

This Evaluation Report reflects the academic year ending July 2023									
SEND Profile									
Total number of students on the SEND Register: 123									
Catmose College SEN Register - 2022/23 Needs Analysis									
		School	National						
Number on Register	123								
EHCP total	34	3.18%	1.80%						
EHCP DSP	22	2.06%							
SEN Support	89	8.33%	11.10%						
Total School	1069								
	Total	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory & Physical	of which PP	Male	Female	EHCP
Year 7	40	7	21	11	1	20	31	9	7
Year 8	28	10	11	6	1	9	20	8	11
Year 9	22	8	7	6	1	8	14	8	9
Year 10	20	1	11	7	1	8	11	11	6
Year 11	13	2	6	5	0	6	7	4	1
Totals	123	28	56	35	4	51	83	40	34
2		22.76%	45.53%	28.46%	3.25%				
% of all students		2.62%	5.24%	3.27%	0.37%				

Progress of SEND Students 2023

Progress Year 11

Our bespoke, inclusive curriculum demonstrates that our mainstream EHCP and K Code students benefitted from a varied and inclusive curriculum in 2022/2023, including access to vocational qualifications such as BTECs. This is reflected in students with SEND accessing over 21 different qualifications across the curriculum with varied option choices.

In the core subjects, maths and science, K Code students made progress broadly in line with their national counterparts. In synergy science, they slightly outperformed their peers with an SPI difference of 0.02. In option subjects, K Code students made outstanding progress in design and technology with an SPI of 1.14, greater than that of their peers. They also performed better than their peers in food technology with an SPI of

0.25. Good progress by our K Code students was also made in computer science with an SPI 0.11. Attainment in BTEC Art & Design for K Code students was also in line with their peers.

Progress Year 10

SEN EHCP student attainment 8 is 26.90, which is above their minimum target of 17.10. K Code Student attainment 8 is 37.09 which is below target 46.20. Specific intervention appropriate to SEN and other needs is in place to support specific students.

Progress Year 9

SEN Attainment 8 is 37.65, this is above their target score 35.04. EHCP Student attainment 8 is 30.44, which is slightly below their minimum target of 32.44, students within our DSP cohort are taking qualifications suitable to their needs so do not all count within the attainment 8 measure. K Code student attainment 8 is 42.29 which is above their target of 36.71. The average grade achieved is 4, again above their target of 3.

Progress Year 8

SEN Student attainment 8 is 42.50 which is above their minimum target of 38.46. The average grade achieved is 4.25, this is again above their target of 3.85. EHCP Attainment 8 is 29.10, which is above their minimum target 27.40. K Code Student attainment 8 is 50.88 which is exceeding the target of 45.38. The average grade achieved is 5.09 exceeding the target of 4.54.

Progress Year 7

SEN Student attainment 8 is 39.63 which is above their minimum target of 35.00. The average grade achieved is 3.96, which is above their target 3.44. EHCP student attainment 8 is 32.00 above their target of 27.10. K Code Student attainment 8 (32 students) is 41.06, which is exceeding the target of 36.27. The average grade achieved is 4.11, again above the target of 3.44.

Effectiveness of targeted Interventions

Targeted in-class support and quality first teaching incorporating Rosenshine's Principles are the most effective means to support students with SEND achieve against the curriculum intent. However, specific support and interventions are appropriate to further support our students.

This year, the majority of SEND students have benefitted from having a key worker. This has enabled our students to be able to talk about their provision and has also ensured that parents have felt informed of their students SEND provision. SEMH needs have been on the rise since the pandemic and we have continued to support our students through specific interventions including friendship groups, Chill and Chat and social story interventions.

Additionally, we have accessed further support from the Rutland School Support Partnership including ADHD Solutions, specialist teacher support, including SALT and SEMH, Educational Psychologist support and also Casy Counselling. This support is bespoke to individual students support cycles and has enabled the successful application for EHCP or Higher Needs Funding support where appropriate.

We have also been able to provide interventions to improve core skills incorporating assistive technology in maths and English where students have accessed mathematics intervention and Word Shark intervention.

As ever, our SEND students have also been able to attend prep club where they have been able to complete their prep and be supported by members of staff.

