children 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:

- 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 responsible adult. Children are released to adults subject to necessary safeguarding procedures having been carried out. Where necessary, in the case of specific disabilities or need, special arrangements are made with parents to drop-off and collect children. We make 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 children.
- Our before school, lunchtime and afterschool provision is extensive and can be found on the school website
- Teaching Assistant Support is potentially provided for all children with SEND, who require additional intervention, in practical subjects, for example, PE and Technology based on level of need and availability
- Where SEND children 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.olqp.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 children 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 medicavtions 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 astudent services but this will be determined with aprents.
- 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. The Headteacher agrees all care plans.
- 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 any health 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 (eg 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 contact emails for all staff and general school telephone number for general enquiries. 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 on in-year transfers or Managed Transfers, the Assistant Headteacher or learning Manager 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 children 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 children with SEN and their families?

What the school provides:

- The school has an active Student Voice and Student Council which regularly report to school governors and present at assemblies. In addition, these children help to shape the school, its facilities, the staff we employ and school policy.
- School Council reps meet each term and information is fed to all stakeholders.
- Students are involved in the active student council group
- Parents and students have regular access to school governors to make their views heard.
- 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.

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 many occasions.
- The school has a Chaplain who work closely with our families, providing a whole range of support, as required.
- We have a School Counsellor who is on-hand to work with students
- 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.
- 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.

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 assist families, parents and students to have a smooth transition. They regularly visit feeder primary schools.
- Our school's Open Day is held on an evening in September, 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 children
- 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 Advisers, 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
- The majority of our children sit examinations in GCSE Maths and English.
- Subject departments teach subject specific careers education as part of their core curriculum.
- The school's new Curriculum for Life Programme, incorporating PSHE and Citizenship programmes, works to promote high aspirations and secure emotional and social well-being in our children.
- 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 children 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 may be open for revision sessions, extra sessions and offer a place to study. Full details of each holiday programme can be found on our website.
- 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 children are eligible to attend, wherever possible
- All excursions are risk-assessed and no child is precluded from going due to disability. We will take additional staff or parents as required to ensure children 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.