



Newton Abbot College SEND School Offer 2024-2025

Newton Abbot College: SEND Information Report- 'School Offer'

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Ordinarily Available Inclusive Provision

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/#oaief>

Ordinarily available inclusive provision across all four areas of SEND includes, where appropriate, the following: Student Passports, strategic seating plans, Homework Club, The 'Five-a-day' principle, homework REACT, assessments for Exam Access Arrangements.

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Mental and Emotional Health
<ul style="list-style-type: none"> ● Structured school and classroom routines ● Adaptive and responsive curriculum delivery (see below for classroom examples) ● IT to support recording ● Repetition/clarification of instructions ● Visual resources to support text ● 3 Club (afterschool adult supported club includes snacks) ● Well-being hub (lunch time quiet space for adult supported social interactions and mindful colouring/activities). <p>In class teachers will:</p> <ul style="list-style-type: none"> ○ Use first name to address and gain students attention ○ Use short, simple sentences and give information in small chunks, using clear, concise language. ○ Explicit examples of desired outcomes; modelled answers ○ Check understanding by asking the 	<ul style="list-style-type: none"> ● Adaptive and responsive teaching. With appropriate scaffolding: verbal, visual and written (see below for examples) ● Tutor time Reading programme ● IT to support recording ● Visual aids/modelling ● Chunked tasks and instructions ● Physical learning aids eg coloured overlays, reading rulers ● PowerPoint and whiteboard 'standards' ● Sparx Maths additional independent online learning <p>In class teachers will:</p> <ul style="list-style-type: none"> ○ Ensure frequent checking for understanding (CFU) including the use of whiteboards ○ Provide handouts and presentations on buff paper or backgrounds where needed ○ Blue whiteboard markers to be used. ○ Encourage the students to highlight, underline, circle and scan. 	<ul style="list-style-type: none"> ● Tools and Materials e.g. food mixer and other curriculum adjustments ● Accessibility Plan ● ICT to support recording ● Enlarged font materials ● First Aid ● 3 Club ● Well-being hub ● Inclusion <p>In class teachers will:</p> <ul style="list-style-type: none"> ○ Annotate seating plans to ensure support for HI and VI needs ○ Ensure understanding of student is regularly checked. ○ Keep background noise kept to a minimum. ○ Use sensory sympathetic seating plans 	<ul style="list-style-type: none"> ● Whole school behaviour policy ● Teaching Head of Learning & Non-teaching pastoral Head of Learning Support for each year group. ● Anti- Bullying Lead ● Young Carers ● Confide 'button' on PCs ● Positive reward systems inc Prefecture, Class Chart positive points, Student of the Month. ● 3 Club ● Well-being hub ● Inclusion ● Come Dine with Me – adult supported lunch time social dining. <p>In class teachers will:</p> <ul style="list-style-type: none"> ○ Provide organisational support; timers, lists, equipment boards, modelled layouts for tasks ○ Use visual prompts to reinforce rules; be calm, clear and non-judgmental ○ Provide structured routines and clear expectations. ○ Use seating plans to support positive behaviour ○ Use the language of choice, volume

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<p>student to tell you instructions in their own words.</p> <ul style="list-style-type: none"> ○ Create a system for indicating when a student hasn't understood. E.g. an agreed signal. ○ Allow additional processing time for students to respond verbally. ○ Confidence built through frequent praise and support ○ Provide explicit teaching of new vocabulary. E.g. subject word lists ○ Give advance warning and preparation for changes to routine and activity 	<ul style="list-style-type: none"> ○ Use multiple examples of new concepts with examples from real life rather than abstract. ○ Ensure new vocabulary is clarified, displayed and referred back to frequently. ○ Feedback to celebrate the positives and how it can be developed and improved. 		<p>matching and emphasising the positive behaviours.</p> <ul style="list-style-type: none"> ○ Use P.A.C.E. approach to interactions: Playfulness, accepting, curiosity, empathy
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Targeted Provision

Additional and different targeted provision across all four areas of SEND needs to support students with identified needs. All provisions/interventions are school site-based.

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Mental and Emotional Health
<p>Additional and Different Targeted Provision</p> <ul style="list-style-type: none"> ● Sensory area & sensory pass out of class ● Warning of change and/or visual timetables ● Social Skills groups ● Lego intervention ● Break time specialist interest groups (trains, Harry Potter etc) ● Inclusion Support inc: Social Stories, anger management, self-referral, social space ● Learning Coach support ● Speech & Language interventions ● Voice enhancement technology 	<p>Additional and Different Targeted Provision</p> <ul style="list-style-type: none"> ● Adapted &/or additional visual resources ● Reading Wise intervention ● Smaller group Literacy and Numeracy intervention inc: Dyslexia and Dyscalculia screening, reading, handwriting, spelling ● IT programmes eg 'Read, Write, Gold' ● Touch typing intervention ● Small group additional teaching for English and Maths. ● Differentiated output or outcome ● Use of laptop in literacy heavy lessons or to support writing 	<p>Additional and Different Targeted Provision</p> <ul style="list-style-type: none"> ● Handwriting support ● Sensory area & sensory pass ● Ear defenders/foam plugs ● LC support in PE/Technologies. ● Adapted PE activities ● Inclusion Support inc: short and long term reduced timetables ● Escorting ● Learning Hub for unstructured times. ● MUGA activities (supported outdoor area) ● Uniform adjustments ● Extra time given to complete tasks and downtime to reduce the effects of visual stress. 	<p>Additional and Different Targeted Provision</p> <ul style="list-style-type: none"> ● Inclusion Support for social time ● Emotional wellbeing area ● Social skills small group intervention ● Relational Support Plans ● Behaviour contracts ● Sensory breaks ● Small group Emotional Literacy ● Outdoor learning ● Pass Out of Class ● Planned movement breaks ● Doodle pad ● Mindful colouring/crafts ● Adjusted homework expectations ● Smaller supervised space for

