

SEND Policy and Information Report



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1. Aims

Our **SEND Policy and Information Report** aims to:

- ▲ Set out how our college will support and make provision for students with special educational needs and disabilities (SEND)
- ▲ Explain the roles and responsibilities of everyone involved in providing for students with SEND

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 adapted provision. This includes those children with SEND.

We aim to:

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

In order to achieve these aims, we will:

- ▲ have a whole college approach to SEND
- ▲ every teacher in college is a teacher of SEND
- ▲ provide a safe environment for SEND students
- ▲ meet the Equality Act 2010 duties for students with disabilities and use our best endeavours to meet a student's SEND needs
- ▲ identify and provide for students who have SEND needs
- ▲ provide support and advice for all staff working with SEND students,
- ▲ develop the College as a caring community in which respect, understanding and concern for other people form its basis; encourage students to recognise their needs and responsibilities in the community, of which the College is a part, and to develop awareness of the values of contemporary society
- ▲ enhance the partnership between school and the community and use every opportunity to involve parents in the life of the College
- ▲ ensure an environment in which every student may achieve his/her academic and physical potential
- ▲ recognise that the curriculum extends outside the classroom to foster the creative capacity of individuals
- ▲ enable students to acquire knowledge, skills and qualifications necessary for everyday living and where appropriate, for entry into skilled occupations, the professions and further education
- ▲ ensure all students with SEND have high aspirations and be as independent as possible
- ▲ engage parents and students in the decision-making process to achieve the best possible educational and other outcomes
- ▲ increase the numbers of students remaining in Education, Employment and Training

2. Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ▲ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- ▲ [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- ▲ The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- ▲ The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- ▲ The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- ▲ The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Definitions

3.1 Special Educational Needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- ▲ A significantly greater difficulty in learning than most others of the same age, or
- ▲ A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The College will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The Four Areas of Need

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and Interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and Learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ▲ Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ▲ Moderate learning difficulties ▲ Severe learning difficulties ▲ Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> ▲ Mental health difficulties such as anxiety, depression or an eating disorder ▲ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ▲ Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or Physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> ▲ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ▲ A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and Responsibilities

4.1 The SENCO

The **SENCO** is **Clare Edwards** who can be contacted by email (c.edwards@unity.lancs.sch.uk) or telephone 01282 683010.

The **Inclusion Strategy SENCO** is **Sarah Duplain** who can be contacted by email (s.duplain@unity.lancs.sch.uk) or telephone 01282 683010

The **SLT link for SEND** is **Jane McGregor** who can be contacted by email (j.mcgregor@unity.lancs.sch.uk) or telephone 01282 683010

The SENCO will:

- ▲ Work with the SLT Line Manager, the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the College
- ▲ Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- ▲ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- ▲ Advise on the graduated approach to providing SEND support
- ▲ Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- ▲ Be the point of contact for external agencies, especially the local authority (LA) and its support services
- ▲ Liaise with potential next providers of education to ensure that the College meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- ▲ Ensure the College keeps the records of all students with SEND up to date

4.2 The SEND Governor

The **SEND Governors** are **Martin Bourke** and **Sarah McNeill**.

The SEND Governors will:

- ▲ Help to raise awareness of SEND issues at governing board meetings
- ▲ Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- ▲ Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the College

4.3 The Headteacher

The **Headteacher** is **Jane Richardson**.

The Headteacher will:

- ▲ Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the College
- ▲ Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- ▲ The progress and development of every student in their class
- ▲ Providing Quality First Teaching for students with SEND. Quality First Teaching is the range of effective teaching strategies and techniques used by a teacher for students to ensure students progression in learning.
- ▲ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- ▲ Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- ▲ Ensuring they follow this SEND Policy

5. SEND Information Report

5.1 SEND needs that are provided for

Our college currently provides additional and/or different provision for a range of needs, including:

- ▲ Communication and interaction, for example, ASC, SLCN
- ▲ Cognition and learning, for example MLD, dyslexia, dyspraxia
- ▲ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- ▲ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 SEND codes at Unity College

- ▲ **E:** Students who have an Educational Health Care Plan (EHCP)
- ▲ **K:** SEND Support in college/working with outside agencies/ quality first teaching and effective differentiation/Scaffolding

