

New College School, Oxford Pre-Prep & Preparatory School 	Special Educational Needs and Disabilities (SEND) Policy 2026-27			Date policy written/last reviewed: September 2026
	Relevant to: Staff, Governors & Parents	Relevant Board of Governors: Curriculum & Standards Committee	Policy author: Mrs Jan Alden Inclusion Coordinator	Date next review due: September 2027

New College School Special Educational Needs & Disabilities Information Report 2026

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25--26 New College School SEND Information Report

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND please read our SEND policy.

Note: If there are any terms we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

SEND

We are an Independent School, with a learning support base, which provides a range of support and interventions for students with Special Educational Needs and Disabilities (SEND).

SEND provision at New College School

New College School provides for students with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes students who have speech, language and communication difficulties including autistic spectrum condition (ASC)
- Cognition and Learning needs; this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health (SEMH) needs
- Sensory and/or Physical needs; this includes students who have visual or hearing needs, or a physical disability that affects their learning

SEND Staff:

New College School is committed to gaining expertise in SEND for all teaching and support staff. It does this in the following ways:

- The Inclusion Coordinator attends the partnership PSB SENCo support group termly meeting alongside SEND conferences when possible.
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school, with specific student referral meetings to aid effective strategies to support individual students.
- Reading and discussion of documentation, and Inclusion Coordinator/teacher meetings are considered to be part of staff improvement, as well as a time to share information
- Newly appointed teaching and support staff meet with the Inclusion Coordinator to discuss SEND procedures in the school.
- The Inclusion Coordinator and other staff attend PSB meetings and INSET when relevant

Our Inclusion Coordinator has four years' experience, two years in post, and has worked as an Assistant Inclusion Coordinator for two years, was a Head of Science previously and holds the National Award for Special Educational Needs Coordination (NASENCo) and Working with Children with Literacy Difficulties (WCLD). Mrs. J Alden jan.alden@newcollegeschool.org

Our Deputy Inclusion Coordinator has recently joined the team. They have had one year of experience as Deputy Inclusion Coordinator and holds the NASENCo qualification and a Master's in education. Mrs. Abigail Sutton Abigail.sutton@newcollegeschool.org

We have a team of 6 TAs (2 full time, 4 part time).

The Inclusion department works alongside our Deputy Head Pastoral, who coordinates specialist support for pupils with communication and interaction difficulties and those who need support with their social, emotional and mental health.

In the last two academic years, staff have been trained in supporting students with ADHD, Working Memory, Zones of Regulation, Child Protection, and Safeguarding. The Inclusion Coordinator and Deputy Inclusion Coordinator work alongside teachers to promote inclusion and access for learners with SEND and maximise the deployment/use of teaching assistants.

Staff come from a wide range of expertise, and we have members who are trained to deliver keep-up sessions and interventions. Provision/expertise includes but is not limited to:

- Zones of Regulation
- Lego Therapy
- Social Skills/Stories
- Mastery and small step approaches to close gaps in Reading, Writing and Maths
- Tutoring
- Drawing and Talking

Links with external professionals and agencies

As part of our commitment to inclusive education, the Inclusion Coordinator plays a key role in identifying when additional support is needed and in coordinating access to appropriate services to ensure pupils receive the help they require. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

The Service for Autism, Service for Students with Physical Disabilities Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Communication and Interaction Team, Educational Psychology Service, Advisory Team for Inclusion (SEN), Attach Team and Child and Adolescent Mental Health Services (CAMHS).

Identifying and Assessing Pupils with SEND

As part of the school's response to identifying and supporting students with SEND, we have adopted Oxfordshire County Council's guidance '*Identifying and supporting Special Educational Needs in Oxfordshire Schools and Settings*'.

