



## **SEN and Disability**

### **Local Offer: Secondary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Unity College

School Number: 12112

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own students' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>Unity College Towneley Holmes Burnley BB11 3DF</b>		<b>Telephone Number</b>	<b>01282 683010</b>
			<b>Website Address</b>	<b>www.unity-college.com</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>No</b>			
<b>What age range of students does the</b>	<b>11 - 16</b>			

<b>school cater for?</b>	
<b>Name and contact details of your school's SENCO</b>	<b>Anna M Reynolds</b> <b>a.reynolds@unity-college.com</b>

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	<b>Anna M Reynolds</b> <b>SENCO</b>		
<b>Contact telephone number</b>	<b>01282 683010</b>	<b>Email</b>	<b><a href="mailto:a.reynolds@unity-college.com">a.reynolds@unity-college.com</a></b>

## Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b><a href="http://unity-college.com/?p=59630">http://unity-college.com/?p=59630</a></b>		
<b>Name</b>	<b>Anna M Reynolds</b>	<b>Date</b>	<b>03.10.18</b>

## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.  
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)
- 

### What the college provides

**Unity College is a purpose built secondary school that opened its new building in September 2010. The college is situated within Towneley Park and grounds. The college's admission arrangements for students with SEND are in line with Lancashire admission procedures.**

**The college has an accessibility policy which supports SEND students.**

**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. Stairs, stairwells and restricted headroom areas are distinctly marked. 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.**

**Please return the completed form by email  
to: [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)**

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the student during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual students or groups with similar needs and the resources allocated to meet those needs?

### **What the college provides**

**Students with SEN are usually identified through an intensive Year 6 transition and liaison with primary schools. All students are assessed using standardised reading, spelling and numeracy 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.**

**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. Differentiated resources and classroom displays are readily available and are used when necessary.**

**To assist students with visual difficulties enlarged reading/text books are available. Different coloured exercise books are tailored to meet the needs of students with visual difficulties and also students with dyslexic tendencies.**

**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. Students with visual difficulties also have full use of laptops tailored to suit their individual needs. 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 in house training on this. Curriculum adjustments are made at KS4 for identified students.

Attendance, progress, behaviour and engagement is monitored and reported regularly, ensuring the quality of the provision and students safeguarding is effective. Educational progress is shared with parents through the whole college reporting system and through House Leaders, Heads of subject and Parents Evenings. Opportunities for external teaching and learning are made available through the Virtual Learning Environment (VLE).

Each teaching and non-teaching member of staff is given training, relevant to SEND students and support, at the start of the school year. Specialist agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.

CPD for staff personal development is available on request and much training and staff development is given in house.

Updates are made available to staff, by the SENCO, via 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 SIMS and the college's intranet. These are updated regularly. External and in-house training is available to support the staff, individually or whole college.

Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, VI, HI, SpId, MLD, Speech Language and Communication, EAL. SENCO qualified in SEND and AST for dyslexia. Specialist teaching from LCC SEND Traded Team and other specialist agencies are bought in to work with individual/small groups of students and to advise staff on strategies and programmes of study.

College works within the examination board guidelines to put into place Access Arrangements which are appropriate and meet the needs of the individual student.

Identified students requiring off site support are monitored through liaison with the providers. Provision mapping is extensive and illustrates the range and level of support for individual and group needs

## **Reviewing and Evaluating Outcomes**

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### **What the college provides**

**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.**

**Progress of other 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.**

**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 SENCO and attends review meetings with parents and students.**

## **Keeping Children Safe**

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?

- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

#### **What the college provides**

**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 SEND students. SEND students where necessary can be dropped off and picked up in an area at the front of college by a responsible adult, if this is deemed necessary. 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 and after college.**

**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, behaviour 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)**

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

#### **What the college provides**

**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 lunchtime 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 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**

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### **What the college provides**

**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. 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.**

**Additional contact days are made available for Year 6 students to come and experience working in college.**

**An official Open Evening Event runs 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. 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.**

**The college also produces a Newsletter which is published throughout the year.**

## **Working Together**

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of students with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

### **What the college provides**

**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, eg:**

- **Students are involved in talks with the local MP and visits to the local council chamber.**
- **Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.**
- **Students are asked to complete a questionnaire about college, their learning and wellbeing, on a regular basis.**
- **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.**

**The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.**

**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 SEND who reports to the 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.

### **What Help and Support is available for the Family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

### **What the college provides**

**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 students 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.**

**There are no official college bus services but the local main bus station is within walking distance of the college.**

## **Transition from Primary School and School Leavers**

- What support does the school offer for year 6 students coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

### **What the college provides**

**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. 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.**

**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. The Transition Mentor arranges extra visits for vulnerable and SEND 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. All students including those with SEND are offered Careers Education Advice Information and Guidance from a named specialist.**

**Local Colleges attend Parents' Evenings from Year 9 onwards. This facility is open to any student and their parent/carer. Colleges attend and give**

presentations to groups of students during lessons.

Follow up drop in visits are made by colleges and a representative comes into Unity during Friday lunchtimes to offer support and advice to KS4 students.

YPS engage with SEND students prior to Transition Reviews in Year 9 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 college has links with FE colleges and universities and visits may be arranged.

The college also has links with Ridgewood School enabling our KS4 SEND students to attend and have access to their curriculum. They are also able to accompany their students on FE college visits and experience what would be available to them.

Subject departments engage with universities and colleges for subject specialist information. College has links with FE colleges regarding finance and guidance. The college has a dedicated careers section in the library which holds information on many universities and colleges as well as information about employment and training opportunities.

A differentiated timetable including work placement and Princes Trust may be available for students experiences difficulties.

The college actively promotes the work of the Young Peoples Service, The Duke of Edinburgh Awards Scheme and other youth organisations including army and sea cadets

### **Extra Curricular Activities**

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

### **What the college provides**

Treasure Island is open for Year 7, 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, eg 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.**

**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.**

**Where places are oversubscribed parents will be informed as to how places will be allocated.**

**The college operates a Prefect system, where older students 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.**

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