

# Newton Abbot College

## DSEN Annual Information Report – July 2019

Name of SENCo: Louise Ransom

Name of Assistant SENCo: Gill Watkins

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Name of DSEN Governor: Marina North

School Offer link: <https://www.nacollege.devon.sch.uk/students/dsen>

### **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)
- ✓ Assessments by specialists, including those from external agencies

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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:**

<b><u>What</u></b>	<b><u>Who (this list is not exhaustive)</u></b>	<b><u>When</u></b>
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 South West 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
DSEN student panel for all ALC interviews	DSEN students (students on the RON)	Typically, several times a year
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

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

- ✓ 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, Chromebook 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; assistive technology; laptop and Alphasmart facilities; specialist medical and visual/ hearing impairment training and support
- ✓ Social, Emotional and Mental Health – Inclusion support for social time; behaviour contracts; managed moves; sensory breaks; Protected Learning Room; CBT style support, Counselling referral, Youth Worker referral and Forest School (limited availability)

By the end of the academic year 2018/2019, we had 70 learners receiving DSEN Support (this was reviewed termly) on the RON including 19 with an Education, Health and Care Plan (EHCP). 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; Annual and 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 to specific lessons); attendance data 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 and reduced negative peer interactions 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, handwriting, 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

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- ✓ 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, Work Experience Year 7 residential and LIONS Events etc
- ✓ 'Alternative Curriculum' support to reduce staff to student ratios including CoPE course
- ✓ 1:1 THRIVE style (BOXALL Profiling) intervention and support for SEMH needs
- ✓ Data analysis and preparation of resources
- ✓ Sensory Space (June 2019 onwards)

Additionally, our Assistant SENCo continued 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
- ✓ Supported 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 and Chromebooks
- ✓ 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>
Autism awareness training	DSEN team	Communication and Interaction Team

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Speech and Language support (Selective Mutism)	ALC	Carly Dore: Speech and Language Therapist
Accelerated Reader programme	Study Centre Supervisor	Renaissance Learning
Dyslexia	Learning Guide	Dyslexia Link: Coombe Pafford
PDA awareness training	DSEN team	SENCo
SENCo leadership	SENCo	Various including: Babcock SEND Network meetings; supporting SGO, supporting CiC with EAL
Anxiety and Transition	DSEN team	Dan Nicholl : Educational Psychologist
Exam Access Arrangements	Assistant SENCo	JCQ
Inclusion Support and Maintaining Boundaries	Learning Guide	Devon County Council
Sensory training for specific student	ALC	Virgin Health
Supporting UOAS with EAL	Learning Guide	Babcock International/ Virtual School (Exeter University)
Sensory Processing training	DSEN team	Autism ALC specialist
Boxall Profiling training	Learning Guide	Boxall
Maths support training	DSEN team	Maths ALC specialist
Specialist Provider awareness	Learning Guides/ SENCo	Coombe Pafford, Oakland Manor

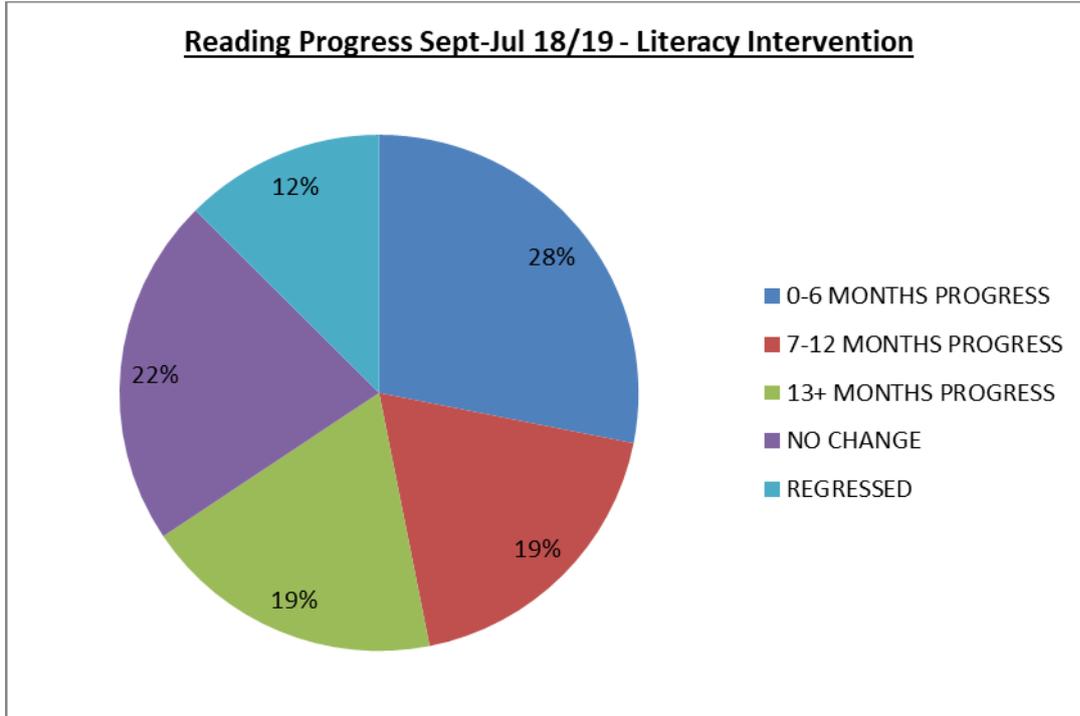
Whole college training this year has included: supporting learners with Sensory Processing difficulties including Selective Mutism; understanding the Equality Act (2010); supporting learners who experience avoidance or Pathological Demand Avoidance; Safeguarding and Radicalisation and the 'Prevent' agenda as well as fortnightly quality first teaching development.

