

SEN Information Report

2022 - 2023

Supporting learners at Newcastle Sixth Form College who have a Learning Difficulty or Disability

Who we support

NSFC support all students who disclose a learning difficulty or disability (LDD). The types of learning difficulty or disabilities supported are:

Autism Spectrum Disorder

Mental Health conditions

Neurological Conditions such as Tourette's Syndrome

Dyslexia and related learning difficulties

Physical Difficulties including those who need access support

Sensory disabilities including Deaf or hearing difficulties and Blind or partially sighted difficulties

Medical conditions

Referral process

Students are encouraged to disclose a support need during admissions and also at enrolment but referrals to the team also come from previous schools, external agencies, parents and staff at the college.

Each student referred to the department will either be sent initial assessment information forms to fill in or they will meet with a member of the team to complete the forms together. Depending on the disclosure there may be a need for further assessment for anyone who needs an emergency reaction plan, additional access arrangements assessments or an emergency evacuation plan.

High Need Students and Educational Health and Care Plans

Some students need a higher level of support and we will liaise with their local education authority to request funding for any 1:1 in-class support that is needed. Students are asked during admissions, enrolment and the support assessment process whether they have an Educational Health and Care Plan. Once a student has been identified as having an EHCP, we get in touch with the relevant local authority to make sure we have a copy of the students' EHCP and any relevant information about supporting that student.

Students with an EHCP will be offered regular meetings with a named member of the support team during their time at college. We ensure we complete termly reviews and liaise with the local authority to hold annual reviews with the student and their next of kin.

Support for Learners with a disclosed disability, learning difficulty or medical condition

Each student who is assessed by the TARGET Learning Support Team will have a profile sent to their subject teachers with information about the students' disability or difficulty, strategies that can help in the classroom and the support that is in place from the TARGET team. Each student under the TARGET team is assigned a key member of staff who is responsible for monitoring that students' progress and addressing any concerns from the student, next of kin, or their teachers.

Students who have a medical condition may need to be assessed to see if they need an emergency reaction plan. Emergency reaction plans are shared with the students' teachers and are available to the first aid team. We can store medication safely at college in our secure cabinet or fridge.

Support at NSFC is individualised so some students will have a weekly monitoring session from their key TARGET contact whilst other students will get in touch if they need any support. We have a dedicated support room within the college which can be used by any student supported by TARGET and is mostly used at breaks and lunch times. The team also identify any student who requires additional study support and 1:1 or group sessions are put in place for this with the team. Supported lunch clubs are in place to aid students in making friendships and connections. An onsite counsellor is available for all students in the college and those with SEN can be supported to refer themselves to this service.

Strategies within the classroom include seating arrangements, support with answering questions, supplying copies of the PowerPoint, use of a college laptop, time out of class, identified preferred colour handouts, additional time to complete work, written instructions, use of fidget items and other adaptations that can reasonably be put in place.

Some students require Access Arrangements for their external exams. The college work with those students to ensure the correct arrangements are in place throughout their time at college in all assessments. We have a trained access arrangement assessor who can screen students to see if they are at risk of Dyslexia, then further assess the students to see if they qualify for any access arrangements. Students who need access arrangements for their disability or medical condition will be asked to bring in evidence from the specialist they are working with which will be submitted to the exams boards to request the access arrangements. Even if students have received arrangements at school, they will need to be reassessed at NSFC as it is a post 16 education provider.

Monitoring the achievement of LDD students at NSFC

The college identify any student at risk of not achieving their minimum expected grades on a termly basis and the TARGET Learning Support team work with the teaching staff to support those learners. Support can be 1:1 monitoring sessions to check on wellbeing, liaising with external teams who are supporting the student to get guidance on strategies that teachers and support staff can use, 1:1 study support sessions to help with organisational difficulties or managing workload and subject intervention sessions where department teaching staff can offer additional classes to address any gaps in learning. Following results each year, the TARGET Learning Support team look at any gaps in LDD achievement across the college so they can target support the following year to address those

gaps. Parents are encouraged to contact the college if they have any concerns about their child's progress. They can contact the students' Personal Development Coach, subject teachers, key TARGET contact or the Office to talk. Parents can find contact information for the TARGET support team on the college website. The college also hosts online parents evenings which give a chance for parents to discuss any concerns about the progress of their child.

Staff training in LDD

The team have experience of supporting those with different disabilities and learning difficulties but we always seek to expand our knowledge. We actively encourage linked up working with external agencies such as CAMHS or hospital departments so they can guide us on current best practice in supporting students. Many of our learners have mental health diagnoses so we organise staff training on a yearly basis with NIWE (North East Eating Disorder charity), Samaritans and Rape Crisis to support us in having difficult conversations with students and knowing what support is useful for them.

The team also deliver training to the whole college. Recent training has included supporting students with a diagnosis of Autism Spectrum Disorder, Supporting Dyslexia and how to support students who are anxious. The department has created a resource for teachers called TARGET for teachers which has information and guidance on how to support different disabilities. This is updated with new information during the academic year if needed.

Progression for LDD learners

We work to narrow the gap between LDD learners and non LDD learners at NSFC as we believe there should be no achievement gap. The college provide support for all learners in their personal development lessons to look at progression options. A high percentage of our learners progress on to university and support is given to complete personal statements and the UCAS process. All students at NSFC are given the opportunity to have a careers interview. In the past year we have worked with our students with EHCP's to ensure they have a positive progression. As well as university destinations, one of the learners with an EHCP progressed on to a supported internship with the NHS with Project Choice. Progression data shows that LDD students have good progression rates and supported students are visible on our motivational destination posters of recent NSFC graduates.