Castle Donington College SEN Information Report 2026 - 2027

College Name	Castle Donington College
Principal:	Mrs V. Beeby
Vice Principal: Attendance, Safeguarding and Designated Teacher	Mr N. Barratt
Assistant Principal: Staff CPD and Teaching and Learning	Mr M. Elks
Assistant Principal: Behaviour and Culture	Mr P. Daly
Assistant Principal: Inclusion and SENDCo (NPQSENDCo)	Mrs S. Fidler
Address:	Castle Donington College Mount Pleasant Castle Donington Derby DE74 2LN
Telephone Number:	01332 810528
Website Address:	www.cdcollege.uk
Age Range of Students:	11 - 16
Date of Last Ofsted Inspection:	June 2024
Outcome of Last Ofsted Inspection:	Good
Does the college have a specialist designated unit:	No
Total Number of Students on Roll:	683

Castle Donington College is an inclusive mainstream secondary school for students aged 11–16. In January 2022, the College became part of the East Midlands Education Trust (EMET).

We are firmly committed to promoting equality of opportunity and ensuring that every student is supported to achieve their full academic and personal potential. By working closely with our young people and their families, we recognise the additional challenges faced by students with special educational needs and/or disabilities (SEND) and are dedicated to identifying and removing barriers to learning, fostering an environment in which all students can thrive.

All teaching staff at Castle Donington College understand their role as teachers of SEND and are committed to reducing educational inequality through the delivery of a broad, ambitious, and inclusive curriculum. For most students with SEND, needs are met in the classroom through carefully considered adjustments to teaching methods, resources, and tasks. However, we also recognise that some students may require additional adaptations to teaching approaches or bespoke provision to achieve their potential.

The Principal, SENDCo, teachers, and support staff work in partnership with parents, carers, and external agencies to ensure that the most effective strategies are implemented, providing the best possible support for students with SEND.

1. The kinds of Special Educational Needs for which provision is made at Castle Donington College

Castle Donington College provides provision that is additional to and/or different from the standard curriculum to support a wide range of needs. The College follows the definitions of Special Educational Needs and Disabilities (SEND) as outlined in the SEND Code of Practice (2014), which identifies four broad areas of need:

1. Communication and Interaction – e.g. Autism Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN).
2. Cognition and Learning – e.g. Dyslexia, Dyspraxia, Global Developmental Delay.
3. Social, Emotional and Mental Health (SEMH) Difficulties – e.g. Anxiety, Obsessive Compulsive Disorder (OCD).
4. Sensory and/or Physical Needs – e.g. Visual Impairment (VI), Hearing Impairment (HI), Sensory Processing Difficulties.

2. The College's policies for the identification and assessment of students with Special Educational Needs and Disabilities

The early identification of special educational needs and/or disabilities (SEND) is fundamental to ensuring that students receive the support required to achieve success. The SEND Policy of the East Midlands Education Trust (EMET) is available on the Castle Donington College website under the "Policies" section within "College Information."

For the majority of students on the SEND register, needs will have been identified at primary level. To support a smooth transition, the College SEND Team liaises with all feeder primary schools to discuss individual needs and existing provision in detail. Where a student has an Education, Health and Care Plan (EHCP), the SENDCo may also attend the Year 6 Annual Review, held in the Autumn Term.

Castle Donington College maintains rigorous monitoring of all students, with regular assessment of progress across both academic and wider developmental areas, including social needs. Where staff identify that a student may require additional support, a SEND referral form is completed and reviewed by the SEND Team. Each case is then considered individually, and subsequent actions may include in-class observations, targeted intervention, or the involvement of external specialist services,

such as The Learning, Communication and Autism Team (formerly known as Autism Outreach).

3a. How the College evaluates the effectiveness of its provisions for students with Special Educational Needs and Disabilities.

Castle Donington College considers each student on an individual basis, ensuring that their specific needs are matched to the most appropriate support and provision. From the point of entry, a comprehensive tracking process is implemented to enable staff to monitor each student's progress and development with accuracy and consistency. The College utilises Arbor, an online platform which also allows parents and carers to access real-time information from home.

As part of the College's assessment and reporting cycle, student progress and attainment are formally reviewed at least twice per academic year. This process enables the early identification of students who may not be making expected progress or who may be experiencing barriers to learning. For students in Year 11, data is collected and reviewed more frequently to ensure timely intervention and support during this critical stage of their education.

