

Newton Abbot College

DSEN Annual Information Report – July 2018

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School Offer link: <https://www.nacollege.devon.sch.uk/assets/uploads/pdf/DSEN/NAC-DSEN-School-Offer.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 DSEN
- ✓ An inclusive and differentiated approach to enable all learners, including those with DSEN, to engage with all aspects of college life
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of Teaching and Learning
- ✓ Identify and track the progress of learners who required support to 'close the gap' through the work of the Raising Achievement Leaders, Subject Team Leaders and the DSEN team
- ✓ Identification of learners who required DSEN 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 and KS4 and beyond
- ✓ Use of Interim Review process where necessary
- ✓ Engagement with outside agencies in terms of advice and for additional monitoring and quality control purposes
- ✓ All learners identified as requiring DSEN support, or with an EHCP, were on our 'Record of Need' list (RON) or, if the DSEN support is short-term, were placed 'On Alert': both lists are regularly reviewed. Parents are kept informed about support on offer.
- ✓ 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

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

- ✓ Teacher/ staff referrals to the DSEN team: based on classroom observation, curriculum assessment results, data or after a period of longer term tracking
- ✓ Data analysis from intervention work
- ✓ Parent/ guardian requests (or requests made on behalf of the parent/ guardian)

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- ✓ Assessments by specialists, including those from external agencies

We took a holistic approach to all aspects of learner development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all learners, including those with DSEN, 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:

<u>What</u>	<u>Who (this list is not exhaustive)</u>	<u>When</u>
Specialist and Advisory teacher feedback meetings	Specialist/ advisory teachers, DSEN team	As required
Transition and Admission meetings including 'Anxiety' projects and events and 'Open' events	DSEN team, Raising Achievement Leaders, previous school representatives, County Council representatives, teachers	On or before transition into Newton Abbot College
Attendance meetings	Education Welfare Officer, Pastoral team	As required
EHCP Annual Review meetings	DSEN team, Careers SouthWest representative if appropriate	Yearly
Interim EHCP Review meetings	DSEN team	As required
Additional DSEN meetings	DSEN team	As required
CiC PEP meetings	SENCo, County Council representatives	Termly
TAF meetings and Child Protection meetings	Various inc: Pastoral team, DSEN team, County Council Inclusion team	As required
Tutor/ Pastoral team meetings and communications	Tutor and/ or Pastoral team	As required
Subject teacher evenings	Teachers	Yearly per year group
'Parent Support' and 'Options' evenings	Senior Leaders, core subject Heads of Dept and Raising Standards Leaders, teachers	Yearly dependent on year group
'Parent Forum' events	Senior Leaders	Termly
Assess, Plan, Do, Review meetings	DSEN team	As required
Informal Discussions	Various	As required

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

For learners on our RON, 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.

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: DSEN Homework Club, Inclusion Homework Club, Individual timetables and transition programmes. Additionally, provision has included:

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- ✓ Communication and Interaction – warning of change; social skills groups; Inclusion support (including: Social Stories and anger management), self-referral, social space; LIONS events; specialist clubs (including: Pokémon Club); Assistant Learning Coach (ALC) support; Speech and Language small group
- ✓ Cognition and Learning – ALC in-class support for Literacy and Numeracy; differentiated resources; small group Literacy intervention including: reading, writing, pre-teaching, spelling; Dyslexia screening; LIONS events; weak reader programme; small group Numeracy intervention including: Dyscalculia screening; laptop and Alphasmart facilities
- ✓ Sensory and/or Physical Needs – handwriting support; ALC support in PE etc; differentiated PE resources; LIONS events; Inclusion support including: short and long term reduced timetables and SEMH support; Pass Out of class; short and long term escorting; lockers; writing slopes; assisted technology; laptop and Alphasmart facilities
- ✓ Social, Emotional and Mental Health – Inclusion support for social time; behaviour contracts; managed moves; sensory breaks; ‘P3’ Isolation list; CBT style support

During the 2017/2018 academic year, we had 47 learners receiving DSEN Support (this was reviewed termly) on the RON including 19 learners with Education, Health and Care Plans. Additionally, we had an ‘On Alert’ register of learners who required short-term support and close monitoring.

