



Ada, National College for Digital Skills

Special Educational Needs and Disabilities Information Report

Principles underlying all our practice at Ada

Ada, the National College for Digital Skills is committed to inclusive learning and strives to meet individual learning support needs. We believe that all applicants and students who have disabilities or learning difficulties are entitled to receive support to enable them to participate as fully as possible in college life, and to complete their programme of study successfully.

At Ada, our additional learning support includes any activity providing direct support to an individual student over and above that which is customarily provided to our Sixth Form cohort, and which enables the achievement of their qualifications and learning goals.

The college values diversity and takes its responsibilities under the Equality Act 2010 very seriously; we, therefore, make every effort to meet the individual needs of every student.

The following reflects our provision for students whose special educational needs or disability (SEND) deem them to need learning support, and has been written as guidance for staff, parents/carers and students.

What kind of need can be supported at Ada?

Students with additional needs are supported at our college and we ensure that every student in our college makes good progress and is well prepared for adulthood and a future career in technology.

What is SEND?

According to the Code of Practice 0-25 (2015), a young person or young person has special educational needs and disabilities if the young person or young person:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age, or
- Has a disability which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for students of the same age in other mainstream schools within the local authority;
- Is under compulsory school age and falls within the definition in the first two bullet points, or would do so if the special educational provision was not made for the pupil.

The SEND Code of Practice 0-25, 2015 outlines four main areas of need:

Area of Need	Definition	Examples
Communication and interaction	Children and young people with Speech, Language and Communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Autism Spectrum Disorder (ASD)
Cognition and learning	Support for learning difficulties may be required when a young person learns at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
Social, Emotional and Mental Health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder (AD), ODD (Oppositional Defiant Disorder)
Sensory and/or physical needs	Some young people require special educational provisions because they have a disability that prevents or hinders them from using the educational facilities generally provided. Many young person and young people with Sensory and Physical Needs will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

Who can I talk to at Ada about my young person's learning, special education, disabilities and/or any other additional needs?

- Subject Teachers
- Subject Leads
- Team Leads
- Assistant Principal (SEND, Behaviour, Pastoral, Welfare)
- Principal

How are students' needs identified at Ada?

Ada identifies students with SEND in several different ways:

- By students telling us;
- By a parent or carer telling us - informally talking to or emailing teachers/pastoral staff;
- Through teachers' assessments;
- Analysis of their work, behaviour and achievements log, pastoral/medical logs/attendance and punctuality/ discussion with professionals within the school;
- Academic progress reports sent home two times a year
- During a review of progress against SEND desired outcomes- these happen twice a year for students with EHCP and once a year during parents' consultation day for students without EHCP.
- Assessment Centre interviews and discussions
- Meeting with SENDCo during the assessment process
- Working with previous schools or educational settings
- Working with different Local Authorities' SEND departments
- Working with professionals and/or other organisations involved with the student

How will Ada let me know if they have any concerns about my young person's learning, special educational needs and/or disabilities?

- Student's team lead or subject teacher will initially speak to parents or carers to discuss the concerns.
- The Assistant Principal (SEND, Behaviour, Pastoral, Welfare) may contact you to discuss the concern further or arrange a meeting to discuss the difficulties the student is facing and to discuss strategies and further investigation of the difficulties if necessary.

How does Ada seek my and my young person's views about the difficulties with learning, special educational needs and/or disabilities or any other additional needs?

- You can share your views and discuss your young person's progress and needs with parents
Consultation day.
- You can request an appointment with your young person's team lead, subject teachers and the Assistant Principal (SEND, Behaviour, Pastoral, Welfare) throughout the year.
- If your young person has an EHCP, you and your young person will be able to share your views at an Annual Review Meeting.

What provision is available to support students with Special Educational Needs?

At Ada, the support students receive depends on their individual needs. We follow the three-tiered approach to support students' learning.

Universal: As an inclusive college, we believe in high-quality teaching for all, with an appropriate level of differentiation to meet the student's needs. The college ensures that quality-first teaching is a key element to all lessons. We recognise that it is the role of the subject specialist teacher to provide for every student's individual needs. Appropriate adjustments and good quality personalised teaching should always be undertaken before the learners are considered as having SEND.

Targeted: If needed, short-term interventions to remove the barriers to students' learning. It takes the form of a four-part graduated approach: Assess- assess the needs of the student, Plan- plan how to remove the barriers to learning, Do- offer the tailored intervention, Review- review the effectiveness of the intervention and the progress the student has made.

Specialist: When necessary we seek specialist advice and regular long-term support from specialists and professionals from outside agencies to cater to the students' needs. A small number of students who have EHCP may access these services through their EHC Plan.

The current specific interventions provided at Ada include:

- 1:1 support for students with autism and social communication difficulties from Haringey's Autism Specialist;

- Ada skills
- Individual student support
- In-class support
- Counselling

How do you adapt the curriculum and learning environment for those who have SEND?

- As an inclusive college, we believe that students' needs are first met through Quality First Teaching. All teachers at Ada deliver high-quality teaching for all with appropriate adaptation to meet the diverse range of needs of our students. In the conclusion of the most recent Ofsted research into the provision for pupils with SEND published in May 2021, it states 'it is more important to understand pupils as individuals with unique strengths, removing barriers to learning and providing support that meets needs and makes a positive difference'. We adhere to this belief. Highly tailored differentiation is a norm in our college. We expect to see this in all our lessons.
- In order to achieve the highest impact on the progress and the development of independent learning skills of individual students, additional adults are used strategically.
- Where students' have visual and/or hearing impairments, specialist teachers' advice is being followed when planning for the lessons and appropriate aids are used.
- Ada's Accessibility Plan ensures that all students have access to the curriculum and school site as best as possible.