3b. Assessing and reviewing students' progress towards outcomes

Subject teachers at Castle Donington College continuously assess students and monitor their progress on a lesson-by-lesson basis. These ongoing assessments inform lesson planning and task setting, ensuring that teaching is responsive to individual learning needs.

At designated points throughout the academic year, teachers conduct more formal assessments covering a longer period of learning. These assessments provide a broader measure of progress and enable staff to identify students who may benefit from additional support or intervention.

<u>Key Stage 3 (KS3):</u>

At KS3, students are assessed against three outcome categories: Support, Secure, or Greater Depth.

Support: Students working at this level have not yet met the intended outcomes of the curriculum for their age and stage. Targeted opportunities are built into the curriculum to adapt, revisit, and, where necessary, reteach content in order to help these students move towards being Secure.

Secure: Students assessed as Secure have demonstrated that they are meeting the intended outcomes of the curriculum for their age and stage.

Greater Depth: Students working at Greater Depth have shown mastery of the expected learning and are provided with opportunities to extend their knowledge and understanding through more challenging tasks, demonstrating deeper learning.

Parents and carers are informed of progress at KS3 twice per year through a Current Outcome Marker (COM).

Key Stage 4 (KS4):

At KS4, students are assigned a Minimum Outcome Grade (MOG), based on the GCSE 9–1 grading scale. This grade represents the minimum expected outcome for each student at the end of KS4 in a given subject. Parents and carers receive progress reports twice per year, which include a Predicted Outcome Grade (POG).

Data Cycle:

As part of the College's data cycle, student progress and attainment are formally reviewed at least twice per academic year. For Year 11 students, data is collected and analysed more frequently due to the significance of external examinations. Analysis considers both individual students and wider student groups, identifying those on track to meet expectations, those likely to exceed expectations, and those requiring additional targeted intervention in order to achieve their potential.

3c. Castle Donington College's approach to teaching students with Special Educational Needs and Disabilities.

Teachers at Castle Donington College are responsible and accountable for the progress and development of all students they teach. High-quality teaching is the first step in responding to the needs of students with SEND, and all teachers maintain high expectations for every learner. Barriers to learning are addressed through careful adaptation, differentiation, and an inclusive approach to curriculum delivery.

To ensure appropriate support, the College provides a range of targeted interventions, which may include:

In-class support within a broad and inclusive curriculum

Adapted teaching and learning strategies

Adapted teaching and learning resources

Bespoke learning support plans

Small group interventions

Reading support programmes

Wellbeing and pastoral support

Homework club provision

Social clubs and enrichment opportunities

Exam Access Arrangements (where appropriate and permitted)

Enhanced transition support from Year 6 to Year 7

Access Arrangements for Examinations

For external examinations, some students may meet the criteria for Access Arrangements. These are reasonable adjustments made to ensure that learners with SEND, or those with temporary injuries, are able to access assessments without altering their demands.

Students are screened at the end of Key Stage 3 or the beginning of Key Stage 4 to identify potential need. Where appropriate, a series of specialist assessments are undertaken to provide the required evidence. Access Arrangements are always based on both the student's normal way of working and documented evidence of need.

Depending on individual circumstances, arrangements may include:

The use of a reader

Access to a laptop or scribe

Completion of examinations in a smaller venue

Rest breaks

Additional time

These arrangements are determined in consultation with subject teachers, parents, and carers, and all assessments are conducted by a qualified External Assessor in line with examination board requirements.

3d. Outline of how Castle Donington College makes adaptations to the curriculum and learning environment to support students with Special Educational Needs and Disabilities

The curriculum at Castle Donington College is designed to provide a broad, balanced, and inclusive education for all students, including those with special educational needs and/or disabilities (SEND). Class teachers are responsible for planning and delivering lessons that take account of the specific needs of all groups of students within their classes, ensuring access and engagement for every learner.

For any questions regarding a child's learning, the student's Tutor should be the first point of contact.

Where there are more specialised concerns relating to the curriculum, parents and carers may contact the Assistant Principal, Mr Martin Elks, via the College Reception on 01332 810528.

