

# Newton Abbot College

## Annual Information Report: 2024-2025

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By the end of the academic year 2025, we had 277 learners receiving SEND support (reviewed termly) on the Record of Need (RON) including 64 with an EHCP and 213 at 'K' SEN support (of which 4 students had EHCPs pending): approximately 23.5% of learners were on the RON. Additionally, we had a 'Monitoring' register of learners who required short-term support and/or close monitoring.

School summary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total	
	On Roll: 203		On Roll: 223		On Roll: 228		On Roll: 196		On Roll: 208		On Roll: 64		On Roll: 56		On Roll: 1178	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Non-SEN	147	72.4%	156	70.0%	182	79.8%	155	79.1%	146	70.2%	60	93.8%	55	98.2%	901	76.5%
SEN	56	27.6%	67	30.0%	46	20.2%	41	20.9%	62	29.8%	4	6.3%	1	1.8%	277	23.5%
E	8	3.9%	10	4.5%	15	6.6%	11	5.6%	17	8.2%	3	4.7%	0	0.0%	64	5.4%
K	48	23.6%	57	25.6%	31	13.6%	30	15.3%	45	21.6%	1	1.6%	1	1.8%	213	18.1%

<p>What does Newton Abbot College provide for young people with special educational additional needs (SEND)?</p> 	<p>Newton Abbot College is a mainstream, inclusive Secondary school for children aged 11-18 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (SEND Code of Practice, 2015, p.94)</p> <p>There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Speech, Language and Communication needs, including young people on the autistic spectrum.</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical Difficulties</li> </ul> <p>We make reasonable adjustments to our practices to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEN of students at this school. For children with an EHCP, parents have the right to request a particular school, and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> <li>• it would be unsuitable for the age, ability, aptitude or SEN of the child or young person,</li> <li>• Or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.</li> </ul> <p>Before making the decision to name our school in a child's EHCP, the local authority will send the SENDCo a copy of the EHCP and then consider comments before a final decision on placement is made.</p>
<p>What are the policies for identifying children with SEND and assessing their needs?</p>	<p>There are many ways that we may identify a SEND for example:</p> <ul style="list-style-type: none"> <li>• Liaising with all primary providers and other primary schools to ensure that information on children transitioning into Newton Abbot College is shared effectively.</li> <li>• Teachers carry out regular assessments, so that they can quickly identify any student who is experiencing particular difficulties.</li> <li>• Parents may raise concerns about their child.</li> <li>• Other professionals working with a child outside of the College may raise concerns or highlight a specific need.</li> <li>• Students' own views.</li> <li>• Review attendance and behaviour data.</li> </ul> <p>Students have their academic progress tracked through regular assessment and reporting cycles. Where these identify concerns with academic progress, concerns will be discussed with Heads of Department and the Senior Leadership of the school and adjustments made to their provision by the relevant departments. Where these do not have the necessary</p>

	<p>impact, concerns will be passed on to the SEND Team for further investigation and support. We are likely to conclude that a student is having difficulties accessing learning if their learning is significantly behind age related expectations and/or the gap is widening.</p> <p>There may be other signs that students need additional help and support or have unidentified needs and so we also carefully monitor students' behaviour and consider how they are presenting more generally in school. For example, their social skills or emotional wellbeing, safeguarding information, attendance, health information or feedback directly from parents/carers or from the students themselves are monitored, to ensure that we consider other possible underlying symptoms or signs of additional need. We use screening tools such as reading and spelling test information; Speech and language screeners, Boxall profiling; Strengths and Difficulties Questionnaires and similar, to more precisely identify and target need.</p>
<p>How does Newton Abbot College evaluate the effectiveness of the provision for children with SEND?</p> 	<p>The Senior Leadership Team, The Quality of Education Team, Subject leaders and the SENDCo measure the effectiveness of provisions made for students as part of their monitoring cycles. This will include learning walks, student observations, student work scrutiny, data monitoring and student feedback.</p> <p>The effectiveness of interventions is measured on using Provision Map. Interventions will be monitored by the SEND Team and SENDCo and where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through an 'Early Help Assessment', the multi-agency team working with the child will meet at regular intervals to review progress against outcomes.</p> <p>All students with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>The SENDCo reports regularly to School Governors and when invited will attend meetings and reports to the Governing Body.</p>
<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>At Newton Abbot College we track and analyse student's progress at assessment points throughout the academic year.</p> <p>Students who require additional support are raised at weekly SEND meetings and wider fortnightly meetings with Heads of Learning, Designated Safeguard Lead, the SENDCo and members of the SEND and Inclusion Team. This helps to ensure early identification of need and provision of appropriate support for the student.</p> <p>Where specific needs are apparent, Newton Abbot College has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework is to ensure that levels of support at an early stage,</p>



which are part of the ordinarily available inclusive provision, are implemented before a student progresses through to targeted or specialist levels of support. For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being issued.

