

# SEN Information Report

Unity College is a purpose built, mainstream, secondary school which opened its new building in September 2010. The college is situated within Towneley Park and grounds.

Unity College is an inclusive school and is committed to meeting the special educational and additional needs of students and ensuring that they make expected progress.

The current cohort includes students with;

visual impairments, hearing impairments, physical disabilities, moderate learning difficulties, ADHD, dyspraxia, aspergers syndrome, autism and social, emotional and behavioural difficulties.

Students with SEND are usually identified through the intensive y6/7 transition and liaison with primary schools. All students are assessed using standardised reading and spelling tests before entry. KS2 results and Y6 Teacher Assessments are used and on entry to college, Cognitive Abilities Tests (CAT) online assessments are completed.

GL Dyslexia Screener is used for students displaying signs of dyslexia. Any mid-year transfers are tested on entry.

Updates are made annually or more frequently if indicated.

The college will refer to external agencies for assessment/diagnosis/support as appropriate following consultation with parents/ carers.

If a teacher or teaching assistant has a concern about a student at any time they will liaise with SENCO, PD Tutors and Heads of House and subject leaders.

Each academic year has a Core Group of identified students, who receive support over and above normal teaching, from the SENCO and the team of Teaching Assistants. This is regularly reviewed and updated. Other groups of targeted students receive a wide variety of different types of support throughout the college.

Students can be identified as having reading / handwriting difficulties and receive practise in these areas or are involved in other interventions eg REACH, (Reading and Comprehension), Targeted Literacy Teaching, Keyboard Skills, Accelerated Reader and literacy or numeracy form groups.

Specialist teaching is bought in from a wide range of outside agencies to give intensive support through 1 to 1 or small group work.

As part of the whole school monitoring and evaluation, the effectiveness of the curriculum offered to students with special educational needs can be increased by adapting it to meet the individual needs of a student. This can be through offering Vocational courses, Entry Level courses, extended Work Experience placements or differentiating a students' individual timetable. The college has links with the local special school, and individual timetables can include time spent at Ridgewood where appropriate.

All teachers are responsible and accountable for the progress and development of the SEND students in their class, including where students access support from teaching assistants or specialist staff.

The SENCO is available to give advice and strategies to on 'best ways of learning'. Advice and strategies from specialist teachers is always shared.

Updates are made available to staff, by the SENCO, via SEND rep. meetings, face to face meetings, attendance at subject meetings and liaison with subject leaders.

High quality teaching and differentiation for individual students is the responsibility of the classroom teacher. Students are able to access the curriculum by teachers understanding their needs and adapting their teaching approaches accordingly. All teachers are clear about the outcomes expected from any SEN support for the student and have high aspirations for all their students.

Unity College regularly reviews the quality of teaching for all students through the college's appraisal systems. This includes reviewing each year and where necessary, improving teacher understanding of strategies to identify and support vulnerable students. Whole college training and individual CPD is viewed as a priority

Pen Portraits for all students with SEND are available for staff on the college's intranet. These contain detailed information about individual student needs and are updated regularly. They include strategies, hints and tips for all staff to use in order to best support an individual student. They form part of the SEN Support Plans.

External and in-house training is available to support the staff, individually or whole college. Work on differentiated materials is on-going.

All statements and EHCP's are reviewed at least annually, but additional reviews can be called at any time throughout the year. Reviews are carried out in line with statutory guidance. Advice is provided by the college, external agencies, the student and the parent/carer. Documentation is shared, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and copies kept within college. Students are always encouraged to participate in their review meetings.

Students receiving additional support and/or interventions are logged through the college's Provision Mapping process and included in the Pen Portraits. Progress of students with SEND support needs is monitored in line with college assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. SEND students who are under achieving are then interviewed and support adapted to suit their needs and requirements.

Progress data and reports are shared with parents three times each year, in written format as well as face to face at parent's evenings. The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.

The effectiveness of the college's provision is measured in the progress that individuals and groups of students make over time. The college is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

College has an identified governor for SEND who regularly meets with the SENCO and attends review meetings with parents and students. The governor also reports SEND matters/concerns back to the governing body of the college

Students are assessed by a specialist teacher to qualify for examination provision. This can be:

- Extra time
- Reader
- Scribe
- Practical assistance
- Use of a Laptop

Use of a prompt  
Rest breaks  
Read aloud

If a student qualifies for any of these concessions, they are applied for through the examining bodies and monitored by the SENCO and College's Exam Officer.

Treasure Island, college's nurture area, is open for year 7, Buddies and vulnerable students from all years, before and after school, break times and lunchtimes.

