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| **SETTING NAME:** | **Catmose College** |
| **SETTING TYPE:** | * *11-16 main stream* * *Designated specialist provision* |

**From the parent carer’s point of view:**

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| **1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**  *How do you identify children/young people with special educational needs?*  *How will I be able to raise any concerns I may have?*  *If the setting / school / college is specialist which types of special educational need do you cater for?* |
| *How do you identify children/young people with special educational needs?*   * Students can be identified from data analysis and testing; * Observations made by teachers and teacher assistants; * Student self-referral; * Liaising with parents/carers.   *How will I be able to raise any concerns I may have?*   * If a parent/carer has concerns regarding the progress their son/daughter is making, contact a relevant member of staff; * If a parent carer has on-going concerns regarding the progress their son/daughter is making, contact the SENCO through the College office.   *If the setting / school / college is specialist which types of special educational need do you cater for?*   * We are a mainstream school with a Designated Special Provision for up to 25 students with Moderate Learning Difficulty (MLD.); * Students would normally be offered a place in this provision if they are working at or below National Curriculum Level 1; * This provision is not suitable for students whose main need is BESD or ASD. |
| **2. How will early years setting / school / college staff support my child/ young person?**  *Who will oversee and plan the education programme and who will be working with my child/young person and how often?*  *What will be their roles?*  *Who will explain this to me?*  *How are the setting / school / college governors or trustees involved and what are their responsibilities?*  *How does the setting / school / college know how effective its arrangements its provision for children and young people with special educational needs are?* |
| * There are a large number of people involved with the education programme and this will vary from student to student, based on the child’s individual needs; * Students and children with statements have key workers responsible for all aspects of their provision; * the setting / school / college governors or trustees are involved and their responsibilities are outlined in the SEND Code of Practice 2014. |
| **3. How will the curriculum be matched to my child’s/young person’s needs?**  *What are the setting’s / school’s / college’s approaches to differentiation?*  *How will that help my child/young person?* |
| Catmose Federation ensures that students with SEN are supported in a wide variety of ways at all settings including:   * The ethos of settings across the Federation is inclusive; * Opportunity for support/provision to go on trips; * A wide range of intervention strategies are applied through both pastoral and progress monitoring; * A robust tutor, class or room teacher system to ensure all students have access to someone they know well and whose parents can access with ease; * Termly monitoring of the progress made by students on the SEN register by relevant staff; * Implementation of study support for students and children who would benefit from targeted intervention with a slightly reduced timetable; * Students and children with statements have key workers responsible for all aspects of their provision; * Careful deployment of staff to maximise progress.   The following provides an overview of the additional support that may be put in place at the College:   * Pastoral support plans; * Alpha Smart computers; * Testing for literacy diagnostic; * Specific programmes, for example:   + Number Shark;   + Literacy Shark;   + Alpha to Omega;   + Recognised Speech and Language development programmes;   + Read, Write, Inc – the complete package;   + Thinking Skills – Bottom Line programme, Thinking Skills for SEN Learners;   + Handwriting skills – Right Start;   + Social Skills Strategies.   The College has a Designated Special Provision (DSP) for students with Moderate Learning Difficulty (MLD). Students would normally be offered a place in this provision if they are working at or below National Curriculum Level 1. This provision is not suitable for students whose main need is BESD or ASD. For students with places in the DSP at the College, the following additional support is available on a highly bespoke and personalised basis:   * + Access to adult supervision/support during free time;   + Physiotherapy;   + Skills for Life and personal development;   + Small teaching groups;   + Access to mainstream lessons as far as possible and on a bespoke basis;   + Support with transition to post-16 providers;   + Support with work experience. |
| **4. How will both you and I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?**  *In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?*  *How does the setting / school / college know how well my child/young person is doing?*  *How will I know what progress my child/young person should be making?*  *What opportunities will there be for regular contact about things that have happened at early years setting / school / college e.g. a home / school book?*  *How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college?*  *How and when will I be involved in planning my child’s/young person’s education?*  *Do you offer any parent training or learning events?* |
| * We have a rigorous reporting cycle which clearly indicates progress being made; * Parent/carers of SEND students will receive an invitation to a total of 3 progress evenings throughout the academic year; * Assessments and data analysis; * Updates on all intervention programmes that have been implemented; * Use of the VLE; * There are a number of different people involved – form tutor, key worker, client services – all of whom we will contact, as and when issues arise * Target setting on annual review documents; * There is a bespoke Yr 9 Options Evenings to support parent/carers/students to make the right choices for Yr 10 options. |

