

Special Educational Needs Information Report for New Collaborative Learning Trust:

Contact Details and Key Staff:

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New College Doncaster works with mainly 4 Local Authorities.

Links to the Local offers for each Authority:

Doncaster	https://www.doncaster.gov.uk/services/schools/local-offer-send
Barnsley	https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783
North Lincolnshire	https://localoffer.northlincs.gov.uk/
Nottinghamshire	https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9

How do we work?

We work to the principles and guidance of the **SEND code of practice: 0 to 25 years**

(Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Please refer to the [New Collaborative Learning Trust's SEND policy](#) for further details.

The Special Educational Needs Policy ensures all staff take responsibility for the identification and inclusion of students with SEND as an integral part of raising standards.

- Robust systems are in place and reviewed to ensure young people with SEND do not feel directly or indirectly discriminated against, harassed or victimised.
- All students are identified and supported through co-operation and partnership with parents/carers and outside agencies in line with the guidance in the SEND Code of Practice: 0-25 years.
- All students, parents/carers will be fully included in the educational and social life of the college, and students will be involved in the development of their own learning.
- All students will be supported so that they can achieve, progress and reach positive destinations in adult life. This includes higher or further education, employment, further training, independent living, achieving good health and participating in the community

Identification and Assessment

Most students with SEND will be identified in their transition from school to college. Evidence provided will be used to put reasonable adjustments in place according to need. College teaching staff will work with Study Support Staff to identify where a student may be having difficulty which may be because of SEND. Students or their parents may also identify difficulties.

Where an assessment shows support is required:

- The College will use its best endeavours to ensure appropriate support/interventions are put in place. The College will ensure planning for support involves the student and parents/carers, and takes in to account their views about their aspirations, their needs and what support would help them best.
- In cases where specialist assessment or provision is required externally, the college will look to signpost students and parents/carers where appropriate.

At New College Doncaster the SEND Team is referred to as The Study Support Team and comprises a qualified and experienced SENDCo and three experienced Study Support Tutors.

The team has knowledge and experience of working with many Special Educational Needs including Autistic Spectrum Conditions, Specific Learning Needs and Physical and Medical Need.

We work with professionals such as medical professionals and Local Authority professionals in order to support individual need.

Students may have an Education and Health Care Plan. These are documents drawn up by the Local Authority for children or young adults with Special Educational Needs and Disabilities in accordance with the SEND Code of Practice.

An EHCP describes the young person's special educational needs and any health and social care need and establishes desired outcomes across education, health and social care for the child or young person whilst stating how services will work together to meet need.

Transition is very important for students with SEND, but especially for those with EHCPs. We liaise with secondary schools during the enrolment process so that we have support in place on entry and can offer additional transition experiences if necessary. EHCPs are reviewed at least annually with the Local Authority, all relevant agencies, the student and their parent/carer.

The majority of students with SEND will not have an EHCP.

How do we support students?

The Study Support Team Collate and share information to help teachers and Progress Tutors adapt the way they support students. This information is available on our internal reporting system and is updated as necessary.

Support offered includes:

- **Liaison with teachers and Progress Tutors.**
It is the responsibility of the class teacher to include students with SEND, to carry out planning and manage support, and provide resources to enable them to access a broad and balanced curriculum. Teachers will work with the Study Support Team to maximise the effectiveness of support.
- **Adaptive teaching**
Teachers may be guided to adapt teaching. This may include, but is not limited to reasonable adjustments such as printing on coloured paper, more frequent checking of understanding, additional explanation of subject specific vocabulary, providing modified resources etc.
- **One to one support sessions.**
Students work with a Study Support Tutor, agreeing what support is most effective. Tutors are in regular contact with students, teachers, parent/carers (if appropriate). The sessions offer support with drafting, editing, organisation, grammar, social support etc.
- **Exams access support**
It is the duty of the SENDCO to consult with and assess students for access arrangements, and to ensure these arrangements are communicated and implemented as a normal way of working. The SENDCO will liaise with the Exams Officer to ensure all access arrangements are applied in all external assessments. Assessments are carried out by a fully qualified and experienced external assessor.
- **Physical and/or Medical Support**
The Study Support Team collate information about individual need. This will be collected from the student, parents, carers, medical services and shared as appropriate with College staff.

- **Social, emotional, mental health support**

Progress Tutors ensure all students receive pastoral support. Safeguarding issues and issues relating to student mental health, are referred to the Safeguarding Team in college. The college has two part time counsellors. Further information regarding college policies can be found through the following link:

<https://nclt.ac.uk/policies/>

Reasonable adjustments are made clear to teaching staff to enable them to plan and deliver a supportive and inclusive learning experience. Information about the needs of students with SEND, including updates about the support they receive from Study Support Tutors, are available to teaching and pastoral staff in college. Staff can use this information to adapt their lessons.

Class teachers, teaching departments and Progress Tutors monitor all student performance and attendance. Study Support Staff monitor students with SEND and regularly review the support in place at each assessment point. Study Support Tutors may discuss Cedar assessment data with students in order to inform future planning and to monitor progress or celebrate improvement.

The department also offers social support during break and lunch times, with the aim of offering social contact for students who may require support with establishing friendships in college. All students, including those with SEND are encouraged to participate in the college's enrichment programme. If necessary this may be supported by a Study Support Tutor, especially during initial sessions.

Evaluating effectiveness of SEND Provision

- The SENDCO monitors student progress via
- Reviewing progress according to assessments data
- Discussion with teachers and Progress Tutors
- Discussions with students
- Liaison with parents/carers.

Sharing Information with parents/carers

Parents/carers are welcome to contact a student's teacher, Progress Tutor, Study Support Tutors or SENDCo via email or phone to discuss progress and/or concern.

Study Support Tutors provide regular contact with parents/carers of students with an EHCP or for those they meet on a regular basis.

Please contact Laura Carlin or your child's Progress Tutor if you have a concern you would like to discuss.