Breakfast is available each day from the dining room at morning break but there is also a before college breakfast club in Treasure Island.

There are a range of extra-curricular activities available to all students, some charges are applicable, e.g. transport costs. The activities include, sport, music and drama and also subject revision clubs.

The college also has a home learning/homework club every morning and after college each day. The college library is also open to students throughout the day. Teaching Assistants are available for arranged after college sessions to help SEND students with homework or as catch up sessions for coursework.

All students at Unity College, whether or not they have a SEND, are encouraged to become involved in the full life of the college. This includes taking part in homework and Independent Learning Activities (ILA) which encourages students to use the ICT facilities, breakfast and homework clubs.

All SEND students of all abilities are encouraged to attend sports practices.

All SEND students are encouraged to extend their interests by joining in with drama productions, the choir and the music clubs and any other available activities.

All clubs, activities and trips are available to all students, but may be subject to risk assessment. A colour coding system is used to highlight SEND/vulnerable students and extra provision made in order to allow access for all. Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.

The college operates a Buddy system in certain areas/aspects of the day, where older pupils offer guidance, help and friendship support to younger students.

Teachers, Welfare staff and other adults will highlight vulnerable young people to the college's SIGNpost team for pastoral support, both in and out of school.

The college runs a one week Summer School and this is available to Year 6/7 transition students and Buddies. The Summer School actively engages pupils in finding new friends and supporting new friendships.

All SEND students are invited to attend skills activities sessions twice each week at lunchtimes for developing fine and gross motor skills.

Health, including emotional health and wellbeing, is important so that all students and staff are safe and can achieve. College has a number of named staff who are trained first aiders and a nurse who has a drop-in service every Thursday at college. Medications are routinely administered by a trained first aider. All medication is kept under lock and key in a cabinet in the first aid room. The locked cabinet is clearly labelled and only designated staff have access to the key. Medications in the cabinet are clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.

Instructions for administration are kept with the medication / Care Plan. All medication is checked regularly for expiry dates, and parents are contacted to replace it when necessary.

Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator in the First Aid room.

A Care Plan is drawn up in conjunction between the parents, child and medical professional. The school nurse does a home visit and a Care Plan agreed. This is forwarded to college and checked by the Administration leader. Care Plans are held centrally in the college office. They are reviewed by the School Nurse at least annually or if circumstances change. Relevant staff and teachers are briefed about students with medical needs. Additional training for staff or first aiders is arranged via the college nurse, or specialist nurse practitioners.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider – signs are displayed around college giving information on who is the nearest first aider. The first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Headteacher is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.

The college does not have a health worker or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the college safeguarding protocols. There are regular visits from the college nurse, who has drop in sessions, Speech and Language services, ELCAS workers, Educational Psychology Service, Barnardo's workers, YPS, on site social worker, attendance team and SIGNpost team.

For the safety of all the college community, students are not allowed to carry medicines in college.

The college is fully accessible with disabled car parking at the front of college, disabled toilets and changing facilities and a lift. The college has some height adjustable tables. There are high backed chairs available in science, art and technology. There are good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. Displays around college are different fonts and sizes. Policies and procedures are available in a print format from college and from the website. All policies can be downloaded and adapted as necessary. Communication with parents is in accessible language. We have conducted a recent audit for visually impaired students/parents/ visitors and some improvements have been made.

The College website provides contact emails for all staff and college telephone number for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website.

College has an open door policy. Parents can come without appointment to school at any time (within safeguarding constraints). A member of SLT will meet with a parent where possible, although it is always better by prior arrangement. Parents of new students are encouraged to come into college and can be escorted on a tour around the working school within strict safeguarding limitations.

During transition, identified SEND students prepare a transition booklet with the Transition Mentor which goes home when completed.

College runs a summer school which helps vulnerable students in particular familiarising them with key staff and names. Additional contact days are made available for year 6 pupils to come and experience working in college.

Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.

The use of rewards such as Vivos or congratulatory postcards are regularly used by all staff. Feedback is actively pursued by questionnaires, at all Parents Evenings and most college events. College practice is adjusted and reformed in the light of this feedback.

There is a strong parent representation within the School Governing Body. This representation covers the entire, broad demographic of our college community.

Parents are invited to attend Review /EHC Plan Meetings and contribute to the review documentation. If parents are unable to attend the paperwork is always sent home.

The college has an active Student Voice where all PD groups are represented. There is also a Student Council chaired by Head Boy and Head Girl. Student Council reps meet each term and information is fed back to students, staff and SLT. Students are invited to attend meeting of the Governing Body at appropriate times. There are many opportunities for students to be involved in expressing their views.

