

Objectives

We at Unity College are committed to meeting the special educational needs of students and ensuring that they make progress. In line with our Mission Statement we will:

- ♦ 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 school 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 work of the school;
- ♦ 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.

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

1 Ensure that students participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.

Over the next 12 months our student related target(s) in this area are:

- a) to ensure that statemented and core group students are involved in their assessments and in setting their own subject specific targets, after each assessment. Students not meeting their targets will be interviewed by SEN staff to ensure that all support is appropriate and useful.
- b) to encourage SEN students to fully engage with the whole school vivo rewards policy

2 Ensure good working relationships with parents, carers and the community.

Over the next 12 months our parent related target(s) are:

- a) to review the letters which are sent to parents to ensure that they are easy to read and understand.
- b) to regularly review Y6 to Y7 transition procedures to ensure that new parents are confident to share special educational needs information about their children and know where to go for help with SEN
- c) to continue to encourage parents to attend reviews by ensuring consistent and effective home school partnerships
- d) to liaise effectively with all outside agencies in supporting students with SEN and their parents

3 Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to students with special educational needs, promotes inclusion and high standards of attainment and achievement.

Over the next 12 months our curriculum related target(s) are:

- a) to review Pen Portraits so that they complement the classroom teacher's planning and differentiation. Continue with existing IEP format for statemented students.
- b) as part of the whole school monitoring and evaluation, consider the effectiveness of the curriculum offered to students with special educational needs and adapt it to meet the individuals needs. By offering Vocational courses, Entry Level courses, Extended Work Experience etc
- c) to track SEN students progress after each assessment and implement strategies to support students in their learning

4 Ensure that the learning needs of students with special educational needs are identified and assessed as early as possible, and their progress closely monitored.

Over the next 12 months our curriculum related target(s) are:

- a) to implement strategies which will be used to identify students for inclusion in the Core Group – deciding which criteria to use as the basis eg below 85 mean SAS score, below level 4, Reading Age below 9:0
- b) to reassess the relevance of current test material used and update as and when appropriate – particularly reading for understanding group test - research possible online tests.
- c) analyse progress of SEN students after each assessment, meet with those below target and adapt support to meet current needs
- d) to continually update Pen Portraits which form part of the SEN file distributed to all staff in college – make them more detailed and include do's and don'ts, strengths and weaknesses etc.
- e) to continue issuing IEP's for all students with a full statement of SEN

5 Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs students.

Over the next 12 months our planning related targets are:

- a) to have meetings with the team of Teaching Assistants to discuss SEN students, their needs and plan the support offered, when necessary.
- b) SENCO to liaise regularly with subject heads and teaching staff to ensure that they are up to date with changes to SEN students needs
- c) to liaise with subjects through the Teaching Assistants
- d) to keep the SEN file current and up to date, to load onto the intranet and to regularly inform all staff of changes

The Governors will ensure that the needs of students are met by employing a SENCO. The Head and SENCO will use the child's Statement and LEA banding document to identify the areas of student need and make appropriate provision. The Governors will ensure that support staff are employed to support staff and students.

Time will be identified for staff to review student progress, discuss student curriculum needs and to transfer information between classes and phases. The Governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the Governors will ensure that staff are kept fully up-to-date about SEN issues, through the governor for SEN. Training on SEN issues will be made available to all staff – for example:

- ◆ TA Training
- ◆ Whole school training on Inclusion - ADHD/ASD/ BESD
- ◆ In the future to look at training on SPLD - in particular dyslexia
- ◆ Training on differentiation
- ◆ SENCO training

Identification, Assessment, Reviews

On Entry

When students are first admitted to the college they are placed in groups acting upon advice received from the primary schools and after observation, liaison, KS2 results and transition.

Within the first few weeks, Cognitive Abilities tests, reading, spelling and numeracy tests will be completed by all Year 7 students. The results form part of the baseline assessment data and are used to inform planning, groupings and in setting targets.

Teacher Referral

If a teacher has a concern about a child they will liaise with SENCO, PD Tutors and Faculty Leaders.

Curriculum and Assessment Monitoring

The Deputy Headteacher with responsibility for Teaching and Learning and the Assessment Co-ordinator, as well as the SENCO and Deputy Headteacher with responsibility for Support, will monitor the attainment and progress of students with special educational needs as part of their role.

Over the next 12 months our staff related target(s) would be:

- a) to continue to brief all staff on the changes to the SEN core group/ funded students/ types of support needed and statutory requirements.
- b) to continue to improve the user friendliness of the yellow SEN file issued to all staff teaching and non-teaching
- c) to monitor withdrawal lessons led by teaching staff, how the lessons are recorded, monitored and resources deployed. To review how teaching staff contribute to reviews
- d) to develop skills in differentiation through whole school INSET.

6 Ensure that the school liaises with feeder primary schools, special schools and outside agencies effectively to meet the needs of students.

Over the next 12 months our liaison target(s) are:

- a) to discuss the communication between outside agencies and the SENCOs.
- b) to match needs of students at Action Plus and with Statements to the appropriate outside agency where appropriate.
- c) to continue to develop and improve links between Unity College and all its feeder schools.

Roles and Responsibilities

The Governing Body has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Unity College this role is undertaken by Mrs Diane Wilkinson who will meet regularly with the Headteacher and SENCO, Mrs Anna Reynolds. For roles of Governing Body, Code of Practice section 1:16-22, 1:39.

The Deputy Head, Mrs A Hodgson is the college's "responsible person" and oversees the college's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the college.