What kind of training and development are there to ensure the staff are appropriately trained to support students' special educational needs and/or disabilities?

The most recent Ofsted research into the provision for students with SEND, published in May 2021 emphasises the need for regular continuous professional development to help them teach effectively. As an inclusive college, we believe students' learning needs should be met by Quality First Teaching. Hence, all staff are trained to cater to the diverse needs of students with SEND through the following:

- Continuous training for all staff regarding the students who have EHCPs, receive High Need Funding or are on SEND register.
- Inset for all staff on differentiation;

- Inset for all staff on different special educational needs, what they mean, how it is manifested in classrooms and the effective strategies to support the learning of the pupils with SEND.
- Inset for all new and trainee staff on SEND Code of Practice (2015 and all the updates)
- Specialist inset sessions by relevant professionals or agencies working with students with SEND;
- All teachers are expected to share good practice through structured feedback on individual students;
- Advice and support from the Inclusion team regarding individual students.
- The student profiles are shared by the Inclusion team. The person-centred approach is used to design student profiles. This, on one hand, shares an individual student's view regarding their learning, on the other, it explains the student's needs, recommends strategies, identifies targets and measures the impact of interventions from a specialist's point of view.

How will Ada support my young person to reach his/her/their full potential?

- Students' progress is continually monitored.
- High-quality teaching is provided to support every student to reach their full potential.
- Teaching and learning strategies are reviewed constantly.
- External agencies, professionals and specialists may also review students' progress and adapt their planning accordingly.

What support will be there for my young person's overall well-being, and emotional and social development?

- All staff at Ada take the well-being and welfare of every student very seriously. We strongly believe that wellbeing and welfare are vital in supporting students' learning, progress, attainment and personal development.
- Students are also supported by the Learning Support Assistants, Assistant Principal (SEND, Behaviour, Pastoral, Welfare), the School Counsellor, Attendance and Pastoral Officer, and member of staff responsible for their welfare. This team of professionals works closely and provides support to match the students' needs.

How will my young person be able to communicate their views?

- Students with EHCP express their views in Annual Reviews.
- Students with SEND but without EHCP also express their views to create their students' profiles. Ada follows the person-centred approach when writing a student profile.

How will my young person be included in all the same activities as his/her/their peers at Ada?

Ada is an inclusive college and we are committed to providing equal opportunities for all our students. As a college, we are committed to offering as many opportunities as possible to all our students. All students are included in trips, educational visits, clubs and industry projects. A risk assessment is carried out before any off-site activities/trips to ensure the safety of all students and staff who will be accompanying them. We make reasonable adjustments and provide additional support to suit individual students' needs to make sure everybody can be included in trips and other visits.

How is the college accessible to students with special educational needs and/or disabilities?

All areas of the college are accessible to those with physical disabilities –the lift reaches every floor of the building.

How will Ada support my young person in the transition stages?

- Throughout the two years students are supported for the end of year decision-making process;
- Students get support regarding how to go through the UCAS process in order to apply for university places;
- Students get support to prepare for interviews, writing personal statements, CVs and how to apply for post-18 apprenticeship programmes.

Your young person is supported in the transition stages by:

- Assessment Centre: When students are applied to join Ada, they are assessed through interviews and other assessments to ensure they are ready to access the curriculum Ada offers.
- Meeting with SENDCo to understand needs and plan support;
- Industry projects: Students get involved in industry projects which prepare them for the world of work;

- Coaching: Some students receive coaching sessions that prepare them for the transition from the sixth form to the world of work or to universities.

What other agencies work in partnership with the college to improve progress and support my young person with special educational needs and/or disabilities?

Ada works with lots of different agencies and professionals to support students' needs. These are a few names of the services we worked with this year:

- Haringey and other Local Authorities' SEND team
- Haringey Language and Autism Support Team
- CAMHS (Children, Adult Mental Health Service)
- Looked After Children Team
- Haringey and other Local Authorities 'MASH' (Multi-Agency Safeguarding Hub)
- School Liaison Police Officer

How are Ada's resources allocated and matched to students' SEND?

- The Principal, in consultation with the Executive Leadership Team and Board members decides how the SEND funding should be spent considering the needs of the SEND students.
- Every Academic Year, the Principal and the Assistant Principal (SEND, Behaviour, Pastoral, Welfare) evaluate the effectiveness of the current interventions and provisions. This evaluation informs the development plan, objectives and actions for the year, which may include additional or alternative interventions, staff training and equipment needs.

What is the Local Offer? Where can I get information on the Local Authorities Local Offer?

A Local Offer is information for parents/carers of young person with special educational needs and/or disabilities. It explains the support a particular local authority offers for those young person and young people. You can find more information about Haringey's local offer [here](#).

How can I raise concerns if I need to and with whom?

If you have any questions or concerns, initially, discuss them with the Assistant Principal (SEND, Behaviour, Pastoral, Welfare). You can also contact the Principal. If you think your concern has not been dealt with, and you wish to make a formal complaint, please follow the college's complaint procedure which can be found on the college's website.