3e. Outline of how Castle Donington College provides additional support to students with Special Educational Needs and Disabilities

The type and level of support provided to a student will depend on their individual needs. At Castle Donington College, Quality First Teaching underpins provision, with teachers maintaining the highest possible expectations for all students. Teaching is carefully planned to build on what each student already knows, understands, and can do. Where appropriate, teachers may direct a Learning Support Assistant (LSA) to work with an individual or small group, or they may implement specific strategies recommended by the SENDCo or external specialists.

Some students may experience gaps in their learning or understanding and require additional support to make the best possible progress. Where a need for extra specialist support is identified, parents and carers will be contacted for consent to involve external professionals. Examples of agencies that may be engaged include the Educational Psychology Service, Specialist Teaching Service, The Learning, Communication and Autism Team (formerly known as Autism Outreach), the Hearing or Visual Support Service and Oakfield Inclusion Partnership

For students with significant, complex, and long-term needs, support is typically delivered through an Education, Health and Care Plan (EHCP). An EHCP sets out the high level of support required, including the number of hours of targeted provision and the strategies to be implemented. It will also outline input from professionals beyond the College environment. This ensures that students with severe and enduring needs receive the coordinated, individualised support necessary to enable progress.

3f. Extracurricular opportunities available to students with Special Educational Needs and Disabilities

Castle Donington College is committed to ensuring that all extracurricular clubs and educational visits are accessible to every student. Risk assessments are undertaken for each trip, and appropriate staffing levels are maintained to ensure student safety, including the provision of one-to-one support where required.

Extracurricular clubs are open to all students, and reasonable adjustments are made, wherever possible, to enable the full participation of vulnerable learners and those with additional needs.

3g. Improving the emotional and social development of students with Special Educational Needs and Disabilities.

When students join Castle Donington College, they are allocated to tutor groups of approximately 30 students. The Tutor has overall responsibility for the welfare and wellbeing of each student within their group and serves as the first point of contact for parents and carers with any concerns.

The College has a dedicated pastoral team comprising Tutors, Heads of Year, and non-teaching Pastoral Leaders. The team's primary focus is to support students' social and emotional wellbeing. While the majority of needs are addressed through the curriculum, including Personal Development lessons, the Pastoral Team also provides additional guidance and support for students experiencing challenges such as low self-esteem or difficulties with emotional regulation.

Where appropriate, the Pastoral Team works in partnership with a range of external agencies, including Teen Health, Oakfield Inclusion Partnership, CAMHS (Child and Adolescent Mental Health Services), to ensure that students have access to specialist support.

For more specialised concerns relating to pastoral provision, parents and carers may contact the Assistant Principal, Mr Paul Daly, via the College Reception on 01332 810528.

4. Contact information for the SENDCo

The student's Tutor should be the first point of contact for any concerns.

For more specialised concerns relating to Special Educational Needs and/or Disabilities (SEND), parents and carers may contact the Assistant Principal and SENDCo, Mrs Sian Fidler, via the College Reception on 01332 810528.

5. Training of staff to support students with Special Educational Needs and Disabilities

The Assistant Principal, Mr Martin Elks, is the strategic lead for Continuing Professional Development (CPD), ensuring that all staff have the skills and expertise required to support every student effectively. An ongoing programme of training is delivered

throughout each academic year, addressing identified needs and equipping staff with the knowledge, strategies, and resources necessary to deliver Quality First Teaching and meet the diverse needs of learners.

The Assistant Principal and SENDCo, Mrs. Sian Fidler, proactively engages in local professional development initiatives to disseminate best practises and contribute to the ongoing training of staff. In collaboration with the Assistant SENDCo, she works closely with a broad spectrum of external agencies to effectively support the needs of pupils and, where appropriate, their parents and carers. Mrs. Fidler also actively participates in local SEND network meetings, ensuring that Castle Donington College remains well-informed of both national and regional developments in SEND practice. Insights and key learnings from these forums are systematically shared across the College to enhance and strengthen SEND provision.

The SEND Team works in close partnership with a variety of external agencies, including The Learning, Communication and Autism Team (formerly known as Autism Outreach), the Virtual School, the Specialist Teaching Service, Oakfield Inclusion Partnership and Teen Health.

