

This Evaluation Report reflects the academic year ending July 2024

SEND Profile									
Total number of students on the SEND Register: 164									
		School	National						
Number on Register	164								
EHCP total	42	3.84%	4.80 %						
EHCP DSP	26	2.4%							
SEN Support	122	11.15%	13.60%						
	Total	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical	Of which PP	Male	Female	EHCP
Year 7	49	26	4	17	2	16	26	19	7
Year 8	40	24	7	8	1	16	30	11	7
Year 9	32	17	2	11	2	9	22	10	11
Year 10	22	12	3	6	1	9	13	9	9
Year 11	21	7	9	4	1	8	11	10	8
Totals	164	86	25	46	7	58	102	59	42
% of SEN Students		52.43%	15.24%	28.04%	4.27%				
% of all students		7.86%	2.28%	4.20%	0.63%				

Stakeholder Feedback 2023-2024

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. 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 student cycles of support.

Parents of K code students are able to book an appointment with the SENCO as part of progress evenings to discuss their child's cycle of support, which ensures parents are kept involved in their child's provision.

A parental survey of SEN students recognised that 97.4% of SEN parents felt they were informed of their child's progress through reports and progress evenings. 94% of SEN parents know who to contact at College for advice about their child's SEN needs and 88% of parents feel that their child is well supported.

Parent Feedback

Taken from the Parental Survey (2023/2024):

"The support my daughter receives is amazing. She certainly wouldn't have got through Year 7 without the SEND team from Catmose. They go beyond to make my daughter safe, happy and well cared for and that every single need is met for her. I am truly thankful for the team that support my daughter."

"We have been thrilled with how ****'s first year has gone. Going from a very small primary school to a large secondary was an anxious time. However, it is clear **** is enjoying and embracing all Catmose has on offer. It was clear at their recent parents' evening all the teachers knew ***** very well and had a deep understanding of their needs and how to support learning differences. His key worker and the SENCO have always answered any emails and again have a clear understanding and care for ***** and the drive to help them be successful. Thank you to you all"

"Very happy with provisions and support offered"

"We are very happy with Catmose College and highly recommend it"

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.

Staff Feedback

Taken from DSP/SEN Team Survey (2023/2024):

"We're good at organising trips and varying curriculum. The Electives programme. We encourage students well. SEN support is a strength."

"Making new members of staff welcome"

"Supporting and progressing careers."

"Listening to staff concerns and finding a positive solution to a problem. Making sure all staff are on the same page when it comes to dealing with behaviour from students and/or parents. Consistent approach."

"The SEN team are particularly good at caring for and supporting each team member. The encouragement and nurture of both students and staff is second to none."

The staff survey indicated that staff would welcome further continued professional development.

Support staff have indicated they would benefit from:

- Further CPD on ASD, ADHD, Dyslexia and Oppositional Defiance Disorder (OPP)
- Advice on how to deal with 'non-compliant' behaviours, including clear steps to follow
- Training on how to use CPOMS
- Advice on how to support pupil mental health

Progress of SEND Students 2023-2024

Progress Year 11

Our bespoke, inclusive curriculum demonstrates that our mainstream EHCP and K code students benefitted from a varied and inclusive curriculum in 2023/2024, including access to vocational qualifications such as BTECs. This curriculum design allowed for pupils with SEND to access over 19 different qualifications across the curriculum with varied option choices.

In this cohort there were 8 students with an EHCP, 5 of whom were in the DSP. Pupils with an EHCP (mainstream and DSP) accessed a wide variety of qualifications with an average SPI of 0.33. It should be noted that the data for the mainstream EHCPs is not statistically viable given that 2 of the 3 students it pertains to were non-attenders. The one EHCP mainstream pupil who did attend was taught in mainstream and accessed a wide variety of qualifications with an average SPI of 0.07.

The pupils with EHCPs from the DSP, accessed a combined curriculum of DSP lessons for core subjects and access to the BTEC and vocational curriculum within the mainstream provision, with an average SPI of 0.62 representing outstanding progress.

It is evident from the success in the following curriculum areas, that access to vocational qualifications in addition to the targeted support outlined in their EHCPs, that pupils within this cohort have been able, on average to make outstanding progress.

BTEC Art was a particular area of success for EHCP pupils with an SPI of 1.45, as were BTEC music with an SPI of 2.28, greater than that of their peers and CNAT sport with an SPI of 1.5. GCSE graphics shone as an area of success for EHCP students with an SPI of 0.67, in addition to GCSE Art with an SPI of 0.90 and GCSE English, which was taught for the majority of these students in the DSP with an SPI of 0.64. Progress 8 for the DSP in both maths and English are above National with scores of +0.14 in maths and +0.76 in English.

