**Special Educational Needs & Disabilities**

**Information Report**

**2020 - 2021**

**Unity College**

**Aims of our provision in regards to students with special educational needs and/or disabilities**

The aims of our policy and practice in relation to special educational need and disabilities at Unity College are:

* To remove barriers to learning.
* To put effective provision in place.
* To have high expectations of students with SEND.
* To enable students with SEND to participate, learn and make progress.

**What are special educational needs and disabilities (SEND)?**

At Unity College we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

**Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing.

**What kind of special educational needs and disabilities (SEND) for which provision is made at Unity College?**

Unity College is an inclusive college which is committed to meeting the needs of all students within the four key areas of SEND;

* Communication and Interaction,
* Cognition and learning,
* Social Emotional and Mental Health,
* Sensory and Physical needs.

**How does our college know if children need extra help?**

* Students with SEND are identified during KS2/3 transition through liaison with feeder primary schools and information received from outside agencies.
* Y7 students are assessed using standardised reading, spelling and numeracy tests.
* KS2 SATS and teacher assessments are used as well as Cognitive Abilities Tests (CAT) online assessments (2020) which are completed by all Y7 students.
* Each academic year has a core group of identified students who receive support from the SEND team and outside agencies. SEND provision is regularly reviewed and updated.
* The SENCO liaises with parents, teachers, external agencies and students if the results from any assessments indicate SEND support and the implementation of an intervention plan.
* Parents, the student and their teachers work closely together in a process where we ‘Assess, Plan, Do, and Review.’
* Screening is used if a concern is raised that indicates gap in knowledge and/or skills e.g. GL Dyslexia screener.
* Observations of the student indicates that they have additional needs.

**What should a parent do if it thinks their child may have special educational needs?**

Parents should contact the college SENCO or their child’s teacher, House Leader or PD tutor. Parents can contact the SENCO by email v.smith@unity.lancs.sch.uk or phone 01282 683010.

All concerns are taken seriously, and the SENCO will organise assessments internally and externally if needed. The SENCO will ensure that Parents/carers are:

• Involved in supporting your child’s learning

• Kept informed about the support your child is getting

• Involved in the reviewing of how they are doing

• Included in planning ahead for them

**How will Unity College support a child and how will teaching be adapted to meet their needs?**

All students have access to quality first teaching and the curriculum is adapted to meet their needs. Students are able to access the curriculum through a range of information and strategies provided to teachers to enable the students’ needs are met within the classroom. This information is shared via an individual Pen Portrait which is regularly updated. Pen Portraits provide detailed information about individual student needs as well as specific strategies that enable students to access learning as well as their views through student voice.

Unity College regularly reviews the quality of teaching for all students through the Whole College and Departmental Quality Assurance programmes. Whole College training and individual CPD is a priority to ensure that staff have a further understanding of students needs and strategies that support individuals. The SENCO continually liaises with teachers and TAs to provide regular support and information.

The SENCO will coordinate all the support for children with SEND, and developing the college’s SEND Policy to make sure all children get a consistent, high quality provision to meeting their needs in college. Furthermore, the SENCO will liaise with professionals such as Educational Psychologist, Occupational Therapist etc as well as the local authority.

Teaching Assistants (TAs) have subject specialisms and support students with SEND in lessons and also work with SEND students on a one to one, or small group basis. TAs are highly skilled and valued members of staff who have detailed knowledge of the students and their specific needs.

Level 3 Teaching Assistants & HLTAs deliver a range of SEND interventions including:

* Positive Thinking Programme
* Phonics
* Lego Therapy
* Fine Motor Skills
* Speech & Language
* ELSA
* Year 9 Literacy
* REACH
* IDL Numeracy
* IDL Literacy
* Social Skills
* Guided reading
* SEND Homework Club
* Friendship Club

Students are assessed by a Specialist teacher to qualify for exam access arrangements which is applied for through the examining bodies and monitored by the SEND and Examination teams.

**How do we know what progress your child is making and how will we keep you informed?**

All students with SEND are continually reviewed by the SENCO, teachers, PD tutors, Subject Leaders and the Senior Leadership team (SLT).

All students have individual targets where progress is reviewed and data is shared with parents three times a year in written format as well as annual face to face discussions during parents evening. PD tutors, teachers and the SENCO are available to discuss individual students at any point via email, telephone or in college meetings.

