

Newton Abbot College

Annual Information Report: 2023-2024

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School Offer link:
<https://www.nacollege.devon.sch.uk/wp-content/uploads/2023/07/NAC-DSEN-School-Offer-Sept-2023-1.pdf>

Whole College Approach to Teaching and Learning:

- ✓ High quality Teaching and Learning – all teachers were responsible for the learning and progress of every learner in their class, including those with SEND
- ✓ An inclusive and adaptive approach to enable learners, including those with SEND, to engage with all aspects of college life
- ✓ To ensure SEND students receive the same experience, or even better; teachers relentlessly have high expectations inside and outside of the classroom; the curriculum is challenging, purposeful, connected.
- ✓ Adaptive & responsive teaching; scaffolding visually, verbally and in writing within classrooms ✓

Refer to Newton Abbot College's Lesson Framework of Excellence

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of Teaching and Learning through learning walks by the SENDCo and wider Leadership team every week.
- ✓ Identifying and tracking the progress of learners who required support to 'close the gap' through the work of Heads of Learning teams, Subject Team Leaders and the SEND team
- ✓ Identification of learners who required SEND support and initiation of "assess, plan, do, review" cycle
- ✓ Use of the Education, Health and Care Plan (EHCP) route to ensure provision is in place throughout KS3, KS4 and KS5
- ✓ Use of the Interim Review process where necessary for students with EHCPs
- ✓ Engagement with outside agencies in terms of advice and for additional monitoring and quality control purposes
- ✓ All learners identified as requiring SEND support, or with an EHCP, were on our 'Record of Need' list (RON) or, if the SEND support was short-term, were placed on our 'Monitoring' record: both lists were reviewed every term and parents kept informed of changes
- ✓ Many learners, including those on the RON, had a Student Passport to support teachers in the classroom: Student Passports were also regularly reviewed for quality purposes; ensuring information remains current, relevant and impactful. Information on Passports is drawn from information from a range of sources, such as Educational Psychology reports, Health and other external agencies/professionals.
- ✓ If required, specialist equipment is provided e.g. writing slopes, pen/pencils grips or easy to use scissors,

reading pens, Chromebook, standing desks.

How we identified learners who needed additional and/ or different provision:

- ✔ Teacher/ staff referrals were made to the SEND team in the first instance using our Google form and referrals usually followed by completion of the 'Quick Checker' form. Where required this is followed by a more detailed 'Graduated response document' which collects feedback from teaching staff across subject areas. Decisions to refer students for further external assessment, or for college-based intervention, were based on: classroom observation, curriculum assessment results, data or after a period of longer-term tracking
- ✔ Data analysis from intervention work and screeners ✔
Reading comprehension assessments
- ✔ Parent/ guardian requests (or requests made on behalf of the parent/ guardian) ✔
Whole college data analysis & individual student academic progress reports
- ✔ SEND staff analysis of need based on intervention, internal assessments and screeners and in-class support monitoring and feedback
- ✔ Assessments by specialists, including those from external agencies

We took a holistic approach to all aspects of learner development and well-being. Our pastoral arrangements for supporting the emotional and social development of all learners, including those with SEND, is set out in our 'School Offer'. Measures to prevent bullying can be seen in our 'Anti-Bullying Policy'.

How we listened to the views of our learners and their parents/ guardians:

What was the 'listening' context?	Who was 'listening' (this list is not exhaustive)?	When did we 'listen'?
Virtual and face-to-face Specialist and Advisory Teacher feedback meetings	Specialist/ Advisory teachers, SEND team	As required
Transition: admission meetings, tours and phone/email enquiries	SEND team, Raising Achievement Leaders, previous school representatives, County Council representatives, teachers	On or before transition to Newton Abbot College
Attendance meetings	Education Welfare Officer, Pastoral team, SEND team	As required
EHCP Annual Review meetings	SEND team, (and, if appropriate) CSW representative, Educational Psychologist, 0-25 team, Advisory teachers, parent representatives, Pastoral team	Yearly
Interim EHCP Review meetings	As above	As required
SEND review meetings	As above	As required
CiC PEP meetings	SENCo, County Council representatives, Social Care	Termly
TAF/ Early Help meetings and Child Protection meetings	Various inc: Pastoral team, SEND team, County Council Inclusion team, Social Care, Health	As required/ 4-6 weekly
Tutor/Pastoral team meetings, Student Intervention Strategy (SIS) meeting and internal communication	Tutor and/ or Pastoral team	As required SIS- weekly
Subject Teacher evenings	Teachers	Yearly
Transition events: inc phase transfers and key stage transfers	Senior Leaders, core subject Heads of Dept and Raising Standards Leaders, teachers	Yearly dependent on year group
SEND student panel for some LC interviews	SEND students (students on the RON)	Typically, several times a year
Assess, Plan, Do, Review meetings	SEND team	As required

