

This Evaluation Report reflects the academic year ending July 2026.

SEND Profile									
Total number of students on the SEND Register: 216									
		School	National						
Number on Register	216								
EHCP total	56	4.9%	5.3 %						
EHCP DSP	29	2.5%							
SEN Support	160	13.9%	14.2%						
Total School	1153								
	Total	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical	Of which PP	Male	Female	EHCP
Year 7	39	21	7	8	3	12	23	16	11
Year 8	55	20	10	20	4	20	36	19	12
Year 9	52	23	7	21	1	17	31	21	12
Year 10	39	25	6	9	0	11	31	8	9
Year 11	31	15	4	10	1	8	19	12	12
Totals	216	104	34	68	9	68	140	76	56
% of SEN Students		48.1%	15.7%	31.5%	4.2%				
% of all students		9.0%	2.9%	5.9%	0.8%				

Stakeholder Feedback 2025-2026

Parental Links

Parental communication remains a strength within the SEND provision. SENCOs, key workers and the Client Services team maintain regular contact with parents and respond promptly to emerging concerns or difficulties. All students with an EHCP are allocated a key worker and parents are invited to attend annual review meetings. A summer social was introduced for families of students within the DSP, providing an additional opportunity for parents, SENCOs and teaching assistants to engage informally. Families were able to play garden games and board games on the field with refreshments. Attendance was positive for a newly introduced initiative, with 13 of 21 families represented.

The key worker allocation process was reviewed during the academic year to better align student needs with staff expertise. Students with similar profiles of need were grouped together and assigned to staff with the most relevant experience and skillset. This has improved the quality and consistency of support provided. Alongside this, the existing cycles of support process was adapted to become a more structured student voice. This enables students to communicate their views regarding the support they receive and identify strategies that they find most effective. Parents were also invited to contribute to this process to ensure that the

voice of all stakeholders is heard. The focus for the coming academic year will be to embed this practice further and ensure student voice is consistently captured across all key worker groups.

The opportunity for parents of K code students to meet with SENCOs during progress evenings continues to be valuable. These discussions allow parents to remain actively involved in reviewing provision and progress and ensure that support can be adapted where required. This also gives parents an opportunity to advocate for a child where their own communication may be a barrier.

Parental survey outcomes were overwhelmingly positive, particularly in relation to communication, support and knowledge of SEND processes. 98.2% of SEN parents felt they were informed of their child's progress through reports and progress evenings. 89% of SEN parents know who to contact at the College for advice about their child's SEN needs and 92% of parents feel that their child is well supported. Whilst this reflects positively on the work of the team, it is recognised that there remains scope for improvement. Development points identified through parental feedback have been incorporated into the SEND transformation plan for the coming year.

Parent Feedback

Taken from the SEND Parental Survey (2025/2026):

"I feel the SEND provision for my child is very good indeed, communication and understanding are very important and mutually beneficial, I always feel listened too and heard."

"The support and communication from SEN and regular teaching staff throughout the year is excellent, and I believe they genuinely care about my son succeeding and achieving his best."

"We are very grateful for all the SEN support our son receives - the team are very reactive when something occurs that he needs help with and always do what they can to make school as positive an experience as possible. Thank you."

"**** struggled in herself with the adjustment from primary to becoming a Year 7 student but has been thoroughly supported every step of the way. The SEN staff especially are just amazing- nothing is too much trouble; whether that be arranging for **** to chat with a staff member before school starts in a morning and collecting a fidget toy or ringing me to sort out a clearer picture on a potential issue; a staff member took the time at incredibly short notice to meet with **** and myself at reception when **** was having a particularly rough morning and countless other things. I know I can always email the staff if there is anything worrying **** or if I need to ask if the staff can support in any particular way. The staff always respond to me so that I know they are now aware of anything and what they can do to help. **** is encouraged and has found her trusted adults now so will speak to one of them if she is worried. I am really happy with ****'s progress and wouldn't hesitate to recommend the SEN provision at Catmose College to a friend. Thank you."