What is our approach to teaching children with SEND at Newton Abbot College?





We have a highly ambitious and broad curriculum, and we expect our SEND students to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's knowledge rich curriculum. All students with SEND have a student passport which is shared with teachers to help support their learning helping them to access the curriculum.

All teachers are the teachers of children with SEND. We passionately believe that High Quality Inclusive Teaching is a non-negotiable for every student in our School. Teachers follow the NAC lesson framework of excellence and are expected to plan, adapt and respond to the needs of the young people in front of them. There is an expectation that teachers will be aware of the learning needs of all children and will ensure that learning is coherently sequenced, scaffolded, resources provided, and passports enacted.

All teaching staff and Learning Coaches are provided with information about individual students' needs via a Student Passport. These are written by the SENDCo and SEND Team and draw on information from a range of sources, usually reports from professionals, external agencies, relevant test results, previous school reports, and parent and student feedback. The Student Passport gives information about needs but also strategies which can be used in the classroom to support those needs. Teachers are expected to adapt and differentiate their teaching to suit the needs of the students in their lessons. Teachers are expected to regularly give feedback about students with SEND and this is used to inform the plan, do, review cycle, in discussion with parents, and usually, the students themselves.

What would high quality targeted classroom teaching look like for my child?

- Teachers would have the highest possible expectations for your child and all students in the class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson.
- Specific strategies (that may be suggested by the SENDCo or professionals) are in place to support your child to learn.
- Your child's teachers will have carefully checked on progress and will have decided that your child has a gap/gaps in their knowledge and need some extra support to make the best possible progress.

<p>My child has medical needs, what can I expect?</p> 	<p>Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents, health professionals and if appropriate, the student themselves. These are shared with relevant staff. Medicines can be stored in school but must be appropriately labelled and supplied by a medical professional. Parents remain responsible for ensuring prescriptions are refilled and medicine are in date.</p> <p>We have a member of staff that coordinates Individual Health Care Plans (IHCPs). Contact can be made at: <a href="mailto:SEND@nacollege.devon.sch.uk">SEND@nacollege.devon.sch.uk</a></p>
<p>What is physical accessibility like at Newton Abbot College?</p> 	<p>Newton Abbot College is a split site school, sitting either side of a road. Access for students between school sites is via an underpass which has steps; however, level access is possible by crossing the road. We are committed to ensuring that the Newton Abbot College site is accessible to all children, although it is an old building we will always be happy to discuss individual requirements where necessary.</p> <p>Newton Abbot College has:</p> <ul style="list-style-type: none"> <li>• Designated disabled parking spaces in the main car park</li> <li>• Accessible toilet facilities</li> <li>• A lift</li> <li>• Grounds and outdoor areas are accessible for all children.</li> </ul> <p>Please see our Accessibility Policy for further details.</p>
<p>What additional support for learning is available to students with special educational needs?</p>	<p>When a child has been identified with special educational needs, teachers will ensure that the child can access the curriculum appropriately using high quality inclusive teaching and a personalised learning approach. The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum. If appropriate, specialist equipment may be given to the student e.g. writing slopes, pen/pencils grips or easy to use scissors, reading pens, Chromebook.</p> <p><b>Learning Coach (LC) Deployment:</b></p> <ul style="list-style-type: none"> <li>• In-class shared support in core subjects (if detailed in the child's EHCP)</li> <li>• Small group intervention including for reading, handwriting, spelling and numeracy</li> </ul>



- 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
- Intervention for EAL needs
- Small group GCSE support and revision
- SEND Homework Club
- 'Alternative Curriculum' support to increase 'staff to student' ratios
- Emotional Literacy intervention
- 1:1 Trauma/attachment support intervention
- Sensory Spaces at both sites of the school
- Break Time 'safe spaces' including an outside adult supported area

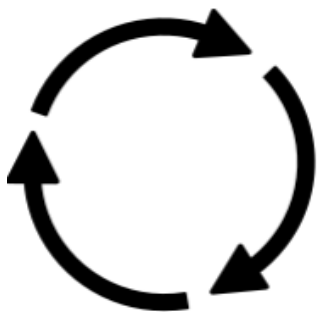
Additional SEMH support from the Inclusion and Pastoral teams:

- 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.