Here is what you can do if you believe your child may have a special educational need or disability:

Tell us about your observations	We will invite you to a meeting to discuss them.	We will decide whether your child might benefit from SEN support.
If you think your child might have SEND, the first person you should tell is your child's teacher. A good way to get in contact is via the teacher's school email address. firstname.lastname@newcollegeschool.org They will pass the message on to our Inclusion Coordinator, or Deputy Inclusion Coordinator who will be in touch to discuss your observations. You can also contact the Inclusion Coordinator or Deputy Inclusion Coordinator directly.	We will meet with you to discuss your concerns and try to get a better understanding of your child's strengths and needs. Together we will decide what outcomes to seek for your child and agree on the next steps. We will make a note of what has been discussed and add this to your child's record. You will also receive a copy of this information for your reference.	If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to our New College school's inclusion register.

SEND pupils' progress data is regularly reviewed by the Inclusion Coordinator and where needed, student assessments and observations are undertaken to identify any learning gaps. If a member of staff feels a pupil who is not on the inclusion register might benefit from additional support, they complete a referral process, and the Inclusion Coordinator investigates the strengths and needs of that pupil.

Formal Annual Reviews are held for students with an EHCP. The Inclusion Coordinator chairs Annual Review meetings, which are attended by parents, students and any external agencies involved.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and needs your child has. We will work in partnership with you and your child, as well as getting help from external professionals where necessary.



Do

We will put our plan into practice. The class teacher, with the support of the Inclusion Coordinator, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the intended impact.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will discuss outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the desired outcomes over time and improve our offer as we learn what your child responds best. This process will continue. If the review shows a pupil has made progress, they may no longer need additional provision made through SEND support. For others, the cycle will continue, and targets, strategies, and provisions will be revisited and refined.

How do we work with parents and students?

We will always contact parents if we believe a student may have a special educational need and or disability.

We work with students and parents to determine desired outcomes and targeted support. Progress is reviewed three times per academic year. These review points can be face to face, at Parents' Evenings, virtually / over the telephone and may be with your child's form tutor, class teacher, TA, Deputy Inclusion Coordinator, Inclusion Coordinator or Deputy Head Pastoral.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed upon. This record will be shared with all relevant staff, and you will receive a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

When involving your child, the level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

Our Approach to Teaching Pupils with SEND

At New College School we use the wave method of intervention. Wave one SEND pupils are supported in lessons by their subject teachers through our **"Universal Offer"** of Quality First Teaching and the curriculum is modified to meet the needs of pupils on the inclusion register. Wave two pupils are further supported by our **"Targeted Offer"** of interventions such as 'Guided reading or Handwriting' and extra English and Maths support. Wave three pupils have individualised programmes of support that are devised to cater for their individual and complex needs through our **"Specialist Offer"**.

Teachers are provided with a comprehensive Individual Education Plan (IEP) for each pupil on the Inclusion Register. These IEPs clearly outline the pupil's specific needs and detail targeted teaching strategies to support their learning and development.

Primarily, the Inclusion Coordinator and Deputy Inclusion Coordinator deliver targeted 1:1 or small group interventions to support pupils with SEND. Teaching Assistants (TAs) work alongside class teachers within

lessons, focusing particularly on pupils with Education, Health and Care Plans (EHCPs) and others on the Inclusion register. Within the classroom, TAs are directed by the class teacher and support a range of pupils to enhance the learning experience of the wider cohort. They also play a key role in promoting independence among pupils with identified SEND. Additionally, TAs help create opportunities and provide time for class teachers to offer direct support and feedback to pupils with SEND, ensuring their individual needs are addressed effectively.

The school's "Offer" outlines the commitment of the school to provide a structured, inclusive, and supportive educational environment for students with SEND. The aim is to ensure equitable access to a high-quality education for all students, while meeting the specific needs of those with SEND through Universal Provision, Targeted Support, and Specialist Provision. Further details of our "**Local Offer**" of support can be found in the appendices.

Securing equipment and facilities

Funding for students with SEND is allocated in two main ways:

- The SEND budget covers teaching and curriculum expenses as well as the cost of the Inclusion Coordinator and Deputy Inclusion Coordinator.
- Specific funds may be allocated to students with Education, Health and Care Plans (EHCP). However, this is not guaranteed by an EHCP, and the school will need to apply for additional funding through the county.