Groups of staff have also developed their knowledge of supporting learners with Numeracy challenges and Dyslexia; 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, visual impairment and specific medical needs. Additionally, the DSEN team received training through our Educational Psychologist.

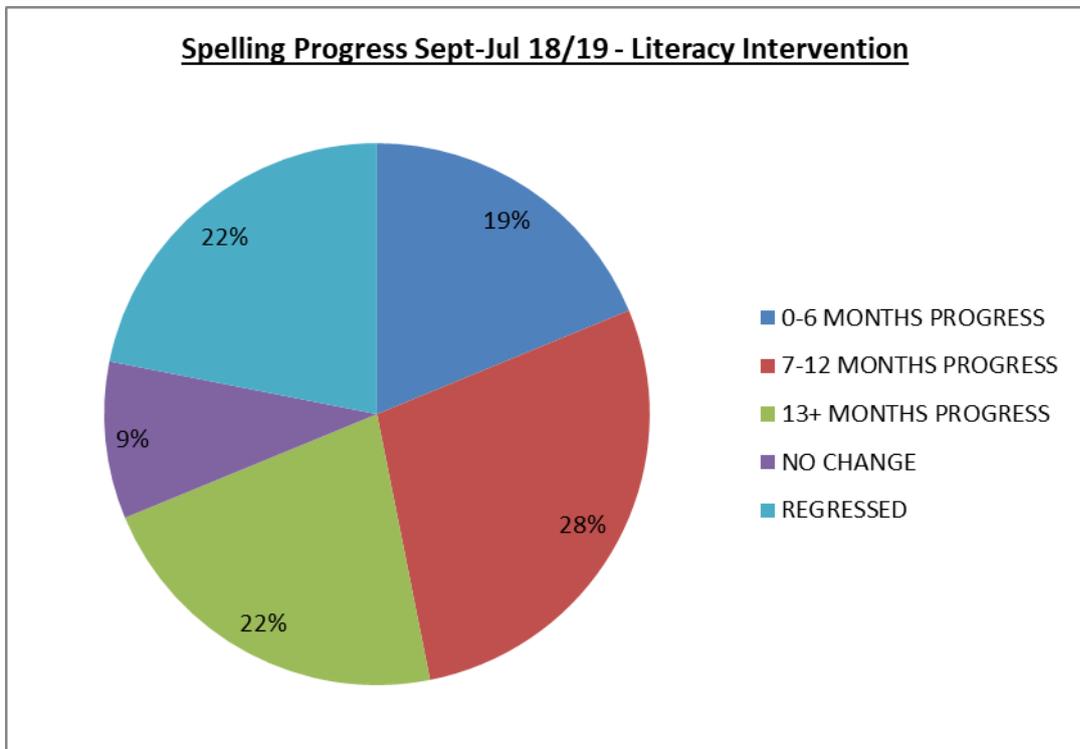
We monitored the impact of this training through: DSEN team meetings and ALC feedback leading to alterations to 'Student Passports' and feedforward to teachers and Subject Team Leaders. Additionally, we monitored the impact of this training through the pastoral and medical support of learners and through 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. Finally, we monitored the impact of DSEN provision through attendance data including persistent absences figures for 'groups' of learners including those with EHCPs. Ofsted feedback was also available to us over the course of academic year 2018-19 as Newton Abbot College welcomed an Ofsted team as part of normal 3 yearly monitoring. Newton Abbot College also enjoys an incredibly strong reputation for DSEN provision in the community- a reputation we are very proud to have achieved.