Informal discussions- inc: Student Voice meetings to inform updated Student Passports	SEND team	As required
Year 7 settling in evening	SEND team	Autumn term
SEND "Coffee Mornings"	SEND team	2x Summer Term
SEND Focus Parent Evenings	SENCo/Assistant SENCo	Each year group once per year

The 'Assess, Plan, Do, Review' Cycle:

For learners on our RON list, an Assess, Plan, Do, Review cycle was established by assessing the apparent needs of the learner; considering resources available to support that learner including 'when', 'what' and 'who'; establishing a timeframe for that support and evaluating the impact of the support over time. We worked hard to ensure learners engaged with the support on offer along with the parents and class teachers- relationships are key. Our Assess, Plan, Do, Review cycle was adapted to the needs of the student and not to a 'one size fits all' approach- in this way, decisions to change intervention, or secure external support, or to adapt the college environment to the needs of the student, within what is reasonable, was timely. Full details of our 'School Offer' can be found through the link at the top of this document. However, this year, provision made for learners on our RON, across all four areas of need, has included: SEND Homework Club; Homework Club; shared Learning Coach support in a core subjects; monitoring and support at break times in our SEND Hub; and individual timetables and transition programmes. A small number of students accessed external educational support through a range of alternative provision as a result of being unable to access the college site. Additionally, provision has included:

- ✔ Communication and Interaction – warning of change; social skills groups; Inclusion support (including: Social Stories and anger management); smaller social space; comprehensive visual resources; shared Learning Coach (LC) support; Speech and Language 'Language Link' screener; small group Receptive Language intervention, ASD Specialist Practitioner, Sensory Space. In 2023-24 we have had access to the Trust Speech and Language Therapist for assessment and intervention work, with students benefiting from detailed SaLT intervention plans
- ✔ Cognition and Learning – Shared LC in-class support at KS3 and KS4; differentiated resources; small group Literacy intervention including: reading, writing, pre-teaching, spelling; Dyslexia screening; small group Numeracy intervention including: Dyscalculia screening; ICT training
- ✔ Sensory and/or Physical Needs – handwriting support and Touch-Typing; some shared LC support in Technology; Inclusion support including: short and long term reduced timetables and SEMH support; Pass Out of class; escorting; personal lockers; assistive technology; laptops and Chromebooks; specialist medical and visual/ hearing impairment training and support
- ✔ Social, Emotional and Mental Health – Inclusion support for social time; relational support approaches and plans, behaviour contracts; Protected Learning Room; CBT style support; MHST &/or CAMHS referrals, Counselling referral; Youth Worker referral and Young Carers provision; Risk Assessments; dedicated Early Help practitioner; and RCADS referrals; WAVE referrals.

By the end of the academic year 2023, we had 245 learners receiving SEND support (this was reviewed termly) on the Record of Need (RON) including 73 with an EHCP and 176 on 'K' support (of which 5 students had EHCPs pending): approximately 18% of learners were on the RON. Additionally, we had a 'Monitoring' register of learners who required short-term support and/or close monitoring.

We monitored the quality of this provision through weekly SEND meetings; weekly student safeguarding meetings; SEND team meetings; Annual and Interim EHCP review meetings; CPD; advice and training from outside agencies including Educational Psychology; intervention formative assessment outcomes; college tracking systems, teacher, parent and learner voice and external provider reports.

We measured the impact of this provision through: regular review and target setting; data analysis including whole college data tracking as well as Inclusion data analysis; Annual and Interim EHCP review meetings; Intervention/SEND data analysis; external provider reports; improved student independence and engagement in Universal Provision (as well as improved attendance to specific lessons); attendance data and reduced

communication and social interaction challenges.

For some learners, such as those with an Autism diagnosis or those on the pathway, academic data analysis was not always a helpful measure of the impact of the provision they received. Often, small step improvements in attendance; engagement in a club; the creation and maintenance of a positive friendship group; reduced anxiety and reduced negative peer interactions were a more helpful measure and often this more 'soft' data analysis linked directly to the learner's EHCP (where an EHCP was in place).

The embedding of Provision Map software in its second year has seen more detailing monitoring of interventions and ongoing improvements in information sharing for staff. Learning Plans with short SMART targets can be set and are now easily viewed and reviewed by staff.