We monitored the quality of this provision through: weekly DSEN meetings; weekly SIM meetings (Student Intervention meetings); DSEN team meetings; Interim EHCP review meetings; CPD; advice and training from outside agencies including Educational Psychology; MER (Monitoring, Evaluation and Review) processes; teacher, parent and learner voice; Ofsted Inspection reports and external provider reports.

We measured the impact of this provision through: target setting and review; data analysis including whole college data tracking as well as Inclusion data analysis; Annual and Interim EHCP review meetings; Intervention/DSEN data analysis; external provider reports; improved student independence and engagement in Universal 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, academic data analysis was not always a helpful measure of the impact of the provision they received. Often, engagement in a club; the creation and maintenance of a positive friendship group; reduced anxiety; reduced negative peer interactions and increased attendance was a more helpful measure and often this kind of ‘soft’ data analysis links directly to the learner’s EHCP as well (where an EHCP is in place).

Assistant Learning Coach (ALC) Deployment:

ALCs were deployed in a number of roles:

- ✓ In-class support
- ✓ Small group intervention including for reading, writing, spelling and numeracy
- ✓ 1:1 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
- ✓ Personalised GCSE support
- ✓ DSEN Homework Club
- ✓ Preparing and supporting learners to ensure engagement in: ‘Day of Sport’, Enrichment Days, extra-curricular trips, Year 7 residential and LIONS Events etc
- ✓ ‘Alternative Curriculum’ support to reduce staff ratios including CoPE course

- ✓ 1:1 THRIVE style (BOXALL Profiling) intervention and support for SEMH needs
- ✓ Data analysis and preparation of resources

Additionally, our Assistant SENCo continues to act as our qualified Exams Access Arrangements Assessor

Further support offered through the Inclusion and Pastoral teams:

- ✓ Anger management and social time support
- ✓ Restorative work/ 'peer to peer' support
- ✓ Anti-Bullying support
- ✓ 'Early Help' process and applications
- ✓ Supporting learning for those on reduced timetables and for those with self-referral
- ✓ External Counselling and Youth Worker

We monitored the quality and impact of this support through: weekly DSEN meetings; weekly SIM meetings (Student Intervention meetings); DSEN team meetings; 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/DSEN data analysis; improved student independence and engagement in Universal 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, 'soft' data analysis is also used (see above 'Assess, Plan, Do, Review' cycle).

Distribution of Funds for DSEN:

DSEN funding was allocated in the following ways:

- ✓ DSEN staffing
- ✓ External Services including Communication and Interaction team, Educational Psychology, Chances and other external alternative educational providers
- ✓ Teaching and Learning resources including specialist equipment and laptops
- ✓ Inclusion provision
- ✓ Staff training

Continuing Professional Development of DSEN team:

Individual CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
Dyscalculia	ALC	Somerset Dyslexia Association
Selective Mutism and using 'The Manual'	ALC and SENCo	Virgin Health Care: Speech and Language Therapist
Accelerated Reader programme/ Reading	Study Centre Manager	Renaissance Learning
Speech and Language (Level 3 Award)	Learning Guide	GHQ training
'Read, Write, Gold'/ Literacy	ALC	Text Help
SENCo leadership	SENCo	Various including: Babcock International, SWSTA, SEN Services, 'Early Help' team

