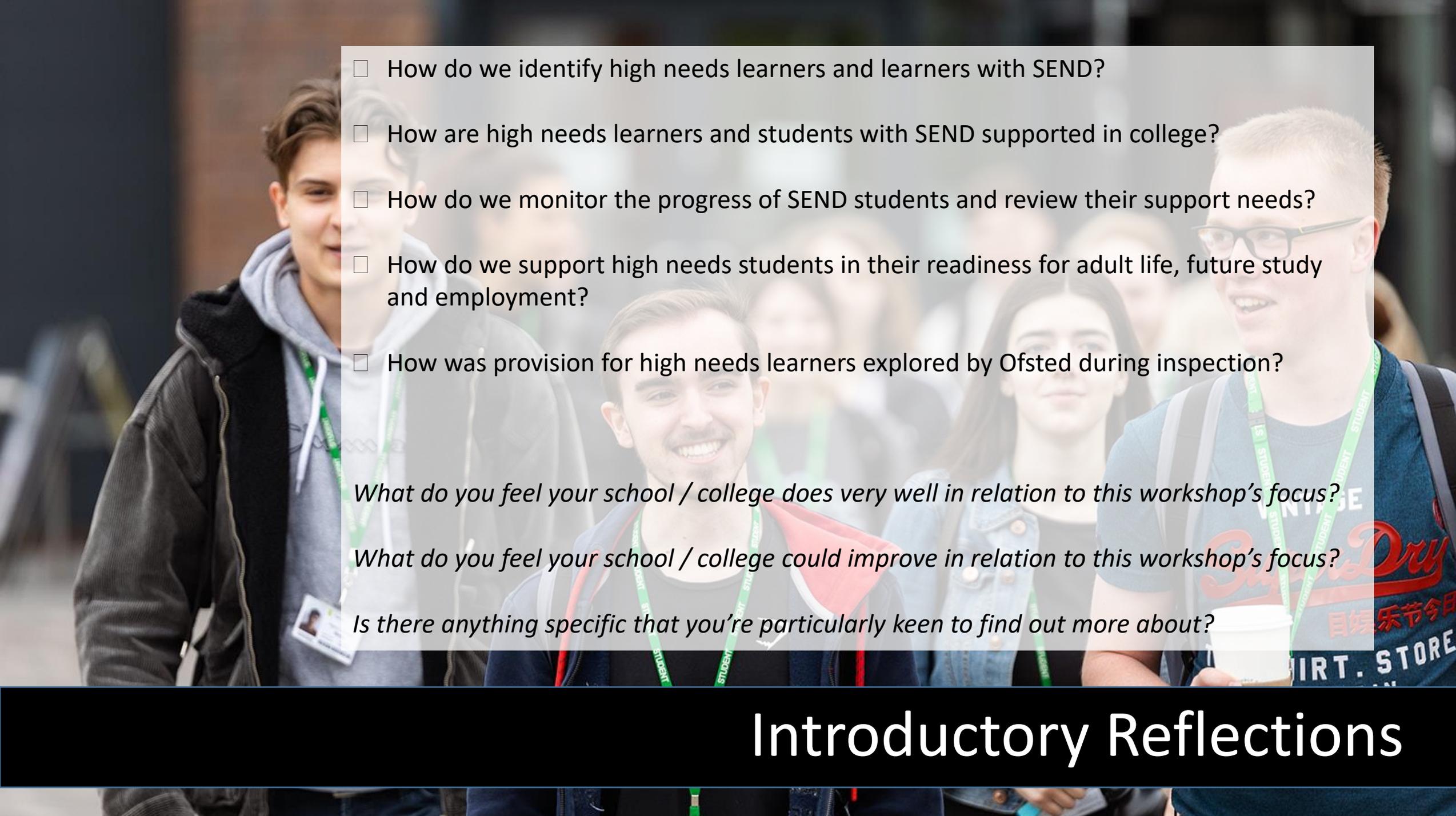




Provision for high needs learners and SEND

- 
- How do we identify high needs learners and learners with SEND?
 - How are high needs learners and students with SEND supported in college?
 - How do we monitor the progress of SEND students and review their support needs?
 - How do we support high needs students in their readiness for adult life, future study and employment?
 - How was provision for high needs learners explored by Ofsted during inspection?

