**SEND Policy January 2019**

**Purpose and Rationale**

This policy complies with the statutory requirement laid out by the SEND Code of Practice 0 -25 (2014) section 3.65 and has been written with reference to the following documents;

The Equality Act 2010

SEND Code of Practice 2014

At Unity College, we believe in teaching and learning in such a way that each individual child strives to achieve above and beyond expectations through a balanced and differentiated provision. This includes those children who are identified as SEND

**Definition of SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, and/or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

**Aims and Objectives**

At Unity College, we are committed to meeting the special educational needs of students and in line with our Mission Statement we will:

* have a whole college approach to SEND,
* every teacher/adult in college is a teacher of every child including those with SEND,
* provide a safe environment for SEND students,
* meet the Equality Act duties for students with disabilities and use our best endeavours to meet a student’s SEND,
* identify and provide for students who have special needs and additional needs,
* to provide support and advice for all staff working with SEND students,
* develop the school as a caring community in which respect, understanding and concern for other people form its basis; encourage students to recognise their needs and responsibilities in the community, of which the college is a part, and to develop awareness of the values of contemporary society,
* enhance the partnership between school and the community and use every opportunity to involve parents in the life of the college,
* ensure an environment in which every student may achieve his/her academic and physical potential,
* recognise that the curriculum extends outside the classroom to foster the creative capacity of individuals,
* enable students to acquire knowledge, skills and qualifications necessary for everyday living and where appropriate, for entry into skilled occupations, the professions and further education,
* ensure all SEND students have high aspirations and be as independent as possible,
* engage parents and students in the decision-making process to achieve the best possible educational and other outcomes,
* increase the numbers of students remaining in Education, Employment and Training,

**Identification**

Students with SEND are identified through the intensive year 6/7 transition and liaison with primary schools, attendance at reviews and use of transfer documentation.

All students are assessed using standardised reading, spelling and number tests before entry. KS2 results and Y6 Teacher assessments and recommendations are used and on entry to college. In addition, Cognitive Abilities Tests (CAT) online assessments are completed with individual students when required.

GL Dyslexia and Dyscalculia Screeners are online assessments used for students displaying particular difficulties with spelling or number. They do not give a diagnosis but an indication of difficulties associated with dyslexia or dyscalculia.

Liaison with external agencies for assessment/diagnosis/support as appropriate following consultation with parents/ carers

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If a teacher or teaching assistant has a concern about a student at any time they will liaise with SENCO, PD Tutors, Subject Leaders and House Leaders in order to tailor support to an individual’s needs.

Each academic year has a ‘Core Group’ of identified students (approx.30 - 40) who receive support over and above normal teaching. This is regularly reviewed and amended as required

Students can also be identified as having specific difficulties and receive practice in these areas or become involved in other interventions, for example, REACH, Literacy and Numeracy Intervention or specialist teaching bought in from outside agencies.

Whole college monitoring systems, will highlight underachievement and discrepancies in curriculum areas at both KS3 and KS4 for all students.

**Teaching and Learning**

The curriculum offered to students with special educational needs can be adapted to meet the individual needs, by offering Vocational courses, Entry Level courses, differentiated curriculum and work placements.

All staff 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.

High quality teaching and differentiation for individual students is the responsibility of the classroom teacher. Students are able to access the curriculum by staff understanding their needs and adapting their teaching approaches accordingly. Work on differentiated materials is on-going.

The majority of Teaching Assistants have been assigned to core subjects in order to deliver a higher level of subject support.

Unity College regularly reviews the quality of teaching for all students. This includes improving teachers understanding of strategies to identify and support vulnerable students and their knowledge of SEND most frequently encountered. The profile of SEND is raised through half termly, in house staff training and updates. External training is also available to support the staff, individually or whole college

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

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

Pen Portraits for all students with SEND are available for staff on the college’s intranet and Sims. These are individual, informative, include targets and give hints and tips of ways to support and are updated regularly.

Opportunities for out of college teaching and learning are made available through the Virtual Learning Environment (VLE) and other online programs, for example Method Maths, GCSE Pod, Seneca Learning.

Unity College also has links with Ridgewood Community High School where individual students can spend time following a differentiated timetable. This can lead to post 16 courses at either Ridgewood or with a group of SEND peers at Burnley College.

**Resources and Facilities**

The college is fully accessible with disabled car parking at the front of college, disabled toilets, changing facilities and a lift. Any emergency vehicles have easy access to the front of the building.

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. Stairs are edged with yellow and have handrails. Any loose carpets are a different colour so that they are clearly visible.

There are laptops and iPads available in college to enhance the learning process, and to assist identified students with handwriting and recording difficulties. For external exams we have started to introduce reader pens which are now permitted.

There are two emergency evacuation chairs in college and staff trained in their use.

The college also has a nurse who holds a weekly drop-in service.

Unity College has an accessible minibus.

**Supporting Students and Parents**

Support and a safe place is available before college, at lesson change over, during breaks and lunchtimes for SEND and vulnerable students.

Classroom based support is available through a team of experienced Teaching Assistants. Classroom based support and intervention can take place in one to one, small group or whole class settings.

The support timetable is regularly reviewed, updated and requests from both staff and students are acted upon whenever possible.

The Teaching assistants are part of the SEND team and work in partnership with the classroom teacher / SENCO to enhance student progress and narrow the gaps in performance. Teaching Assistants have been attached to core subjects in order to deliver a higher level of subject specific support.

Subject based intervention is usually provided by subject specialist staff. Intervention can take place before, during or after college and is supported by TA3’s.

Literacy and numeracy interventions are available through timetabled lessons, withdrawal and PD sessions and are a priority of the college designed to promote independent learning and curriculum access.