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| **5. What support will there be for my child’s/young person’s overall wellbeing?**  *What is the pastoral, medical and social support available in the setting / school / college for children with SEND?*  *How does the setting / school / college manage the administration of medicines and providing personal care?*  *What support is there for behaviour, avoiding exclusions and increasing attendance?*  *How will my child / young person being able to contribute his or her views?*  *How will the setting / school / college support my child / young person to do this?* |
| * Care plans are made where necessary; * Client Services safely store all medication required; * Students play a key role in developing their positive behaviour. Tutors, key workers and the pastoral team will provide support as and when necessary; * Student views are always sought during annual reviews and progress evenings. |
| **6. What specialist services and expertise are available at or accessed by the setting / school / college?**  *Are there specialist staff working at the setting / school / college and what are their qualifications?*  *What other services does the setting / school /college access including health, therapy and social care services?* |
| * All staff are highly trained; * Careful deployment of staff to match student needs; * Services accessed depend entirely on the student’s statement. |
| **7. What training are the staff supporting children and young people with SEND had or are having?**  *This should include recent and future planned training and disability awareness.* |
| * Staff are inducted at the start of the academic year with regards to student needs and the roles and responsibility of the key worker; * Additional more focused training is offered during the course of the academic year in dyslexia, reading, autism/Asperger’s, ADHD and dyspraxia; * DSP staff are also trained in lifting and handling and guiding students with sight problems. |
| **8. How will my child/young person be included in activities outside the classroom including school trips?**  *Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so?*  *How do you involve parent carers in planning activities and trips?* |
| * All SEND students have access to all trips with support where necessary. |
| **9. How accessible is the setting / school / college environment?**  *Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment?*  *Are there disabled changing and toilet facilities?*  *How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?* |
| * We are situated in a new building that was opened in 2011 and are fully compliant with DDA legislation. |
| **10. How will the setting /school / college prepare and support my child/ young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**  *What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college.*  *How will he or she be prepared to move onto the next stage?*  *What information will be provided to his or her new setting / school / college?*  *How will you support a new setting / school / college to prepare for my child/young person?* |
| * Transition plays a major role in the successful transfer to college whether it be Year 6 to college or college to further education; * A bespoke transition plan towards the end of Year 6 is put in place, dependent on the student’s needs; * A transition annual review is held in Year 6, Year 9 and Year 11 with additional support from Rutland County Council to support families. |
| **11. How are the setting’s / school’s / college’s resources allocated and matched to children’s/young people’s special educational needs?**  *How is the setting’s / school’s / college’s special educational needs budget allocated?* |
| * Appropriately, according to needs outlined in the SEND statement |
| **12. How is the decision made about what type and how much support my child/young person will receive?**  *Describe the decision making process.*  *Who will make the decision and on what basis?*  *Who else will be involved?*  *How will I be involved?*  *How does the setting / school / college judge whether the support has had an impact?* |
| * The decision is based primarily on the individual needs of the student and the issues outlined in the statement; * The statement is a legal document and we therefore adhere to it. |
| **13. How are parents involved in the setting / school / college? How can I be involved?**  *Describe the setting’s / school’s / college’s approach to involving parents in decision making and day to day school life including for their own child or young person.* |
| * You will not be involved in decision making on the day to day running of school life. Our ethos is an inclusive one, in which all students are involved in all aspects of the College, parents are kept informed of their child’s progress but it would not be appropriate for them to be involved as this would disadvantage the student. |
| **14. Who can I contact for further information?**  *Who would be my first point of contact if I want to discuss something about my child/young person?*  *.*  *Who else has a role in my child’s/young person education?*  *Who can I talk to if I am worried?*  *Who should I contact if I am considering whether child/young person should join the setting / school / college?*  *Who is the SEN Coordinator and how can I contact them?*  *What other support services are there who might help me and provide me with information and advice? Where can I find the local authority’s Local Offer?* |
| * Form tutor or Client Services or direct to subject teachers is your first point of contact if you have any concerns or worries; * If you continue to have concerns then contact the SENCO; * If you are considering applying to Catmose College, contact the SENCO and Admissions Administrator; * You can contact the SENCO via college reception. |