



December 2019

Catmose College is a secondary academy school in Oakham, Rutland. The majority of students are drawn from the county town of Oakham and surrounding villages, although many are attracted from a wider area including Leicestershire and Melton Mowbray through parental choice.

The College is one of highest achieving in Rutland and Leicestershire. The Ofsted report in February 2012 rated the College as 'outstanding' in all categories. The report comments; *'In the specialist provision for disabled students and those with special educational needs, students achieve exceptionally well. They mature into confident young people who work hard and thoroughly enjoy their time at College. These students are provided with frequent opportunities to work independently and make their own choices.'* Ofsted 2012.

Similarly, regarding our Designated Specialist Provision (DSP), *'Provision for students in the specialist provision is highly effective in supporting students' progress through a fully inclusive and integrated approach to its work.'*

We offer a broad range of experiences beyond the classroom to build independence, resilience and leadership skills that are critical for success in adult life. We believe that great schools are not made by the buildings they occupy, but by the people who work within them. We are proud to have both a committed staff and talented, hardworking students whose contributions make our College truly exceptional.

Our primary aim is to encourage each student to become a mature, independently-minded individual who has the necessary skills and knowledge to be of value to themselves and society. We know that every student is talented, so our role as educators is to ensure these talents are fully realised. To achieve this, we have high expectations of every student, emphasising the importance of hard work and doing one's best in every circumstance.

The College has a DSP for up to 25 students with moderate learning difficulties across Key Stage 3 and Key Stage 4; this may include speech and language needs or some degree of physical, sensory or medical need. This provision does not meet the need for those students whose primary need is around social, emotional and mental health difficulties. The DSP offers both discreet and integrated provision throughout the College.

What are the kinds of special educational needs for which provision is made at Catmose College?

Students at the College are identified as having special educational needs and disabilities (SEND) when they have a significantly greater difficulty in learning than the majority of students of the same age.

Difficulties in mainstream and DSP include:

- Little or no progress despite the use of targeted teaching approaches and differentiated curriculum.

- Working at levels significantly below age expectations, particularly in numeracy and literacy.
- Presenting persistent emotional and/or behavioural difficulties which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairment that results in little progress despite provision of appropriate aids and equipment.

Information on admissions to the College can be found within the Admissions Policy on the website. More detail on our commitment to high quality educational provision for all our students is detailed in our SEND policy.

What are Catmose College's policies for the identification and assessment of students attending the school?

When students first join the College, we use information from a range of sources to help identify SEND and other needs. These include: information from primary school teachers; parents/carers; end of Key Stage 2 levels; existing educational health care plans; cognitive ability tests and external agencies.

Our class teachers, team leaders, intervention team and senior team closely monitor the progress and attainment of all students, including those who have, or may have SEND. The continuous assessment, tracking of progress and monitoring of students during their time at the College will further identify students with a special educational need. This identification may come from form tutors, subject teachers, intervention team, outside agencies, parents/guardians or students themselves. If your child needs to be assessed for SEND we would use a range of assessments depending on the area of need.

We follow a phased approach to identifying and assessing needs. Once there has been identification of a student with SEND, intervention is varied and is underpinned by evidence about a student who, despite receiving differentiated learning opportunities, does not make expected progress.

Students with additional needs are recorded on our SEND registers which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include deployment of teaching assistants, small group or individual work to access a broad range of activities.

What are the arrangements for consulting parents/guardians of children with SEND and involving them in their child's education?

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered. This may include:

- Initial visits to College during the Year 6 transition review process.
- Helping them to be organised for their day (including bringing the right equipment and books) to support Routines for Learning.
- Attendance rated as good or outstanding (96%).

- Completion of prep.
- Attending progress meetings.
- Attending annual review meetings for students with education health and care (EHC) plans.
- Checking and signing intervention reports where applicable.
- Parental representation on the Local Governing Body.

Every two years, the SEND provision at the College is reviewed and parents/guardians are encouraged to complete and return the questionnaire. Parents are also encouraged to contact any member of the College should they have any queries.

What are the arrangements for consulting young people with SEND and involving them in their education?

Students are asked their views about their education, using the person centred planning model, annually by attending review meetings and are encouraged to share all experiences with their keyworkers.