The Headmaster, Inclusion Coordinator, and the Governors of the school regularly monitor the needs of students with SEND. Resources are allocated according to need. The resources available include TA support, teacher time and materials, and these are dependent on the school's SEND budget and are not guaranteed. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Education Health and Care Plan. The school has a continuing commitment to purchase appropriate resources for students with SEND.

New College School follows Local Authority guidance, to ensure that all students' needs are appropriately met.

How are students with SEND helped to access activities outside the classroom?

All students are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and students when planning trips so that everyone is clear about what will happen and discuss any adjustments that might need to be made.

The school has a range of enrichment activities that are fully inclusive. Please talk to your child's form tutor for more information about what is available or visit the school's website.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information

Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at: [Schools Accessibility Strategy](#) and the school's policy can be found on the policies page of our website.

How does the school make sure the admissions process is fair for pupils with SEND?

Please find the school's admission policy on the school's website.

[New College School Policies and Web Page](#)

What do we do to support the wellbeing of students with SEND?

All students have dedicated form time every day. This is an opportunity to share views, ideas, achievements, and challenges. The Deputy Pastoral Head is also available to support students facing any difficulties. We listen to the views of students with SEND by ensuring that there are opportunities to talk to a trusted member of staff; this might be a teaching assistant, Inclusion Coordinator, Deputy Inclusion Coordinator, and Deputy Head Pastoral. We offer a soft start and end to the day for specific students to support their wellbeing.

The school is committed to preventing and addressing all forms of bullying. This is reinforced through form-time, assemblies, and dedicated curriculum content. For full details, please refer to our Anti-Bullying Policy.

We encourage all new students to visit the school before they start. There are transition days in June for all new students who join the school in September.

For students with SEND we also:

- work closely with the student's previous school's Inclusion Coordinators/SENCo
- attend meetings and reviews at the student's previous school to gain a better understanding of their strengths and needs
- arrange for the student to attend additional bespoke visits to school to meet relevant staff and gain confidence in the new school environment
- encourage parents/carers to visit a variety of schools, to ensure a balanced perspective
- coordinate additional SEND transition days (when applicable)
-

We begin to prepare students for transition into the next stage of their education or training in several ways:

- Through conversations with teachers, students and parents/carers
- With advisory support, we ensure all students with SEND have guidance and support in appropriate provision post Y8.

What support is in place for looked-after and previously looked-after children with SEN?

Mr. Morrison is our Deputy Head Pastoral and will work with Mrs. Alden our Inclusion Coordinator, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHCPs are consistent and complement one another.

Who to contact?

If you would like to provide feedback to us about our SEND provision, please contact Mrs. J Alden: jan.alden@newcollegeschool.org our Inclusion Coordinator.

Impartial advice and support on all issues affecting students' education, including SEND provision, is given by Oxfordshire's SENDIASS, who can be contacted at:

[SENDIASS \(formerly Parent Partnership\) | Oxfordshire MarketPlace](#)

If you would like to know more about opportunities for children and young people with, SEND and their families, support groups or information about SEND, these are listed in the Family Information Directory at: [Family Information Service](#)

What should I do if I have a complaint about my child's SEN support?

Should students or parents/carers be unhappy with any aspect of provision, they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Coordinator Mrs. Jan Alden. For a problem that might need time to explore fully, parents/carers should make an appointment to ensure appropriate attention can be given.

In the event of a formal complaint parents are advised to contact the Headteacher, Dr. Matthew Jenkinson, at matthew.jenkinson@newcollegeschool.org You will then be referred to the school's Complaints Policy.

The Oxfordshire SENDIASS service is available to offer advice: <https://sendiass-oxfordshire.org.uk/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Our Contribution to and the Local Offer

Please find our contribution to the Local Offer in the following appendices.

