

SEND Policy October 2014

Rationale

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 SEN 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, 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 or mainstream post-16 institutions

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.

Aims and 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:

- ◆ have a whole college approach to SEND,
- ◆ every teacher/adult in college is a teacher of every child including those with SEN,
- ◆ 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 SEN,
- ◆ 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 work 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,
- ◆ To increase the % of KS4 going to or remaining in Education, Employment and Training,

Identification

Students with SEN 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.

Any mid-year transfers are tested on entry.

GL Dyslexia Screener is used for students displaying signs of dyslexia. 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 Faculty Leaders.

Core Groups

Each academic year has a core group of identified students (approx. 22 -30) who receive support over and above normal teaching. This is regularly reviewed and updated.

Students can also be identified as having reading / handwriting difficulties and receive practice in these areas or are involved in other interventions eg REACH or specialist teaching bought in from outside agencies.

Teaching and Learning

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, by offering Vocational courses, Entry Level courses, Extended Work Experience etc

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. Staff are clear about the outcomes wanted 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. This includes reviewing and where necessary, improving teacher's understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

The SENCO is always available to give advice and strategies to staff 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.

Pen Portraits for all students with SEND are available for staff on the college's intranet. These are updated regularly.

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

Support

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

Classroom based support and intervention can take place in one to one, small group or whole class settings.

Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day.

The Teaching assistants are part of the SEND package and work in partnership with the classroom teacher / SENCO to deliver student progress and narrow the gaps in performance.

Differentiated resources and classroom displays are readily available.

Literacy intervention is available through timetabled lessons and activities, and is a priority of the college designed to promote independent learning and curriculum access.

There are laptops and iPads available in college to enhance the learning process, and to assist identified students with handwriting and recording difficulties.

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

Individual teachers are responsible for making lessons accessible for all. They liaise with SENCO on differentiation and have had recent in house training on this.

Curriculum adjustments are made at KS4 for identified students.

Opportunities for external teaching and learning are made available through the Virtual Learning Environment (VLE).

Support is also available during breaks and lunchtimes for vulnerable students.

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

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

Working in partnership with the LA, college supports any information received by parents concerning travel plans.

The college also has a college nurse who holds a drop-in service each Thursday between 12.35 pm and 1.25 pm.

Assessment, Reviewing and Evaluating Outcomes

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 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. 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

Exam Provision

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

Extra time

Reader

Scribe

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

Risk assessments and Preliminary assessments are completed by college before students start in Year 7.

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

SEND students where necessary 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 (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 Breakfast Club, at break and lunch times, after college and provides a summer school in the summer holiday.

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.

Health (including Emotional Health and Wellbeing)

Health (including emotional health and wellbeing) is important so that all students and staff are safe and can achieve.

We have a number of named staff who are trained first aiders and we have a college 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.

Any Care Plans are drawn up in conjunction with 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 any health 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.

Communication with Parents

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.

At the transition meeting for new students, key staff members are introduced to parents and students. A team of staff visit all feeder schools during transition, gathering information and meeting students and some parents. Details about the college are issued to the primary schools.

College has an open door policy. 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. 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.

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.

An official Open Evening Event takes place in October of each year where all parents of year 5 and year 6 students are welcome to come and visit the college environment.

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.

Working Together

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 do parents.

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

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

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

There is a governor linked with SEN who reports to full Governing Body on a termly basis. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision. SENCO recently reported to Governors in person.

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 group of SEND peers at Burnley College.

Transition from Primary School and into Further Education / Employment

The college holds a Prospective Parents' Evening in October 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 year 7 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, 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 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.

Extra Curriculum Activities

Treasure Island 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 colleges SIGNpost team for 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.

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.

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

The SENCO and the Deputy Head will 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 Deputy Head will identify areas for development in SEND and contribute to the college's Development 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 a SEN Information Report.

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 SEND 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

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 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 / 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