What do you feel your school / college does very well in relation to this workshop's focus?

What do you feel your school / college could improve in relation to this workshop's focus?

Is there anything specific that you're particularly keen to find out more about?

Introductory Reflections

The Study Support Team



Laura Carlin
(SENDCo)



Helen Bell



Gemma Cook

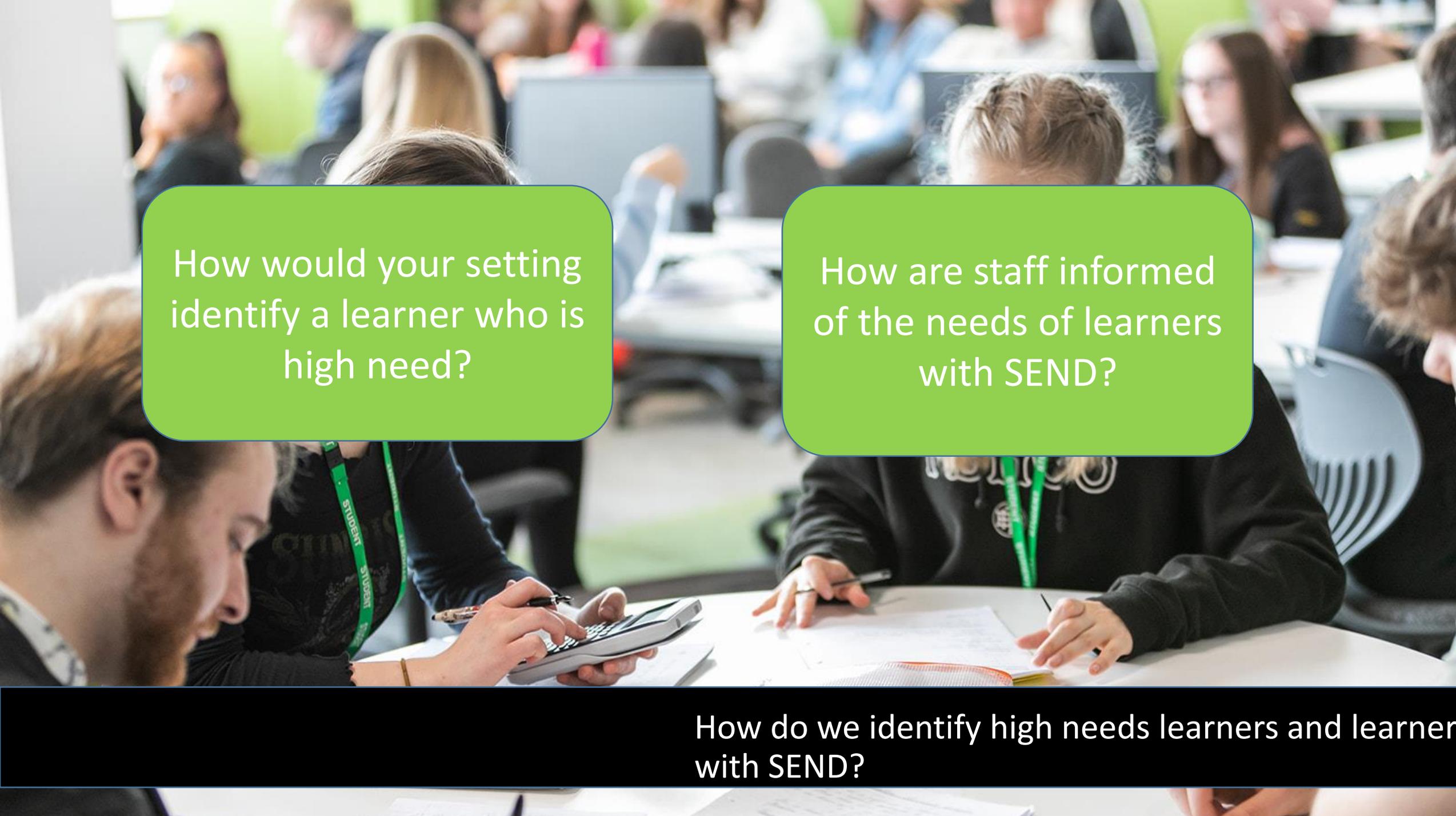


Gill Parkin



Jo West

Introductions



How would your setting identify a learner who is high need?

