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Part of **GIPPESWYK COMMUNITY  
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## **PROSPECTUS**

**Arrangements for the Admission of Pupils with Disabilities**

**Summary of Results 2023**

**Destinations of Leavers**

**COPLESTON HIGH SCHOOL**  
**Special Needs**  
**Arrangements for the Admission of Pupils with Disabilities**

### **Admission Arrangements**

The school has a Special Educational Needs & Disability (SEND) policy, recently updated, where a general and detailed overview of the admission arrangements is shown. As a core principle, the school strongly believes that close liaison with the primary schools within the Copleston catchment area and beyond is of vital importance in managing admission and transition to Copleston. The Head of Learning Support (SENCO) has established and continues to maintain these important liaison arrangements.

### **Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils**

The Learning Support department, in conjunction with the relevant Leaders of learning, inform staff of pupils' needs and endeavour to make the classroom learning environment as accessible and inclusive as possible for them. This is achieved by staff delivering inclusive-teaching, adapting work and sharing relevant successes and concerns with the Learning Support Department. Interventions (both small group & 1:1) are carried out for students who need the additional support. Through the school's PSHE programme and through pastoral work with Form Tutors the issues of prejudice and disability are raised and discussed. Where necessary, individual counselling or group work is undertaken. The school's Equality Policy has recently been updated.

### **Facilities provided to assist access to the school by pupils with disabilities**

All the main areas of the school are accessible via ramps and stair lifts. Accessible toilets are provided in various locations on site. Updating and improving the facilities for those with physical or sensory impairment is an ongoing priority.

On identifying, assessing and providing for pupils with special educational needs and disabilities, we will continue to operate the present procedure as under Section 2 of the Special Needs Policy (identification, assessment and provision).

As part of the school's general facilities and improving the school's building and environment, the Learning Support Area is situated on the ground floor of the new building with access to an outdoor area. This has greatly enhanced the facilities in the Area providing a bright, clean, tidy and welcoming learning environment. Additional rooms have been created for withdrawing pupils for individual or group work. Pupils and staff greatly appreciate this area and facilities.

The department continues to work and liaise closely with the Educational Psychology Service and Specialist Education Services. - Since September 2019 we have been employing a Speech and Language Therapist once a fortnight. We will also continue to offer support for students with a Wellbeing Consultant who has links with a counselling service to whom students can be referred.

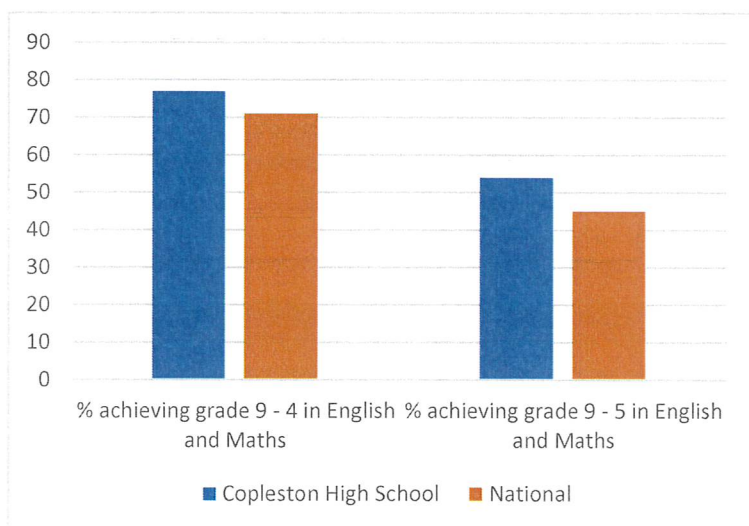
### **Fundamental Principles -**

- ⌘ A student with special educational needs and / or disability should have his, or her, needs met.
- ⌘ The special educational needs of children will normally be met in mainstream schools.
- ⌘ The views of the child should be sought and taken into account.
- ⌘ Parents and carers have a vital role to play in supporting their child's education.
- ⌘ Children with special educational needs and / or disability should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

## Examinations Results 2023

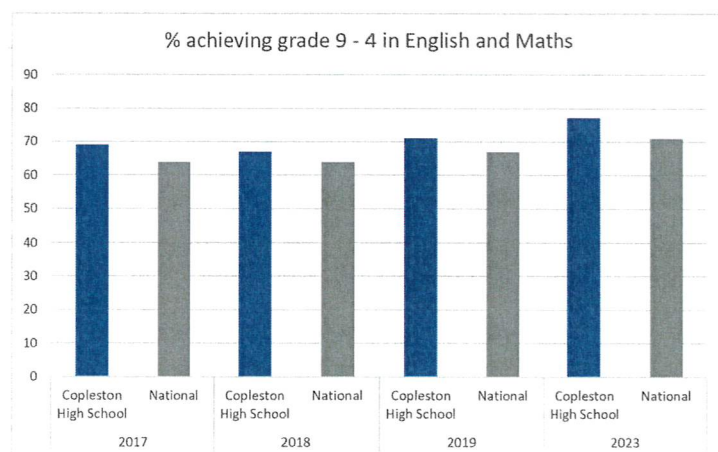
### Key Stage 4 (Validated)

	2023
Progress 8 Score – Above average (17% of schools in England)	+0.52
Attainment 8 Score	50.6
Percentage of students who achieved a Strong Pass (Grade 5 or above) in English and Mathematics	54
Percentage of students who achieved a Standard Pass (Grade 4 or above) in English and Mathematics	77
Percentage of students entering the English Baccalaureate	38
Percentage of students who achieved the English Baccalaureate at a standard pass	27
Percentage of students who achieved the English Baccalaureate at a strong pass	22
English Baccalaureate Average Point Score	4.47
Percentage of students continuing in education, training or employment at the end of Key Stage 4	94



### GCSE Results 2023

Strong outcomes with English and Maths at Grade 4 - 9 at Copleston High school better than national.