Oxfordshire's 'Local Offer' contains lots of information for parents/carers:

[Oxfordshire SEND local offer | Oxfordshire County Council](#)

New College School has contributed to the County's 'Local Offer' through attendance at training workshops and through adopting new guidance and systems.

Policies:

Where appropriate, the school policies include explicit reference to pupils with SEND. The SEND policy is reviewed annually.

Appendices

Appendix 1 Glossary of terms

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **INCLUSION COORDINATOR** – the special educational needs and disabilities coordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stag

Appendix 2 New College School School's contribution to the "Local Offer"

Purpose of the "Offer"

The school's "Offer" outlines the commitment of the school to provide a structured, inclusive, and supportive educational environment for students with SEND. The aim is to ensure equitable access to a high-quality education for all students, while meeting the specific needs of those with SEND through Universal Provision, Targeted Support, and Specialist Provision.

1. Universal Provision

Objective

To provide a broad and balanced curriculum that is accessible to all students, including those with SEND, ensuring that any potential barriers to learning are identified and removed through high-quality teaching.

Commitments:

Inclusive Curriculum:

- Ensure every student, including those with SEND, has access to a broad, balanced, and relevant curriculum.
- Adaptive teaching strategies and learning materials to engage all students.
- **High-Quality Teaching:**
- Ensure that teachers implement supportive strategies that align with the diverse learning styles of students with SEND.
- Wherever possible, identify and work to reduce/remove specific barriers to ensure access to learning.

High Expectations:

- Set high but achievable expectations for all students, including those with SEND, ensuring that individual progress is tracked.
- Provide ambitious yet realistic goals for every student, which are based on regular and appropriate assessment, feedback, and dialogue with parents and carers.

Removing Barriers to Learning:

- Identify potential areas of difficulty early and deploy resources to remove or reduce learning barriers.
- Make reasonable adjustments in teaching, communication, and the learning environment to meet individual needs.
- **Assessment and Monitoring:**
- Conduct regular assessments to monitor the progress and development of all students, including those with SEND.
- Use data from these assessments to inform teaching practices and ensure continuous improvement in learning outcomes.
- make use of data gathered through assessments and diagnostic tools to support the early identification of potential SEND, enabling timely and appropriate interventions.

Adaptations to Learning Environment:

- Ensure that the learning environment is communication – friendly and suitable for any sensory or physical needs.

2. Targeted Support and Provision Objective

To provide additional support for students with SEND, where Universal Provision alone is insufficient to meet their needs, ensuring they have equal opportunities to progress academically, socially, and emotionally.

Commitments:

1. Identification of Needs:

- Use assessment data to identify students who require additional or targeted support to overcome learning barriers.

2. Targeted Interventions:

- Provide carefully planned, short-term interventions that target specific areas of difficulty for small groups or individuals.
- Ensure that all interventions have clear, measurable outcomes and are regularly monitored for effectiveness.
- Qualified staff will deliver all additional teaching for students with SEND.
- Interventions are carefully scheduled to minimise disruption and ensure that students do not miss out on valuable learning opportunities.

3. Long-Term Strategies:

- Where necessary, provide long-term, everyday support strategies such as visual aids, adapted learning materials, and personalised learning plans.

4. Collaboration with Parents and Carers:

- Work in partnership with parents and carers in the planning, delivery, and evaluation of targeted support and interventions, ensuring clear communication about goals and progress.

3. Specialist Support and Provision Objective

To provide access to specialist support for students with more complex or significant needs that go beyond what can be addressed through Universal or Targeted Provision.

Commitments:

Specialist Assessment:

Work with external specialists and professionals, such as educational psychologists, speech and language therapists, or occupational therapists, to assess and understand the complex needs of students with SEND.

Specialist Interventions:

- Staff will work closely with, and learn from, the expertise of external agencies to implement tailored advice, strategies, and support that benefit the individual child.
- Implement specialist support plans that are tailored to the individual needs of students, which may include personalised learning programmes, therapeutic interventions, or assistive technology.
- Ensure that these specialist services are accessible within the mainstream setting where appropriate.