How are staff informed of the needs of learners with SEND?

How do we identify high needs learners and learners with SEND?

High needs learners

Ofsted- Those with an EHCP and receiving element 3 funding.

Year Group	Number of EHCPs	Primary Need	Element 3 Funding Attached
13	5	Autism Spectrum Condition	£8,000 (two students)
12	4	Autism Spectrum Condition	£12,000 (two students)
Local Authorities <ul style="list-style-type: none">• Doncaster• Barnsley• Nottinghamshire• North Nottinghamshire• North Lincolnshire			
Consultations Received for September 2022 <ul style="list-style-type: none">• 11 consultations received for Year 12 starters.• Replied to 6 consultations agreed for NCD to be put as the named provider.• Primary need for 5/6 students is ASC. 1 student has Dyslexia and processing difficulties.			

Students with SEND

Year 13- 67 Students

Year 12- 81 student

Students identified as High Need Learners

Year 13- 21 Students

Year 12- 37 Students

How do we identify high needs learners and learners with SEND?



Student completes an application form and Medical Questionnaire to study at NCD and is invited to attend an interview.

For students with an EHCP, SENDCo will request to attend Year 11 Annual Review Meetings.

Student meets with the Study Support Team after their interview to gather further information. Students with an EHCP will only receive a conditional offer once the full consultation process has been completed.

Contact students, parents and current schools to arrange additional support with transition.

Student attends Induction Days and have the opportunity to meet with Study Support Tutors.

Confirmation of students joining NCD during Enrolment Days.

*Full consultation process for students with an EHCP to set out whether the College can meet need.

What do we mean by our high needs students?

Enrolment

Study Support



GDA PATHWAY
Early Help
Working together for stronger families

C A M H S



Attendance



Year 13- 21students

Year 12- 37 students

How do we identify high needs learners and learner with SEND?

SEND	SEND (SEMH)	SEND (Medical Condition)
<p>1.Diagnosis in the following areas: -<i>Cognition and Learning Need</i> (i.e Dyslexia, Dyscalculia) -<i>Communication and Interaction Need</i> (i.e ASC, SLCN) -<i>Sensory and Physical Needs</i> (i.e Hearing/Visual Impairments, Physical Disability, Multi-Sensory Impairment) -<i>Social Emotional and Mental Health</i> (i.e ADHD, ADD, Mental Health Conditions). (evidenced with a letter from Psychologist, Consultant or Specialist. If student does not have this it must be confirmed with parent. Student and parent to complete and sign a medical questionnaire).</p> <p>2. Student has been referred to General Developmental Pathway (evidenced with medical letter).</p> <p>3. Student has exam access arrangements in place.</p>	<p>1.Diagnosed Mental Health Condition (evidenced with letter from Psychologist, Consultant or Specialist). 2.Currently accessing external agency i.e CAMHS (evidenced by CAMHS letter that is sent to college). 3. SEMH has a direct impact on implications for teaching. 4. Exam access arrangements in place. (Non-centre delegated arrangements need to have evidence from Consultant). (Remove SEND flag if student is no longer accessing external services or if there is no direct impact on teaching & learning. KG to send over to SENDCo CAMHS exit letters to add to a student's medical file and to update Cedar information).</p>	<p>1.Diagnosed medical condition (evidenced with letter from Consultant or Specialist/medical documentation). 2.Direct impact on implications for teaching. 3. Exam access arrangements in place.</p>

Learners with SEND

If additional need has implications for teaching.

Identified with a SEND learner flag on Cedar



How do we identify high needs learners and learners with SEND?



What provision do you have in place to support the academic needs of a student with SEND?

What provision do you have in place to support the personal development of students with SEND?

How are high needs learners and learners with SEND supported in college?

Support and Provision for students with an EHCP

Termly Support Plans

- Drawing information down from EHCP.
- Reviewing support in place to ensure students meet the outcomes outlined with their EHCP.
- Outcomes to support student's academic and personal development.