The SENCO and the Deputy Head will work closely with the special educational needs Governor and staff to ensure the effective day to day operation of the college's Special Educational Needs Policy. The SENCO and Deputy Head will identify areas for development in special educational needs and contribute to the college's Development Plan. SENCO will co-ordinate provision at School Action, Action Plus and for Statemented students. See Code of Practice section 5:30, 6:32.

The Headteacher, Deputy Head 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 or Faculty Leaders will review and monitor the progress made by SEN students in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

The practice that the college articulates here should influence:

- ◆ Job descriptions
- ◆ Questions at interview
- ◆ Staff handbook
- ◆ Induction of new staff

Admissions

Students with special educational needs will be admitted to Unity College in line with the college's Admissions Policy. The college is aware of the statutory requirements of the SEN and Disability Act and will work towards meeting the Act's requirements. The college will use their transition meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at School Action or Action Plus.

Access for Disabled

There is a separate policy, "Disability and Accessibility Plan" for all areas covering disabled access.

How a Child is placed on School Action

To ensure that the SENCO is kept fully informed of struggling students, there is an SEN referral form which staff can fill in and pass to the SENCO for further assessment. Alternatively staff will email SENCO to pass on their concerns about a student.

If a child's performance is below expected levels and they fail to make expected progress the school will take steps to offer appropriate support and closely monitor progress.

If a student fails to make expected progress despite the additional support which the school gives over a period of time, then outside advice will be sought on how to meet the needs of an individual student.

IEP Reviews (timescales)

IEPs for statemented students will be reviewed regularly and if there are significant concerns, parents will be invited to early reviews. Pen portraits will be reviewed regularly and updated. All staff, teaching and non teaching, will be informed of amendments via the intranet.

Statement Reviews

If a child has a Statement of Special Educational Needs or ESAP the college will ensure that appropriate support is put into place for each student using the aims and objective laid out in the documentation and the weighting advised by the LEA. At least annually, a Statement will be reviewed and all interested parties will be invited to contribute and attend the review meeting. All documentation will be distributed to those parties and the LEA.

Access to the full life of the college

All students at Unity College, whether they have a special educational need or not, are encouraged to become involved in the full life of the college. Ways in which this is done, include:

- ◆ setting homework and Independent Learning Activities (ILA) which encourages students to use the ICT facilities, breakfast and homework clubs
- ◆ TA's helping to run extra curricular lunchtime activities and encouraging SEN students to take part
- ◆ encouraging students to take part in college trips
- ◆ encouraging students of all abilities to attend sports practices
- ◆ encouraging students to extend their interests by joining in with drama productions, the choir and the music clubs and any other available activities
- ◆ encouraging vulnerable students to access Treasure Island
- ◆ involving students in responsibilities with respect to themselves, the college and the community;
- ◆ by rewarding successes using the Vivos system

Complaints

Should a parent or carer have a concern about the 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/SEN governor

The SENCO and Headteacher will keep fully up-to-date about special educational needs 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 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 also by being given the opportunity to attend courses run by specialist agencies.

Outside Agencies

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

- ◆ Education – IDSS /EPS/Adviser
- ◆ Health – nurse, doctor, occupational therapist, speech and language therapist, physiotherapist, ELCAS, ACERS
- ◆ Attendance officers
- ◆ Social Services /Family Liaison/ Grass Roots
- ◆ Lancashire Parent Partnership
- ◆ EAL
- ◆ SIGNpost team (formerly Youth and Community)
- ◆ Young Peoples Services
- ◆ Social Services
- ◆ Early Break /GRIP/YIP/YOT/Princes Trust
- ◆ Counselling Services
- ◆ Any other agencies where necessary

Currently involved with school are:

- ◆ Hannah Bird- EPS
- ◆ Andrea Cappelli, Anne Walker, Maureen Byrom, Emma Stubbs -IDSS
- ◆ Sheila LeBreton – Speech and Language
- ◆ Dr Ruge Dr Kippen Dr Sultan, Dr Brown – Medical
- ◆ Diane Taylor, Helen Thompson - Attendance
- ◆ Social Services

- ◆ Bev Worthington, Vicky Cochrane, Nathan Rogan, John Thompson – SIGNpost team
- ◆ Cait Hollinshead – Student Support Centre
- ◆ YPS – Debra Frost
- ◆ School Nurse
- ◆ Early Break
- ◆ GRIP/YOT
- ◆ Counselling Services

Parents Section

Involvement of parents is a vital element of Unity College's SEN department and every effort is made to involve parents at every stage of their child's education while at the college:

- ◆ maximising involvement – open door policy
- ◆ welcome, transition and induction of new students – several opportunities
- ◆ how parents are kept informed eg IEPs/parents' evenings/reviews
- ◆ e-mail, letters, phone calls
- ◆ via the VLE
- ◆ how the parents' views are elicited – questionnaires
- ◆ Governors' report to parents
- ◆ Parent Partnership
- ◆ Homework
- ◆ PFTA

This policy does not stand alone and should be used alongside the following Policies:

Safeguarding Policy	Procedures for Assessing Risk
Anti-bullying Policy	Induction and Code of Conduct for Staff
Racial Incident Policy	Intimate Care Policy
Harassment and Discrimination Policy	Safer recruitment Policy and Practice
Use of Physical Intervention Policy	Confidentiality
Educational Visits Policy	One to One Working
Intimate Care Policy	Children in Care
E-safety Policy	Equality
Health & Safety Policy	SEN Policy
Drug and Substance Misuse Policy	
Behaviour Management Policy	
Child Looked After Policy	
Attendance Policy	

This Policy was updated on

This Policy will be reviewed