Collaboration with Inclusion Coordinator and Professionals:

- Engage the Inclusion Coordinator and other relevant professionals to design and implement specialist provision.
-

- Work closely with external agencies to support the needs of students with complex SEND, ensuring a coordinated approach to their education and well-being.
- Communication between staff and external agencies will be shared with parents and carers to ensure they have a clear understanding of their child's provision and progress.

Monitoring and Review:

- Regularly review the effectiveness of specialist support and provision through ongoing assessments and feedback from both internal staff, parents/carers, and external specialists.
- Adjust support plans as needed to reflect the evolving needs of the student.

4. Roles and Responsibilities

School Leadership:

- Ensure the implementation of this “offer” across all levels of the school, setting a culture of inclusion and high expectations for all students, including those with SEND.
- Oversee the deployment of resources, staff training, and collaboration with external agencies to meet the needs outlined in the “offer”.

Teachers and Staff:

- Deliver high-quality, inclusive teaching that follows the principles of Universal Provision.
- Identify students requiring additional support and implement Targeted or Specialist Provision as appropriate.
- Engage in continuous professional development to understand and address SEND effectively.

Inclusion Coordinator:

- Lead on the planning, implementation, and review of SEND provision across the school.
- Coordinate with external specialists to ensure that students receive appropriate specialist support when necessary.

Parents and Carers:

- Engage actively in discussions around their child's progress and provision.
- Collaborate with the school to ensure that their child's needs are understood and met.

5. Review and Monitoring

- This “offer” will be reviewed annually or as needed to reflect changes in legislation, school policies, or the needs of individual students.
- Regular reviews of individual student progress and the effectiveness of provision will be conducted, with input from teachers, Inclusion Coordinator, parents, and external professionals.
- By committing to this “offer”, the school aims to provide a supportive, inclusive, and flexible learning environment for all students, ensuring that those with SEND are given every opportunity to thrive and succeed

Appendix 3 Overview of New College School's "Offer"

1. Universal

To provide a broad and balanced curriculum that is accessible to all students, including those with SEND, ensuring that any potential barriers to learning are identified and removed through high-quality teaching.

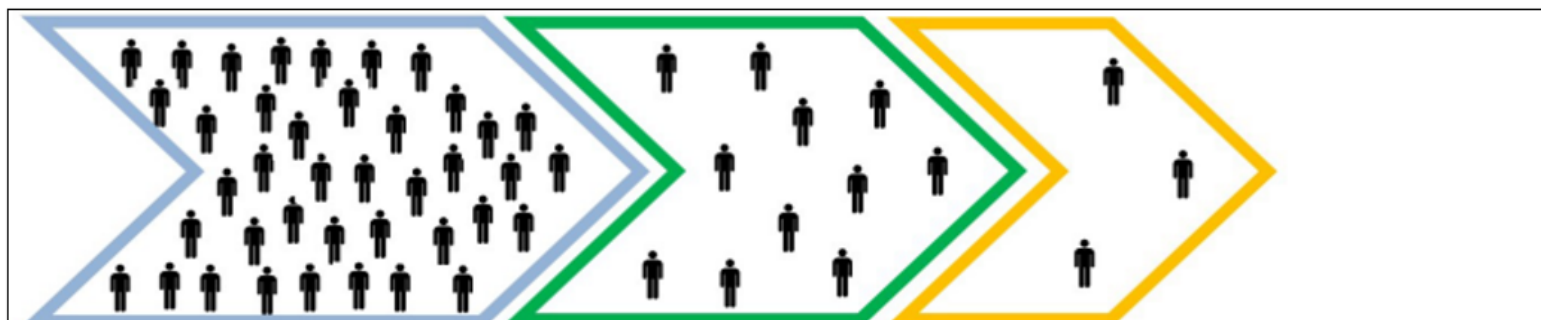
2. Targeted

To provide additional support for students with SEND, where Universal Provision alone is insufficient to meet their needs, ensuring they have equal opportunities to progress academically, socially, and emotionally.