What does the Graduated Approach look like at Newton Abbot College?


We use the Edukey Provision Maps software to effectively capture and monitor our graduated approach. This together with Class Charts allows data to be shared across the school with all staff. Teachers can quickly and easily see Student Passports, EHCPs, SLT plans and other key documents.

- 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 require SEND support and initiation of the "assess, plan, do, review" cycle

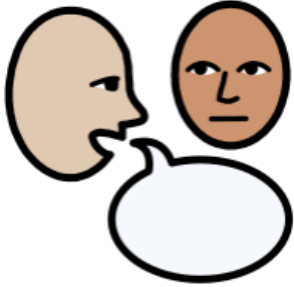


- Use of the Education, Health and Care Needs Assessment route to ensure provision is in place throughout KS3, KS4 and KS5 when evidenced
- Use of the Interim Review process where necessary for students with EHCPs
- Engagement with the Local Authority and outside agencies in terms of advice and for additional 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.
- If required, specialist equipment is provided e.g. writing slopes, pen/pencils grips or easy to use scissors, reading pens, Chromebook, standing desks.

If staff have a concern about a student:

	<div>Initial concern</div> <ul style="list-style-type: none"> <li>•Check the student passport, are these needs already identified? Is this a new or additional need?</li> <li>•Check the Newton Abbot SEND offer for ordinarily available inclusive provision.</li> <li>•Initiate your own 'assess, plan, do, review' cycle, at least two cycles.</li> <li>•If there is still a concern alert the SEND team by completing the Identification of Need google form (this is in College Bookmarks)</li> </ul> <div>Assess &amp; monitor</div> <ul style="list-style-type: none"> <li>•SEND team review impact of actions already taken by classteacher/member of staff</li> <li>•Action and advice to teachers on the Newton Abbot SEND offer for targeted provisions to support students.</li> <li>•Checklists and screeners are actioned</li> <li>•Additional interventions and/or provision identified</li> </ul> <div>SEND</div> <ul style="list-style-type: none"> <li>•Student Passport created if new, or amended if an additional need.</li> <li>•Student has significant and persistent difficulties despite access to appropriate learning and support. Barriers to access learning are challenging and ongoing.</li> <li>•Specialist and ongoing support is required</li> <li>•Learning Plan in place</li> <li>•APDR Cycle continues</li> </ul>
<p>How do we secure the resources and facilities needed to support students with SEND?</p> 	<p><b>Distribution of Funds for SEND:</b></p> <p>The SENDCo in liaison with the Headteacher and Trust Finance Lead oversees the SEND budget and commissions services, such as our Educational Psychologist and Speech &amp; Language Therapist to meet the needs of current and future cohorts.</p> <p>SEND funding was allocated in the following ways:</p> <ul style="list-style-type: none"> <li>• SEND staffing, recruitment &amp; training</li> <li>• External Services including Communication and Interaction team, Educational Psychology, SEMH/ Behaviour Advisory Teacher team,</li> <li>• Chances and other external alternative educational providers (this year: SWIS, On Track, Riviera Tuition, Ux2 and the Mare and Foal Sanctuary)</li> <li>• Teaching and Learning resources including specialist equipment, laptops and Chromebooks</li> <li>• Inclusion provision</li> <li>• Development of Sensory and Wellbeing areas</li> </ul>



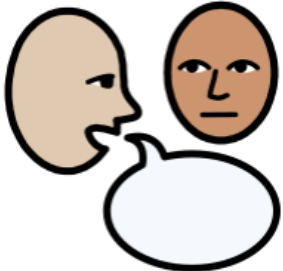
	<ul style="list-style-type: none"> <li>• Provision Mapping Software</li> <li>• New for 2024 – 25 has been the development of our Rosehill House SLCN Hub</li> </ul>
<p>How do we consult with the parents of children with SEND and involve them in their child's education?</p> 	<p>We work hard to engage parents and carers and want to build positive home-school relationships as soon as the young person starts their journey with us.</p> <p>Open access to all parents and carers to contact the SEND team at NAC via <a href="mailto:SEND@nacollege.devon.sch.uk">SEND@nacollege.devon.sch.uk</a> Meetings both virtual and face to face can also be booked using this email address.</p> <p>In addition to the whole school parent evenings and open events, the SEND team offer:</p> <ul style="list-style-type: none"> <li>• SEND focused parents evening for each year group</li> <li>• Coffee mornings/drop ins.</li> <li>• SEN Review meetings</li> </ul>