In each half year there is a small Year 7 Nurture PD which provides additional catch up literacy, numeracy, social and practical skills daily for students who are deemed not to be ‘secondary ready’.

College will consult staff from a variety of external agencies to advise and support across the range of SEND.

The college provides support to all parents when needed. Administrative support can be supplied via the main school office if requested.

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 posted home.

Additional contact is expected and routinely made if there is an area of concern or celebration.

Unity College has an open-door policy. Parents of new students are encouraged to come into the college and can be escorted around the college within strict safeguarding limitations.

Parents may express their concerns about their child to their child’s PD tutor, SENCO, subject teacher, house leader or a member of the Senior Leadership Team.

**Assessment, Reviewing and Evaluating Outcomes**

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.

All 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 meeting.

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 plus additional targeted student interviews after each assessment. Years 7, 8 and 9 have reading, spelling and numeracy assessments annually to monitor progress. 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, where appropriate, to suit their needs and requirements.

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

College has an identified governor for SEND who 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.

**Exam Provision**

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

Extra time

Reader

Practical assistance

Use of a Laptop

Use of a prompt

Rest breaks

Read aloud

If the student qualifies for any of these concessions these are applied for and monitored by the SENCO and College’s Exam Officer.

**Keeping Students Safe**

College policy on safeguarding is clear, inclusive, comprehensive and specifies additional requirements for SEND students.

SEND students, where necessary and with a Permit Pass, can be dropped off and picked up in an area at the front of college by a responsible adult. Students are released into the care of an adult, by member of college staff, where necessary. Parking around college is very limited so arrangements are made clear to parents and students.

Treasure Island provides a safe haven for vulnerable students (Year 7 in particular). This area is supervised supporting children at break, lunch and before and after college.

Vulnerable students all have a named member of staff who they know to go to if they experience any difficulties.

All college trips are processed through our ‘Evolve’ system and risk assessments are attached to forms, checked and delivered by the group leaders/ responsible staff.

All college policies including safeguarding and anti-bullying policies are available by a direct link on the college website and hard copies are available on request.

**Transition from Primary School and into Further Education / Employment**

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 year 7 students are invited to attend college for two days each week for several 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. In addition to this identified SEND students prepare a transition booklet with the Transition Mentor which goes home when completed. Additional contact days are made available for some SEND and vulnerable year 6 students where 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.

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. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable and SEND pupils receive one-to-one advice and guidance as required. Students are given support in completing application forms.

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, 6th 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 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.

**Extra Curriculum Activities**

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 any independent work, which encourages students to use the ICT facilities, homework clubs. and after school revision sessions.

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, drama and also subject revision clubs.

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

Breakfast and snacks are available each day from the dining room at morning break.

The college also has a home learning/homework club after college each day. The college library is also open to students.

Teaching Assistants are available for arranged after college sessions to help SEND students with homework or as catch up sessions. They also support the after college revision sessions. SEND students regularly use the SEND area and ICT facilities after college.

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, Teaching Assistants, Welfare staff and other adults will highlight vulnerable young people to the colleges SIGNpost team for support, both in and out of school.

**Roles and Responsibilities**

The Governing Body has identified a Governor to have oversight of SEND provision in the college and to ensure that the full governing body is kept informed of how the college is meeting statutory requirements. At Unity College this role is undertaken by Mrs Diane Wilkinson who meets regularly with the Headteacher and SENCO, Mrs Anna Reynolds.

An Assistant Headteacher, Miss Jane McGregor is the college’s “responsible person” and oversees the college’s SEND work.

The SENCO and the Assistant Headteacher work closely with the SEND Governor and staff to ensure the effective day to day operation of the college’s SEND Policy.

The SENCO and Assistant Headteacher will identify areas for development in SEND and contribute to the college’s Improvement Plan.

The SENCO will co-ordinate provision for students who receive SEN Support and have a Statement or Education, Health, and Care Plan.

The SENCO will be responsible for exam access arrangements for SEND students.

The SENCO will be responsible for providing an SEND Information Report

The Headteacher, Assistant Headteacher and SENCO will be responsible for the formulation of the SEND Policy and disseminating it to staff. All teaching and non-teaching staff will be involved in the implementation of the Special Educational Needs and Disability Policy.

They are responsible for differentiating the curriculum for students with special educational needs and will monitor their progress. All Heads of Department will review and monitor the progress made by SEND students in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

**Complaints**

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.

**Training**

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/SENCO/SEND governor

The SENCO and Headteacher will keep fully up-to-date about SEND issues through attendance at training and cluster meetings. In addition, the SENCO will develop personal skills through attendance at specialist training, liaison with outside specialists, reading and through subscription to professional bodies.

Other teaching staff will be kept up-to-date informally by the Headteacher/SENCO and formally at staff meetings, morning briefings and training.

Non-teaching staff who support individual students and groups of students need to have a wide range of curriculum and special educational needs knowledge. This will be updated by attending relevant courses run by school and by being given the opportunity to attend courses run by specialist agencies.

**Outside Agencies**

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

* Education – Lancashire Traded Team of Support and specialist teaching/ Educational Psychologist / College Adviser
* Health – School Nurse / GP / Occupational Therapist / Speech and Language Therapist / Physiotherapist / ELCAS / Alternative Education providers
* Attendance Officers
* Behaviour Solutions
* EAL
* Children’s Social Care (Child in Need / Child Protection)
* YOT/Princes Trust
* Targeted Family Support Services
* CAFCAS
* Counselling Services
* Faith Services
* Young Carer (Barnardos)
* Children’s Centres
* Police Early Intervention
* Brook Advisory Service
* Information Advice and Support Service ( formerly Parent Partnership)
* Well being, Prevention and Early Help Service
* Young AddAction
* Pendleside Hospice