The SENCO generates a data analysis report which highlights the progress students with SEND are making in their curriculum subject areas. This report helps to identify students who need further support within lessons and helps the team to make decisions about SEND Intervention. SEND provision is regularly reviewed and interventions are monitored to ensure students make at least good progress.

Students with a SEND Support plan or EHCP will be reviewed at least annually, but interim reviews can be held at any point during the academic year. Reviews are carried out in line with statutory requirements. Advice is provided by the college, external agencies, the student and parents/carers. Documentation is shared and students are always encouraged to attend review meetings.

A range of ways will be used to keep you informed, which may include:

* Exercise books
* Letters/certificates sent home
* Additional meetings as required
* Reports
* Show my homework
* Parent Access app

**How are decisions made about the type and amount of support my child will receive?**

If your child has been identified as needing more specialist input instead of, or in addition to quality first teaching and specific interventions, referrals will be made to outside agencies to advise and support the college in enabling your child to make progress.

Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the college to refer your child to a specialist professional e.g. a Speech and Language Therapist, Educational Psychologist etc. This will help the college and yourself understand your child’s particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

* Making changes to the way your child is supported in class
* Support to set targets which will include their specific professional expertise
* A group or individual work with outside professional agencies

The college may suggest that your child needs some agreed individual support or group support in college. If your child has an EHCP we will work closely with parents/carers and students to advise on the most suitable support that produces the best outcomes.

**How will Unity College help parents/families support their child?**

We actively encourage you as a parent to be involved in your child’s learning. Unity College encourages parental engagement with the SENCO, including regular communication via email, telephone, and meetings for parents of students on the SEND register. Subject teachers may suggest ways of how you can support your child alongside homework activities and online learning via Show My Homework, the Learning Zone and SEND homework Club are also available to support students with their homework.

If outside agencies or the Educational Psychologist has been involved, suggestions and programmes of study provided by them may be available for use at home. The SENCO attends every parent’s evening and is on hand to discuss issues or concerns. The SENCO can signpost parents and families to services which provide information, resources and specialist support for your child’s needs.

**What specialist services and expertise are available or accessible through our college?**

We work very closely and effectively with a number of agencies to support students:

Services include:

* Physiotherapy
* Occupational Therapy
* Speech and Language
* Advisory teachers within the inclusion support service
* Educational Psychology Team
* SEN Team
* Social Services
* Child and Adolescent Mental Health Services (ELCAS)
* School Nurse
* GP’s/Paediatricians
* Unity College Alternative provision
* Counselling services (Freeflow)
* Coal Clough Academy
* Burnley Heights
* Behaviour Solutions Ltd
* EAL services
* Children’s Social Care
* Early Break/Princes Trust
* Burnley FC in the Community
* Police Early Intervention
* Action for ASD
* ADHD North West

**How are your staff supported to work with children with special educational needs and what training do they have?**

The school holds regular training for teachers and support staff through ‘Towards Outstanding’ training sessions.

For example, on areas of:

* Speech and Language
* Behaviour
* Autism
* Specific Learning Difficulties
* Moderate Learning Difficulties
* Social, Emotional and Mental health
* Visual Impairment
* Hearing Impairment
* Physical Difficulties
* How to use Teaching Assistants Effectively
* NQT SEND training
* SEND Code of Practice

**How will my child be included in activities outside the classroom including school trips?**

All clubs, activities and trips are available to all students, but may be subject to risk assessment. A 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 and may be subsidised for pupil premium students.

When entering the college building, students can use the student entrance where parents can wait for children if they have a car park pass. Students with SEND have entrance and exit accessibility and specific drop off and pick up points for students with SEND (as appropriate). Students can be given a leave early exit pass. Students can use the lift with staff supervision.

Unity College offers a variety of extra-curricular clubs such as:

* Sports Clubs
* Choir
* Climbing Club
* College Productions
* Student Council
* Subjects Clubs – such as Art, Science and Drama
* Homework Clubs
* Duke of Edinburgh

All these clubs are open to every student and TAs can support a student who may want to attend any of these clubs.