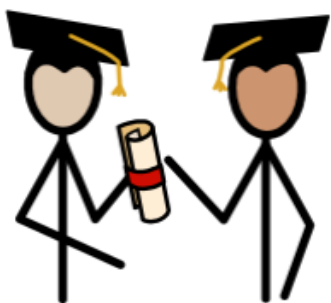
How we listened to the views of our learners and their parents/ guardians:

What was the 'listening' context?	Who was 'listening' (this list is not exhaustive)?	When did this happen?
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, the Statutory SEND Team Devon, Advisory teachers, parent representatives, Pastoral team	Yearly
Interim EHCP Review meetings	As above	As required

SEND review meetings	As above	As required at least 3 times a year
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 parent evenings	Teachers	Every academic year, per year group
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/drop in Mornings"	SEND team	Summer Term
SEND Focus Parent Evenings	SENCo/Assistant SENDCos	Each year group once per year

<p>How do we consult with children with SEND and involve them in their education?</p> 	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, Learning Coaches and school leaders are always available to listen to children's opinions, questions and points of view. The SENDCo, Assistant SENDCos and member of the wider SEND Team spend time with individuals to gain their thoughts as part of the annual review process.</p> <p>SLT, the SENDCo and the wider SEND team regularly collect 'student voice' to gain insight into the 'lived experience' of young people with additional needs at Newton Abbot College. The school operates a 'you said, we did' initiative in conjunction with the school council.</p>
<p>How do we support transitions?</p>	<p>A number of processes are in place to enable effective transition. These include:</p>

	<ul style="list-style-type: none"> <li>Enhanced transition days are generally arranged for students with more complex SEND needs identified by the primary school. This may include a tour of the school, meeting the SENDCo and/or SEND support team.</li> <li>Accompanied visits and tours of the school may be arranged prior to the whole school induction days.</li> <li>Additional visits are arranged if needed Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine</li> <li>Key information is shared with SENDCos of feeder schools to ensure a deeper understanding of needs and student passports can be written and shared ready for the induction days.</li> <li>If students are transferring from another school mid-year, the previous school records will be requested immediately.</li> </ul> <p>Transition to the next Key stage</p> <ul style="list-style-type: none"> <li>In preparation for KS4 &amp; KS5 students with an ECHP will have additional support in choosing their options or course pathways.</li> <li>Time is dedicated to ensuring all students are aware of their choices.</li> </ul> <p>Transition to post 16</p> <ul style="list-style-type: none"> <li>Some students will have opportunities to visit their post 16 provision prior to starting</li> <li>Conversations with relevant post 16 support will take place for students with SEND</li> <li>Annual reviews for students in year 11 will take place in the autumn term.</li> </ul>
<p>What is the expertise and training of staff working with students with additional needs?</p>	<p>The SENDCo has a MEd in SEND, BA(Hons), QTS/LS, L7 NASENCO Award, Certificate in Psychometric Testing and Assessment (CPT3A) and is a member of The British Psychology Society, with 18 years+ in SEND.</p> <p>The Assistant SENDCo has a BA(Hons), NASENCo Award, PG Diploma in SEND, CPT3A. Both Assistant SENDCos have 18+ years' experience in SEND.</p> <p>Staff within the SEND team have a range of qualifications in, for example: Attachment, Trauma Informed Practice, THRIVE, Level 3 Safeguarding, Equality &amp; Diversity, Restorative Justice, Autism and PDA, Bereavement and Loss. SEND staff have received training this year in from the Educational Psychologist in: Dynamic Assessment and supporting students with the Social, Emotional Aspects of Learning. SEND staff have also received training this year on Demand Avoidance, Trauma and the Relational approach, Exam Access Arrangements (EAA). The SEND Lead has completed</p>



her first year of the NHS SaLT apprenticeship and regularly cascades knowledge and skills to the wider team. The expertise of Speech and Language provision within the school continues to grow.

Across the College:

- Inclusion Team Manager
- Ivy Trust SaLT
- School Counsellor
- Outdoor Learning/Forest School trained Teachers

We also have access to:

- The Educational Psychologist accessed through Devon County Council on a consultation & cohort support basis.
- Mental Health in Schools Team (MHST)
- Specialist Advisory Teachers: SpLD, SEMH and C&I.
- HI and VI specialists
- Health professionals such as School Nurse, Occupational Therapists and Physiotherapists.

We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally through INSET and information shared on the SEND google classroom.

Regular whole school CPD through our Quality of Education Team and the schools Coaching programme, with a focus of 'through the lens of SEND' ensures high quality inclusive practice for all students. All staff have a bank of advice and information available through the SEND google classroom.