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Reading Progress (Sept 2018-July 2019) in Literacy Intervention (usually 6 week blocks):

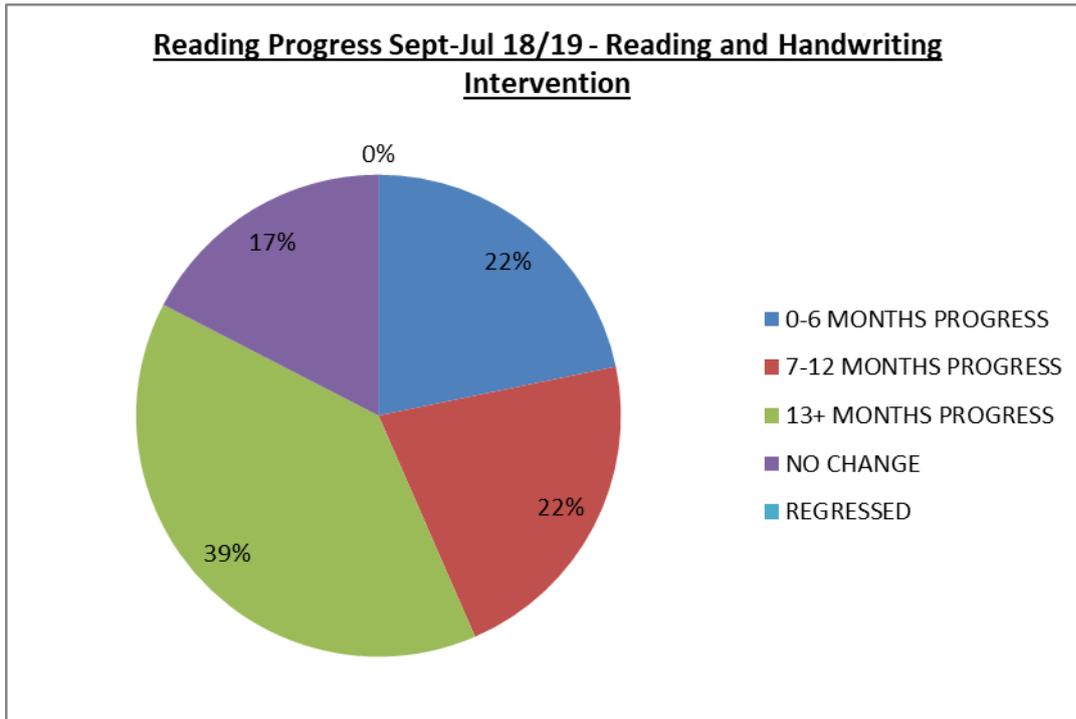


Spelling Progress (Sept 2018-July 2019) in Literacy Intervention (usually 6 week blocks):



Reading and Handwriting Progress (Sept 2018-July 2019) in Literacy Intervention (usually 6 week blocks):

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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 for all new starters
- ✓ Enhanced transition visits for vulnerable students
- ✓ Parent/ guardian and SENCo/ Assistant SENCo meetings for learners joining the college with EHCPs or high needs
- ✓ Attending EHCP reviews for year 5 and 6 learners before transition (where invited)

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 prior to transition. 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. Additionally, the Assistant SENCo undertook Exam Access assessments.

We worked with Sixth Form staff to ensure that learners were prepared for transition to our 6<sup>th</sup> 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 system: 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 in academic year 2017-18 and her work has allowed us to offer Dyscalculia screening, 1:1 intervention, one-off interventions and small group intervention throughout 2018-19. Additionally, with a growing ASC cohort, we have developed our capacity to support learners with an ASC diagnosis or traits through: planning for a Sensory 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 were able to increase our ALC staffing this year and their knowledge has had considerable impact in terms of sharing new ideas in the department: for example through ALC in-class tracking approaches. Additionally, we have freed-up ALCs during tutor time and, as a result, have made use of these daily 20 minute slots to offer additional Reading intervention.

## **Our complaints procedure:**

Anyone wishing to make a complaint with regard to DSEN support and provision should contact: [info@nacollege.devon.sch.uk](mailto:info@nacollege.devon.sch.uk) or contact the SENCo directly: [lransom@nacollege.devon.sch.uk](mailto: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 approved this DSEN Information Report on 8 October 2019.