The school has an active Buddy system running across the year groups, enabling older students to support and mentor younger more vulnerable students within Treasure Island.

Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as are parents. Parents and students are actively encouraged to attend reviews/EHCP reviews in order to make sure their wishes are represented.

Parents are encouraged to complete feedback information sheets and questionnaires after visits to college, parents' evenings, as well as website feedback.

There is a Parent Council group which meets regularly. Parental questionnaires are completed each year.

A home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.

There is access (by appointment) to the Headteacher, Deputy Head for Support Services and SENCO

Should a parent or carer have a concern about the SEND provision made for their child they should, in the first instance, discuss this with the class teacher or PD Tutor. If the concern continues, the SENCO and class teacher will re-assess the student, if relevant, set new targets, inform staff and seek help and advice from other agencies, for example – IDSS, Educational Psychologist, ELCAS, LEA.

Parents will also be informed about Parent Partnership and how to make representations to the LEA. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEN Governor, Mrs Diane Wilkinson. The Chairman of Governors will be involved after other avenues to resolve the situation have been exhausted.

Unity College liaises with quite a number of agencies in order to meet the needs of students. These services include:

- ◆ Education – IDSS / Educational Psychologist / College Adviser
- ◆ Health – School Nurse / GP / Occupational Therapist / Speech and Language Therapist / Physiotherapist / ELCAS / ACERS
- ◆ Attendance Officers
- ◆ Behaviour Solutions
- ◆ Lancashire Parent Partnership

- ◆ EAL
- ◆ Young Peoples Services (Targeted Youth Support)
- ◆ Children's Social Care (Child in Need / Child Protection)
- ◆ Early Break /YOT/Princes Trust
- ◆ Barnardos
- ◆ Targeted Family Support Services
- ◆ CAFCAS
- ◆ Counselling Services ( Freeflow)
- ◆ Faith Services
- ◆ Young Carer (Barnardos)
- ◆ Action for Children
- ◆ Children's Centres
- ◆ Police Early Intervention
- ◆ Children's Society
- ◆ Brook Advisory Service

If a parent/carers would like to know more about the services used in college or local services available outside of college, they should contact any of the following people;

Mrs Alison Hodgson – Deputy Headteacher for Inclusion and Support

Mrs Anna Reynolds – SENCO

Ms Bev Worthington – SIGNpost Team

The college holds a Prospective Parents' Evening in the autumn term for all Year 5 and Year 6 students. Following this evening the college also offers visits for parents and prospective students throughout the college day if needed.

For those students who select Unity College as their college of choice and are given a place after allocations have been made the college supports the students through a transition programme.

The college works with feeder primary schools from year 5, through to arrival in year 7, initially through the designated Transition Mentor, but also with the Transition Manager, Deputy Head for support and SENCO who visit all feeder schools at least once.

SENCO arranges meetings with parents and students with SEND, usually at the primary schools in the summer term prior to transition. The SENCO also attends any review meetings which the primary school may hold in year 6 for their SEND pupils.

Transition visits start in the spring term for some students, following early liaison with feeder schools. Individuals and small groups of students are given increasing access to the school, via pre-arranged visits.

All prospective year7 students are invited to attend college for two days each week for approximately five weeks. During this time they have opportunities to find out what will be expected of them, work with teachers and have sample lessons of what to expect on transition.

During these days reading, spelling and numeracy tests are completed by all year 6 students and dyslexia screening tests can be administered if necessary.

The college uses Buddies to visit feeder primary schools in the summer term, to give talks and presentations to Year 6 and to support them on their visits to the college. College's Nurture facility, Treasure Island, is made available to Year 6 on their visits. Year 6 students are invited to join in Summer School activities.

Information from primary school is gathered and with test results collated into student Pen Portraits which are distributed to staff who are then familiar with vulnerable students and students with difficulties. Staff can also be named as the link person for vulnerable students.

A transition Evening is held in June for new Year 7 students and their parents. After transition a Settling in Evening is offered to parents of new year 7 students.

#### Post 16

All students in Key Stage 4 including those with SEND are offered Careers Education Advice Information and Guidance from a named specialist.

Statemented students all meet with the Young Persons Service to discuss their future options and the pathways to these. They are given advice on apprenticeships, 6<sup>th</sup> form colleges and further education colleges and stay in contact through to leaving year 11. Students and parents can request an interview at any point.

The SENCO works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision. Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.

The SEND Policy document, Unity College's Local Offer and the SEND Information Report are available on the SEND page of the college website.

There is also a link to Lancashire County Council's Local Offer.  
LCC website is [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)