Attendance and Exclusions

% and number of SEND students FTE or PEX			
SEND		Non-SEND	
0.92%		1.11%	
Attendance			
Whole School	SEN	EHCP (National 74%)	K Code
94%	90%	92.81%	89.06%

SEN Interventions and Provision



Staff CPD

The College deploys a mixture of external and internal CPD opportunities to ensure that staff have the necessary skills to support SEN students.

External CPD

- SENCOs continue to attend local authority training linked to EHCP changes and code of practice
- Moving and handling training
- Virtual training for teaching assistants

Internal CPD

- Team Leader SEN curriculum development training
- Team curriculum development training all teachers
- SENCO CPD team leaders and team training QFT strategies
- Whole staff CPD - ASD, Dyslexia, Access Arrangements
- Feedback to teachers and teaching assistants following observations
- Teach meets
- Induction training support for all new teaching assistants

Staff survey results showed that 100% of SEND staff feel that their team and fellow employees are committed to doing quality work. 100% of staff feel valued saying that they feel their line manager, or someone at work seems to care about them as a person.

Staff Survey Comments

'We're good at hiring amazing teachers who teach great lessons. Supporting SEN students to be the best they can be'.

'We're good at supporting each other'.

'My team leader and my team are fantastic at taking care of my own needs as a professional and a person, giving me a safe space to communicate what is on my mind and allowing me to develop in this professional setting'.

Parental Links

The SENCOs, key workers and Client Services team meet and communicate with parents regularly in response to any concerns or difficulties. All students with an EHCP are allocated a key worker that has regular contact with parents and guardians, the importance of this is recognised as UPS roles relate to these roles. In addition, parents are invited into College for their child's EHCP review meeting.

In response to parental feedback, identified K Code students have also been allocated key workers. Further development of the key worker role for teaching assistants will be looked at this academic year with K Code key workers being involved in writing the students' cycles of support.

Parents of K Code students are able to book an appointment at progress evenings with the SENCO to discuss their child's cycle of support to ensure parents are kept involved of their child's provision.

A parental survey of SEN students recognised that 98.8% of SEN parents felt they were informed of their child's progress through reports and progress evenings. 93% of SEN parents know who to contact at the College for advice about their child's SEN needs and 85.5% of parents feel that their child is well supported.

Parental comments

'The SEN team are amazing. Nurturing, supportive and able to challenge a student without pushing'.

'I feel **** has been supported really well and settled extremely well'.

'Thank you for looking out for my child. He loves going to school, he won't tell you that, BUT he does'.

It should be noted that the SEN team recognise the continued need for improvement and parental development comments have been reflected within the transformation plan for this academic year. Where a concern has been raised through the parental survey, Mrs Sharpe, Mrs Merrington and Mrs Nicholls have completed individual follow up.

Enrichment Opportunities

We continue to recognise the importance of enrichment opportunities for SEND students. Electives continue to be an integral part of College life and bring great excitement for all SEND students. Students take part in both on site and off-site activities including water sports, horse riding, archery, golf and board games. After College, Prep support continues to be offered four days a week, providing small group and 1:1 support for students who need further assistance – supported by teaching assistants and is integral to our provision. In the new academic year, we are looking at specialist interventions after College including maths and English support for SEND students. This is all in addition to support during breaktimes, lunch and a number of other interventions throughout the week. Dungeons and Dragons continues to be a success, with students ranging from Year 7 to Year 12 participating after College, which offers a safe space and an opportunity to pursue interests for all students. Lego club during lunchtimes will continue due to student demand. Several students have also enjoyed individual music/drama lessons which they access alongside their varied curriculum.

The Catmose Challenge within Year 7 showcased how SEN students embraced the opportunity with several SEN students gaining a challenge award. All students with SEND have opportunities to take part in a variety of different trips throughout the academic year, ranging from Burghley House, London theatre trips and Key Stage 4 residential. DSP students accessed a number of mainstream trips such as the National Space Centre and also benefited from in house opportunities such as wheelchair basketball, which continues to be a real success. It was lovely to see students build on their skills and confidence from the previous year. In addition to this, DSP students participated in the Disability Athletics, another opportunity to further their experiences and provide future aspirations. We did incredibly well and were selected to the next round of the competition with students receiving medals. We will continue to explore further opportunities, which allow students to embrace all opportunities both in and outside of College.

Additional SEND Information

More detailed information including the College's SEND Policy, Information Report and information regarding SEN provision can be found on the College website www.catmosecollege.com/sen/

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