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<ul style="list-style-type: none"> ● Selective Mutism intervention ● Early lunch pass ● Planned sensory and/or movement breaks ● Adjusted homework expectations ● Smaller supervised space for unstructured times ● Assigned "Trusted Adult" ● Referrals to Educational Psychologist/Specialist services ● In addition to the ordinarily available support, in class teachers will also, where appropriate; reduce demands, provide controlled choices or focus on one part of the task. 	<ul style="list-style-type: none"> ● Coloured overlays and coloured books as per passport ● Ear defenders &/or use of noise cancelling earbuds ● Adjusted homework expectations ● Referrals to specialist advisory teachers (SpLD) ● Referrals to Educational Psychologist/Specialist services 	<ul style="list-style-type: none"> ● Large print resources to be used. ● Planned sensory and/or movement breaks ● Standing desk, wobble cushion, writing slopes & other equipment to support physical or sensory needs as recommended by professionals ● Planned breaks for OT exercises ● Regular use of Chromebook ● Buff/tinted paper exercise books ● Support from specialist advisory teachers where involved (HI and VI/ROVIC) ● Hearing assistive technology aids and training ● Voice enhancement technology ● Joint working with external services including NHS, Social Services, School assigned Improving Attendance Officer & Local Authority Education Services ● Referrals to Educational Psychologist/Specialist services 	<p>unstructured times</p> <ul style="list-style-type: none"> ● Assigned "Trusted Adult" ● Bereavement support ● Referrals to School Counsellor ● Referrals to NHS Mental Health in Schools Team (MHST) ● Joint working with external services including NHS, Social Services, School assigned Improving Attendance Officer & Local Authority Education Services ● Referrals to Educational Psychologist/Specialist services
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Specialist Provision			
Specialist provision across all four areas of SEND needs in addition to that at the targeted level to support students with *complex or high needs set out in a student's EHCP			
Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Mental and Emotional Health
<p>Specialist Provision</p> <ul style="list-style-type: none"> ● ASC 1:1 intervention ● Shared In class ASC LC support ● ASC specialist sensory provision inc: weighted blankets, lighting and stress toys ● Outside agency referrals and advice ● Individual Risk Assessments ● Speech and Language 1:1 ● CBT style intervention 1:1 ● Adult led games break time provision ● Small group learning opportunities ● 1:1 Emotional literacy support ● Beginning and/or end of day check-ins with trusted adult ● Access to the Rosehill SLCN Hub 	<p>Specialist Provision</p> <ul style="list-style-type: none"> ● Shared LC in-class support for English ● Shared LC in-class support for Maths and/or Science ● 1:3 Literacy Intervention; including phonics & reciprocal reading ● 1:3 Numeracy Intervention ● Outside agency referrals and advice ● Individual homework protocol ● GCSE bespoke revision & examination support ● Smaller group/class learning opportunities ● Adapted or personalised curriculum plan that could include longer term work experience placement (KS4 only) ● Individually assigned laptop ● KS4 1:1 Mentoring 	<p>Specialist Provision</p> <ul style="list-style-type: none"> ● Provision of specialist equipment ● Individual handwriting/fine motor skills work ● Inclusion support for social times ● Outside agency referrals and advice ● Individual Risk Assessment ● Individual Health Care Plans ● Physio recommended exercises ● Shared LC support for medical/practical assistance around school site ● School Nurse Team involvement ● Shared In-class additional adult support or a practical assistant when specified ● Smaller group/class learning opportunities ● Access to Rosehill Hub; a lower sensory stimuli environment & soft starts ● Individually assigned laptop 	<p>Specialist Provision</p> <ul style="list-style-type: none"> ● Individual reward/sanction systems ● Anger management sessions ● 1:1 BOXALL profiling (THRIVE style) ● Counselling and Youth Worker ● Chances ● Outside agency referrals and advice ● Individual Risk Assessments ● CBT style 1:1 ● Emotional Literacy 1:1 ● RCADS referrals ● Educational Key Worker ● EBSA & attendance support ● 1:1 Trauma informed intervention ● Shared In-class additional adult ● Smaller group/class learning opportunities ● Beginning and/or end of day check-ins with trusted adult ● Use of an appropriate Alternative Provision to support time in school at NAC

**Complex or high needs are defined here as student's with Educational Care and Health Plans or those who we are anticipating will be issued with a plan therefore unless in exceptional circumstances specialist provisions are only available for pupils with an EHCP or specialist externally funded support (such as from VI or HI Advisory Service or Devon County Inclusion Team)*