5.3 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on KS2 data. We liaise with primary schools to gather transition information regarding students' needs and provision. All students are assessed using CAT4 tests and standardised reading, spelling and number tests on entry. KS2 results and teacher assessments and recommendations are used on entry to Unity College.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- ▲ Is significantly slower than that of their peers starting from the same baseline
- ▲ Fails to match or better the child's previous rate of progress
- ▲ Fails to close the attainment gap between the child and their peers
- ▲ Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.4 Consulting with and involving students and parents

We will have an early discussion with the student and their parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

- ▲ Everyone develops a good understanding of the student's areas of strength and difficulty
- ▲ We take into account the parents' or carers' concerns
- ▲ Everyone understands the agreed outcomes sought for the child
- ▲ Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and can be given to their parents.

We will formally notify parents or carers when it is decided that a student will receive SEND support.

We use **SEND Pen Portraits** and **SEND Support Plans** which includes student voice, where they are able to discuss their abilities and strengths. In a SEND Support Plan, students and parents are able to discuss needs and are involved in setting targets that reduce barriers to learning. SEND Support Plans are reviewed termly with a member of the SEND team, students and parents or carers.

The following are some opportunities available for parents or carers:

- ▲ Annual SEND consultation evening (by appointment)
- ▲ Drop in opportunities by meetings and appointment with the SENCO
- ▲ College website information
- ▲ Contact with the SENCO via email or telephone
- ▲ Transition meetings and tours
- ▲ SENCO appointments at all Parents' Evenings
- ▲ Opening Evening
- ▲ School Synergy Parent App
- ▲ Annual EHCP Review meetings
- ▲ External Agency meetings

Parents or carers may express any concerns about their child to the child's PD tutor, Head of Year, Subject Teacher, SENCO and Senior Leadership Team.

5.5 Assessing and reviewing students' progress towards outcomes

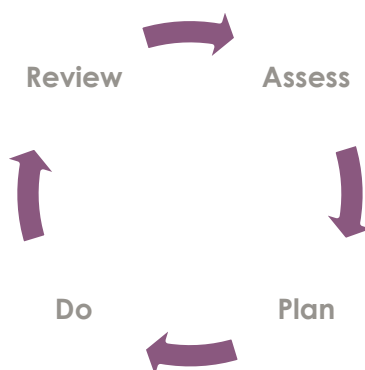
We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess – The class teacher, working with the SENCO, should carry out an analysis of the student's needs, drawing on assessments, previous progress, attainment and behaviour. The assessment should be regularly reviewed and create a clear picture of the interventions put in place. Any concerns raised by parents should be taken seriously.

Plan – A plan of support will be made including adjustments, interventions and support plans, with the expected impact on progress, development and behaviour. Parents or carers must be notified of the plan and a date must be set for review. All staff working with the student should be aware of their needs and provision.

Do – The child is provided with the support identified and the class teacher remains responsible for this. The teacher should communicate with any teaching assistants to plan and assess the impact of the support and interventions.

Review – On the agreed date, the effectiveness of the support and interventions should be reviewed and discussed with parents.



To summarise, the class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- ▲ The teacher's assessment and experience of the student
- ▲ Their previous progress and attainment or behaviour
- ▲ Other teachers' assessments, where relevant
- ▲ The individual's development in comparison to their peers and GCSE target
- ▲ The views and experience of parents
- ▲ The student's own views
- ▲ Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

5.6 Supporting students moving between phases and Post 16

KS2-3 Transition

To ensure smooth transition to Year 7 at Unity College, we carry out visits to primary schools, hold meetings with primary SENCOs, teachers and parents during Year 6. We will also endeavour to attend Year 6 Annual Reviews for students with EHCPs.

Information from primary schools is gathered and, with KS2 assessment data, students are identified for SEND support or monitoring. Pen Portraits are created for students with SEND, including SEND information and strategies to support students in the classroom. This information is distributed to staff who are familiar with students SEND needs.

A transition settling in evening for Year 7 parents or carers and students is held within the first half term.

Post 16

We will share information with the school, college, or other setting the student is moving to.