"**** has received significant support tailored to his needs from Year 7 and it has made a huge impact on his academic performance as well as his social development and wellbeing. I do believe without the support he would've given up with school entirely. The meetings with xx and xxx are always a pleasure with great information and feedback given. Any concerns or requests we have made have been dealt with to ensure **** achieves his best despite him not always being very motivated to do his prep. Whilst he is very ready to move on from Catmose it will be a shame to leave the excellent SEND team behind."

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 (2025/2026):

"The SEN team are excellent at inclusion, managing workloads, training and all-round support. Humanities team are highly supportive of SEN students and are incredible at adapting work to meet students where they stand."

"Supporting vulnerable students. Providing a wide range of opportunities for students. Supportive teams and strong team leaders."

"Strengths: clubs, trips, residential, elective choices, drama performances, catering, CPD."
"Being supportive."

Support staff have indicated they would benefit from CPD in:

- Dyspraxia /Global development Delay
- Behaviour management, in particular deploying PACE
- Practical strategies to support SEN in the mainstream classroom

Progress of SEND Students 2025-2026

Progress Year 11

The inclusive curriculum continues to provide SEND students with access to a broad range of academic, vocational and technical qualifications. This curriculum model enables students to follow programmes of study that are appropriate to their individual strengths and needs whilst maintaining ambitious outcomes. Within the Year 11 cohort, students with EHCPs accessed a diverse range of qualifications and achieved positive outcomes overall. Whilst average progress measures were positive, caution should be exercised when interpreting the data due to the relatively small cohort size and the impact of attendance.

In this Year 11 cohort there were 12 students with an EHCP, 5 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 +0.2. It should be noted that the data for the EHCPs is not statistically viable given that 4 of 12 students were persistent absentees for a variety of reasons.

Students within the DSP accessed a bespoke curriculum which combined specialist provision with opportunities to engage in mainstream vocational and accredited courses. Outcomes demonstrate that this approach continues to be successful in enabling students to achieve qualifications that are both ambitious and appropriate to their needs.

A number of vocational and option subjects demonstrated particularly strong outcomes for students with SEND. These results suggest that access to a diverse curriculum, alongside targeted support and reasonable adjustments, enables students to achieve highly in areas that align with their strengths and interests. The continued success of these qualifications supports the College's approach to offering a broad and balanced curriculum for SEND learners.

BTEC art was a particular area of success for EHCP pupils with an SPI of 1.19, as were CNAT sport with an SPI of 0.87 and enterprise with an SPI of 0.82. GCSE Design and Technology shone as an area of success for EHCP students with an SPI of 3.71, in addition to GCSE photography with an SPI of 1.39, GCSE graphics with an SPI of 1.25 and GCSE physics with an SPI of 1.09.

In option subjects K code students made outstanding progress in GCSE photography with an SPI of 1.03, they also excelled in GCSE history with an SPI of 1.02, enterprise with an SPI of 0.95 and engineering with an SPI of 0.93. The picture for K code students, in maths an SPI score of -0.28 and English at -0.11 indicates that intervention and quality assurance should be a focus this year, however, it should be noted this data will also be impacted by their SEN needs and attendance.

Overall, the curriculum offer provides SEND students with strong pathways into post-16 education, employment and training, supporting successful transition beyond Key Stage 4.

Effectiveness of targeted Interventions

Quality First Teaching remains the most effective intervention available to SEND students and continues to form the foundation of support across the College. Class-based strategies informed by Rosenshine's Principles, coupled with targeted deployment of support staff, have enabled many students to access learning successfully within the mainstream classroom. Further specific support and interventions continue to support students where they are not yet meeting their potential. The extended range of interventions introduced at the start of the academic year has now been embedded with a more rigorous identification process. Following review, the team aims to extend the reach of these interventions with updated structures in place in order to improve the attendance of students at these interventions and a now more robust system to evaluate the effectiveness of each intervention. The team are striving to support the continued increase in the number of students that present with SEMH and identified SEND need that we are acquiring.

