

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 is a vibrant, yet calm learning community, where its values and vision demonstrate its outward facing nature, delivering quality teaching and learning experiences for students and demonstrating their superb inclusive culture that is a natural part of the everyday experience shared by staff and students alike'

(Inclusion Quality Mark Flagship School Report, July 2019)

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 on arrival as they enter our Inclusion Centre. All students are also screened for signs of Dyslexia using the RAPID screening test. 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. During the year, staff will evaluate the impact of Learning Passports to support SEND children; children with emerging needs will also be identified and tested. 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 HLTA 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.

We also appoint a KS2 trained teacher to support children who are below the expected national standards for literacy and numeracy (Nurture Group). Teaching Assistants are also deployed between 3-5pm to support students in Academic Study Support. They have been recruited as they have specialisms, for example, one HLTA has received specialist training to support speech and language development and another is qualified to deliver the Sounds Write phonics reading programme. All staff, regardless of their role in school, have a tailored professional development programme. Our Inclusion Manager monitors individuals and co-ordinates the provision offered to children with additional needs. Our Library is organised in reading ages and therefore it helps children to locate appropriate books. We also house Dyslexia-friendly reading books to encourage reading for pleasure for all ability ranges.

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 SENCO in order 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 3 assessment cycles during the year by: teachers, Subject Leaders, Form Teachers, parents, students and our Inclusion Manager. Parents have immediate access to their child's assessment data, behaviour, rewards and personal study records through our online system (ClassCharts). Progress data is also shared through: meetings with key staff, as requested, Parents' Evenings, reviews, Inclusion Manager meetings and 3 assessment reports, including one written report. The Inclusion Manager, 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 at the start of each academic year through the staff shared electronic drive. This is also updated throughout the year and staff can access the updated versions electronically. Learners will discuss their learning needs and set appropriate targets in liaison with their key worker (a member of the TA team), Inclusion Manager and parents and these are recorded on their learning passport.

If they do not make sufficient progress, additional support will be put in place; interventions include: 1:1 Literacy support, small group speech and language enrichment intervention, TA support with subject specific focus, use of Inclusion area/BASE or after school study support. For these learners, the needs, support, action and review will be recorded on their personalised learning passport. This will be written by the Inclusion Manager in consultation with learners, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The **Learning Passport** will detail:

- the needs of the individual learner
- the teaching strategies to be used
- the provision to be put in place

A review of the **Learning Passport** will take place every six months and the outcomes will be recorded. TAs are assigned to specific SEND learners and will act as their keyworker/mentor during the review stage. Copies of the Learning Passport will be sent to parents and put on the learner's school file. Learners will participate fully in the review process.

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 involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision. The Senior Leader link also provides regular reports to governors.

We have an open door policy. Every day is an Open Day and parents and students will be escorted on a tour around the working school within strict safeguarding limitations. Parents can come without appointment to school at any time (within safeguarding constraints). 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, even if no appointment has been made.

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. Learning Passports 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. Other professionals including: our two school Chaplains, Counsellors, Behaviour Therapist, School Nurse and Home-School Liaison staff are available to help meet any individual pastoral needs of learners.

All teachers are given advice and information through the SEND Register at the start of the year and 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 Inclusion Manager.

Literacy and numeracy intervention are available through timetabled lessons with a trained member of staff. Our Inclusion Centre is also timetabled with predominantly teaching staff or HLTAs.

Support for the least able children is in extremely small classes. In the current Year 7, the least able group (Nurture) has 10 children in it. The Inclusion Centre/BASE also provides additional support, respite and intervention as needed for targeted groups of children, including those who may be entering the school through in-year fair access arrangements or managed transfers.

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.

The school offers a breakfast club between 8.00am and 8.25am. During these times students have access to our facilities, including: the English Resource Centre, Library, Maths Resource Area, Common Room, ICT rooms and the Dining Room. We have designated senior leaders who are responsible for co-ordinating all holiday/afterschool sessions and intervention/catch-up programmes.

Furthermore, the school offers a full range of extra-curricular provision after school, each day between 3 and 5pm. This includes: Music and Music Technology, Art, Drama productions, Engineering clubs, A, G & T clubs, CEIAG sessions, a full range of sports, academic study support, coursework clinics, master classes to help students achieve the highest grades, revision sessions, RE early morning sessions (7.30), literacy and numeracy catch-up, Language clubs, English catch-up sessions, Maths revision and intervention sessions, Science clubs and Science revision and Music clubs to name but a few.

Throughout the exam season, we open the school every weekend and provide additional taught sessions or a quiet place to study and work. We also hold Maths and English pizza nights between 7-9pm to help students of all abilities to improve their grades.

During the holidays we are always open for revision sessions; during the summer, we run several summer schools, including: The International Summer School with pilots from Easyjet, Move On Summer School for Year 6, Year 5 Summer School, Music Summer School.

Lunchtime activities include: a range of sports at different times of the year including football, cricket, dance and netball; Chilli Pepper Club (for potentially vulnerable children, covering a range of activities from sports to art and ICT), revision sessions across a range of subjects, History clubs, Maths and numeracy club, reading in the Library, study support in the English Resource Centre and Music clubs, including the singing and band rehearsals for the many concerts, instrumental work, Music Technology individual work and recording work in the Music recording Studio.

We offer the Duke of Edinburgh Award and are part of the National Citizen Award. In addition, we have several international links which provide students the opportunities to visit overseas, including: Ghana, Mauritius, New York, France, Spain, Japan, Mexico, as well as many sporting trips.

Teaching Assistant Support is provided for all children with SEND, who require additional intervention, in practical subjects, for example, PE and Technology.

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

Our Inclusion Centre/BASE provides a safe-haven and supervised support for children at break and lunchtimes. The Chilli Pepper Club is also very active, with members from Year 7-11, who support each other's social and emotional development. It is a nurture group for potentially vulnerable children and is highly regarded.

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 and the Inclusion Manager 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. The Headteacher agrees all care plans personally.

Care Plans are held centrally by the Inclusion Manager. They are reviewed by the School Nurse at least annually or if circumstances change.

Staff are updated by the School Nurse/Inclusion Manager 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. 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.

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. Also, the Chilli Pepper group provides a forum for potentially vulnerable children to give their views. We often offer work experience programmes within our school, at the end of Year 11, for some SEND students.

7) Accessing the school building:

Most areas of the building are accessible by wheelchair, except the Library and English Resource Centre. All new areas 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. The majority of the site is currently single storey.

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 have a Medical Room with a defibrillator and Evac Chairs on stairwells.

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

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

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OUR SEND LOCAL OFFER IS AVAILABLE TO VIEW ON OUR SCHOOL WEBSITE.