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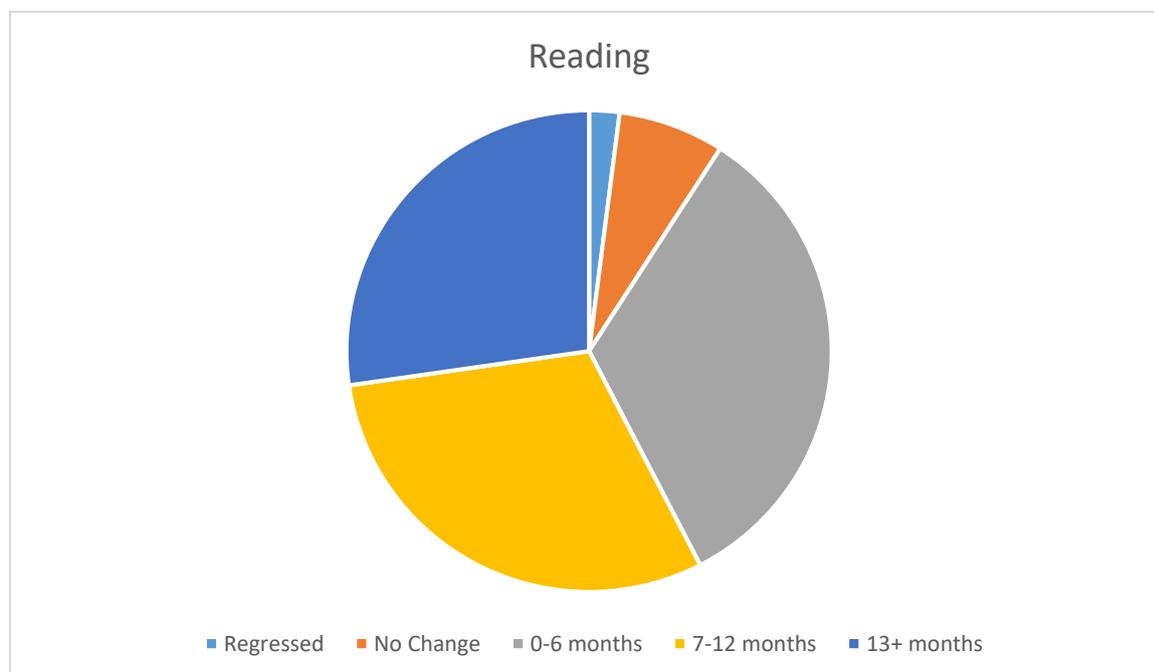
Mental Health and ADHD	Learning Guide	Coombe Pafford/ ALS
Mental Health	Learning Guide	Young Devon/ EMMH
Exam Access Arrangements	Asst SENCo	JCQ
Autism	SENCo	Various (including: C&I Team and Babcock)

Whole college training this year has included: supporting learners with Autism; planning differentiated homework; understanding the Equality Act (2010); supporting learners who are in the care system ('Attachment' disorders); Safeguarding and Radicalisation and the 'Prevent' agenda as well as fortnightly quality first teaching development.

Groups of staff have also developed their knowledge of supporting learners with Numeracy challenges, Dyslexia and Selective Mutism; delivering an enhanced ASC provision; supporting learners with Speech and Language barriers and with significant Cognition and Learning challenges and learners with medical conditions including Diabetes and Epilepsy. Additionally, the DSEN team received training through our Educational Psychologist.

We monitored the impact of this training through: DSEN team meetings and ALC feedback leading to alterations to 'Student Passports' and feedforward to teachers and Subject Team Leaders. Additionally we monitored the impact of this training through the pastoral and medical support of learners and through staff sampling with regard to the 'Prevent' agenda. DSEN and Inclusion staff were able to monitor homework success and engagement as well as through normal, whole college reporting and progress tracking systems and DSEN tracking systems. Some core Subject Team Leaders were able to utilise the enhanced Numeracy and Literacy knowledge developed over the course of the year in terms of taking advantage of the high quality in-class support and intervention work delivered via the DSEN team.