All students in Key Stage 4, including those with SEND, are offered careers education advice information and guidance. A wide range of external agencies and colleges are invited into Unity College to assist in this delivery. All students with SEND have a Year 11 SEND mentor who they meet with termly. During the mentor meeting, students and their mentor action plan to include completing post 16 college applications, arranging open evening visits and gathering course information. During iD lessons, students discuss further options and pathways for post 16. They are given advice on apprenticeships, sixth form colleges and FE colleges.

Post 16 progression is discussed during Key Stage 4 EHCP Annual Reviews with parents or carers and students. The SENCO works with students, parents and external providers to ensure a smooth transition to post 16 provision.

5.7 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality adaptive teaching is our first step in responding to students who have SEND. Through implementing personalised strategies to ensure Quality First Teaching (QFT) for students with SEND.

We will also provide the following interventions:

- ▲ IDL Literacy
- ▲ IDL Numeracy
- ▲ Lexia
- ▲ Y9 Numeracy
- ▲ Y9 Literacy
- ▲ Guided reading
- ▲ Social skills
- ▲ ELSA
- ▲ Motor skills intervention
- ▲ Lego Therapy
- ▲ Positive Thinking
- ▲ Pre-teaching
- ▲ Speech and Language
- ▲ Specialist teachers
- ▲ Mental Health practitioner
- ▲ Early Help practitioner
- ▲ SEND Homework club
- ▲ Friendship club
- ▲ Board Games club
- ▲ Creative Crafts club
- ▲ Warhammer club
- ▲ Quiet lunch zone

5.8 Adaptations to the curriculum and learning environment

The curriculum offered to students with special educational needs can be adapted to meet individual needs, by offering vocational courses, entry level courses, a personalised curriculum and work placements.

All staff are responsible and accountable for the progress and development of students with SEND in their class, including where students access support from teaching assistants or specialist staff.

We make the following adaptations to ensure all students' needs are met:

- ▲ Through an accessible curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, quality first teaching strategies, content of the lesson, etc.
- ▲ Adapting our teaching, resources and staffing
- ▲ Using recommended physical aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ▲ Adaptive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ▲ Providing subject teachers with individual Pen Portraits that highlight barriers to learning and teaching strategies to overcome these.
- ▲ Providing bespoke interventions for students requiring extra support for a range of SEND needs.

5.9 Additional support for learning

We have HLTAs and Teaching Assistants (Level 2 and Level 3) who are trained to deliver interventions identified on our Unity College SEND provision map (see Appendix 1).

Teaching Assistants will support students on a 1:1 or small group basis for specific interventions either during curriculum or PD time. Teaching Assistants will also support students in the classroom

We work with the following agencies to provide support for students with SEND:

- ▲ Action for ASD
- ▲ Burnley FC
- ▲ Child & Family Wellbeing Service
- ▲ Child Action North West
- ▲ ADHD North West
- ▲ ELCAS
- ▲ Young Carers
- ▲ School Nurse service
- ▲ New Era
- ▲ Victim Support (Nest)
- ▲ Brighter Lives
- ▲ Prince's Trust
- ▲ Police Early Help Team
- ▲ We Are With You

5.10 Expertise and training of staff

We make every effort to ensure that staff are kept up to date with relevant training and developments in relation to the needs of students with SEND.

We have a team of Teaching Assistants, including Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEND provision. Teaching Assistants are also linked to subjects and have a subject specific specialism.

In the last academic year, staff have been trained in SEND Code of Practice, supporting students in the classroom, Evac chair training, the role of a TA and specific SEND needs.

We use specialist Teaching Assistants to plan, deliver and evaluate the impact of interventions.

We have large pastoral team and safeguarding team who are trained to support students' individual needs.

5.11 Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual needs.

Children with an EHCP will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Individual EHCPs clearly lay out the type of support needed as recommendations.

Equipment is provided on an individual basis. Specialist equipment and resources may be loaned by specialist services such as Occupational Therapy and Inclusive Learning Services.

A range of coloured overlays, writing slopes, laptops, pencil grips, fidget toys and other equipment is available when required or advised by specialist services.

