

This Evaluation Report reflects the academic year ending July 2025.

SEND Profile									
Total number of students on the SEND Register: 210									
		School	National						
Number on Register	210								
EHCP total	50	4.6%	3.1 %						
EHCP DSP	29	2.6%							
SEN Support	162	14.6%	13.4%						
Total School	1097								
	Total	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical	Of which PP	Male	Female	EHCP
Year 7	61	22	1	20	4	15	40	21	13
Year 8	51	20	2	21	1	18	31	20	8
Year 9	43	20	1	13	2	15	33	12	9
Year 10	33	10	0	12	2	11	22	13	10
Year 11	22	8	0	4	0	9	13	9	8
Totals	210	80	4	70	9	68	139	75	48
% of SEN Students		38.1%	1.9%	33.3%	4.3%				
% of all students		7.3%	0.4%	6.4%	0.8%				

Stakeholder Feedback 2024-2025

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.

Many K code students have now been allocated key workers. This role has been developed to include K code key workers in the planning of student cycles of support. This practice will be embedded during the course of the next academic year in order to ensure that K code student cycles are routinely reviewed by their most familiar adult.

Parents of K code students remain 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. This positive practice ensures that parents have a voice in their child's support and can advocate for a child where their own communication may be a barrier.

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 the 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 (2024/2025):

"I feel ***** has been supported really well & 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"

"The staff are great at delivering quality teaching as well as offering support in a holistic way, from learning support to emotional support and open communication. The school and staff provided all they can for a DSP which is still a mainstream setting. If we had a magic wand and my child could add anything extra it would be a sensory room or a therapy animal which is not possible. It's important to note that while my child may struggle sometimes emotionally and environmentally this is natural reactions due to their SEND and not a reflection on the support that is being offered and given at time of need. We couldn't ask more from the staff or school thank you for creating the best school environment possible."

"The DSP provision and provision in mainstream class has been amazing for my daughter. Her key worker and DSP staff members are great at how they interact and help my child within the provision."

"My daughter has come on leaps and bounds since joining Catmose and loves being at school. 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 (2024/2025):

"Celebrating SEN students. Ensuring every child has the same opportunities within College and are encouraged and supported."

"The SEN team are amazing at acknowledging the needs of not only students but staff. Team meetings are helpful at team building and morale."

"Range of trips and activities offered"

"The level of support, how the school is run and behaviour management"

Support staff have indicated they would benefit from:

- Supporting boys with ADHD
- How to support young people with their mental health (more in depth)
- Supporting EAL students

Progress of SEND Students 2024-2025

Progress Year 11

Our bespoke, inclusive curriculum demonstrates that our mainstream EHCP and K code students benefitted from a varied and inclusive curriculum in 2024/2025, including access to vocational qualifications such as BTECs. This curriculum design allowed for pupils with SEND to access over 27 different qualifications across the curriculum with varied option choices.

In this cohort there were 8 students with an EHCP, 6 of whom were in the DSP, these students completed qualifications suitable for their needs. Pupils with an EHCP (mainstream) accessed a wide variety of qualifications with an average SPI of 1.2. It should be noted that the data for the EHCPs is not statistically viable given that 3 of 8 students attended alternative provisions.

The students 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, students completed a variety of qualifications including functional skills, entry level, GCSE and vocational qualifications.

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 in relation to their needs.

BTEC Art was a particular area of success for EHCP pupils with an SPI of 0.94, as were BTEC PA with an SPI of 0.46. GCSE graphics shone as an area of success for EHCP students with an SPI of 0.67, in addition to GCSE D/T with an SPI of 1.14 and GCSE English, which was taught for the majority of these students in the DSP with an SPI of 0.34.

In option subjects K code students made outstanding progress in Art Photography with an SPI of 0.65, they also excelled in BTEC Engineering with an SPI of 2.56 and Physics with an SPI of 1.12. It should be noted that there were only 12 students within this cohort and some of these attended an alternative provision. The picture for K code students, in maths a Progress 8 score of -0.26 and English at -0.55. 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 and the attendance of alternative provisions.

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

Embedded quality first teaching and targeted in-class support incorporating Rosenshine's Principles remains the most effective means of supporting students with SEND to achieve their curriculum goals. Further specific support and interventions continue to support students where they are not yet meeting their potential. This has been extended for the academic year 2025-26 with the introduction of a new programme of interventions being delivered in a range of key skill areas to include Zones of Regulation, Talkabout, and Reading Wise, with a more rigorous identification process for these services. The intent is to increase the number of students that can be reached during the College day in response to the increase in SEMH and identified SEND need that we are now seeing.

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. This has been further developed to include transitional key workers whose role it is to support a Year 7 child for term 1 while settling into the College, and identify those students that may need more

focused key worker support moving forwards. ELSA continues to be well received and ELSA trained staff have been involved in the delivery of CPD to the whole staff body through the College CPD programme.

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. Due to changes within the SSP and therefore the removal of some of these services, we aim to widen our support network further during the coming academic year and utilise alternative services where HNF funding allows.

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

Attendance and Exclusions

Number of SEND students (Total no. of fixed term suspensions - 25 – issued to 17 Pupils)		
K Code	EHCP	Non-SEND
6 [35%]	3 [18%]	8 [47 %]

Fixed Term Suspensions

Between September 2024 and July 2025, there were 25 fixed term suspensions issued to 17 pupils at Catmose College.

11 of these fixed term suspensions were issued to K Code pupils – 6 pupils in total, 3 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.

5 fixed term suspensions were issued to pupils with an EHCP – 3 pupils in total, 1 of whom received 2 or more 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 PEX (Total: 2)		
SEND (K)	EHCP	Non-SEND
2 [100%]	0 [0%]	0 [0%]

Permanent Exclusions

Between September 2024 and July 2025, there were 2 permanent exclusions.

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.

Attendance			
Whole School	SEN	EHCP (National 86.3%)	K Code (89.4%)
95%	93%	92%	93%

Attendance of SEN pupils continues to be above national figures, 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.

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
- Two members of staff are completing the NPQ SENCO course

Internal CPD

- 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
- Managing challenging behaviour (for teaching assistants)
- Sensory processing (for teaching assistants)
- Emotion Coaching (for teaching assistants)
- Zones of Regulation (for teaching assistants)

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; water sports, manga illustration, shooting, Dungeons and Dragons, darts and chess. 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 John Clare's House, London theatre trips and a number of different residentials including the Humanities Battlefields Tour in Belgium, the PGL trip and the art trip to London. DSP students accessed a number of mainstream trips as well as targeted trips to Warwick Castle, Top 555 and Oakham fire station. In addition to this, students participated in the Disability Athletics, another opportunity to further their experience and provide future aspirations.

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/>

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