

# Newton Abbot College

## DISABILITY AND SPECIAL EDUCATIONAL NEEDS POLICY

*Newton Abbot College is committed to:*

- *Creating a happy, safe, disciplined and stimulating learning environment for all students regardless of age, attainment, background or gender*
- *Actively seeking to remove barriers to learning and participation*
- *Ensuring all students have access to an appropriate education that affords them the opportunity to achieve their personal potential*

This policy pays due regard to:

- The SEND Code of Practice 0-25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

Other documents:

- Newton Abbot College 'Disability and Special Educational Needs Information Report'
- Newton Abbot College 'School Offer'

Governor responsible for DSEN: Marina North  
Principal: Mr P Cornish  
SENCo: Ms L Ransom  
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### **Rationale**

This policy is in line with the Teaching and Learning Policy and the Equal Opportunities Policy and aims to support inclusion for all learners. The responsibility for the management of this policy falls to the Principal; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Principal and the SENCo will work together closely to ensure that this policy is working effectively.

Quality first teaching is that which is differentiated to meet the needs of the majority of learners. Some learners will need something **additional to** and **different from** what is provided for the majority; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Newton Abbot College will do its best to ensure that the necessary provision is made for any learner who has a disability or special educational need (DSEN): we will ensure that all staff in the college are able to identify and provide for those learners to allow those with DSEN to join in the activities of the college.

The staff and governors of Newton Abbot College will also work to ensure that all DSEN learners reach their full potential, are fully included within the college community and are able to make successful transfer between educational establishments. This policy aims to

support all members of staff in providing positive, whole college approaches towards the learning, progress and achievement of DSEN learners.

As an underlying principle, we believe that:

- **All teachers are teachers of DSEN**
- **Every teacher is responsible and accountable for the progress and development of all learners in their class even where learners access support from Assistant Learning Coaches or specialist staff**

Teaching, and supporting those with DSEN, is therefore a whole college responsibility requiring a whole college response. Meeting the needs of learners with DSEN requires partnership between all those involved: Local Authority (LA), college, parents/carers, learners, children's services and all other agencies.

### **Objectives**

The DSEN Policy reflects the principles of the 0-25 SEND Code of Practice (2014) and aims to:

- Ensure the Equality Act 2010 duties for those with disabilities are met
- Enable learners with special educational needs to have their needs met
- Take into account the views of learners with DSEN
- Encourage good communication and genuine partnerships with parents/carers of those with DSEN
- Facilitate full access to a broad, balanced and relevant education for learners with DSEN
- Make arrangements, in conjunction with the medical policies, to support those with medical conditions and to have regard to statutory guidance supporting learners at college with medical conditions
- Implement a graduated approach to meet the needs of learners using the Assess, Plan, Do, Review process
- Develop a culture of inclusion valuing quality first teaching for all learners, with teachers using a range of effective differentiation methods
- Employ a collaborative approach with learners with DSEN, their families, staff within college and other external agencies including those from Health and Social Care
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the college
- Make efficient and effective use of college resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of DSEN
- Have regard to guidance detailed by Devon County Council

### **Admissions Procedures**

Learners with DSEN are admitted to the college in line with the Admissions Policy. No learner will be refused admission to the college on the basis of his or her disability or special educational need. In line with the Equality Act 2010, we will not discriminate for a reason

related to a disability. We will use our best endeavours to provide effective educational provision.

## **Identifying and supporting Disabilities and Special Educational Needs**

### **Definition of DSEN**

Learners have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum.

Newton Abbot College regards learners as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of learners of the same age
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions
- c) Fall within the definition at (a) or (b) above, or would do so, if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Learners must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Newton Abbot College will have regard to the Code of Practice 2014 when carrying out its duties towards all learners with DSEN and ensure that parents/carers are informed by the college that DSEN provision is being made for their child.

There may be times in a learner's education when they are identified as having a Special Educational Need. These learners will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis. Many learners with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### **Areas of Special Educational Need**

Under the Code of Practice 2014, students identified as having DSEN will be considered within one or more of the following categories of need:

#### **Cognition and Learning**

#### **Social, Emotional and Mental Health Difficulties**

#### **Communication and Interaction**

#### **Sensory and/or Physical needs**

### **A Graduated Response to DSEND: how we identify and support students with DSEN**

All learners' attainment and achievements are monitored by their teacher who is required to provide quality first teaching and learning opportunities differentiated for individuals.

Where a learner is making inadequate progress, or falls behind their peers, additional support will be provided by the class teacher under the guidance of the Subject Team Leader.

Where learners continue to make inadequate progress, despite support and quality first teaching, the class teacher will work with the SENCo/ Assistant SENCo to assess if a learner has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used can be found in **Appendix A**.

In some cases it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or Educational Psychologist. This will always involve discussion and agreement with the learner's parents/carers.

When considering the possibility of a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a learner's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the learner's progress or that of the class groups, despite having an individualised behaviour support programme
- Has DSEN or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

### **Assess, Plan, Do and Review**

Where a learner is identified as having DSEN we will take action to support progress by removing barriers to learning and put special educational provision in place. This **DSEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. This is known as **the Graduated Response – assess, plan, do, review**.

