

SEND Information Report 2020-21

Updated September 2020 (In accordance with Section 65(3) of the Children and Families Act 2014)

Castle Donington College is a mainstream 11- 16 school. Our aim is for all students to achieve their full academic and social potential. Through the school's SEND Policy, we actively seek to identify and remove barriers to learning and achieve inclusion within the school community.

The Learning Support Team consists of these members of staff with the following roles:

Alexa Burns	SENDCO, Teacher of English
Christine Heyworth	Senior Learning Support Assistant and Intervention coordinator
Michaela Day	Learning Support Assistant
Erica Elliot	Learning Support Assistant
Michelle Gosling	Learning Support Assistant
Jackie Sander	Learning Support Assistant
Rahib Ali	Temporary Learning Support Assistant
Imogen White	Temporary Learning Support Assistant
Vacancy	Teaching Assistant Apprentice
Gladys Sibson	SENCO and Learning Support Administrator
Sandra Harrison	Attendance and Welfare Officer

Parents are encouraged to contact Alexa Burns (SENCO) if they are concerned that their child may have special educational needs.

Contact details: Telephone 01332 810528 Email: aburns@cdcollege.uk

Does the College have a specialist designated unit/ additional learning support department?

Castle Donington College has a Learning Support Department, which is an integral part of the main school, not a designated specialised unit. However, a dedicated classroom area is used for running specialised interventions, mentoring and support.

Total Number of students with an EHCP: 11

Total number of students currently receiving additional learning support (SEN support K)

(The number of pupils on the SEND register is subject to change)

What types of Special Education Needs does the school cater for?

Castle Donington College uses the definitions of SEND as outlined in the Code of Practice 2014. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health difficulties
4. Sensory and Physical needs

What is the schools policy for identification and assessment of students with special educational needs?

To identify and assess the needs of students with SEN the school use the following information.

- Liaison with primary schools, followed up by formal assessment/testing in school.
- Whole school tracking and assessment (regular intervals across the year)
- Teacher feedback and observation
- Assessment during interventions
- External agencies (in some cases)
- Parental/ pupil / feedback

What are the schools arrangements for assessing and reviewing the progress of students with SEND?

The progress of all students, including those with SEND, is assessed on a regular basis, in accordance with the College assessment procedure and routines.

Teachers assess and review progress and attainment throughout the year. This is communicated to parents/ carers by a termly progress report and an annual written report, which are sent home. Parents and carers can access live progress information through Go4Schools. In addition, annual Parent Evenings are held to provide an opportunity for parents/ carers to discuss progress, attainment and next steps with subject teachers. Appointments to meet with the SENDCO can also be made. All students with an Education, Health Care Plan have an Annual Review to review their progress towards the targets that are set out in their plan and their wider development.

Students with SEND discuss their progress regularly with their Key Worker during Profile Review Meetings. The Key Worker/ SENDCO will meet with parents twice each year to review, amend and/or update the Profile and targets. This is also an opportunity to discuss any issues around learning and well-being.

How do teachers at Castle Donington help students with SEND?

Our teachers have high expectations of all students, including those with SEND. The staff at Castle Donington College believe that *“all teachers are teachers of SEND”* and recognise the importance of high quality first teaching. Teachers work to remove barriers to learning through differentiation of lesson content and homework tasks. We aim for inclusive approaches so, endeavour to support students across the whole curriculum. Within the College, there are a variety of interventions that help us to fully support your child. Where it is felt it is necessary, your child might be offered additional support and we would discuss the options with you.

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

How has the school adapted the curriculum and learning environment to support students with additional needs?

All students have access to a broad and balanced curriculum, (National Curriculum). Students with SEND are included in lessons as far as it is practical and compatible with receiving special educational provision. A small number of SEND students may have modified timetables in KS3 and KS4. These could include alternative provision or a greater focus on a core subject. Access to the curriculum is achieved through differentiation, extra resources or in class support.

Our College is a safe and accessible building and we endeavour to ensure we make reasonable adjustments to include all students. All safeguarding procedures and risk assessments are in place and adhered to by all staff.

How are decisions made about the type and amount of support a student gets?

The College responds to the needs of the child, whether this is prescribed in an EHCP plan or as a result of a diagnosis from an outside agency. Information is gathered from Primary schools and parents and from feedback from teaching and pastoral staff at half termly Raising Achievement Board (RAB) Meetings.

Parents and carers are involved in Annual Review and Profile Review meetings, where they can raise concerns and discuss their child’s progress. We believe it is vital to hear the voice of the young person and so they are invited to be involved where possible in their review. Our ethos about pupil voice can be expressed as *“nothing about me, without me”*.

How are students with SEND included in activities outside of the classroom and on trips?

The College is committed to inclusion for all students and this extends to curriculum trips, extracurricular activities and any residential experiences. Risk Assessments are carried out for all off site activities that take place and the additional needs of students with SEND is considered at this point.

LSA’s will accompany students if necessary.

There is a wide range of activities on offer across the College ranging from sports to Lego club. All children are encouraged to participate and are fully included in extra activities.

How does the school support a child's overall wellbeing?

At Castle Donington College, we take our pastoral responsibilities seriously. We firmly believe that happy children learn effectively. We pride ourselves on delivering a high level of pupil support and guidance. Our Heads of Year and Tutor teams get to know their students well and monitor overall wellbeing. They will get in touch with parents/carer if there are any concerns.

Students 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 students with medical or physical needs is co-ordinated by our Attendance and Welfare Officer. She is responsible for implementing provision and liaising with health agencies. The Attendance and Welfare Officer will liaise with services such as the School Nurse, Education Welfare Service and Relate Counselling as well as oversee Individual Health Care Plans and safe administration of medication.

Student voice activities are valued and heard through the Student Council, surveys and discussion during review meetings.

How does the school prepare students for transition to the school and onto further education, training and adult life?

The College runs an extensive transition programme. The Head of Year 7 and the SENDCO visit all the feeder primary schools to gather information to prepare a plan for a smooth transition to secondary school. During this process, the Transition team make vital contact with primary colleagues, parents and carers and get to know the strengths and needs of the students who will be joining us. All SEND students are involved in the College transition programme but some SEND students may require additional support. Primary SENDCOs meet with our SENDCO to plan the transition provision and take steps to ensure the child and parents feel well supported.

For the transition from KS3 to KS4, all SEND students are supported through their option choices by their Key Workers and again, the College provides a range of support to all students at this time to ensure suitable choices are selected to maximise success at GCSE. Inclusion in a wide curriculum is very important at Castle Donington College. The transition after Year 11 is an important one and we provide opportunities for students to discuss and research their Post 16 choices. This includes visits to colleges and training providers, meetings with Careers Advisors in school, trips to the Skills Show and a period of Work Experience.

Outside Agencies/ Beyond the School

Castle Donington College works closely with a range of Educational Support Services and other agencies. These could include:

- Educational Psychologist
- SEND Caseworker
- Hearing Impaired Service
- Visually Impaired Service
- Speech & Language Therapy
- Occupational Therapy

- Autism Outreach
- CAMHS
- Social Services
- School Nurse Team
- Behaviour support / Inclusion- Leicestershire Inclusion Partnership

Who should parents contact if they are not satisfied with their child's SEND provision?

In the first instance, parents should contact their child's key worker or the SENDCO who will endeavour to address any concerns parents may have. If they would like to discuss the issue further, parents are advised to contact the Head Teacher. Further to this, the schools Governing Body are happy to discuss issues with parents and can be contacted using the details below.

Clerk to the Governors: Debbie Shatford or postroom@cdcollege.uk

How do parents get information about the additional support on 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.