The picture for K code students, in maths is positive with a Progress 8 score of +0.37 which differs from the Progress 8 score for English at -1.07. This will be an area of focus this academic year for both intervention and quality assurance but it should be noted this also relates to their SEN needs. In option subjects K code students made outstanding progress in CNAT sport with an SPI of 1.73, they also excelled in BTEC Engineering with an SPI of 1.41 and Computer Science with an SPI of 1.16. In synergy science, they slightly outperformed their peers with an SPI difference of 0.14. Attainment in photography for K code students also exceeded that of their peers, with an SPI difference of 0.66.

SEN students have an offer of a wide range of vocational and GCSE subjects, which allows them to be successful in their transition to Post 16 provision.

Effectiveness of targeted Interventions

Quality first teaching and target in-class support incorporating Rosenshine's Principles are the most effective means of supporting students with SEND to achieve against the curriculum intent. There have been, however, instances in which specific support and interventions have been implemented in order to further support students.

This year, the majority of SEND students have benefitted from having a key worker. The key worker programme has facilitated students in developing their understanding of their provision and created a space for students to discuss what they feel is working and what they feel they need. It has also been successful in ensuring that parents of SEND students, feel informed and included in their child's education.

SEMH needs continue to increase and we have continued to support our students through specific interventions including friendship groups, Chill and Chat and social story interventions. ELSA was introduced through the use of a primary specialist teaching assistant, this was well received and in response Catmose trained a teaching assistant, a senior teaching assistant and a client services advisor with Schools Support Partnership (SSP) funding. This has been further developed with the appointment of a senior teaching assistant to run the social, emotional and mental health (SEMH) emotional, literacy support (ELSA) intervention.

We have continued to access further support from the Rutland Schools Support Partnership (SSP) including ADHD Solutions, specialist teacher support including SALT and SEMH, Educational Psychologist support and CASY Counselling. This support is bespoke to individual students' support cycles and has enabled the successful application for EHCPs or Higher Needs Funding, 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 Mathletics and Word Shark intervention.

SEND students have the opportunity to attend prep club, where they are able to complete their prep and be supported by members of staff.

Fixed Term Suspensions

Between September 2023 and July 2024, there were 52 fixed term suspensions issued to 39 pupils at Catmose College. 21 of these were issued to K code pupils – 13 pupils in total, 5 of whom received 2 or more fixed term suspensions over the course of the academic year. Following each suspension, support was reviewed to try to prevent further suspensions. It should also be noted this was not always related to their SEN need e.g., online bullying, physical assault.

8 fixed term suspensions were issued to pupils with an EHCP – 5 pupils in total, 2 of whom received 2 or more fixed term suspensions over the course of the academic year. Again, a clear review of support and where appropriate emergency reviews were held with the local authority to ensure students were able to access appropriate specialist or alternate provision.

Number of SEND students fixed term suspensions (Total number of fixed term suspensions: 52 – issued to 39 students) [% of total school]		
K Code	EHCP	Non-SEND
13 [1.18%]	5 [0.45%]	21 [1.91%]

Permanent Exclusions

Between September 2023 and July 2024, there were 5 permanent exclusions issued to 5 pupils at Catmose College. In each case, significant support had been implemented to try to prevent exclusion, including support from the local authority. It should also be noted that incidents leading to the PEX were not related to SEN needs.

Number of SEND students permanently excluded students (Total: 5) [% of Total School]		
SEND (K)	EHCP	Non-SEND
3 [0.27%]	1 [0.09%]	1 [0.09%]

Attendance

Attendance of SEN pupils continues to be above national, all attendance cases are supported on an individual basis to maximise attendance. Where an issue is identified for an SEN student, support is implemented alongside the Local Authority to engage with the student and family.

Attendance			
Whole School	SEN	EHCP (National 86%)	K Code (89%)
93.5%	91.28%	90.16%	91.59%

SEN Interventions and Provision at Catmose College



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
- SALT Training for Teaching Assistants
- ELSA Training

Internal CPD

- SENCO CPD Team Leaders and Team Training QFT strategies
- Whole staff CPD - ASD, Dyslexia, Access Arrangements
- Feedback to teachers and TAs following observations
- Teach Meets
- Induction training support for all new TAs

Enrichment Opportunities

Electives continues to be an integral part of College life which brings great excitement for all SEND students. Students take part in both on-site and off-site activities including; ice skating, manga illustration, archery, Dungeons and Dragons, 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, which is supported by teaching assistants and is integral to our provision. This is all in addition to support during break and lunch times and a number of other interventions throughout the week. Several students have also enjoyed individual music/drama lessons which they access alongside their varied curriculum.

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 a number of different residentials including the Humanities trip to York, the maths PGL trip and the art trip to London. DSP students accessed a number of mainstream trips as well as targeted trips to the Sea Life Centre and Hunstanton. In addition to this, students participated in the Disability Athletics, another opportunity to further their experience and provide future aspirations. We did incredibly well and were selected to the next round of the competition with students receiving medals.

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:

<https://www.catmosecollege.com/sen/>

Clive Morton, SEND Governor

Email: cmorton@catmosecollege.com