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- ▲ Evidence is collected via data tracking in line with the whole college policy
- ▲ Evidence of students work
- ▲ Records of subject teachers
- ▲ Assessments carried out by SEND department
- ▲ Regular SEND support reviews
- ▲ Annual EHCP reviews
- ▲ Meetings with parents/carers
- ▲ Written information from subject teachers at the request of the SEND department
- ▲ Discussion with students
- ▲ Reference to all relevant documentation
- ▲ Records of involvement with support services and external agencies
- ▲ Records of parental interviews, phone calls, letters and action taken
- ▲ Reviewing the impact of interventions termly
- ▲ SEND Subject Reviews

5.13 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEND or disability.

Unity College ensures that children with SEND engage in college activities alongside students who do not have SEND, in-line with duties under the Equality Act 2010. This can involve making reasonable adjustments to ensure that children with additional needs are not at a substantial disadvantage when compared to peers. This requires thought to be given in advance to what children with SEND might require and what adjustments need to be made to prevent that disadvantage.

For our Accessibility Plan, please see the policies section on our college website.

5.14 Support for improving emotional and social development

We have a committed Pastoral Team at Unity College including PD Tutors, Heads of Year, Deputy Heads of Year, an Inclusion Team and Mental Health and Well-being team. The team supports students socially and emotionally on a daily basis and provides individual support to students in the form of 1:1 sessions, parent and carer meetings, referrals to the SENCO, Mental Health Practitioners and Early Help.

We have a student support team, who specialise in social, emotional and mental health. They work on a 1:1 basis and in small groups to provide bespoke support.

Students follow the iD curriculum which focuses on emotional and social development. Students have one iD lesson per week.

We provide support for students to improve their emotional and social development in the following ways:

- ▲ Students with SEND are encouraged to be part of the College Council and the Student Leadership Team
- ▲ Students with SEND are also encouraged to be part of clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying and we have anti-bullying ambassadors.

5.15 Working with other agencies

We work with a large number of agencies in order to support individual students' needs. Our most common partner agencies are listed in Section 5.9.

We work with agencies in a variety of ways including:

- ▲ To provide specialist assessments and advice about how to support a student
- ▲ To attend meetings with staff, parents and students in college
- ▲ To provide additional support to families
- ▲ To write reports to support request for EHCPs

5.16 Complaints about SEND provision

The SENCO will be pleased to meet with parents who have a concern about their child's SEND needs in general or in relation to the curriculum. If the situation is not resolved, parents and carers can follow Unity College Complaints Procedure which is accessible from the school website.

The parents and carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our college has discriminated against their children. They can make a claim about alleged discrimination regarding:

- ▲ Exclusions
- ▲ Provision of education and associated services
- ▲ Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEND

Parents and carers can request support from Lancashire County council SENDIASS (Special Needs and Disability Information Advice and Support Services) about any concerns they may have. Their contact details are:

Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Email: information.lineteam@lancashire.gov.uk

5.18 Contact details for raising concerns

Miss Clare Edwards (SENCO) 01282 683010 or c.edwards@unity.lancs.sch.uk

Ms Jane McGregor (SLT Link for SEND) 01282 683010 or j.mcgregor@unity.lancs.sch.uk

5.19 The local authority local offer

Our local authority's local offer is published here: [Special educational needs and disabilities - local offer - Lancashire County Council](#)

6. Monitoring Arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board's Curriculum, Learning and Teaching Committee.

7. Links with other policies and documents

This policy links to the following documents:

- ▲ Accessibility Plan
- ▲ Behaviour Policy
- ▲ Anti-bullying Policy
- ▲ Equality Policy
- ▲ Supporting Students with Medical Conditions Policy

Appendix 1 Unity College Provision Map

Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical
Speech and Language	IDL Literacy	Positive Thinking Programme	HI Specialist teacher
Social Skills	IDL Numeracy	Emotional Literacy Programme (ELSA)	VI Specialist teacher
Lego Therapy	Lexia	SEMH Specialist Teacher	Fine Motor skills
ASD Specialist Teacher	Y9 Numeracy	Mental Wellbeing Practitioners	Creative Crafts Club
Board Games Club	Y9 Literacy	Early Help Practitioner	
Friendship Club	Group reading	Quiet Lunch Zone	
	Y11 SEND Mentoring	Inclusive Learning Zone	
	SEND Homework Club	Emotional Based School Avoidance	
	Dyslexia Screener		
	Irlen's Syndrome Assessments		
	Pre- Teach Vocabulary		

Appendix 2 Unity College SEND Identification Pathway