Students are encouraged to take part in the following:

- Student Council;
- interviews for prospective staff;
- to regularly review their work in lessons;
- to contribute to reviewing and reflecting on their learning and achievements;
- discuss checkpoint reports with keyworkers;
- all students complete a survey annually.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes at Catmose College?

Progress is communicated to parents/guardians by 3 reports that are sent home each year: 1 checkpoint report; 1 key assessment report and 1 form tutor report. Additionally, progress meetings are held twice a year, at which there is an opportunity to discuss progress, attainment and next steps. We also encourage email and telephone conversations.

The checkpoint reports and key assessment reports will show your child's assessment results, whole year assessment results, target and predicted levels, and red/amber/green for Routines for Learning and prep. Our class teachers, team leaders, intervention team and senior team closely monitor and review the progress and attainment of all students and pick up on areas of concern. The College will then put an intervention in place. At the next reporting cycle we will check whether suitable progress has been made.

We welcome the involvement of parents/guardians and want to keep you up-to-date and involved with your child's progress. Students with an EHC plan are allocated a key worker who will act as a point of contact for both student and parent, and will oversee student progress and the annual review procedure.

Catmose College provides information for parents through the website and virtual learning environment, termly newsletters and an annual open evening. Our e-communications system allows parents/guardians to receive email and app notifications relevant to your child.

How does Catmose College approach teaching children and young people with SEND?

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet requirements. Teachers are trained in a range of strategies to support all students, including

those with SEND. This may involve using different strategies; more practical/adaptation of resources and activities; in-class teacher assistant support; key worker and specialist smaller groups. This means that your child can fully access the lessons.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

Within the College there are a variety of roles which help us to fully support your child. These include teaching assistants, an intervention team, Client Services, specialist teachers and the SENCO.

During Year 9 we offer a bespoke Options Evening at which we will guide you towards the best curriculum options for your child. An alternative provision may also be offered. As your child is approaching the start of Key Stage 4, should evidence suggest need, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.

Most of our students follow a traditional academic curriculum. However, a small number of students have a more personalised curriculum to match their individual needs. This may include option choices, additional literacy, study support sessions, intervention groups and an adjustment to the number of qualifications undertaken.

Students who are in the designated specialist provision are offered both a discreet and integrated curriculum throughout the College. At Key Stage 3, maths, English, science and humanities are taught in small groups of usually no more than 5 students by specialist teachers. All other subjects are taught in the mainstream setting. Catmose College is situated in a new building that was completed in February 2012 and is fully DDA compliant so is accessible by all students.

How are children and young people with SEND enabled to engage in activities with children and young people in the College who do not have SEND?

We have an extensive range of extra-curricular activities including music, drama, sport, art, trips and Duke of Edinburgh's Award that are open to all students, including students with SEND.

On Wednesday afternoons our Electives programme takes place that forms a central part of the extra-curricular and enriches life at the College. All students, including students with SEND, elect to take short courses from 1.00 to 2.30 pm. The programme has been designed to broaden student experience and develop skills that universities and employers find attractive in potential candidates. There is a strong link between students who take part in a range of extra-curricular activities and successful outcomes in examination results.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

The College actively supports students moving between phases of education and in preparing for adulthood. We encourage students to identify what area they would like to work in and structure our support and advice around this.

We want to ensure that transition is as smooth as possible for students, before they join us in Year 7. The SEND and Client Services teams gather information from all primary schools to discuss any additional needs. This includes attending annual reviews of students with EHC plans, both ensuring existing needs continue to be met. SEND team members are available at

the Open Evening and Induction Day to discuss issues with parents. Transition arrangements are bespoke to the child's needs and may range from the whole-school transition day to a tailor-made programme.

During Year 9, we review each student's strengths and review our curriculum offer to ensure students are given every opportunity to succeed. Where appropriate, a bespoke curriculum is offered and we invite parents/guardians and students to an Options Evening where the SEND team and keyworkers are on hand to advise and guide choice. There is also a progress evening linked to option choices to support choice further.

The Year 9 annual review for students with EHC Plans is a transition review with a focus on preparing students for adulthood supported by our Careers Adviser. The key worker is also available to follow up and support in any areas identified by the youth options adviser.

