

Special Educational Needs Information Report 2017-18

Regulation	Question	School response
1. The kinds of Special Educational Needs for which provision is made at The College	<i>What kinds of SEND do pupils have in your school?</i>	<p>Children are identified as having SEND when they ‘have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.’ (SEND Regulations 2014).</p> <p>Pupils at Castle Donington College have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about The College’s policies for the identification and assessment of pupils with special educational needs.	<i>How do you know if a pupil needs extra help?</i>	<p>When your child joins Castle Donington College, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of Key Stage assessment information; base line testing; reports/communication from specialist colleagues and external agencies.</p> <p>Our class teachers and Middle Leaders (Heads of Department and Heads of Year) closely monitor the progress and attainment of all pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at Castle Donington College may identify pupils with a special educational need at any point. Identification may come from tutors, subject teachers, support staff, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs. The triggers for intervention could be due to concerns from the teacher, support colleague or others. This will be underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All pupils with SEND are on the Learning Development register, which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>

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<p>3a. How The College evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p>	<p>All pupils, including those with SEND, are assessed on a regular basis, in accordance with the College assessment procedures and routines.</p> <p>Teachers assess and review progress and attainment throughout the year, which is communicated to parents/carers regularly by a termly Progress Report and annual Written Report, which are sent home. Additionally, Parent Evenings are held once a year where there is an opportunity to discuss progress, attainment and next steps with your child's subject teachers.</p> <p>All pupils with an Education, Health & Care Plan have an Annual Review to review progress towards the targets set out in the plan and their wider development.</p> <p>The College has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all pupils, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are reviewed through regular evaluation. Additionally, progress and attainment information for all pupils is analysed to inform future interventions and support.</p>
<p>3b. The College's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The College will send home 5 Progress Reports each year which will show your child's current 'Working At' grades and 'End of Year Milestones'. An annual written report, which includes comments on their attitude and behaviour for learning, is issued to parents annually.</p> <p>Class teachers, Heads of Department, Heads of Year and Group Tutors will monitor and review your child's grades and identify any subjects where your child is not making the expected level of progress. We will then consider the appropriate intervention required and put this in place.</p> <p>The College reports all data as well as the progress of specific groups to The Governors.</p> <p>We welcome the involvement of parents/carers and endeavour to keep you up to date, and involved with your child's progress. We do this through Parents' Evenings; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews.</p> <p>The College provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home.</p>

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<p>3c. The College's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all pupils, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. We aim for an inclusive approach so, where possible, try to support pupils within a full curriculum. Within the College there are a variety of staff roles that will help to fully support your child. Where it is felt it is the right thing to do, a pupil may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>3d. How The College adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs? How accessible is The College environment?</i></p>	<p>Most of our pupils follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. In KS3 this may include; additional literacy; nurture groups; intervention groups. In KS4 we will consider option choices and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning? How are The College's resources allocated and matched to children's special educational needs? How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a number of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes our Learning Support Assistants, SENCo and Springboard Manager. Resources are allocated based on evidence of need and effectiveness. Pupils with an EHCP have resources allocated as outlined in their plan. Learning Support Assistants are allocated, where resources allow, to support pupils in lessons. Heads of Department and class teachers liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting pupils directly and indirectly, assisting staff and helping parents/carers.</p> <p>Pupils with EHCP's will have targets and strategies set by the SENCo at Review Meetings in conjunction with parents and pupils. Annual reviews involving the pupil, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>

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<p>3f. How The College enables pupils with special educational needs to engage in the activities of The College (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND? How can my child and I find out about these activities? How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A large range of academic and hobby/interest clubs are available at the College. These are open to all pupils, including pupils with SEND.</p> <p>Additionally we run a range of activities to support SEND pupils including Homework Club, Lunch and Break Time Social Club, Lego and Breakfast Club. We will also run catch up and revision sessions for older pupils as and when required.</p> <p>The Extra-Curricular timetable is available on The College website. SEND Clubs are available to all pupils. All children in The College are encouraged to take part in extra activities at break time and after school.</p> <p>Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At Castle Donington College we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. One way we support our pupils is by assigning them to a Group Tutor who will (in most cases) remain with them as move through The College. This provides continuity and builds a strong relationship between tutor and pupils.</p> <p>We have good relationships with a number of external agencies for example, CAMHS, Autism Outreach, EWO, Educational, Psychology Service and Social Services.</p> <p>Our Heads of Year and Group Tutors get to know pupils well and monitor overall wellbeing. They will get in touch with you if they have any concerns.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how Castle Donington College supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The Head of Learning Development is Alison Dakin. The Springboard Manager is Christine Heyworth Please contact the College if you wish to communicate with them. Telephone 01332 810528 or email postroom@castledonington.leics.sch.uk</p> <p>Speak to your child's Tutor or Head of Year in the first instance</p>

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<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>We have a Learning Development Department consisting of a SENCo, a Springboard Manager and four very experienced Learning Support Assistants. Within this team there are staff who have a range of experience and training covering various SEN needs. Training is provided to all staff, including teachers and LSAs, as the need arises. There is ongoing training for all staff as well as opportunities to further develop skills.</p> <p>Staff who are new to The College follow an induction programme that includes training and information on SEND. As a school, we can call on support from specialist organisations from within the Local Authority including the SEN Support Service in Leicestershire.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school, we can access a range of services. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Alison Dakin or discuss the issue at the next review/parents evening.</p>
<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?</i></p>	<p>We will support you by having regular communication with you. We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping your child to be organised for their day (including bringing the right equipment and books) • Encouraging your child to have full attendance and good punctuality • Encourage your child to complete homework • Attending Parents Evenings • Attending any meetings specifically arranged for your child

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<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Pupils are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements as part of their Review. Learning Development Department has an open door policy, which means that pupils feel comfortable speaking to members of staff and being clear about their wishes.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at The College</p>	<p><i>Who can I contact for further information?</i> <i>Who can I contact if I have a complaint?</i></p>	<p>Please contact Alison Dakin for further information. In the first instance, contact the subject teacher or your child's Tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact Your child's Head of Year or Ben Wilkinson, Assistant Principal. The Colleges complaints procedure is available on The College's website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p><i>What specialist services and expertise are available at or accessed by The College?</i></p>	<p>As a school, we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Autism Outreach; Speech and Language Service. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs support from a specialist please contact Alison Dakin or discuss at the next review/parents evening.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Leicestershire County Council CAMHS School nurse Autism Outreach These organisations can all provide extra support and information. Please contact us and we will be happy to provide contact details.</p>

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12. The College's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	<i>How will The College prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i>	We liaise closely with all our feeder primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. All pupils are invited to a pre visit aimed at pupils who need more support as a bespoke transition programme aimed at positive integration. All children receive advice on careers and if additional support is needed, this will be put in place.
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Please contact us and we will be happy to provide contact details.

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