

Castle Donington College

SEN Information Report 2023-24

Castle Donington College is an inclusive mainstream 11- 16 school. In January 2022 the College joined the East Midland Education Trust (EMET) We are committed to equal opportunities for all our pupils and our aim is for all pupils to achieve their full academic and social potential. Working with our young people and families. We understand the additional challenges faced by students with special educational needs and/or disability and we actively seek to identify and remove barriers to learning, creating an environment where all can thrive. All teaching staff understand they are teachers of SEND and actively work towards reducing educational inequality through the delivery of a broad, challenging and inclusive curriculum. The majority of pupils with SEND in school are provided for within class by slight adjustments to work, resources or teaching methods. However, we recognise that, in order for some pupils to achieve their potential, that further adjustments to the teaching style and provision is necessary. The Principal, Inclusion Lead, teachers and support staff work with parents and outside agencies to ensure the best approaches possible are used to support pupils with SEND.

If you are concerned about your child, in the first instance, please do not hesitate to contact the Head of Year or Mrs French-Gray our Inclusion Lead who will happily discuss your child's progress and ways you can help them at home.

Contact Details:

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The kind of Special Educational Need that are provided for at Castle Donington College

Castle Donington College provides additional and /or different provision for a range of needs. We use the definitions of SEN as outlined in the Code of Practice 2014. These are:

1. Communication and Interaction, for example autistic spectrum disorder (ASD) and speech and language difficulties
2. Cognition and Learning, for example dyslexia and dyspraxia and Global Developmental Delay
3. Social, Mental and Emotional Health difficulties, for example attention deficit hyperactivity disorder (ADHD)
4. Sensory and Physical needs, for example visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

At Castle Donington College we assess each pupil's current skills and levels of attainment on entry, which builds on previous settings and Key Stages where appropriate. The Learning Support team and subject teachers make regular assessments of progress for all pupils and are able to identify those whose progress;

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is needed, we start with the desired outcomes / appropriate end points and the views of the pupil and their parents/carers. We use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is needed. We listen to teacher feedback and that of external agencies, where appropriate. Before pupils join us in year 7, we liaise closely with their Year 6 teacher and the SENCO of their primary school.

Consulting and Involving Pupils and Parents

We hold a discussion with the pupil and parent at the earliest opportunity when identifying whether they need special educational provision. These conversations ensure that;

- Everyone has a good understanding of the pupils' areas of strength and difficulty
- Parents views are taken into account
- All understand and agree the outcomes sought for the child
- Everyone is clear what the next steps are
- Parents will be formally notified when it is decided their child will receive SEN support

If a family needs support, we have links with outside agencies who can provide a range of services. A referral can be made to the Early Help Team, Healthy Families Team and Family Services Teams. We can also see advice from services such as The School and Families Support Services.

Assessing and reviewing pupils' progress towards outcomes

We follow a graduated approach and the four-part cycle of assess, plan, do review (ADPR)

Relevant staff work with the SENCo to carry out a clear analysis of the pupils needs. This will draw on;

- Subject teachers' assessment and experience of the child
- Their previous progress and attainment or behaviour (including Key Stage 2 assessments)
- Wider staffs' assessments, where relevant eg Pastoral Team
- The child's development in relation to their peers (and, where relevant, national data)
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The progress of all pupils, including those with SEND, is assessed on a regular basis, in accordance with the College assessment procedure and routines.

Teachers and support staff who work with the pupil will be made aware of their needs and the agreed outcomes sought, the support provided and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly. We have access to a range of assessments both internal and external depending on the specific area of need.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school. College or setting the pupil is moving to. We will explain to parents and pupils which information will be shared.

The transition at the end of Year 11 is an important one and we provide opportunities for pupils to discuss and research their Post 16 choices. This includes visits to colleges and training providers, meetings with key staff, trips to the Skills Show and a period of Work Experience. We have established good relationships with local post 16 providers and are able to facilitate bespoke induction visits for individual pupils, where appropriate. All pupils in Year 10 and 11 will receive an individual careers meeting with our expert advisor. Where pupils are moving mid-year or mid phase we will work with the pupil and parents/carers to support

the transition. For the transition from KS3 to KS4, all pupils with SEN are supported by their Key Worker through the option process.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all pupils they teach. High quality teaching is our first step in responding to pupils who have SEN. Our teachers have high expectations of all pupils, including those with SEND. Teachers work to remove barriers to learning through adaptation and differentiation. We take an inclusive approach to support all pupils across the whole curriculum. To support this, we offer a variety of interventions including;

- In class support with access to a broad and inclusive curriculum
- Adapted teaching and learning strategies
- Adapted teaching and learning resources
- Bespoke learning support plans
- Small group work
- Reading support
- Wellbeing/pastoral support
- Homework club
- Social clubs and enrichment activities
- Exam Access Arrangements (where appropriate and permitted)
- Access materials
- Enhanced transition from Y6 to Y7.

As a pupil approaches Year 10 and the start of Key Stage 4, we will assess and apply for Exam Access Arrangements, if we think this is necessary. Assessment for access arrangements is carried out by a qualified external assessor in line with the Joint Council for Qualifications and Exam Regulations.

