

REPORT

Send Information Report

Originator: M. Mindham
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Casterton College is a secondary academy school in Rutland. The majority of students are drawn from the surrounding villages, although many are attracted through parental choice from a wider area including Lincolnshire and Northamptonshire.

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 good 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 "Ability is not fixed".

Casterton is an inclusive school and we do everything reasonably possible to ensure that students with Special Educational Needs and Disabilities (SEND) are given the best possible support. If you wish to contact us about our provision please speak to Mary Mindham, SENCO at Enquiries@castertoncollege.com

Areas of need

Communication and interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences.

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

We have students who live in several counties; links to the local offers of our feeder counties are below:

<https://www.rutland.gov.uk/rutland-information-service/send-local-offer>

<https://www.lincolnshire.gov.uk/homepage/131/send-local-offer>

<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>

<https://www.northnorthants.gov.uk/schools-and-education/local-offer>

<https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/leicestershires-send-local-offer>

What are the kinds of special educational needs for which provision is made at Casterton 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, and consequently need provision that is additional to, or different from, their peers.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Cognition and learning

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multisensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

More detail on our commitment to high quality educational provision for all our students is detailed in our Inclusion and SEND Policy.

What are Casterton College 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, external agencies and GL testing undertaken on arrival.

Our class teachers, subject leaders, senior team and governors closely monitor the progress and attainment of all students, including those who have, or may have SEND. The continuous assessment, tracking and monitoring of students' progress helps identify pupils who, despite receiving adapted learning opportunities, do not make expected progress. This identification may come from tutors, subject teachers, outside agencies, parents/guardians or students themselves. If your child needs to be assessed for SEND, we use a range of assessments tools and professional advice 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.

Students with additional needs are recorded on our SEND register which is accessible to all staff. Students with SEND have a one page profile (passport) which summarises their strengths, areas of difficulty, provisions, needs, teaching strategies and any adjustments needed in assessments. Staff use this information to make reasonable adjustments in the classroom. It also informs their lesson planning, teaching and student learning activities. The learner support team provide

staff with "required common practice" for each SEND student. These are reasonable adjustments that are expected in all classrooms for that student. Targeted interventions are planned and delivered where appropriate. This may include deployment of teaching assistants, and small group or individual work to access a broad range of activities. Interventions for each student with SEND are recorded, and their impact tracked on the schools' provision map.

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 the College during the Year 6 transition review process
- Helping them to be organised for their day (including bringing the right equipment and books) as part of our Ready to Learn procedures.
- Attendance rated as good or outstanding (97%).
- Completion of prep.
- Attending progress meetings (if required).
- 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.
- Attending success evenings
- Attending parents' evenings
- Joining us at SEND coffee mornings