For learners with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all learners. Those with more complex needs, or for whom a more frequent cycle needs to be employed, are discussed at the weekly Student Intervention Meeting (SIM).

Based on observations, assessments, discussions and performance data, students are identified for intervention. Additionally, a Student Passport is produced for all students who are the subject of an EHCP. This includes relevant data, areas of concern and strategies to support. It may include external agency recommendations and key worker details. However,

Student Passports are created for a number of learners with barriers to learning regardless of whether they have an EHCP.

### **Statutory Assessment of Needs (EHCP)**

Where, despite the college having taken relevant and purposeful action to identify, assess and meet the Disabilities and/or Special Educational Needs of the learner, expected progress has not been made, the college or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. Evidence gathered through internal and external review and reporting, will help the Local Authority (LA) in determining whether this statutory assessment of needs is required.

Where a learner has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Newton Abbot College will hold annual review meetings on behalf of Devon LA and complete the appropriate paperwork for this process. In some cases, an Interim Review might also be held to determine a change in need.

### **Monitoring and Evaluation of DSEN**

Regular monitoring of the quality of provision for all learners, including those with DSEN, follows the college assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that learners with DSEN have their individual provision reviewed regularly, and at least termly. Additional training, advice and support is provided to teaching staff where necessary in order to facilitate learner progress and to meet need. Progress is monitored constantly where learners are not meeting the challenges of their education and additional information is sought and appropriate action taken.

### **Supporting Students and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the college and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the college endeavours to provide parents/carers with relevant information so that they can reinforce learning in the home.

At Newton Abbot College, we endeavour to support parents/carers so that they are able to:

- Feel that they are taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision

Parents/carers are encouraged to seek help and advice from independent advice and support services, including Devon Information, Advice and Support (DIAS) who provide impartial and independent advice: [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk) or telephone: 01392383080.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer> . This website provides valuable information about different agencies, services and resources for children and young people with DSEN and their families in addition to school resources and information.

### **Student Voice**

We value the views of our learners in order to promote the best outcomes. Learners are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of the Annual Review of the EHCP and throughout targeted intervention.

### **Partnership with External Agencies**

The college is supported by a wide range of different agencies.  
List **Appendix B**.

### **Transition**

A change of school, class and staff can be an exciting, yet anxious, time for all learners. We recognise that this can be very challenging for some learners with DSEN. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity and reassurance to learners and families. Our processes for transition are outlined in **Appendix C**.

### **Resources**

#### **Allocation of resources**

- Resources are allocated to support learners with identified needs
- Each year we map our provision to show how we allocate resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our cohort
- This support may take the form of differentiated work in class, support from an Assistant Learning Coach (ALC) in focused intervention in groups, or for individuals
- Specialist equipment, books or other resources, that may help the learner, are purchased as required

### **Funding**

Funding for DSEN in mainstream schools is mainly delegated to the schools' budget. We provide support to learners with DSEN from this budget. Where a learner requires an exceptionally high level of support, that incurs a greater expense, the college can make a request for additional funding.

It is necessary to demonstrate how we have spent the funding to date, the impact as well as demonstrating why further additional funding is required and how it would be used. This

additional 'top-up' funding is then paid from the local authority 'high needs block' into the college budget.

### **Personal Budgets**

Personal Budgets are only available to students with an Education, Health and Care Plan (EHCP) or learners who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak, in the first instance, to the SENCo or contact DIAS [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk) .

### **Continuing Professional Development (CPD) for DSEN**

- All classroom based staff at the college engage in fortnightly training sessions where Quality First Teaching is addressed
- The SENCo/ Assistant SENCo provide regular CPD to other staff in college in specific aspects of meeting the needs of learners with DSEN
- All staff have regular CPD meetings. The progress of all learners, including those with DSEN, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual learner needs as necessary
- Assistant Learning Coaches engage in ongoing training whereby their role is developed
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions
- Peer support and guidance is available daily for all staff in college and training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a learner

### **Roles and Responsibilities**

Provision for those with DSEN is a matter for the college as a whole. In addition to the Governing Body, Principal and SENCo, all members of staff have important responsibilities.

#### **Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the Code of Practice (2014) to:

- Use their best endeavours to make sure that a learner with DSEN gets the support they need – this means doing everything they can to meet learners needs
- Ensure that learners with DSEN engage in the activities of the college alongside those who do not have DSEN
- Designate a teacher to be responsible for co-ordinating DSEN provision
- Ensure that parents/carers are informed about special educational provision
- Ensure that a DSEN 'Information Report' is prepared
- Ensure that there are suitable arrangements for the admission of disabled learners; steps taken to prevent disabled learners from being treated less favourably than others; facilities provided to enable access to the college for disabled learners and that the Accessibility Plan shows how they intend to improve access progressively over time

#### **Principal:**

The Principal has responsibility for the day-to-day management of all aspects of the college's work, including provision for learner with DSEN. The Principal will keep the Governing Body fully informed on DSEN issues. The Principal will work closely with the SENCo and the Governor with responsibility for DSEN.