Adaptations to the Curriculum and Learning Environment

All pupils have access to a broad and balanced curriculum, (which reflects the ambition of the National Curriculum). Pupils with SEND follow the same curriculum as their peers. A very small number of pupils with SEN may have modified timetables. We make the following adaptations to ensure pupils' needs are met

- adaptation of resources, staffing and/or in class support
- using recommended equipment such as laptops, coloured overlays, visual timetables, larger font
- implementing teaching strategies that support individuals such as giving longer processing time, reading instructions aloud
- adapting delivery of our curriculum to ensure all pupils can access it, for example grouping, 1:1 work, pedagogy
- Access to targeted interventions to address specific barriers to learning

The College site is safe and accessible and we make reasonable adjustments to ensure access to all areas for all pupils.

Additional Support for Learning

We have a small team of Learning Support Assistants who are experienced to support pupils and, in some cases, deliver interventions.

Where expertise or knowledge is specified in an EHCP, we will ensure we are able to respond. We also work with the following agencies to provide support for pupils with SEN;

- LA Educational Psychologist

- SEND Caseworker
- Hearing Impaired Service
- Visually Impaired Service
- Speech and Language Therapy
- Occupational Therapy
- Autism Outreach
- ADHD Solutions
- Social Services
- School Nurse Team
- North Charnwood and Loughborough Inclusion Partnership (NCLIP)

Expertise and Training of Staff

Mrs French-Gray, our Inclusion Lead, is appropriately qualified and experienced and works on a full-time basis to support the SEN and wellbeing needs in school. Teaching staff are provided with ongoing, regular CPD to ensure their understanding of a range of SEN needs and ways they can support pupils in their lessons using Quality First Teaching and adaptive techniques.

Support staff have a wealth of expertise gained through experience in a variety of different areas and will adapt the way they work with students depending on their specific needs.

At Castle Donington College, we regularly consult with outside specialists such as Educational Psychologists and Speech and Language Therapists and CAHMS. We seek assessment and advice from a variety of sources to allow us to effectively support complex needs.

Evaluating the effectiveness of SEN

We evaluate the effectiveness of provision for pupils with SEN by

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions
- Pupil voice activities
- Monitoring by the Inclusion Lead/ Senior Leadership team
- Provision mapping to track and measure progress
- Through annual reviews for pupils with EHC plans

Enabling an inclusive environment:

The College is committed to inclusion for all pupils and this extends to curriculum trips, extracurricular activities and any residential experiences. We aim to remove all barriers so that pupils with SEN can enjoy the same activities as other pupils in the College.

All of our extra-curricular and enrichment activities are available to all pupils.

All pupils are encouraged to participate in trips, visits and residentials, including Duke of Edinburgh expeditions

All pupils are encouraged to take part in sports day

No pupil is ever excluded from taking part in these activities because of their SEN or disability

We will discuss the individual needs of any pupils with a disability before they join us and ensure we are able to fully support their development and full

participation in College life. We have made several adaptations to the College site to support pupils with a disability. We have an Accessibility Plan that states we aim to improve the physical environment to enable pupils with a disability to take better advantage of the education, benefits, facilities and services we provide. We also aim to improve the availability of accessible information to pupils with a disability.

Support for improving emotional and social development

Pastoral care is at the heart of all we do at Castle Donington College. We believe that happy children learn effectively. We pride ourselves on delivering a high level of pastoral support and guidance. Our Heads of Year and Tutor teams know the pupils well and are able to monitor overall wellbeing effectively. They will get in touch with parents/carer if there are any concerns. Pupils with SEND are assigned a Key Worker from the LSA team. Key Workers meet with pupils regularly to monitor academic progress and to ensure their emotional wellbeing is supported.

The provision for pupils with medical or physical needs is coordinated by our Attendance and Welfare Officer. She is responsible for implementing provision and liaising with health agencies such as the School Nurse, Education Welfare Service as well as oversee Individual Health Care Plans and safe administration of medication.

Pupil voice activities are valued and heard through the Pupil Council, surveys and discussion during Review meetings. Pupils with SEN are able and encouraged to be part of the School Council.

Pupils with SEN are able to access clubs and activities where they feel safe and interact with trusted adults and peers. We encourage pupils to report all incidents of bullying, discrimination or unkindness and take these very seriously.

Working with other Agencies

Castle Donington College works closely with a range of Educational Support Services and other agencies in meeting pupils' SEN and supporting their families. These include Health and Social Care bodies, Local Authority support services and voluntary sector organisations. We welcome expertise and advice from specialists and welcome opportunities to work alongside them in order to provide the best possible support for our pupils.

Raising concerns / complaints about SEN provision

In the first instance, parents/carers should contact the SENCo via ofrench-gray@cdcollege.uk. They will endeavour to address any concerns and may organise a face-to-face meeting including other staff as appropriate. The Principal is also available to hear concerns. Further to this, please refer to the College Complaints Policy on the website

Parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe the College has discriminated against their child. A claim can be made about alleged discrimination regarding exclusions, provision of education and associated services and making reasonable adjustments, including the provision of auxiliary aids and services.

Contact Details of support services for parents of pupils with SEN

You may find details of agencies that can offer help and support here <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/information-and-support>

If you need further help or advice please contact the College and we will do our best to support you.

The Local Authority Local Offer

Leicestershire LA publish a Local Offer on their website <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>
Information about all of the support on offer is available here.

This report works in compliance with:

The Equality Act 2010 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

SEND Code of Practice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