Teachers are given regular professional development in teaching and learning areas of relevance to SEND including the Step Lab Coaching programme (adaptive teaching). Through the lens of SEND and DS remain a priority of the Quality of Education Team and are monitored through daily Learning Walks by all members of SLT. 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.

Who are the best people to talk to in school about my child's needs?

Class Teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCo know as necessary.
- Personalised high-quality inclusive teaching of your child



- Ensuring that the student's passport is considered, planned for and acted upon.
- Ensuring that the School's Information report and policy is followed in their classroom for all students with SEND

The Head of Learning and Head of Learning Support (HoLS) for your child's year group for:

- All pastoral issues
- Attendance & wellbeing
- Teaching and Learning concerns

The SENDCo is responsible for:

- Developing and reviewing the School's SEND Information Report and Policy
- Co-ordinating the support for students with SEN
- Ensuring that you are:

Involved in supporting your child's learning

Kept informed about the support your child is receiving

Involved in reviewing how your child is doing


- Liaising with all other professionals who may be coming in to school to support your child
- Updating the schools SEN Register (RON) and making sure that the records of your child's progress are kept up to date
- Providing or sourcing specialist support for staff in the school, so they can help students with additional needs in the school to achieve the best possible progress.
- Liaising with the Local Authority & Statutory SEND team.

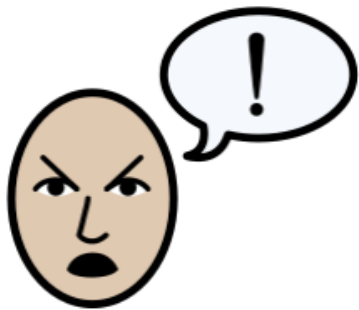
The Headteacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for students with SEND.
- The Headteacher will make sure that the governing body are kept up to date about issues relating to SEND.

The SEND Governor is responsible for:

- Making sure the necessary support is given for any child with SEND that attends the school.

<p>What has gone well this year?</p> 	<ul style="list-style-type: none"> <li>• Ofsted school inspection 2024. Good. They commented: <p><i>"The school quickly identifies the needs of students with special educational needs and/or disabilities. Teachers know students well and use their knowledge of students' individual needs to adapt the curriculum effectively. Students receive additional support when required. For example, through the recently opened Rosehill Learning Hub. As a result, the school is inclusive, and disadvantaged students learn as well as their peers."</i></p> </li> <li>• All SEN students are accessing our broad and ambitious curriculum which is captured through SLT and Departmental learning walks and student voice which demonstrate that children and young people feel supported and happy at NAC.</li> <li>• We saw the opening of our Rosehill House SLCN provision. This has had success in supporting students with more complex need reintegrating back into school and into lessons.</li> <li>• A member of the SEND Team has completed her first year on the Speech Therapy Apprenticeship Degree Programme.</li> <li>• We continue to offer a range of interventions such as social skills, speech language and communication, emotional wellbeing, as well as literacy, numeracy and reading interventions. We continue to offer additional adult support in core lessons for some students.</li> <li>• We have developed a Trauma and Attachment mentoring and coaching intervention.</li> <li>• We have expanded our range of enrichment opportunities in response to the 'voices' of our students with additional needs, including: BSL club, singing club, Lego club and F1 club.</li> <li>• Our Trust have created a SEND Professional Learning Community, seeing the development of greater links and the sharing of professional good practice across our schools.</li> <li>• We have continued to develop strong links with our primary colleagues and continue to improve our transition programmes for all students. We have held an open morning for primary SENDCos which was well received.</li> </ul>
<p>What is the College complaints procedure?</p>	<p>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.</p>



At Newton Abbot College anyone wishing to make a complaint regarding SEND support and provision should contact:

[SEND@nacollege.devon.sch.uk](mailto:SEND@nacollege.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.

Where can I find further information on the College and Devon's Local Offer?



The Local Authority's Offer can be found at:

<https://www.devon.gov.uk/children-families-education/send-local-offer/>

The Local Authority's Ordinarily Available Inclusive Provision & Targeted Support Framework:

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

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

**Other relevant information and documents:**

Designated Safeguarding Lead at Newton Abbot College: Rebecca Blackshaw [rblackshaw@nacollege.devon.sch.uk](mailto:rblackshaw@nacollege.devon.sch.uk)

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

Coordinator for Children in Care: Natalie Rafferty [nrafferty@nacollege.devon.sch.uk](mailto:nrafferty@nacollege.devon.sch.uk)

The College Improvement Plan, 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 November 2025

	<p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice (page 278)</p> <p><a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p> <p>Add link to Accessibility Policy</p>
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