The key worker programme has continued to facilitate 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 restructured this academic year, grouping students with similar areas of need together so that group sessions can be offered which enable students to meet with individuals that have/are experiencing the same struggles. These groups have then been matched to a key worker that has a particular skill in order to support the needs of the students more effectively. Key workers have received increased CPD on how to support students with communication and interaction difficulties, how to read, understand and update an EHCP for annual review and also how to access resources in order to lead a more meaningful key worker interaction. Additional resources have been provided for key workers to access as part of their targeted support. ELSA continues to be well received and ELSA trained staff have again 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 Rutland Inclusion team including Educational Psychologist support and CASH Counselling. This support is bespoke to individual students' needs and has enabled the successful application for EHCPs or enhanced funding, where appropriate.

Prep Club remains a valuable element of SEND provision, providing students with a structured environment in which to complete independent study with staff support. This provision continues to support both academic progress and independence.

SEN Interventions and Provision at Catmose College

The diagram below indicates the extensive provision in place for students with SEND at the College.



Attendance and Suspensions

Attendance for SEND students remains above national benchmarks and continues to reflect the effectiveness of individualised support and multi-agency working. Where attendance concerns are identified, interventions are implemented promptly and tailored to the needs of the student and family.

The attendance team, SEND team and external agencies continue to work collaboratively to address barriers to attendance. This personalised approach has enabled many students to maintain high levels of engagement despite presenting with complex needs. Attendance will remain a key area of focus, particularly for students with significant SEMH needs where absence continues to present a challenge.

Attendance			
Whole School	SEN	EHCP (National 86.36%)	K Code (89.93%)
93.0%	91.1%	90.1%	91.4%

Fixed Term Suspensions

Between September 2025 and July 2026, there were 29 fixed term suspensions issued to 24 pupils at Catmose College.

Number of SEND students		
K Code	EHCP	Non-SEND
12 [50%]	2 [8%]	10 [42 %]

15 of these fixed term suspensions were issued to K Code pupils – 12 pupils in total. 4 of these fixed term suspensions were issued to students with an EHCP – 2 students in total. Following each suspension, support was reviewed to try to prevent further suspensions. It should also be noted suspensions were not related to their SEN need.

For those students with EHCPs, 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.

Permanent Exclusions

Between September 2025 and July 2026, there were 3 permanent exclusions.

Number of SEND students PEX (Total: 3)		
SEND (K)	EHCP	Non-SEND
1 [33%]	0 [0%]	0 [0%]

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.

Staff CPD

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

External CPD

- SENCOs continue to attend local authority training linked to EHCP changes and Code of Practice
- One member of staff has qualified as a SENCO with another completing their assessment in October 2026.

Internal CPD

- Team Leaders and team training QFT strategies
- Use of teaching assistants within subject teams.
- Whole staff CPD - ASD, Using an EHCP for lesson planning, successful key worker, use of TA in the classroom, planning for struggling readers, access arrangements
- Feedback to teachers and teaching assistants following observations
- Teach Meets and Spotlights
- Induction training support for all new teaching assistants
- Supporting teachers in the classroom (for teaching assistants)
- Planning and resourcing for keyworkers (for teaching assistants)
- Reading wise (for teaching assistants)
- Mathematics (for teaching assistants)
- NSPCC safeguarding for SEND students (for teaching assistants)
- Whole School SEND training – access to 20 units of learning (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, jewellery making, shooting, Dungeons and Dragons, interior design, science fair 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. This is supported by teaching assistants and is integral to our provision. This is all in addition to student support available during break and lunch times. 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 such as John Clare's House, the Duke of Edinburgh's Award, London theatre trips, Burton Lazars Farm, and a number of different residentials including the Humanities Battlefields Tour in Belgium, the ski trip and the art trip to London. DSP students accessed a number of mainstream trips as well as targeted trips to Oakham fire station, Brooksby College and Stamford College. In addition to this, students participated in the Disability Athletics, another opportunity to further their experience and provide future aspirations. Access to these opportunities is an important aspect of inclusion and ensures that students can develop independence, social skills and confidence alongside their peers.

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