Pastoral Logs on Cedar



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Termly Support Plan

Name:	Year: 13	Primary need: ASD, Dyslexia, Dyscalculia	Access Arrangements: 25% extra time	Key Worker: Jo West
<p>Personal profile: Is a polite and very conscientious student who wants to achieve highly at college. On tasks that finds challenging he can struggle with perseverance and concentration but responds well to support and prompts. can offer strong verbal responses to questions, but can go off on a tangent and may require further questioning to help redirect his answer. has a good sense of humour but can be self-deprecating and underestimates his abilities. At times, can rush his written work and will need to be encouraged to self-check it. can work well with his peers but will need additional structures to ensure that all conversations remain focused on the task.</p>				
<p>Enrichment/Exposure to world of work:</p> <ul style="list-style-type: none"> • Attended Open Day for Sheffield Hallam University 				
<p>Outcome 1: To be positively engaging with interventions in place following Progression Exams in order to be working at MTG.</p>		<p>Outcome 2: To engage in enrichment activities to develop social and communication skills.</p>		<p>Outcome 3: To positively engage with tutorials and interventions in order to prepare for post-18 destination (university and/or apprenticeship)</p>
<p>Strategies to achieve outcome 1:</p> <ul style="list-style-type: none"> • Complete all classwork and ensure that deadlines for independent learning are met. • To ask questions and seek additional support if unsure about a task during lessons. to ensure that he has a full understanding of the tasks he needs to complete for independent learning and the time he should spend on each task. • To engage with Microsoft Office (Emails, Teams, One Drive etc) to support with organisation and the development of independent learning skills. • Staff to follow strategies outlined within the implications for teaching section on Cedar in order to support Max's additional needs within the classroom. • Staff to regularly liaise with Jo West to update on Max's progress and to advise on interventions. Staff to add Jo West to Teams group. 		<p>Strategies to achieve outcome 2:</p> <ul style="list-style-type: none"> • To engage with at least two enrichment activities from the following areas: subject, progression, extra-curricular. • To update Individual Learner Plan. • Staff to signpost to different enrichment activities taking place in their subject areas. • Staff to inform Jo West of enrichment activities so that additional support can be provided if required 		<p>Strategies to achieve outcome 3:</p> <ul style="list-style-type: none"> • To research a wide range of university options, including Russell Group Universities in order to make informed choices. • To apply for a range of university places including aspirational and secure choices. • To engage with tutorial programme and submit drafts of applications to universities to receive and act upon feedback given. To meet internal deadlines for UCAS applications. • Progress Tutors and Study Support Tutor to arrange 1:1 meetings to offer additional support. • Subject teachers to advise of career pathways and to discuss employability in lessons.

How are high needs learners and learners with SEND supported in college?

Academic Support

Has Implications for teaching

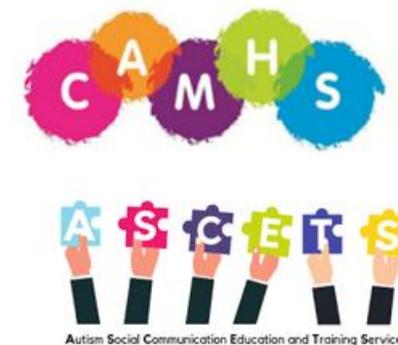
- Please refer to Termly Support Plan sent out via One Drive to relevant staff.
- Allow additional time to process information and to complete tasks as normal way of working.
- Provide clear and concise instructions and present them one at a time.
- Assess understanding by asking probing questions.
- Advise student of how much time should be spent on tasks in lessons and during DIL.

Saved in 1 Watch List

[Add a Review Reminder](#)



Intervention



How are high needs learners and learners with SEND supported in college?