**SENCo:**

In collaboration with the Principal and Governing Body, the SENCo determines the strategic development of the DSEN Policy and provision with the ultimate aim of raising the achievement of learners with DSEN. The SENCo takes day-to-day responsibility for the operation of the DSEN Policy and co-ordinates the provision for individual learners, working closely with staff, parents/carers and external agencies.

The SENCo provides relevant professional guidance to colleagues with the aim of securing quality first teaching for those with DSEN. Through analysis and assessment of learner's needs, by monitoring the quality of teaching and achievement and by setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching. The SENCo liaises and collaborates with class teachers so that learning for all is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the DSEN Policy
- Co-ordinating provision for those with DSEND and reporting on progress
- Advising on the Graduated Approach to providing DSEN support – Assess, Plan, Do, Review
- Advising on the deployment of the college's delegated budget and other resources to effectively meet learner needs
- Monitoring relevant DSEN CPD for all staff
- Overseeing the records of all learners with DSEN and ensuring they are up to date
- Liaising with parents/carers of learners with DSEN
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, Educational Psychology, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure learners and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for those with DSEN
- To lead on the development of quality DSEN provision as an integral part of the college improvement plan
- Working with the Principal and Governance to ensure that the college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

**All Teaching and Non-Teaching Staff:**

- All staff are aware of the college's DSEN Policy and the procedures for identifying, assessing and making provision for learners with DSEN
- Class teachers are fully involved in providing quality first teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their



understanding of strategies to identify and support vulnerable learners and their knowledge of the DSEN most frequently encountered.

- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the learner's needs, drawing on the teacher's assessment and experience as well as previous progress and attainment
- Assistant Learning Coaches will liaise with the class teacher and SENCo on planning, on student response and on progress in order to contribute effectively to the Graduated Response, (assess, plan, do, review).

### **Accessibility**

The school is compliant with the Equality Act 2010 and Accessibility legislation. Newton Abbot College works hard to develop accessibility and the college's Accessibility Plan details how this is being developed.

### **Monitoring and Accountability**

#### **DSEN Information Report**

The college will ensure that the DSEN Information Report is accessible on the college website. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with DSEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

#### **Responding to Complaints**

In the first instance, parent complaints about the provision or organisation of DSEN are dealt with through the procedures outlined in the college's Complaints Policy.

If there continues to be disagreement with regard to DSEN provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the college. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a DSEN tribunal.

This policy will be reviewed by Governors in October 2018.

## Assessment Tools

- Vernon Graded Word Spelling Test- Spelling
- Salford Sentence Reading Test- Reading
- Access Reading Test- Reading comprehension
- Macmillan Reading Analysis- Reading comprehension
- Patoss- Writing assessment
- GRT 3a- Group Reading Test (entrance year 7) and GRT 3b (exit in year 7)- administered with whole year group
- Pearson dyslexia screener – selected students/requests
- Accelerated Reader Programme- whole college reading programme

### Access Arrangements:

- WRAT 4 and 5- Wide Range Achievement Test Fourth Edition (transferring to Fifth Edition in 2018/19)
  - Reading accuracy
  - Reading comprehension
  - Spelling
- DASH and DASH 17+- Detailed Assessment of Speed of Handwriting
  - Speed of Writing
- CTOPP2- Comprehensive Test of Phonological Processing Second Edition
  - Speed of processing information

**Partnership with External Agencies**

The college is supported by a wide range of different agencies. These include (this is not an exhaustive list):

- The School Nurse Team through Devon Integrated Children’s Services.
- The Educational Psychologist Service.
- Devon Information, Advice and Support (DIAS).
- Child and Adolescent Mental Health Service (CAMHS).
- The Educational Welfare Service.
- The Communication and Interaction Team.
- Hearing/Visually Impaired Service.
- The Speech and Language Service.

## Transition Procedures

### Stage 1 Primary Liaison

- Calendar of DSEN, Raising Achievement Leader and Pastoral Team visits to Primary Schools set up in April/May prior to transfer
- Any student with DSEN and/or EHCP will be referred and their needs discussed
- DSEN team will attend Annual Review of EHCP in Year 6 where possible
- Information is gathered and decisions made regarding appropriate support/intervention on transfer
- In complex cases, an additional transition plan identifies further actions prior to transfer
- Meetings with parents/external agencies are arranged as appropriate
- Additional visits are offered during Year 6 for identified students
- Information regarding needs is compiled and disseminated to staff for the Induction Day visits and to teaching staff for the start of the Autumn Term
- Student Passports are compiled detailing all relevant information and are available on SIMS
- Timetable of support is drawn up and students are identified for Intervention

### Stage 2 Initial Screening

- Progress data provided centrally from KS2
- Reading tests and other diagnostic assessments
- All data is shared and held on SIMS.

### Stage 3 Monitoring

- Transition Plans are reviewed with staff, learners and parents
- Those giving cause for concern are raised through the weekly SIM and action plans drawn up
- Staff can refer directly to the DSEN team if they require further investigation of a learner's needs