



SEND INFORMATION REPORT

ORIGINATOR: M. Mindham

September 2026

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 excellent.

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, SENDCO at Enquiries@castertoncollege.com

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 College adopts a neurodiversity-affirming approach and recognises the strengths as well as the needs of neurodivergent learners, including those with autism, ADHD, dyslexia, dyspraxia and dyscalculia.

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.

Area 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.
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

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.
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?

At Casterton College, we identify students with SEND through a combination of transition information from primary schools, baseline assessments, teacher observations, and parental or student concerns. We use a graduated approach, starting with high-quality teaching and targeted classroom strategies. Where concerns persist, we use a range of assessment tools (such as GL Assessment, dyslexia screeners, and speech and language checklists) and seek advice from external professionals if needed. Parents are informed at every stage and their views are actively sought.

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. The College follows the graduated approach outlined in the SEND Code of Practice through a cycle of Assess, Plan, Do and Review. 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.
- Strong attendance is encouraged to maximise educational outcomes
- 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

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

Students are encouraged to take part in the following:

- Student voice;
- Regularly review their work in lessons;
- Contribute to reviewing and reflecting on their learning and achievements;
- Completing an annual survey.
- SEND target setting conversations with their designated TA 3 times a year
- Contributing to annual reviews if they have an ECHP

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

Progress is communicated to parents/guardians by three assessment reports that are sent home each year. We also encourage email and telephone conversation with staff.

Our class teachers, subject leaders, senior team and governors closely monitor and review the progress and attainment of all students and pick up on any areas of concern. The College will then put an intervention in place. 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 EHCP are allocated a key worker who will act as a point of contact for both students and parent, and who will oversee student progress and the annual review procedure.

Casterton College provides information for parents through the website, weekly Principal updates and two annual open evenings. Our Edulink system allows parents/guardians to receive email and app notifications relevant to your child.

How does Casterton 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 have SEND focussed training 6 times a year and a range of strategies for supporting different needs are set out in the school's inclusive classroom 5 Cs document. This document lists reasonable amendments that can be made to the classroom, lesson content, checks of learning, clarity and completion of tasks. Students may also be supported by in-class teacher assistant support; key worker and specialist smaller groups, or withdrawal based interventions.

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 staff who help us to fully support your child. These include teaching assistants, a basic skills team, Student Services and the SENDCO.

During Year 9 we offer a bespoke Options Evening at which we will guide you towards the best curriculum options for your child. As your child is approaching the start of Key Stage

4, should evidence suggest 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.

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 the Duke of Edinburgh's Award that are open to all students, including students with SEND.

After school activities form a central part of the extra-curricular activities and enriches life at the College. This 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 when they move between each phase of education and in preparing for adulthood. We encourage students to identify the area in which they would like to work, and we 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 pastoral team gather information from all primary schools to discuss any additional needs. This includes attending annual reviews of students with EHCPs, both ensuring existing needs continue to be met. SEND team members are available at the Open Evening, Success at Casterton evening and transition week to discuss issues with parents. Transition arrangements are bespoke to the child's needs.

The Year 9 annual review for students with an EHCP is a transition review with a focus on preparing students for adulthood supported by a Local Authority Careers Adviser. The key worker is also available to follow up and support in any areas identified.

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

The College works in partnerships with children, students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the College curriculum and section F of the EHCP.

How does Casterton College support students with SEND to improve their 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 students through Pastoral and Learner Support Teams.

We have a wide range of staff to support students and to address additional needs they may have, including students with SEND. This includes personal tutors, the pastoral team, the basic skills team, mentors, key workers, SEMH inclusion Officer and SENDCO. There are two designated teachers for looked after children and safeguarding is supported for all students by the large safeguarding team, 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 service (CAMHS), speech and language therapy service (SALT), Autism Outreach, attention deficit hyperactivity disorder (ADHD) solutions, educational psychologist, RCC School Support Network, Early Help Processes, 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?

Training is provided to all staff as the need arises, including teachers and teaching assistants, regarding various aspects of SEND, e.g. dyslexia, dyspraxia, and social and communication difficulties. A comprehensive range of training sessions is offered to all staff allowing for opportunities to develop skills further. 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 Casterton 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 the college has 3 assessment points throughout the year. The College tracks and provides support for all students through GL testing, so that all students make excellent progress in each year of their studies.

All interventions are tracked and their impact monitored on the school's provision map. All students with an EHCP 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.

How does the College work with external agencies?

The College works collaboratively with a range of external professionals including educational psychologists, specialist teachers, speech and language therapists, occupational therapists, CAMHS, health services, social care and local authority SEND services to ensure that appropriate support is identified and implemented.

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

If parents/guardians have a complaint, this should be directed in the first instance to the subject teacher, who may refer your concerns to a more senior member of staff if necessary. If concerns are not resolved these should then be discussed with the SENCO. If concerns remain unresolved, parents should refer to the school's Complaints Policy.

Contact details

Casterton College: 01780 762168

Enquiries via e-mail to: Enquiries@Castertoncollege.com

Neil Rawes, Vice principal: NR@Castertoncollege.com

Mary Mindham, SENDCO : Mindhamm@castertoncollege.com

Accessibility and Review

This report is reviewed annually and is available in alternative formats on request. This report will be published on the College website in accordance with the Special Educational Needs and Disability Regulations 2014 and will be reviewed annually. Please contact the SENDCO if you require this information in a different language or format.