UCAS



Personal Development

TRANSITION

Widening Participation

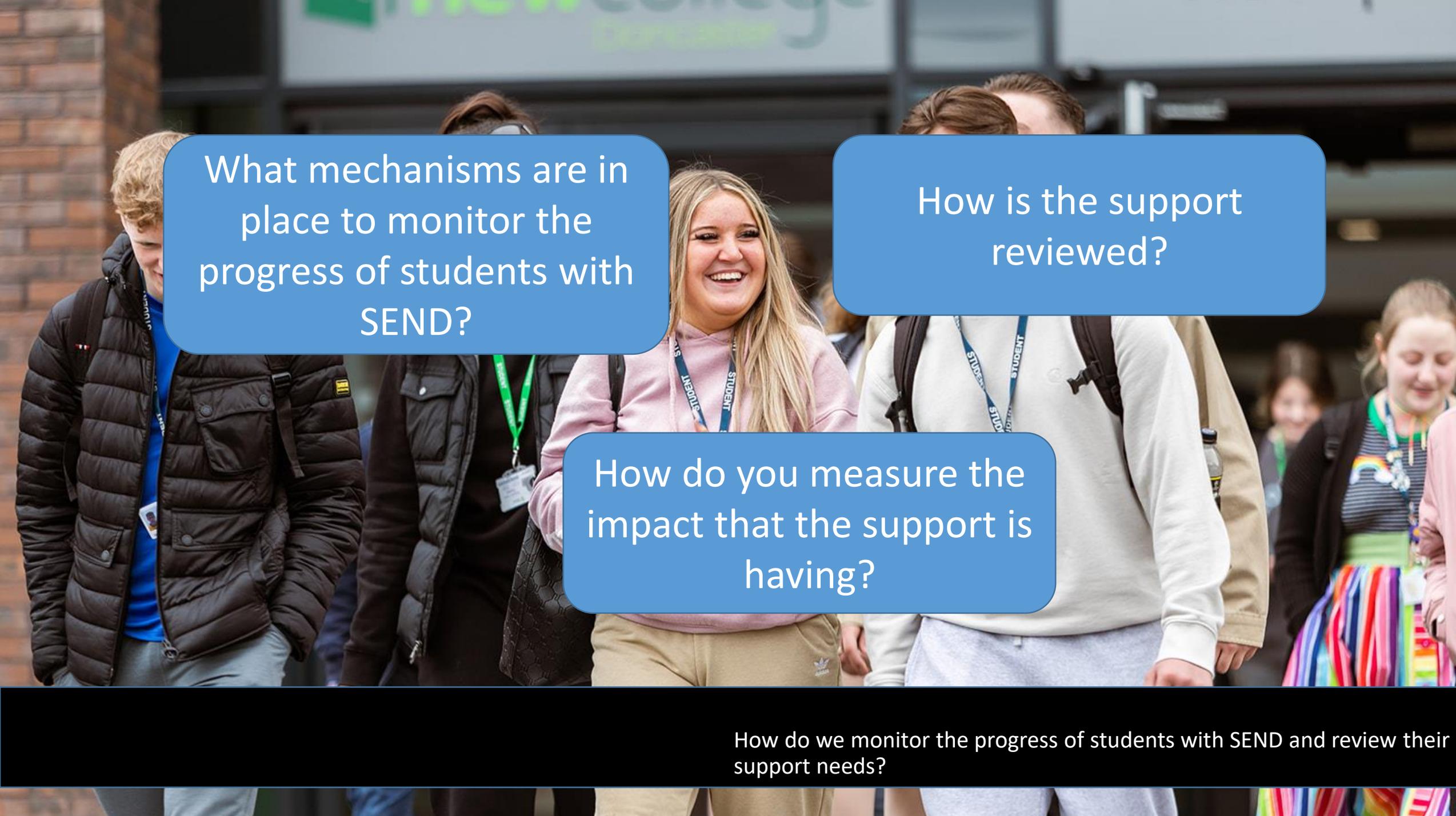


	SEN		Not SEN	
	Students	%	Students	%
Completers	55		539	
Higher Education	35	64	371	69
Gap year before starting HE	2	4	12	2
Apprenticeship	1	2	26	5
Other FE full-time	1	2	4	1
Employment	13	24	82	15
NEET	0	0	8	1
Unknown	3	5	36	7
	5.0		5.4	



5/6 Year 13 students with an EHCP progressed to university. 1 student secured a supported internship through Doncaster Council.

100% of students identified as high need had a secured a positive destination. 63% of high needs students progressed to university.



What mechanisms are in place to monitor the progress of students with SEND?

How is the support reviewed?

How do you measure the impact that the support is having?

How do we monitor the progress of students with SEND and review their support needs?

How do we monitor progress and review support?