3. Specialist

To provide access to specialist support for students with more complex or significant needs that go beyond what can be addressed through Universal or Targeted Provision.

New College School Graduated Response



- Inclusive Curriculum
- High Quality Teaching
- High Expectations
- Remove Barriers to Learning
- Assessment and Learning
- Adaptations to Learning Environment

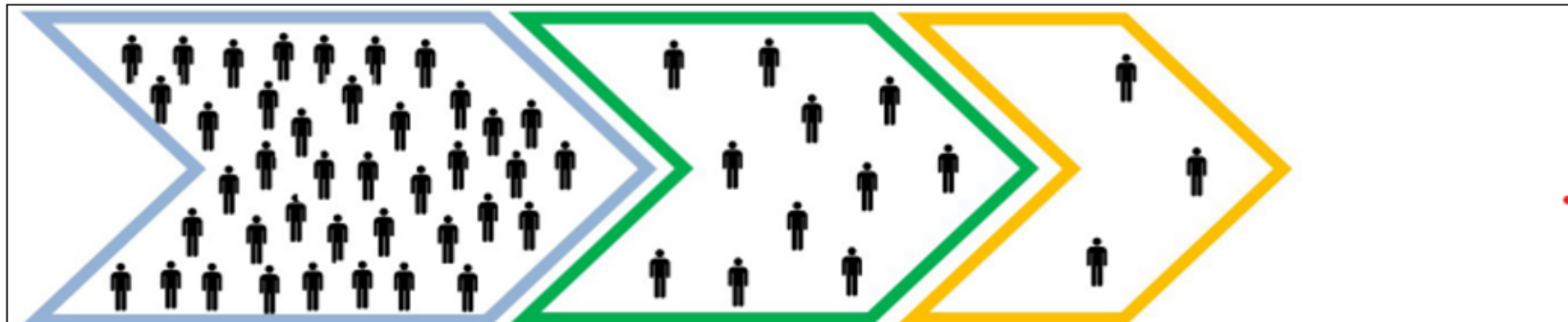
- Identification of needs
- Targeted interventions
- Long-term Strategies
- Collaboration with Parents/Carers
- Monitoring and Reviewing

- Specialist Assessment
- Specialist Interventions
- Collaboration with Inclusion Coordinator and Professionals
- Monitoring and Reviewing

Appendix 4 Cognition and Learning "Offer" Overview

New College School's Offer

Any support outside this "offer" cannot be guaranteed by the school



1. Universal

- High Quality First Inclusive Teaching
- Baseline assessment of pupils on entry
- Reading ages and cognitive ability testing
- Data collection and reviews on a termly basis
- Termly snapshot reporting and monitoring
- High quality pastoral support from Form Tutors and Deputy Head Pastoral

2. Targeted

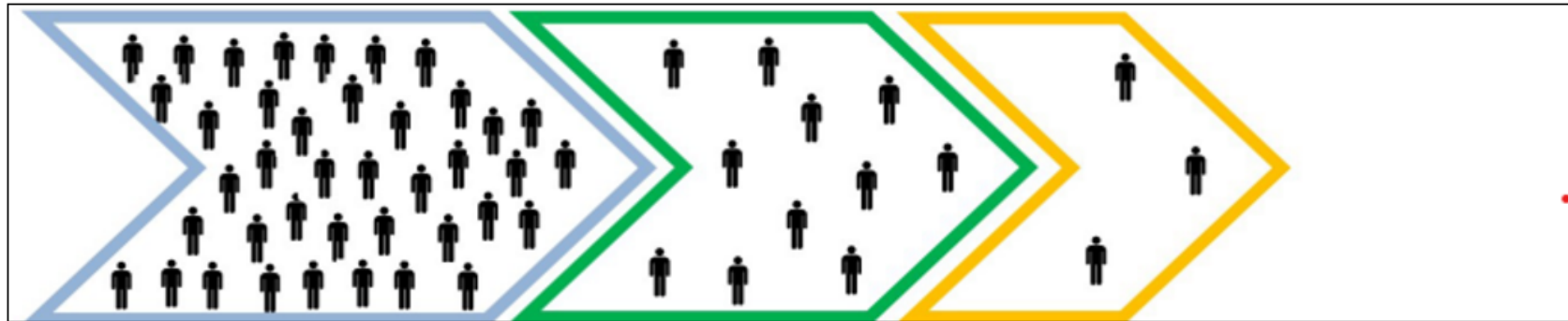
- Pupil Profiles for all SEND pupils to advise teachers of relevant strategies
- Break and lunch time SEND provision
- Access Arrangements for examinations as merited by evidence and approved JCQ
- Targeted subject intervention
- Targeted TA support in class if needed
- Further screening tests where appropriate
- Specific, time-limited Literacy or Numeracy intervention 1:1 or in a small group
- Handwriting intervention