Following option choices, some students may choose to have a bespoke timetable which reduces the number of subjects they study and allows for study support sessions to be put in place for students to consolidate their learning. Students in the DSP will be taught in a mixture of small group and mainstream lessons. Small intervention groups may also be used to support students with low literacy or numeracy and at GCSE. Students are also able to access prep support which provides supported study after College.

During Year 10, all students are given the opportunity to complete one week's work experience. Our careers adviser and key worker work closely with the students and parents/guardians to ensure that suitable placements are matched to the student.

As part of the transition review for students with EHC Plans in Year 11, support from our Careers Adviser is given for preparing for adulthood. Information about colleges including course booklets and dates of open evenings is provided.

At the College our approach to teaching is that all students, including those with SEND needs, should be able to access a curriculum which is appropriate for their individual needs. SEND students will be expected to make the same levels of progress as all other students. We closely monitor and evidence this; the College works in partnership with children, students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the Federation curriculum and section F of the EHC Plan.

How does Catmose College support improving emotional and social development?

At the College we take our support role very seriously. We pride ourselves in providing a high level of intervention to support and guide students. One way we support students is by assigning them a form tutor who will (in most cases) remain with them as they progress through the College. This provides continuity and builds strong relationships between form tutor and students. PSHE is taught to students for 20 minutes per day during their tutorial sessions. Some students will have additional intervention sessions where identified through EHC plans.

We have a wide range of staff to support students and to address additional needs they may have, including students with SEND. This includes form tutors, team leaders, the Client Services team, the Intervention team, mentors, keyworkers and SENCOs. There is one designated Vice Principal for looked after children and safeguarding who support all students, including those with SEND, through the personal education plan meetings, social services and liaison with the local authority. We also work closely with a number of external agencies, for

example the visual impairment service, child and adolescent mental health services (CAMHS), speech and language therapy service (SALT), Autism Outreach, attention deficit hyperactivity disorder (ADHD) solutions, educational psychologists, SIDO, common assessment framework (CAF), team around the family (TAF), social care, school nurse, occupational therapists, physiotherapists and hearing impairment service.

What expertise and training of staff to support children and young people with SEND exists? How will specialist expertise be secured?

We have four qualified SENCOs at College, two being a Vice Principal, one a Senior Assistant Principal and the SENCO. The College also have a further SENCO who is currently training to become qualified with the National Award for SEN Coordination. Supporting the SENCOs are 3 specialist teachers and 12 teaching assistants.

Training is provided to all staff as the need arises, including teachers and teaching assistants, regarding dyslexia, dyspraxia and social and communication difficulties. A comprehensive range of training sessions is offered to all staff allowing for opportunities to further develop skills. We have strong continuing professional development (CPD) and actively encourage staff to further their professional development. Staff who are new to the College follow an induction programme which includes training and information on SEND.

We can also call upon the support of specialist organisations from within the Local Authority as and when the need arises.

How does Catmose College involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting families?

We work closely with a number of external agencies, for example the Visual Impairment service, Child and adolescent Mental Health Services (CAMHS), Speech and Language Therapy (SALT), Autism Outreach, Attention Deficit Hyperactivity Disorder solutions, Educational Psychologists, SIDO, Common Assessment Framework (CAF), Team around the Family (TAF), social care, school nurse, occupational therapists, physiotherapists and Hearing Impairment service to ensure that all students, including those with SEND, can access the support services that are required on an individual basis.

How does Catmose College evaluate the effectiveness of the provision made for children and young people with SEND?

All students, including those with SEND, are assessed on a regular basis, in accordance with the College's Assessment Policy. Teachers continually assess and review student progress and attainment informally with checkpoints, and a key assessment is given once a year. The College tracks and provides support for all students through its intervention programmes so that all students make excellent progress in each year of their studies. All students with an EHC plan have an annual review where the impact of this work is assessed and refinements are made to the plan when needed.

The College has a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND, and the outcomes of these evaluations are used to create and implement Transformation Plan for all aspects of College life.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at Catmose College?

If parents/guardians have a complaint, this should be directed in the first instance to the subject teacher or your child's form tutor, who may refer your concerns to a more senior member of staff if necessary. Alternatively, please contact a SENCO. If there continues to be cause for complaint, parents/guardians can address their concerns to the Vice Principal linked with SEND and, following that, to the Principal in line with the Federation Complaints Policy.

Contact details

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