- Internal assessments: 6 assessment points throughout the year.
- Review assessment data to identify students who are underachieving. Parental meetings and referrals through to Study Support.
- Discussions with Head of Schools/Senior Link, teachers and Progress Tutors regarding interventions in place to ensure there is a joined up approach.
- 1:1 meetings with Study Support Tutors to review academic and personal development support.
- Daily monitoring of pastoral logs on Cedar to support interventions in place.
- Teacher feedback on Support Plans to inform implication for teaching strategies.

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Review Date:		
Review date:	Teacher:	Subject:
What progress has the student made towards achieving outcome 1?	What progress has the student made towards achieving outcome 2?	What progress has the student made towards achieving outcome 3?
Does outcome 1 need to continue? If not, please suggest a new or modified outcome.	Does outcome 2 need to continue? If not, please suggest a new or modified outcome.	Does outcome 3 need to continue? If not, please suggest a new or modified outcome.
What strategies are needed to support the achievement of outcome 1:	What strategies are needed to support the achievement of outcome 2:	What strategies are needed to support the achievement of outcome 3:
Please use this space to record any other information you feel is relevant:		
Student comment:		
Student signature:	Date:	



How do we monitor the progress of students with SEND and review their support needs?



What support is available for learners with high needs to help them to progress to their next steps?

Content

How do we support high needs learners in their readiness for adult life, future study and employment?



ARE YOU USING EFFECTIVE STUDY METHODS?	
Summarising	
Self-testing	
Mapping	
Drawing	
Self-explaining	
Teaching	
Flashcards	

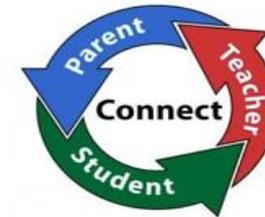
OPTIC SKILLS

UCAS

Widening Participation



DISABILITY SUPPORT SERVICES



How do we support high needs learners in their readiness for adult life, future study and employment?

Seen on the morning of the third day.

Spoke with Study Support Tutor (30 minutes)

Observed two students who received element 3 funding through their EHCP in a lesson.

Met with each student on a 1:1 basis to ask specific questions. Study Support Tutor sat with them and could assist in the conversation (10-15 minutes per student).

The Ofsted Inspector wanted to see if the information they were told by the Study Support Tutor matched with the support in the classroom and matched with the information the student told them.

How was provision for high needs learners explored by Ofsted during the inspection?

What the inspectors asked our students

Student A

- What type of support do you receive in college?
- Are there any areas in college where you don't feel safe?
- Do you feel threatened talking to boys in college? Do you feel you may get unwanted attention?

Student B

- What type of support do you receive in college?
- What are your next steps after college?
- What types of things have you done in college to make a decision about your future?
- How do your teachers change things to help you and how do you know they do this?

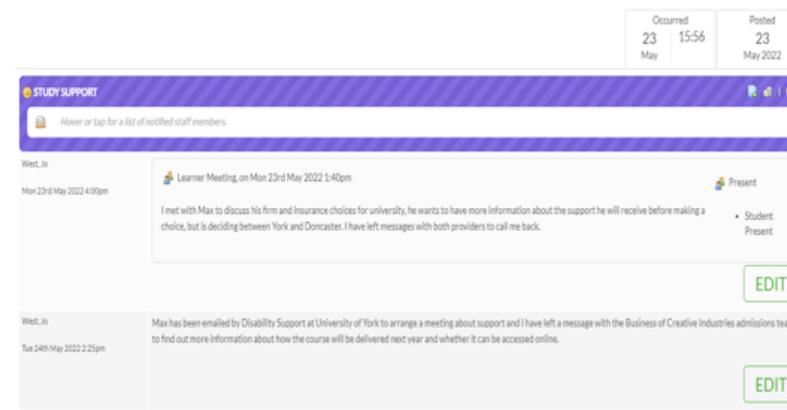
Questions either from picking up threads identified earlier in the Ofsted inspection or from discussion with Study Support Tutor.

How was provision for high needs learners explored by Ofsted during the inspection?

What the inspectors wanted to see from the SENDCo/Senior Link

(45 minutes)

- Wanted to see evidence of the impact of the provision provided by the Study Support department to students with an EHCP.
- Focused on progression and how we supported students in achieving their next steps. Wanted to see evidence of recent leavers and current Year 13 students.
- Wanted to see a timeline of pastoral logs on Cedar to build a case study around particular students.
- Did not just want to be told how we had supported students.