3. Specialist

- Provision as advised by EHCP where possible
- Key TA support where possible
- Advice from Educational Psychologist where appropriate
- Additional English and Maths group intervention in KS1, KS2 & KS3
- Ongoing specialist intervention with Learning Mentor
- Alternative Pathway at KS3 where appropriate

New College School's Offer

Any support outside this "offer" cannot be guaranteed by the school



1. Universal

- High Quality First Inclusive Teaching
- Baseline assessment of pupils on entry
- Reading ages and cognitive ability testing
- Data collection and reviews on a termly basis
- Termly snapshot reporting and monitoring
- High quality pastoral support from Form Tutors and Deputy Head Pastoral

2. Targeted

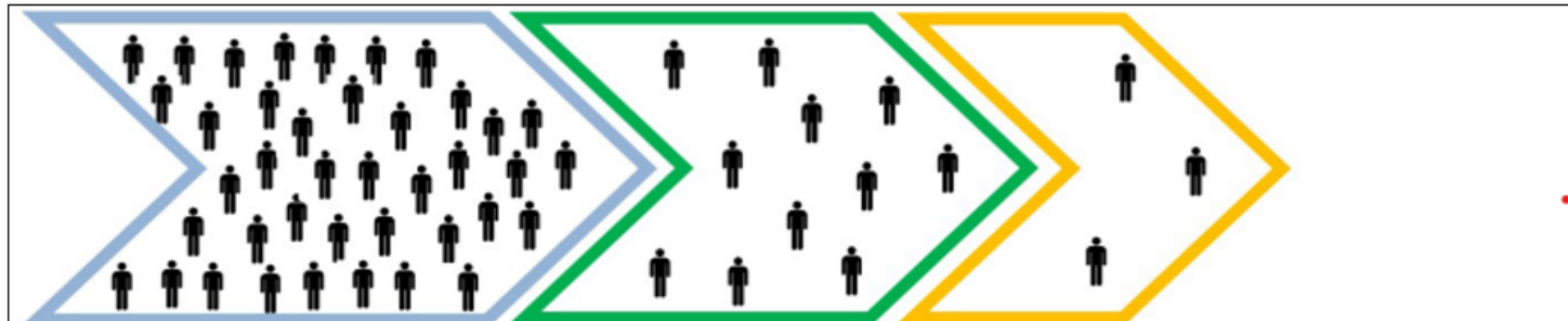
- Pupil Profiles for all SEND pupils to advise teachers of relevant strategies
- Break and lunch time SEND provision
- Access Arrangements for examinations as merited by evidence and approved JCQ
- Targeted subject intervention
- Targeted TA support in class if needed
- Social Skills Group
- Advice from SENSS C&I service if appropriate
- Advice from SENSS and other county services if appropriate

3. Specialist

- Provision as advised by EHCP where possible
- Key TA support where possible
- Advice from Educational Psychologist where appropriate
- 1:1 Social Skills Development
- Advice from SENSS C&I Service
- Access to our School Counsellor

