



**Newton
Abbot
College**

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

This policy was adopted by the Governors of
Newton Abbot College on 26/09/2023

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1.1 Newton Abbot College is committed to:

- Creating a happy, safe, disciplined, structured 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

1.2 This policy pays due regard to:

- The SEND Code of Practice 0-25 years, January 2015.
- Part 3 of the Children and Families Act 2014 and associated regulations
- The Equality Act 2010 (section 20 & 149)
- Keeping Children Safe in Education (KCSIE 2023)
- DfE Supporting pupils at school with medical conditions

1.3 Other documents:

- Newton Abbot College 'Special Educational Needs & Disabilities Information Report 22-23' 23-24
- Newton Abbot College 'School Offer'

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2.0 Rationale

2.1 This policy is in line with the college's Equal Opportunities Policy and aims to support inclusion for all learners. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs & Disabilities Coordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

Quality first High quality adaptive and responsive teaching that is appropriately scaffolded will 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 staff will make the best endeavours to ensure that the necessary provision is made for any learner who has a disability or special educational need (SEND); we will ensure that all staff in the college are able to identify and provide for those learners to allow those with SEND to join in the activities of the college.

The staff and governors of Newton Abbot College will also work to ensure that all SEND learners reach their full potential, are fully included within the college community and are able to make successful transfer between, and beyond, each key stage. This policy aims to support all members of staff in providing positive, whole college approaches towards the learning, progress and achievement of SEND learners.

2.2 As an underlying principle, we believe that:

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

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

3.0 Objectives

The SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2015) 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 SEND
- Encourage good communication and genuine partnerships with parents/carers of those with SEND
- Facilitate full access to a broad, balanced and relevant education for learners with SEND
- 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 SEND, 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 SEND Code of Practice (2015) for the identification, assessment, support and review of SEND
- Have regard to guidance detailed by Devon County Council

4.0 Admissions Procedures

Learners with SEND 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 make our best endeavours to provide effective educational provision.

5.0 Identifying and supporting Special Educational Needs & Disabilities

5.1 Definition of SEND

Learners have SEND 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 SEND if they:

1. Have a significantly greater difficulty in learning than the majority of learners of the same age
2. 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

3. 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 SEND Code of Practice 2015 when carrying out its duties towards all learners with SEND and ensure that parents/carers are informed by the college that SEND 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 & Disability. 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.

5.2 Areas of Special Educational Need & Disabilities

Under the SEND Code of Practice 2015, students identified as having SEND will be considered within one or more of the following categories of need:

- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Communication and Interaction**
- **Sensory and/or Physical needs**

5.3 A Graduated Response to SEND: how we identify and support students with SEND

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/Assistant Subject Team Leader/Lead Teacher & Coach/Coach.

Where learners continue to make inadequate progress, despite support and quality first teaching high quality teaching that is adaptive and responsive to meet the needs of individual students, the class teacher will work with the SENDCo/ Assistant SENDCo and wider SEND team 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 & disability, 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 numeracy 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 challenges 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 appropriately 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 SEND 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 causes a substantial barrier to learning

5.4 Assess, Plan, Do and Review

Where a learner is identified as having SEND, we will take action to support progress by removing barriers to learning and put special educational provision in place. This **SEND 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 & disabilities 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 Safeguarding meeting.

Based on observations, assessments, discussions and performance data, students are identified for intervention. Additionally, a Student Passport/Profile 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/Profiles are created for a number of learners with barriers to learning regardless of whether they have an EHCP.

Learners receiving SEND provision will be placed on the College's **Record of Need**. These learners have needs that can be met by the school through the graduated approach. Where the learner's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these learners is funded through the school's notional SEND budget. On the census these learners will be marked with the code K.

5.5 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 needs assessment (EHCP). 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 LA 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.

5.6 Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all learners, including those with SEND, follows the college assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that learners with SEND 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.

5.7 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 to 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 processes, linked to 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: <https://devonias.org.uk/> email: devonias@devon.gov.uk or telephone: 01392 383080.

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 SEND and their families in addition to school resources and information.

Mencap – represents people with learning disabilities, with specific advice and information: <https://www.mencap.org.uk/advice-and-support/children-and-young-people/sen-support>

5.8 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.

5.9 Partnership with External Agencies

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

5.10 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 SEND. We endeavour to make sure these periods of change are carefully managed to provide continuity and reassurance to learners and families. Our processes for transition are outlined in **Appendix C**.

6.0 Resources

6.1 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 a Learning Coach (ALC) adaptive teaching; scaffolded appropriately in class and where/if necessary differentiated, support from a Learning Coach (LC): in class: in class, in focused intervention in groups or for individuals
- Specialist equipment, books or other resources, that may help the learner, are purchased as required

6.2 Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. We provide support to

learners with SEND 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 and the impact of this spending (as well as demonstrating why further additional funding is required) and how it would be used moving forward. This additional 'top-up' funding is then paid from the local authority 'high needs block' into the college budget.

6.3 Personal budgets

Personal budgets are available to students with an Education, Health and Care Plan (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 SENDCo or contact DIAS devonias@devon.gov.uk.