How was provision for high needs learners explored by Ofsted during the inspection?



Inspector requested “evidence” of the role of the Study Support Tutor in supporting a student’s academic and personal development.

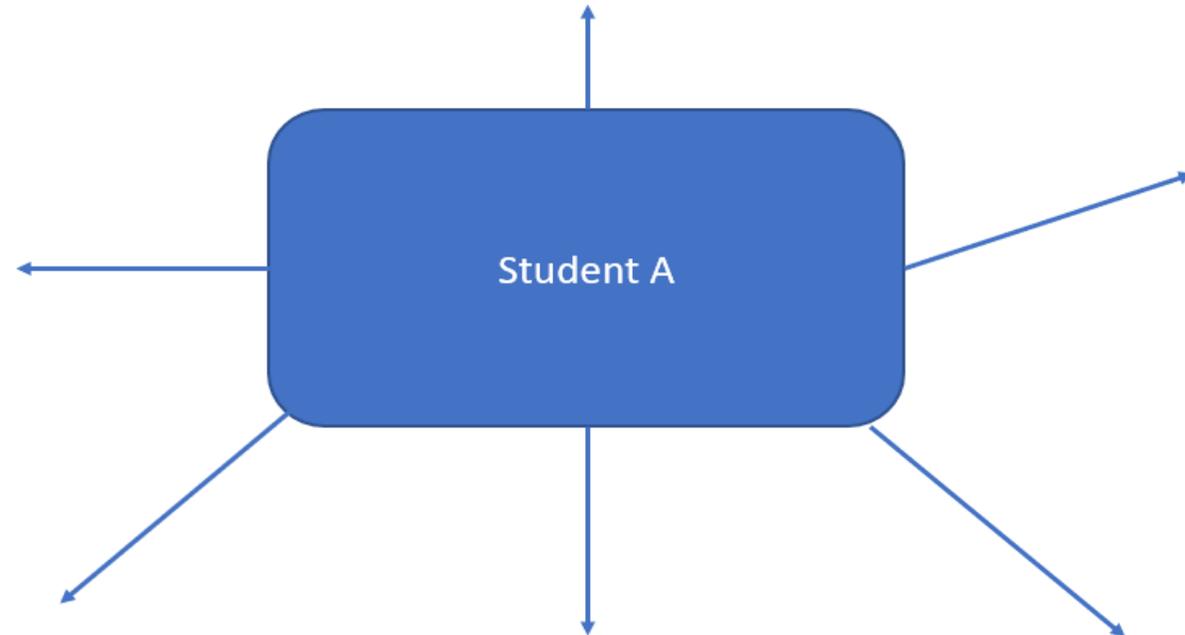
Inspectors met with SENDCo and Senior Link to discuss the students they had spoken with on a 1:1 and to discuss recent leavers.

Discussed with Study Support Tutor the provision they provide and the implications for teaching for their student.