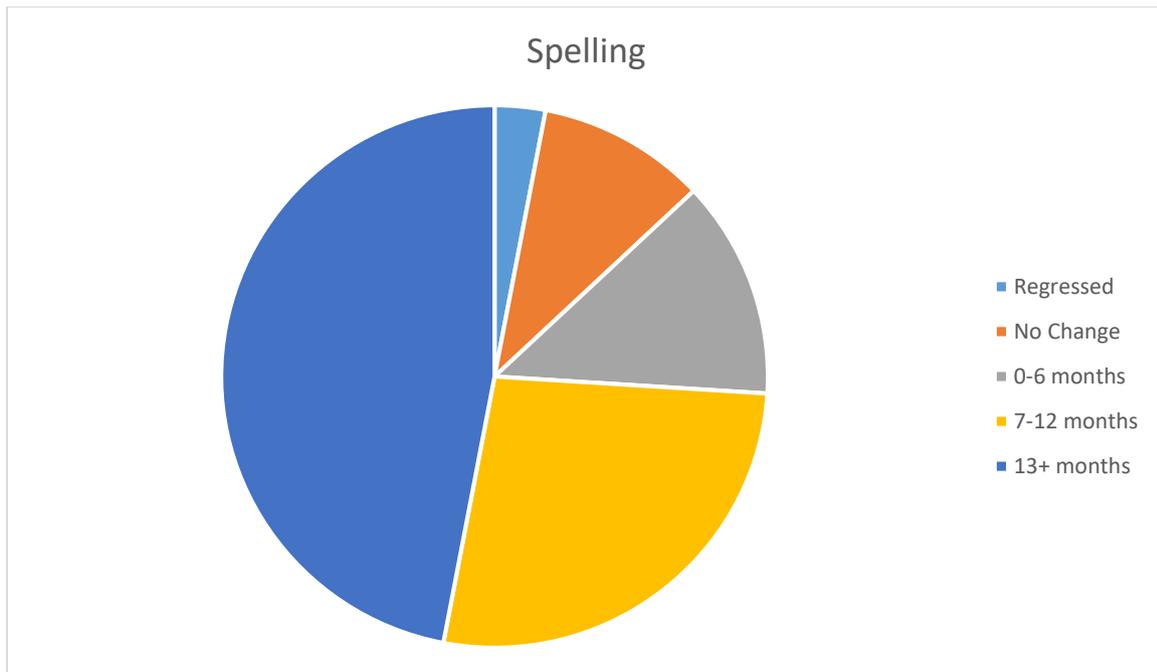
Reading Progress (Sept 2017-July 2018) in Literacy Intervention:



Spelling Progress (Sept 2017-July 2018) in Literacy Intervention:

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Partnerships with other schools and how we managed transitions:

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
- ✓ Organising enhanced transition visits for vulnerable students and 'Anxiety' project
- ✓ Parent/ guardian and SENCo meetings for learners joining the college with EHCPs
- ✓ Attending EHCP reviews for year 5 and 6 learners before transition

This year, 14 learners requiring SEN Support (including 7 learners with Education, Health and Care Plans) joined us from other schools in year 7.

Learners who joined our college in year 7 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 DSEN). ALCs accompanied year 7 classes for the first two weeks and we had a 'vertical' tutoring system to support integration. Additionally, our new intake had the opportunity to tour the college before starting in September, engage with taster days and to meet their tutor: many will have visited more than once. Additionally, we offered Open Events for primary aged learners and their parents to attend.

Learners making decisions about their Key Stage 4 subjects were supported through a structured 'Options Choices' 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.

We worked with Sixth Form staff to ensure that learners were prepared for transition to our 6th Form College, further education, higher education or training. We did this through: Careers Fair, Year 11 Interviews and mock interviews, PSHEE programme, taster sessions, Induction Programme, University visits and career's materials and resources. Additionally, for students on our RON, Careers South West supported our learners through the EHCP and Child in Care systems where parents/ guardians were also involved.

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Ongoing development:

We worked hard to evaluate and improve our provision over the course of the year. We were able to recruit an excellent maths specialist into the DSEN team: historically, support for numeracy was weaker than it has been for literacy. Additionally, with a growing ASC cohort, we have developed our capacity to support learners with an ASC diagnosis or traits through: planning for a garden space; social skills group work; 1:1 support; specialist clubs; tutor time sessions for older learners and use of Inclusion staff. As a team, DSEN staff have developed ideas around being 'Agents of Change' and looked at the impact ALC support should have in the classroom and how ALCs can support the quality of provision offered by teachers. We worked hard to ensure strategies were in place to make those improvements. We did this through our College Improvement Plan, our DSEN Development Plan and our Accessibility Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to DSEN support and provision should contact: info@nacollege.devon.sch.uk or contact the SENCo directly: lransom@nacollege.devon.sch.uk.

Other relevant information and documents:

Designated Safeguarding Lead at Newton Abbot College: Lesley Ring (Deputy Principal)

Designated Teacher for Children in Care at Newton Abbot College: Louise Ransom (Assistant Principal/ SENCo)

The Local Authority's Offer can be found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Our Accessibility Plan can be found on our website

The College Improvement Plan

Our DSEN 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 DSEN, 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 DSEN 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 approve this DSEN Information Report in October 2018