



De Lisle College

St Thomas Aquinas Catholic Multi-Academy Trust

SEND Annual Information Report for parents 2025 – 26

This report was written by Mrs K Southwell and approved by the local governing body	19 June 2025
Review date	19 June 2026

Mission Statement

“Rooted and grounded in Love”.

Ephesians 3:17

Our mission is to be rooted and grounded in God’s love so that each student receives the highest quality Catholic education and knows that they are loved deeply by Jesus Christ.

- All students experience the **Love** of Jesus Christ every day.
- Everyone is given the **Opportunity** to grow.
- Everyone **Values** themselves and each other by ‘doing what is right, not what is easy’ in the words of our school motto.
- Above all, we will grow actively in our faith by seeking a personal **Encounter** with Jesus Christ, so that we bear witness to the good news and to the teachings of the Church.
- We all **Serve** our neighbours near and far as missionary disciples.

L = Love

O = Opportunity

V = Values

E = Encounter

S = Serve

#DeLisleLoves

As a Catholic comprehensive secondary school, we educate all our students in a mainstream setting, whilst meeting their special educational needs as follows:

Question	School Response
How does De Lisle College know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?	<p>Mrs Southwell (SENCO) and Mr Kell (Head of year 7) lead on transition. Primary visits are completed in the summer term whereby discussions are had on all students on various areas including SEND. This gives us as a college more information about the child and how they need supporting in class. There are also additional transitional visits offered to students who would benefit from these in addition to the pre induction days to support their journey to secondary school.</p> <p>With a strong emphasis on quality-first teaching, we strive to ensure that all students are able to access a challenging and varied curriculum that caters for their needs. Students are provided with effective and appropriate support, enabling all to flourish and reach their full potential.</p> <p>The progress of all students is monitored regularly through class assessment by subject teachers, subject leaders and members of the senior leadership team. When a student is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned. Students with additional needs will have a pupil profile page that allows staff to have a clear</p>

How will De Lisle College staff support my child?

When the school identifies the need for additional support to enable a student to make expected progress, parents/carers will be invited to a meeting at the school with the SENCO to discuss a plan of support.

Additional needs may be identified in a number of ways:

- GL Assessments
- Transition information from the primary school / KS2 data
- Classroom assessments and cold calling
- Information about attendance/behaviour
- Feedback from staff
- Formalised testing

An individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. As well as support for the young person, the plan includes information about their likes, dislikes, subject information and any interventions they have experienced. This is to give the teacher and support staff as much information as possible so that the young person is fully supported. Support in class from a Teaching assistant is also offered where possible to help and support a student's learning.

A School Provision Map shows the range of interventions in place in our school. Prep Time has been introduced at the end of the school day, during which students have been allocated 40 minutes to complete homework, revision or focused activities including collective worship. This has resulted in various interventions being run in learning support for students to attend: Literacy support, touch typing, Reading intervention, EAL support and Art Therapy and other individual support needed.

We monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting; in particular, we closely monitor half-termly assessments and carry out post-intervention assessments. Students with EHC plans will have an annual review to discuss previous targets, review the academic year and set new targets. All targets are discussed and agreed between the SENCO, parents and student and sent to the local authority.

Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENCO on the progress of students with SEND.

<p>How will the curriculum be matched to my child's needs?</p>	<p>At key stage 3 we offer a varied curriculum so students gain knowledge and experience in all areas of the curriculum. Alongside this if students have been recognised by formal assessment grades that there is a level of need, they will be offered direct Instruction Maths, Fresh start English and Reading intervention to help them develop in these core subjects.</p> <p>GCSE pathways have been planned with thought and consideration of all students being able to gain a balanced and challenging curriculum and so having 3 pathways for GCSE choices allows for this to happen as well as students being given appropriate advice as to which pathway best suits them and their level attainment and needs.</p> <p>All teachers are provided with information on the needs of individual pupils; this is found on Go 4 Schools, in the child's individual SEN file or within the child's support plan. Support plans include specific guidance for classroom teachers in how best to meet the needs of a particular student. For example, if a student has speech, language and communication needs, teachers will use simplified language and pictures to support them to understand new vocabulary.</p>
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<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Throughout the year, parents are provided with assessment data to give subject feedback, as well as parents evenings and informational evenings. Parents/carers will be invited to a review meeting if a child has a EHCP to discuss the support that the school is providing, evaluate the impact and guide parents/carers in helping their child at home. Future actions will be discussed and implemented, so the child continues to progress and feel supported.</p> <p>At the meeting, we will talk about the progress your child is making and share ideas about how we can together help them to do even better. Specialist professionals may also be present at meetings to share ideas and strategic plans. Mrs Southwell (SENCO) will be present at parents' evenings and information evenings to provide advice and support.</p> <p>Training is provided for all staff each half term on a specific need, reminding them about relevant issues and best classroom practice relating to SEND.</p> <p>Mrs Southwell has set up SEND coffee mornings whereby parents and carers can attend and gain knowledge of various needs, including ADHD, Autism, Dyslexia and Social and emotional and mental health. Outside agencies will attend to provide information and guidance to parents. Mrs Southwell has also set up a private facebook group, providing advice and a support system for parents and careers on all SEND areas.</p> <p>Parents can always contact Mrs Southwell at anytime if there are any questions that need answering or advice needed, via phone or email.</p>
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<p>What support will there be for my child's overall well-being?</p>	<p>All students are supported with their social and emotional development through the curriculum and especially the "Personal Development" programme.</p> <p>Students with identified SEND are mentored regularly by members of the learning support team. SEND students are invited to come to the learning support department at break and lunchtimes if we feel that this will benefit the child.</p> <p>We also have a positive thinking coach in school 5 days a week, offering strategies and support to students who are referred. He will complete a 6 – 12 week program with students to support their well being and mental health.</p> <p>Our pastoral system is very proactive and supportive. Head of years will work with students on many levels offering support and guidance.</p> <p>De Lisle also uses Teen Health, Love4Life and MHST to support students mental well-being.</p>
<p>What specialist services and expertise are available at or accessed by De Lisle College?</p>	<p>De Lisle has a number of internal staff who work alongside the SEND team to offer expertise and support these include, Access arrangements, English intervention and reading specialist programmes which support students. We also offer Art therapy to supports students who are struggling with their mental health and well being.</p> <p>These allow students to be recognised, assessed and arrangements made to support them in the classroom and during exams and assessments.</p> <p>External advisors may also come into De lisle to work alongside the SEND team. These currently include:</p> <ul style="list-style-type: none"> - language and learning support advisory teachers - educational psychologist - hearing impaired advisory teachers - visually impaired advisory teachers - Autism Outreach Service - referrals to CAMHS (Child and Adolescent Mental Health Service) - ADHD solutions - NHS mental health service (CBT) - Family and well being service