Learning Coach (LC) Deployment:

LCs were deployed in a number of ways:

- ✓ In-class shared support in core subjects
- ✓ Small group intervention including for reading, handwriting, spelling and numeracy
- ✓ 1:1 and small group intervention including 'pre-teaching', literacy and numeracy
- ✓ 1:1 and small group intervention and support for communication and interaction needs
- ✓ 1:1 CBT style intervention and support for Speech and Language needs
- ✓ 1:1 intervention for EAL needs
- ✓ Personalised GCSE support
- ✓ SEND Homework Club
- ✓ 'Alternative Curriculum' support to increase 'staff to student' ratios
- ✓ Emotional Literacy intervention
- ✓ 1:1 Trauma/attachment support intervention
- ✓ Sensory Space
- ✓ Break Time 'safe spaces' including the addition this year of an outside adult supported area

Additional SEMH support from the Inclusion and Pastoral teams:

- ✓ Anger management and social time support
- ✓ Relational Support approaches- particularly for CiC
- ✓ Restorative work/ 'peer to peer' support
- ✓ Anti-Bullying support
- ✓ 'Early Help' process and applications
- ✓ Supported learning for those on reduced timetables and for those with self-referral ✓

External Counselling and Youth Workers

- ✓ Young Carers group
- ✓ MHST in school, low level CBT.

We monitored the quality and impact of this support through weekly SEND meetings; SEND team meetings; Annual and Interim EHCP review meetings; CPD and advice and training from outside agencies including Educational Psychology. Additionally, quality and impact was monitored through: teacher, parent and learner voice; target setting and review; data analysis including whole college data tracking as well as Inclusion data analysis; Intervention/SEND data analysis; improved student independence and engagement in Universal (now Ordinarily Available Inclusive) Provision as well as improved attendance and reduced communication and social interaction challenges. For some learners, such as those with an Autism diagnosis or traits, qualitative data analysis is also used (see above 'Assess, Plan, Do, Review' cycle).

Training for staff

Whole staff training included: Safeguarding and Radicalisation; regular High-Quality Teaching development with a focus on adaptive and responsive teaching to meeting the needs of all; health and safety; and understanding our responsibilities under the Equality Act

All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Whole school INSET takes place by the SENDCo at the start of the academic year and information is shared regularly to all staff via the SEND Google Classroom.

Teachers are given regular professional development in teaching and learning areas of relevance to SEND including the Coaching programme. As well as INSET, staff are able to draw on a bank of advice and resources from SEND Google Classroom, shared SEND information on Google Drive and through consulting the SEND team.

The SEND team have worked closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. The SENDCo has the National Award for Special Educational Needs and Disabilities qualification. The SENDCo attends regular SENDCo LA updates to keep abreast of current legislation and practices. The SENDCos from the Ivy Education Trust meet regularly to share good practice.

Staff at NAC have received training in 2023 – 24 from the LA C&I team, the Educational Psychology team, SaLT, and School Nurse service. SEND staff have received training this year on Foetal Alcohol syndrome, exam access arrangements and Lego therapy. The SENDCo has completed her MEd in SEND. Both the SENDCo and Assistant SENDCo hold the CPT3a qualification; assessing for access arrangements. The Autism Lead is undertaking the NASENCo qualification. The SEND Lead has been accepted onto an NHS SaLT apprenticeship (to commence September 2024)

We monitored the impact of this training through: SEND team meetings and LC feedback leading to alterations to Student Passports and feedforward to teachers and Subject Team Leaders (as well as through a range of other review processes including Annual Reviews and through whole staff monitoring processes such as through staff sampling with regard to Safeguarding). SEND and Inclusion staff were able to monitor homework success and engagement through routine, whole college reporting and progress tracking systems; and SEND tracking systems.

Newton Abbot College enjoys a strong reputation for SEND provision in the community- a reputation we continue to be proud to have achieved.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ SEND staffing; recruitment & training
 - ✓ External Services including Communication and Interaction team, Educational Psychology, SEMH/ Behaviour Advisory Teacher team, Chances and other external alternative educational providers (this year, including SWIS, On Track, Riviera Tuition and the Mare and Foal Sanctuary)
 - ✓ Teaching and Learning resources including specialist equipment, laptops and Chromebooks ✓
- Inclusion provision
- ✓ Development of Sensory and Wellbeing areas
 - ✓ Provision mapping software

How we evaluate the effectiveness of provision:

We continuously review the effectiveness of provisions and have a variety of different methods, in line with the different types of provisions which are in place. Impact and evaluation methods include:

- Pupils on the Record of Need tested yearly for Spelling and twice yearly for Reading (NGRT)
- Termly data drops from curriculum teachers
- Improvements in curriculum progress or attendance data
- Reduction in behaviour incidents

Observed improvements in social and emotional behaviours, skills & competencies.