6. Equipment and facilities to support students with Special Educational Needs and Disabilities

Castle Donington College comprises of a main building, a dedicated Humanities block and a new build fitness suite also housing our ARNA suite

The main building is arranged across three floors and is fully accessible via lift access to both the second and third floors, ensuring that all areas are available to wheelchair users. The College also provides three accessible toilets and designated accessible parking. Full details are outlined in the College's Accessibility Plan, which is available on the website under "SEND" within the "College Information" section.

For students with specific requirements to access the curriculum, the College will make every reasonable effort to provide the necessary equipment or suitable alternatives. In certain cases, specialist teams from the Local Authority or Occupational Therapy service are consulted to ensure that appropriate adjustments and resources are in place to facilitate equitable access to learning.

7. Consulting parents and carers of students with Special Educational Needs and Disabilities

Inclusion at Castle Donington College extends beyond the classroom. We want parents and carers to feel fully part of the College community and we recognise the importance of strong, positive relationships between home and school. We actively encourage parents and carers to be involved in their child's education and are committed to maintaining effective, regular communication through a range of channels, including information evenings, parent bulletins, email updates, and the College website.

The College also hosts an Open Evening for prospective parents, carers, and students, providing a valuable first opportunity to meet staff and engage with the College. For students with an Education, Health and Care Plan (EHCP), the SENDCo may be invited by the primary school to attend the Year 6 Annual Review in the Autumn Term. This early involvement ensures that the College can contribute to transition planning and begin to put appropriate support in place.

8. Consulting students with Special Educational Needs and Disabilities

Castle Donington College is a school that listens and values the belief that every individual has a voice and can make a difference.

Students are regularly involved in reviewing their own learning to identify what strategies work best for them. They are encouraged to engage in open discussions about their learning, individual needs, and the approaches that support them most effectively. This information is recorded in their SEND Learning Passport, which serves as a key resource for teachers. By combining this student input with their subject expertise, teachers are able to plan and deliver learning opportunities that are inclusive and supportive for all.

Each year, a group of SEND students participate in a student voice exercise, reflecting on both the provision in place to support their learning and their broader experiences of school life. In addition, SEND students play an active role in the recruitment process for new members of the SEND Team, ensuring that their perspectives are included in shaping the support available.

9. Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of students with Special Educational Needs and Disabilities concerning the provision

Castle Donington College has a designated Governor for SEND, whose role is to support the College in evaluating and developing the curriculum to ensure it meets the needs of all students, as well as to monitor the progress of learners with SEND.

The College places great importance on strong, positive relationships between home and school and encourages parents and carers to contact us promptly if a concern arises, so that it can be addressed at the earliest opportunity.

In the first instance, any concern should be raised with the student's Form Tutor. Where a more specialised concern relates specifically to SEND, parents and carers should contact the SENDCo to highlight the issue or to arrange a meeting for further discussion. The majority of issues raised are concerns rather than complaints, and we are committed to resolving them informally wherever possible.

Castle Donington College is dedicated to addressing concerns seriously and at an early stage, with the aim of keeping the need for formal complaints to a minimum. Should a matter progress, the College's formal Complaints Procedure, which sets out how complaints will be managed in a fair, sensitive, impartial, and confidential manner, can be found on the College website under "Policies."

10. The governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with Special Educational Needs and Disabilities and supporting their families.

At Castle Donington College, we view education as a partnership between the student, their family, the College, and where appropriate, external agencies. To support students with their learning and development, the College has established strong relationships with a range of specialist services and voluntary organisations.

We currently work with the following services (although this list is not exhaustive and may change depending on the needs of the SEND cohort):

Child and Adolescent Mental Health Service (CAMHS)

Leicestershire Educational Psychology Service

Living Without Abuse

Paediatric Services

Teen Health

Specialist Teaching Service – including Visual or Hearing Support Teams and The Learning, Communication and Autism Team (formerly known as Autism Outreach)

Oakfield School Inclusion Partnership

11. The contact details of support services for the parents and carers of students with Special Educational Needs and Disabilities, including those for arrangements made in accordance with clause 32.

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) is a confidential and impartial service that provides support for parents, carers, and young people with SEND. The service ensures that families have access to clear information, advice, and guidance, enabling them to make informed decisions about education and provision.