New College School's Offer

Any support outside this "offer" cannot be guaranteed by the school



1. Universal

- High Quality First Inclusive Teaching
- Baseline assessment of pupils on entry
- Reading ages and cognitive ability testing
- Data collection and reviews on a termly basis
- Termly snapshot reporting and monitoring
- High quality pastoral support from Form Tutors and Deputy Head Pastoral

2. Targeted

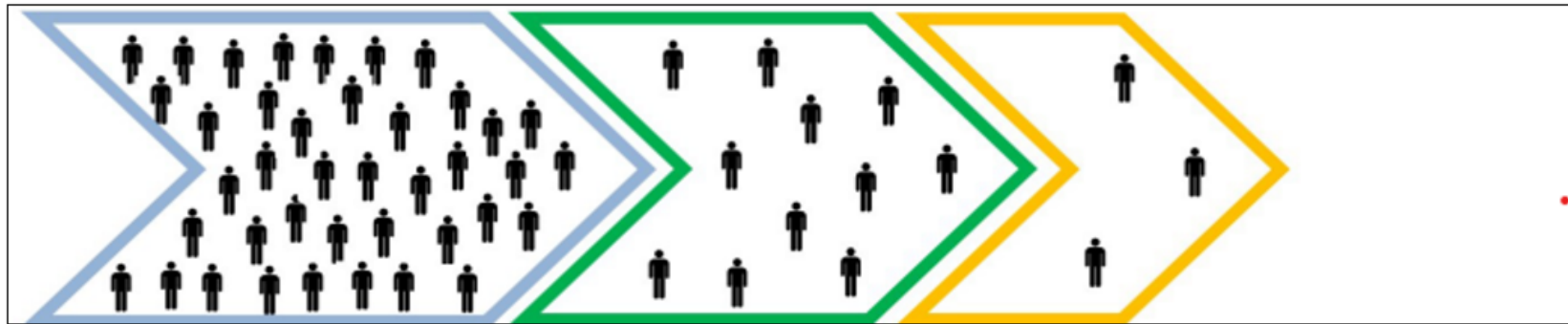
- Pupil Profiles for all SEND pupils to advise teachers of relevant strategies
- Break and lunch time SEND provision
- Access Arrangements for examinations as merited by evidence and approved JCQ
- Targeted subject intervention
- Targeted TA support in class if needed
- Support from School Counsellor if applicable
- Use of Inclusion room as a safe space
- Advice from CAMHs in-reach worker to support access to the classroom

3. Specialist

- Provision as advised by EHCP where possible
- Key TA support where possible
- Advice from Educational Psychologist where appropriate
- 1:1 Specific Intervention
- Advice from SENSS C&I Service
- Access to our School Counsellor
- Referral to CAMHs in-reach worker if required

New College School's Offer

Any support outside this "offer" cannot be guaranteed by the school



1. Universal

- High Quality First Inclusive Teaching
- Baseline assessment of pupils on entry
- Reading ages and cognitive ability testing
- Data collection and reviews on a termly basis
- Termly snapshot reporting and monitoring
- High quality pastoral support from Form Tutors and Deputy Head Pastoral

2. Targeted

- Pupil Profiles for all SEND pupils to advise teachers of relevant strategies
- Break and lunch time SEND provision
- Access Arrangements for examinations as merited by evidence and approved JCQ
- Targeted subject intervention
- Targeted TA support in class if needed
- Support from School Counsellor if applicable
- Use of Inclusion room as a safe space
- Teaching assistant as required
- Access Plan Sensory Audit and Risk Assessment as required
- Reasonable adjustment and adaptations made where appropriate

3. Specialist

- Provision as advised by EHCP where possible
- Key TA support where possible
- Advice from Educational Psychologist where appropriate
- 1:1 Specific Intervention
- Advice from SENSS C&I Service
- Access to our School Counsellor
- Referral to CAMHs in-reach worker if required