We use of Edukey Provision Maps (software) to review interventions and provisions on a regular basis to monitor impact

Partnerships with other schools and how we managed transitions (for September 2023 start):

We have worked with a number of schools in the area in the following ways:

- ✓ Transition meetings to share information from year 6 to year 7 and from year 11 to Post-16
- ✓ Enhanced transition visits for groups of vulnerable students alongside whole cohort transition day; on-going bespoke SEND tours and Open Events
- ✓ Individual Parent/ guardian and SENCo/ Assistant SENCo meetings for learners joining the college with EHCPs or high needs
- ✓ CSW support and guidance in terms of selecting appropriate courses and to share their knowledge with learners and parent/ guardian for Post-16 pathways
- ✓ Attending EHCP reviews and TAC meetings for year 5 and 6 learners before transition (where invited)

Learners who joined our college in September were supported as fully as possible. We did this by offering a quiet, smaller space at social time and support for homework after college (or additionally at lunchtime for those with SEND). LCs accompanied targeted year 7 classes for the first two weeks in September.

Learners making decisions about their Key Stage 4 subjects were supported through a structured 'Preferences' system including additional support and guidance for those on the RON. For some learners on the RON, it was possible to follow a reduced number of options in order to build-in time for their different and/or additional provision and intervention. Additionally, we undertook Exam Access Arrangement assessments.

We worked with Sixth Form staff and CSW to ensure that learners were prepared for transition to our 6th Form College, further education, higher education or training. We did this through: Year 11 Interviews and mock interviews, PSHEE programme, taster sessions, Induction Programme, career's materials and resources; and NEETS meetings. CSW offered some highly bespoke support for a very small number of students with some significant Post-16 transition needs. Additionally, for students on our RON, CSW supported our learners through the EHCP and Child in Care system: where parents/ guardians were also involved.

Ongoing development:

We worked hard to continue to improve our provision over the course of the year despite the ongoing challenges around staffing. Our SEND cohort continues to grow, year on year. We continue to recognise the 'hidden' challenges in the classroom with regards to Speech and Language difficulties and feel we are responding to that through high quality screening programmes and the on-going development of our Language Link interventions. Our SLCN offer and Reading/literacy interventions for early readers have been priorities for 2023-24. This is being further developed this coming year with the setting up of a SLCN base, Rosehill Learning Hub and a Reading Hub.

Our complaints procedure:

Academy schools must, as part of their SEN information report, publish any arrangements for handling complaints from parents of children with special educational needs about the support provided by the school.

The SEND team at NAC strive to work with our parents and carers and recognise that communication is key. We encourage our stakeholders to contact us to discuss any difficulties or concerns so we can action change before a complaint is necessary.

At Newton Abbot College anyone wishing to make a complaint with regard to SEND support and provision should contact: info@naccollege.devon.sch.uk

- In the first instance complaints will be forwarded to the SENDCo
- Complaints will then be shared with the Head Teacher
- When required complaints can be escalated to the Ivy Trust SEN Governor
- The full formal complaint procedure is on the college website

Students are encouraged to talk to their tutors, teachers and/or Learning Support team if they are unhappy about an intervention or provision that they access.

Other relevant information and documents:

Designated Safeguarding Lead at Newton Abbot College: Laura Pearl: lpearl@nacollege.devon.sch.uk

Designated Teacher for Children in Care at Newton Abbot College: Sara Chapman
schapman@nacollege.devon.sch.uk

Coordinator for Children in Care: Natalie Rafferty nrafferty@nacollege.devon.sch.uk

The Local Authority's Offer can be found at: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

A glossary of SEND terms is included in the appendices of the SEND Code of Practice (page 278)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Accessibility Plan: <https://www.nacollege.devon.sch.uk/wp-content/uploads/2023/11/NAC-Accessibility-Policy-August-2020-24.pdf>

The College Improvement Plan

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed on our website Details about our curriculum, including how it is made accessible to learners with SEND, can be found via the Accessibility Plan and on our website

Details of how we keep children/young people safe can be found in our Safeguarding Policy and can be viewed on the school website

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014

The Governing Body to ratify this SEND Information Report in September 2024