### Consistently Strong Outcomes

We are proud of our consistently strong outcomes with higher percentage of our pupils achieving the 'standard pass', grade 4 in English and Maths compared to their peers nationally.

**Key Stage 5 – Average Points per Entry and Average Grade for Students (Validated)**

	Average Points Per Entry	Average Grade
A level	32.36	C+
Academic	32.44	C+
Applied General	34.07	D

**Key Stage 5 Retention (Validated)****A Levels**

Percentage of students completing their main programme of study	
<b>Qualification</b>	<b>Copleston High School</b>
<b>A Levels</b>	<b>93</b>
<b>A Levels Academic</b>	<b>93</b>
<b>A Level Applied General</b>	<b>50</b>

**Key Stage 5 Destinations 2020/21 (Sustained education, employment or training)**

Copleston Sixth Form	88%
Suffolk	81.4%
National	82.6%



### Destinations of Year 11 Leavers ~ 2018– 2023

	TOTAL	6 <sup>TH</sup> FORM	FE COLLEGE	Apprenticeships	NON-EMPLOYED GOVERNMENT - SUPPORTED TRAINING	EMPLOYMENT WITHOUT TRAINING	NOT IN EMPLOYMENT OR TRAINING	MOVED AWAY / NO RESPONSE
2018	290	173 (59.65%)	110 (37.93%)	6 (2.07%)	0	0	1 (0.34%)	1 (0.34%) (moved back to Germany – we have address so is not NEET.)
2019	288	181 (62.85%)	84 (29.17%)	19 (6.6%)	0	0	3 (1.04%)	0
2020	311	196 (63.02%)	93 (29.9%)	9 (2.89%)	3 (0.96%)	0	2 (0.64%)	8 (2.57%) (2 moved to Romania)
2021	290	196 (67.59%)	84 (28.97%)	1 (0.34%)	3 (1.03%)	0	3 (1.03%)	3 (1.03%)
2022	292	173 (59.25%)	111 (38.01%)	1 (0.34%)	1 (0.34%)	0	1 (0.34%)	5 (1.71%)
2023	296	172 (58.11%)	105 (35.47%)	1 (0.34%)	3 (1.01%)	0	2 (0.68%)	13 (4.39%)

### Destinations of Year 13 Leavers ~ 2018 – 2023

	TOTAL	HE	GAP YEAR *	6 <sup>TH</sup> FORM	FE COLLEGE	Apprenticeships	NON-EMPLOYED GOVERNMENT - SUPPORTED TRAINING	EMPLOYMENT WITHOUT NVQ2 TRAINING	NOT IN EMPLOYMENT OR TRAINING	MOVED AWAY / NO RESPONSE
2018	123	79 (64.2%)	7 (5.7%)	2 (1.6%)	0	8 (6.5%)	0	22 (18%)	3 (2.4%)	2 (1.6%)
2019	120	77 (64.1%)	4 (3.3%)	7 (5.8%)	0	8 (6.6%)	0	21 (17.5%)	2 (1.6%)	1 (0.8%)
2020	131	77 (58.8%)	5 (3.8%)	13 (9.9%)	0	7 (5.3%)	0	26 (19.8%)	2 (1.5%)	1 (0.8%)
2021	137	100 (72.99%)	7 (5.11%)	5 (3.65%)	1 (0.73%)	9 (6.57%)	0	9 (6.57%)	4 (2.92%)	2 (1.46%)
2022	152	93 (61.18%)	11 (7.2%)	17 (11.18%)	5 (3.2%)	13 (8.55%)	1 (0.6%)	8 (5.2%)	0	4 (2.6%)
2023	134	68 (50.75%)	14 (10.45%)	7 (5.22%)	5 (3.73%)	13 (9.7%)	3 (2.24%)	12 (8.95%)	1 (0.75%)	11 (8.21%)

September 2023

Dear Parent/Carer

**Year 7 Admissions to Copleston High School - September 2024**

The process regarding ranking applications for Year 7 entry in September 2024, in accordance with our over-subscription criteria, is carried out by Copleston High School.

All applications for Year 7 entry in September 2024 – the deadline for which is 31 October 2023 – should be sent to the Admissions Department at Suffolk County Council or completed online via their website.

The Local Authority will then send details of all applications for Copleston High School, whether first, second or third preference, for the 'ranking' to be carried out in accordance with our Admissions Policy 2024-2025. When this process has been completed, the Admissions Department will be notified and they will then send out offer letters on 1 March 2024 in the usual way.

Yours sincerely



A B GREEN

Principal