7.0 Continuing Professional Development (CPD) for SEND

- All classroom-based staff at the college engage in regular CPD and training sessions where Quality First high quality adaptive and responsive teaching is addressed
- CPD and SEND information is shared with all staff in the SEND google classroom.
- The SENDCo/Assistant SENDCo provide regular CPD to other staff in college in specific aspects of meeting the needs of learners with SEND
- The progress of all learners, including those with SEND, 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
- Learning Coaches engage in ongoing training whereby their role is developed
- External trainers are 'bought 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

8.0 Roles and responsibilities

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

8.1 Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a learner with SEND gets the support they need – this means doing everything they can to meet learners needs
- Ensure that learners with SEND engage in the activities of the college alongside those who do not have SEND
- Designate a teacher to be responsible for coordinating SEND provision
- Ensure that parents/carers are informed about special educational provision
- Ensure that a SEND '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

8.2 Headteacher:

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

8.3 SENDCo:

In collaboration with the Headteacher and Governing Body, the SENDCo determines the strategic development of the SEND Policy and provision with the ultimate aim of raising the achievement of learners with SEND. The SENDCo, and her SEND management team, takes day-to-day responsibility for the operation of the SEND Policy and co-ordinates the provision for individual learners, working closely with students, staff, parents/carers and external agencies.

The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality adaptive teaching; scaffolded appropriately in class and where/if necessary differentiated first for those with SEND. Through analysis and assessment of learner's needs, by monitoring the quality of teaching and achievement and by setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching. The SENDCo liaises and collaborates with class teachers so that learning for all is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND Policy
- Co-ordinating provision for those with SEND and reporting on progress
- Advising on the Graduated Approach to providing SEND 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 SEND CPD for all staff
- Overseeing the records of all learners with SEND and ensuring they are up to date
- Liaising with parents/carers of learners with SEND
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with pre-Key Stage 3 providers, other schools, Educational Psychology, health and social care professionals and independent or voluntary bodies
- Liaising with post-Key Stage 4 and Key Stage 5 providers 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 SEND
- To lead on the development of quality SEND provision as an integral part of the college improvement plan
- Working with the Headteacher and Governance to ensure that the college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Overseeing the accurate identification and assessment of students needing Exam Access Arrangements.

8.4 All Teaching and Non-Teaching Staff:

- All staff are aware of the college's SEND Policy and the procedures for identifying, assessing and making provision for learners with SEND
- Class teachers are fully involved in providing quality first teaching, differentiated for individual students. high quality adaptive teaching, appropriately scaffolded and, where necessary, 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 SEND 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 SENDCo 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
- Learning Coaches will liaise with the class teacher, SENDCo & Assistant SENDCo on planning, on student response and on progress in order to contribute effectively to the Graduated Response (assess, plan, do, review)

9.0 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.

10. Monitoring and Accountability SEND Information Report

The college will ensure that the SEND 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 SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

11. Responding to complaints

In the first instance concerns or enquiries about the provision or organisation of SEND should be referred to the SENDCo. If a parent/carer does not feel an issue has been resolved effectively all complaints are dealt with through the procedures outlined in the College's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the LA 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 SEND tribunal.

POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
Sept 2023	Changes to 1.2, 1.3, 2.0, 5.3, 5.4, 5.7, 6.0 7.0, 8.3, 8.4, 11, App A, App C	SCH	26/09/2023	Annually

Appendix A

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
- NGRT4- Group Reading Test (entrance year 7) and NGRT 4 (exit in year 7)- administered with whole year group. Exit assessment for year 8 & 9.
- Pearson dyslexia screener – selected students/requests
- Accelerated Reader Programme- whole college reading programme
- GL Dyslexia Assessment Tool – selected students/requests
- Reading Wise – reading recovery
- Dyscalculia- The Dyscalculia Assessment
- Basic number Screening Test- Numeracy (entrance test A and exit test B)- selected students
- Year 7 Numeracy Screen (entrance Year 7) whole year
- Year 7 Spelling assessment (entrance year 7) whole year
- Catch-Up Numeracy- numeracy programme individual and tailored to need

Access Arrangements:

- WRAT 5- Wide Range Achievement Test Fifth Edition
 - 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
- DRA- Diagnostic Reading Analysis Second Edition
 - Reading Comprehension
 - Reading Accuracy
 - Fluency/ Reading Rate
 - Comprehension Processing Speed
- HAST 2 Diagnostic spelling
- SPARC Spelling and reading comprehension and speed of processing.
- Fam Assessment of maths.

Appendix B

Partnership with External Agencies

The college is supported by a wide range of different agencies. These include (though 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
- Specialist medical teams for example: Diabetes Team
- Devon Inclusion Team
- Social Care Team
- Early Help

Appendix C Transition Procedures

Stage 1 Primary Liaison

- Calendar of SEND visits to Primary Schools set up in April onwards prior to transfer
- Any student with SEND and/or EHCP will be highlighted and their needs discussed in extended transition meetings
- SEND team will attend Annual Review of EHCP in Year 6 where possible/ invited
- 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/Profiles are compiled detailing all relevant information and are available on SIMS Classcharts
- Timetable of support is drawn up and students are identified for Intervention and/or in- class support

Stage 2 Initial Screening

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

Stage 3 Monitoring

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