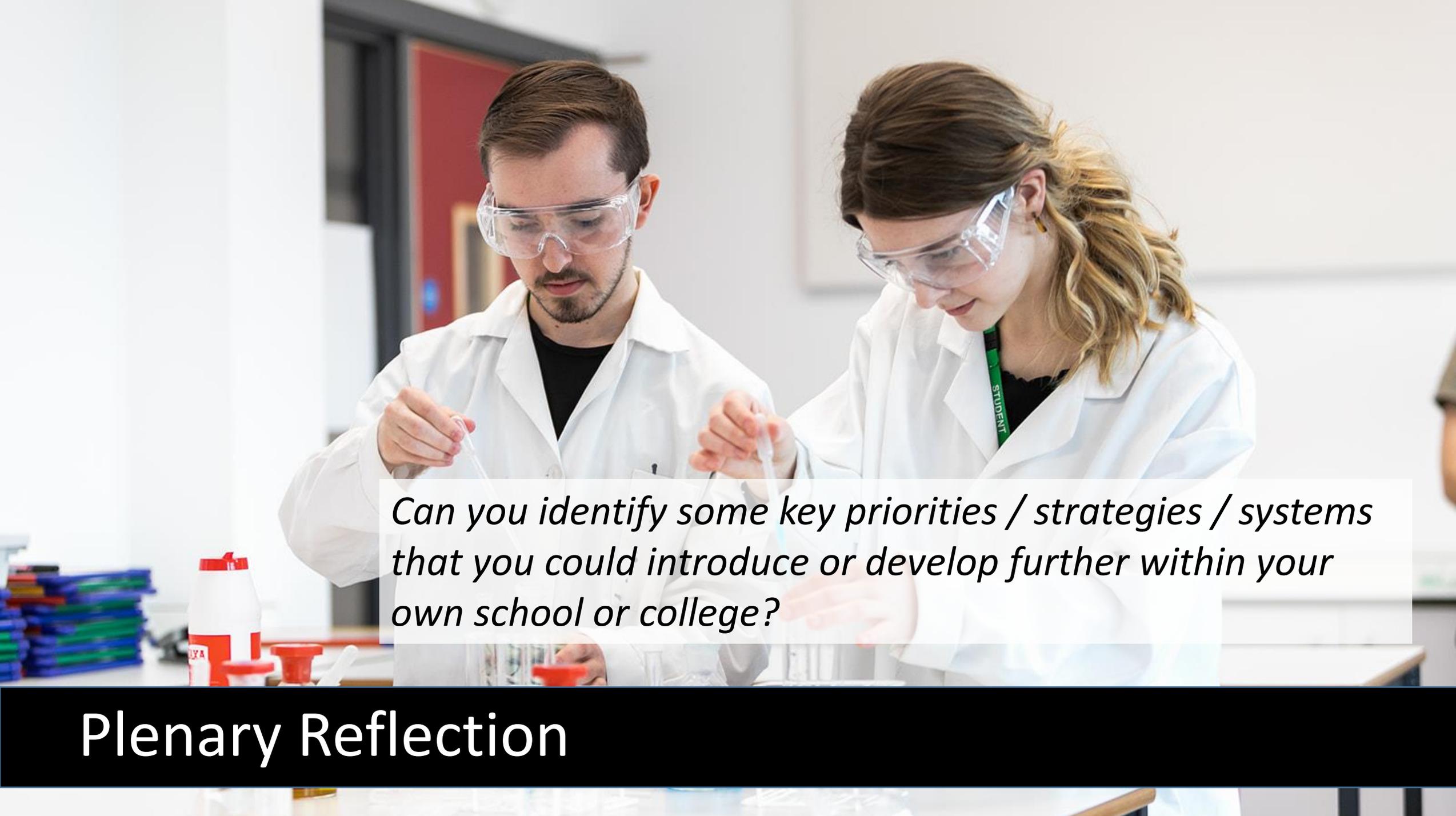
Please feel free to have a look at any of the examples.

Observed the student who works with the Study Support Tutor and spoke with their teachers about strategies and implications for teaching.

Met with the student and asked them questions about the support receive and any threads picked up throughout the inspection.



How was provision for high needs learners explored by Ofsted during the inspection?

A photograph of two students in a laboratory setting. They are both wearing white lab coats and clear safety goggles. The student on the left is a man with a beard, and the student on the right is a woman with blonde hair. They are both focused on their work, using pipettes to transfer liquid into small containers. In the background, there are stacks of colorful folders and various lab equipment on a table. A semi-transparent white box with black text is overlaid on the center of the image.

Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?

Plenary Reflection



Content



Content



Content



Spare slide



Spare slide



Spare slide



Spare slide



Interior and Exterior Acts

14. **Interior Act** (To the intention and the act itself were important)

- Acting in a good way for the wrong reason is to perform a good act, but not a good deed.
- To help an elderly lady cross the road (good act) with the intention that she will fall is wrong.
- It should be done out of charity and not for the sake of admiration for others.

Write your own example here:

Doing someone's good to give to have lying
give health give health

It always lead to good act
will go to a good act will the act

How act to some act
act

That act values to act

Believes that act are act or bad (good or bad) in themselves
Human beings act in accordance with their ultimate purpose, God is glorified.

- The act of helping the elderly lady across the road is good in and of itself, because it serves the true human nature and in accordance with their act, act, and that glorifies God.

This demonstrates Aquinas' act for Natural Law. Explain how
act and a good act

Spare slide



Spare slide