

## Mission Statement

### **In Christ We Grow**

'As a learning community we live out our mission statement striving for excellence through caring, sharing and achieving'.

### **1) Introduction:**

'Inclusion is at the very heart of Our Lady Queen of Peace Catholic Engineering College. Students always come first, and their needs are the priority. Extremely positive relationships are at the heart of everything that happens in Our Lady's and is at the heart of their superb inclusive policy and practice.

The school continues to hold the Inclusion Quality Mark Flagship Award. The most recent review is September 2024.

The SENDCo is **Gus Diamond**. Parents are asked to contact school and to either speak to him or to make an appointment with reception for a meeting.

### **2) How are needs identified and what support is given?**

All students are assessed on entry using CAT Tests, reading and spelling age tests as well as departmental assessment procedures. SEND children are identified through liaison with the primary school at the transition point. Any mid-year transfers are tested for learning needs. Updates of the SEND register are made, as required, throughout the academic year. The school refers to multi-agencies, as required, following consultation with parents/carers.

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.

An experienced member of staff also runs our BASE Centre (Behaviour, Social and Emotional support) where students with low levels of emotional literacy are given

personalised support, allowing them to develop their confidence, emotional and social skills, so that they can meet their full potential and access the curriculum.

All staff, regardless of their role in school, have a tailored professional development programme which includes SEND. Our SENDCO co-ordinates the provision offered to children with additional needs.

### **3) School Policies for Provision:**

Provision mapping for SEND children highlights the range of support offered to these groups of children. In school a further range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the Learning Manager/Subject Leaders will consult with the SENDCO to decide whether additional and/or different provision is necessary.

The progress of SEND students, and all other students, is monitored after each of our 2 assessment cycles during the year by: teachers, Subject Leaders, Form Teachers, parents, students and SLT.

Parents have immediate access to their child's assessment data, behaviour, rewards and homework through our online system (ClassCharts). Progress data is also shared through meetings with key staff, as requested, Parents' Evenings, reviews, Inclusion Manager meetings and the 2 assessment reports. The SENDCo, SLT, Learning Managers, Form teachers and Senior Staff are always available to discuss individual's needs.

Provision/action that is additional to or different from that available to all will be recorded in the SEND Register and communicated to staff within the first half term of the academic year. This is also updated throughout the year and staff can access the updated versions electronically.

Pupils with EHCPs, and other identified learners, will have a key worker assigned. All learners at SEND Support stage will be given targets to improve their learning.

For those not making progress in line with their peers, additional support will be put in place. Our current package of interventions are:

- Access to the Base
- Reading Intervention
- SALT intervention
- Fresh start
- SEMH work
- EAL
- Handwriting
- Phonics intervention
- TA support in class

Where children have specific needs we will develop a pupil passport with them which are available to all staff via Class Charts

The **Pupil Passport** will detail:

- the needs of the individual learner
  - suitable teaching strategies to be used
  - the best way to support the child
  - strategies that work with the child and those which don't
  - the aims of the child
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- A review of the Pupil Passport will take place regularly and they will be updated . TAs are assigned to specific SEND learners and will act as their keyworkers. If, despite significant support and intervention, the school has evidence that a learner is making insufficient progress we may seek further advice and support from outside professionals.
  - These professionals will be invited to contribute to the monitoring and review of progress. Learners and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

#### **4) Monitoring the effectiveness of provision and progress for SEND learners:**

There is a named governor linked with SEND who reports back to full Governing Body. Reports emphasise the level and the impact of the SEND team. This ensures there is a regular, comprehensive review of provision. The SENDCo provides regular reports to governors.

For Parents who wish to see the school they will need to make an appointment via the main school reception. We aim to ensure that a member of the Senior Team or a child's Learning Manager will meet with a parent as soon as possible. Where the child has a learning need we advise that a parent asks to meet with the SENDCo.

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. Furthermore, students with an Education Health and Care (EHC) Plan are able to have their views recorded formally in the student's feedback in Annual Reviews, as do parents.

Teachers and Subject Leaders are responsible for making sure that all key groups of students 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 book scrutiny. Student voice is also used to assess the effectiveness of differentiation in lessons.

Pupil Passports, and other information, are available for all teachers to use when differentiating their lessons for SEND learners. Where appropriate, TAs are available as a resource to support further SEND learners.

All teachers are given advice and information through the SEND Register as well as as being continuously updated 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 SENDCo.

Literacy and numeracy intervention are available through timetabled lessons with a trained member of staff.

The school works within the policies of the examination boards to put into place access arrangements that meet the needs of individual students.

#### **5) Provision outside of the classroom:**

Our before school, lunchtime and afterschool provision is extensive and all children are actively encouraged to attend. Details of this are available on the website.

Where SEND children are on school trips, additional staff are deployed as needed to ensure that they can participate.

Our BASE provides a safe-haven and supervised support for children at break and lunchtimes.

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.

School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND students.

#### **6) Emotional Health and Wellbeing Provision:**

Medication is routinely administered by trained First Aiders but in emergencies may be authorised by members of teaching staff.

All medication is kept in a central place in the school Staffroom. For the safety of all the community, students are not allowed to carry medicines in school. The medical cabinet is clearly labelled.

Medications 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.

Instructions for administration are kept with the Medication/Care Plan.

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.

If a Care Plan is drawn up in conjunction between the parents, child and medical professional, the School Nurse is invited to a meeting in school where the plan is agreed and signed by responsible staff.

Staff are updated, by the SENDCo, about students with medical needs. Additional training for staff or first aiders is arranged by the SENDCo for example, use of the EpiPen. The Property Manager undertakes a regular review of First Aid provision and makes recommendations to the Leadership Team.

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](http://www.olqp.org.uk).

A secure Reception area at the front of school is a safe place for students to be dropped off or picked up by a 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 Home School Liaison 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.

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.

## **7) Accessing the school building:**

Most areas of the building are accessible by wheelchair, except the Library and English Resource Centre. Most areas, but not all, are fully wheelchair accessible and we have 2 lifts to access the second floors. Currently, buildings are spread over single storey or two storey blocks.

We have a disabled toilet and toilet blocks have been renovated so that there are more accessible toilet spaces.

An audit of the environment has shown good acoustics in the majority of classrooms and work areas. Most 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.

We do not make use of adjustable tables and chairs, however, where required, specialist equipment may be provided, for example, to assist with eating.

Teaching assistant support is provided to children, often in excess of minimum requirements.

## **8. The Lancashire Offer**

Parents may wish to access the Local Offer to find out what services are available for their child and their family. It can be found at:

[Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](#)