



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Unity College

School Number: 12112

School/Academy Name and Address	Unity College Towneley Holmes Burnley BB11 3DF		Telephone Number	01282 683010
			Website Address	www.unity-college.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	11 - 16			
Name and contact details of your school's SENCO	Anna M Reynolds			

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

Please give the URL for the direct link to your school's Local Offer	<a href="http://unity-college.com/?p=59630">http://unity-college.com/?p=59630</a>		
Name	Anna M Reynolds	Date	10.01.19

## **Accessibility and Inclusion**

### **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. Communication with parents is in accessible language. A recent audit for visually impaired students/parents/visitors has been conducted and some improvements have been made.**

## Teaching and Learning

### **What the college provides**

**Students with SEND are identified through the intensive y6/7 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. Cognitive Abilities Tests (CAT) online assessments are available. Any mid-year transfers are tested as required. GL Dyslexia Screener is used for students displaying signs of dyslexia. 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 and TA's trained in specific subjects. 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 are used when necessary.**

**To assist students with visual difficulties enlarged reading/text books are available through; in house resources, RNIB and the use of iPads/laptops as appropriate. Different coloured exercise books are tailored to meet the needs of students with diagnosed visual difficulties such as Irlen's Syndrome.**

**Interventions are available through timetabled lessons, and are 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 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) and other online programs, for example, Method Maths**

**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. External and in-house training is available to support the staff, individually or whole college.**

**Updates are made available to staff, by the SENCO, via half termly morning briefings, face to face 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.**

**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 the college provides**

All 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 reports are shared with parents 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, but also at Parents Evenings.

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**

### **What the college provides**

College policy on safeguarding is clear, it is inclusive and comprehensive and specifies additional requirements for SEND students. Students with significant additional needs 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 before college, at break and lunch times and also 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)**

### **What the college provides**

Health (including emotional health and wellbeing) is important so that all students and staff are safe and can achieve. Unity has recently employed a Psychological Wellbeing Practitioner, funded by Burnley Football in the Community for the next three years. There are a number of named staff who are trained first aiders and we have a college nurse who has a drop-in service each week 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 SEND Care Plans are drawn up in conjunction with the parents, child and medical professionals. Care Plans are held centrally in the college office. They are reviewed 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 and in school the Attendance Team and SIGNpost team.**

**For the safety of all the college community, students are not allowed to carry medicines in college.**

**Several members of staff are trained in the use of Emergency Evacuation Chairs and in moving and handling.**



## **Communication with Parents**

### **What the college provides**

**The College website provides a full list of teaching staff and college telephone numbers 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 staff 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 pupils to come and experience life 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.**

**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 parent representation within the School Governing Body. This representation covers the entire, broad demographic of our college community.**

## **Working Together**

### **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 meetings 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.

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 year 7 and explicitly supports safety and safeguarding for all.

There is access (by appointment) to the Headteacher, Deputy for Support Services, Assistant Head for SEND and SENCO.

There is a governor linked with SEND who reports to the full Governing Body. This ensures there is a regular, comprehensive review of provision. SENCO reports to Governors in person, annually.

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

### **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 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 week**

**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 the college provides**

**The college holds an Open Evening in October for parents and 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 6, through to arrival in year 7, initially through the designated Transition Mentor, but also with the Transition Manager, Deputy Head, Assistant 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 year7 students are invited to attend college for two days each week for several 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. 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 visits are made by colleges and a Careers Advisor comes into Unity, for regular, whole day sessions, to offer support and advice to all KS4 students.**

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 college, with the agreement of the student and family.

The college has links with FE colleges and universities and visits may be arranged.

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 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 may be available for students experiencing significant difficulties during KS4.

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

## **Extra Curricular Activities**

### **What the college provides**

Treasure Island is open for year 7, before and after school, break times and lunchtimes.

Food and snacks are available each day from the dining area before college, morning breaks and lunchtimes.

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 after college each day. The college library is also open to students at breaks and lunchtimes.

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 pupils offer guidance, help and friendship support to younger students.**

**Teachers, Welfare staff and other adults will highlight vulnerable young people to the colleges Wellbeing, Behaviour and Safeguarding teams for support, both in and out of school.**

**SEND nurture PD groups offer additional literacy/numeracy and social skills, paired reading and practical skills, daily.**