**How accessible is the school environment?**

Unity College is a purpose built, mainstream secondary building that opened in September 2010. The college is situated within Towneley Park. The college is fully accessible with accessible car parking at the front of college, accessible toilets and changing facilities and 2 lifts. The college has some height adjustable tables. There are high backed chairs available in science, art and technology. Unity College has a climbing wall that is used for PE lessons and extra-curricular clubs.

There are good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. Displays around college use different fonts and sizes. Policies and procedures are available in a print format from college and from the website. All policies can be downloaded and adapted for accessibility, 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. We have 2 evacuation chairs to be used if necessary, as part of students Personal Emergency Evacuation plans.

Specialist equipment is available for students which supports a range of SEND needs. Each department has access to Surface Go -laptops for students to use during lessons. The SEND department have numerous laptops that students use to record their learning. There are 4 ICT classrooms and all classrooms have interactive whiteboards.

**How will our college support your child’s overall wellbeing?**

Physical, emotional health and wellbeing is important, so that all students and staff are safe and can achieve. Unity College provides an outstanding pastoral and safeguarding team. They regularly monitor attendance, punctuality and behaviour. Staff and students value the supportive relationships, and that mutual respect supports a happy and caring community.

All students have an ID lesson each week following a scheme of work regarding physical health, sexual health, mental health, disability and bullying. The college has an active student voice where all PD groups are represented. The student council is chaired by the Head Boy and Head Girl. Student council reps meet each term and information is fed back to students, staff and the SLT. Students are invited to attend meetings of the governing body at appropriate times.

The College has a number of named staff who are trained first aiders and a nurse who has a weekly drop-in service 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 professionals. The school nurse does a home visit and prepares an agreed Care Plan. 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. For the safety of all the college community, students are not allowed to carry medicines in college.

The college does not have a health worker or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the college safeguarding protocols. There are regular visits from the college nurse, Speech and Language services, ELCAS workers, counsellors, Educational Psychology service, Mental Health & Wellbeing practitioners, and social workers.

**How will our college prepare and support your child when joining and when transferring to a new school?**

**KS2/3**

The college holds an Open Evening in October for all Year 5 (Y5) and Year 6 (Y6) 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 school of choice and are allocated a place, the college supports the students through a transition programme. The college works with feeder primary schools from Y5, through to arrival in Year 7 (Y7), 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 Y6 for their SEND pupils. Transition visits start early in the summer term for some students, following liaison with feeder schools. Individuals and small groups of students are given increasing access to the school, via pre-arranged visits.

All prospective Y7 students are invited to attend college for two days each week for approximately three weeks during the summer term. 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 Y6 students and dyslexia screening tests can be administered if necessary.

Information from primary schools is gathered and with assessment data is collated into student Pen Portraits which are distributed to staff who are then familiar with vulnerable students and students with SEND. Staff can also be named as the link person for vulnerable students. A Transition Evening is held in June for new Y7 students and their parents. After transition a ‘Settling in Evening’ is offered to parents of new Y7 students.

**KS4**

Students are supported by subject teachers, the SENCO and SLT during the KS3/4 transitions. All students will gather information on the KS4 qualifications including vocational subjects such as Life Skills, ICT, Sport etc in preparation to choose their options.

**Post 16**

All students in KS4 including those with SEND are offered Careers Education Advice Information and Guidance from a named specialist. All Y11 students with SEND are given a mentor who they meet each term to create an action plan to support with examinations and Post 16 transition.

Students with an EHCP meet with the local college representatives and careers guidance is offered in order 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 are provided to colleges and training providers by Unity, with the agreement of the student and family.

**Who can you contact for further information?**

Vicky Smith (SENCO): v.smith@unity.lancs.sch.uk or phone 01282 683010.

If you have concerns relating to the school provision or you wish to raise a concern, please speak to the Headteacher or SENCO. Our Governing Body has a designated SEND Governor, responsible for reviewing practice and supporting the SENCO. Lancashire’s (LCC) local offer sets out a range of support and services available to you and your child. This can be accessed at <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

**References**

* SEND Code of Practice (2015)
* Equality Act (2010)
* The Children and Families Act (2014)

**COVID – 19**

Due to COVID 19, there may be changes to practice due to the College’s Health and Safety Risk Assessment. This may impact upon face to face meetings and SEND interventions. Please speak to the SENCO if you require any further information.