SENDIASS can be contacted by telephone on 0116 305 5614 or via their website: www.sendiassleicestershire.org.uk

The Leicestershire Local Offer provides children and young people with SEND and their families with information about available services, support, and opportunities in the local area. It can be accessed online at: Leicestershire Local Offer | Leicestershire County Council

12. The arrangements for supporting students with Special Educational Needs and Disabilities in transferring between phases of education or in preparing for adulthood and independent living.

Castle Donington College has established strong relationships with local primary schools to ensure smooth and supportive transitions. The Head of Year 7 makes regular visits to feeder schools, enabling early connections to be developed prior to transfer. Most Year 6 students will have spent time at the College before officially joining, taking part in taster lessons designed to help them feel confident and prepared for the move.

Parents and carers are invited to attend an Open Evening in September and a New Parents and Carers Evening in July, just before the induction days. These events provide opportunities to meet Tutors, learn more about the College, and ask questions. Students also take part in two transition days in July to familiarise themselves further with the College environment.

The Head of Year 7 liaises closely with primary school staff and completes transition forms for every student. Students on the SEND register are highlighted, and either the SENDCo or Assistant SENDCo makes additional visits to discuss their specific needs and provision in more detail. For students with an Education, Health and Care Plan (EHCP), the SENDCo or Assistant SENDCo may be invited to attend the Year 6 Annual Review in the Autumn Term. In addition, some SEND students are offered extra transition visits to meet the SEND Team and gain confidence in their new setting.

Through the Personal Development curriculum, students are supported in preparing for adulthood and independent living, including exploring career pathways, further education, and apprenticeships. All students receive high-quality, independent advice and guidance, with opportunities to take part in mock interviews with volunteers from local industry. From Year 9 onwards, students with an EHCP are entitled to one-to-one careers guidance.

As students move on from Castle Donington College, careful planning ensures they are supported in their post-16 transition. For Year 11 students with an EHCP, the Annual Review takes place in the Autumn Term and may include a representative from their next educational destination. Where appropriate, a tailored programme is developed jointly with the receiving school or college to ensure a smooth transition and the right support.

13. Arrangements for supporting Looked After Children with Special Educational Needs

Castle Donington College recognises that looked after children with special educational needs require coordinated support that draws together our statutory responsibilities in a co-ordinated approach.

The school's Designated Teacher for Looked After Children works closely with the SENCO to ensure that a student's care status and their SEND provision are planned together, not in parallel. Where a looked after student has SEN support or an EHCP, the Designated Teacher and SENCO jointly attend or contribute to Personal Education Plan (PEP) meetings, ensuring that academic targets, SEND provision, and wider wellbeing/care planning are aligned.

Every looked after student has a Personal Education Plan, PEP, reviewed at least termly, which is informed by any EHCP outcomes or SEN support plan targets already in place. Where a student does not yet have an identified special educational need but presents with emerging concerns, the PEP process is used to trigger timely referral into the school's SEND pathway, avoiding delay which may be caused by care status alone.

The Designated Teacher and SENCO liaise with the student's social worker, Virtual School caseworker, Independent Reviewing Officer (IRO), and, where relevant, foster carers or residential care staff, so that SEND provision is understood and reinforced across all settings the student moves between. Information about EHCP reviews, annual reviews, and any changes to provision is shared promptly with the Virtual School and included in PEP documentation.

We aim for Annual reviews and SEN Support reviews for Looked After Children to be scheduled to align with PEP review cycles wherever possible, minimising the number of separate meetings a student and carer must attend and ensuring consistency of information across processes. The SENCO ensures the Virtual School and social worker are invited to and kept informed of EHCP annual review outcomes.

Where a looked after student with SEND moves placement, moves school, or transitions between key stages, the Designated Teacher and SENCO work together to ensure Safeguarding records, SEND records, provision maps, and EHCP documentation transfer promptly, and that receiving settings are briefed on both Care and SEND Needs before arrival.

Staff receive guidance on the additional vulnerability of Looked After Children with SEND and are supported to recognise that presenting behaviours may relate to attachment, trauma, or unmet SEND Need, or a combination of these.

13. Information on our contribution to the publication of the local authority's local offer

The Leicestershire Local Offer provides children and young people with Special Educational Needs or Disabilities (SEND), and their families, with clear information about the help and services available across the county. It sets out the support that can be expected from local agencies, schools, and the local authority. It can be accessed online at: Leicestershire Local Offer | Leicestershire County Council