	<p>Our Educational Psychologist offers assessments following referral by Mrs Southwell (SENCO); he is also able to provide specialist guidance on a range of needs, including dyslexia and autism.</p> <p>This provides evidence for referrals, assessments and Educational health care plans.</p>
<p>What training have staff supporting children and young people with SEND had?</p>	<p>Teaching assistants benefit from monthly training meetings held by the SENCO. Strategic planning takes place as well as new and relevant training. Staff highlight students who need support and review individuals who are on a care plan.</p> <p>All TAs are trained in classroom support for students with SEND and updated regularly on new initiatives. All staff are level 1 autism trained. 8 level 1 Team Teach trained and 4 level 2.</p> <p>Mrs Southwell also provides training for all staff each half term. This can vary from dyslexia advice, visual impairment support or an autism update. Staff will be given verbal, visual and written support for them to use in the classroom to support learners.</p> <p>All staff have regular safeguarding training that can help support all students including those with SEND.</p>
<p>Will my child be able to participate in activities outside the classroom including school trips?</p>	<p>All students are invited and encouraged to attend activities and school trips; to facilitate this, support is provided by a TA or additional adult.</p> <p>In some cases, parents may be invited to discuss specific concerns with the staff leading the activity and other professionals. Action plans for the trip and an individual risk assessment may also be written with the parent's support to make sure the child is safe and can access all areas of the trip/activity. Individual circumstances may result in an additional alternative being organized due to extenuating reasons.</p>

<p>How accessible is the college environment?</p>	<p>There is high contrast edging on stairs throughout the school to aid visually impaired students in all conventional stairwells.</p> <p>There are ground floor toilets that are accessible for wheel chairs in the main building and in the languages block, a disabled toilet, as well as the learning support base being at the front of school on the ground floor.</p>
	<p>All correspondence is conducted in English. Where possible staff are used to translate documents or communicate in meetings.</p> <p>SEND students may be offered a laptop to work on if this is appropriate. The department also has a bank of reading pens and provides full support and training in using them. Reading pens are also available for students to use from the learning support base.</p> <p>A Personal Emergency Evacuation Plan (PEEP) is completed if a student has experienced an injury or has a health condition, in order to make sure that they are able to evacuate the building quickly and safely in the event of an emergency.</p>
<p>How will De Lisle College prepare and support my child to join the school, transition to the college or the next stage of education and life?</p>	<p>The transition process is very thorough. Mrs Gill Hamilton organises all communication with primary schools, both feeder and non-feeder (outside the CMAT). Mrs Southwell and the assigned head of year will visit each primary school, meeting the children and discussing all aspects of transition with the Year 6 teacher and primary SENCO. The information is collated and used to support a student's transition.</p> <p>K Southwell (SENCO) is available at the "Year 7 Welcome Evening", via email and telephone in the lead up to the transition days. SEND students are fully supported throughout the transition days in July and are offered an additional morning to allow them to feel integrated into the college and ready for their induction days. These will be dependent on need; students are invited to attend either in small groups, or on their own.</p> <p>SEND students benefit from a key worker, a member of staff who will support them throughout their time at the college. The name of the key worker is stated on their student plan.</p>

<p>How are the college's resources allocated and matched to children's special educational needs or disabilities?</p>	<p>Students are offered TA support at a level which reflects their needs based on their progress. A tailored package of support is carefully matched to each student's needs as they evolve. This can include social support, TA support in lessons, small group withdrawal, one-to-one withdrawal and IT support.</p> <p>Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Where a child is not making sufficient progress, the tutor, Head of Year, TAs and class teachers provide feedback to the SENCO. After considering the evidence, the SENCO may decide to undertake additional assessments and/or make amendments to the child's support plan.</p> <p>Assessments take place regularly in the form of monitoring tests (Lucid, reading and writing tests, dyslexia screening) in order to measure the impact of interventions.</p> <p>Interventions during prep time are organised and students selected very strategically so they can be fully supported in key areas by specialist staff.</p>

Useful Contacts

Admissions

Mrs Gill Hamilton – GHamilton@delisle.leics.sch.uk

SENCO

Mrs Katy Southwell – KSouthwell@delisle.leics.sch.uk

The SEND Local Offer

The Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families, information about help and services in Leicestershire. Details of the support available can be found on the Leicestershire County Council website, by visiting:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>