



Education and Skills



**Unity College
Prospectus 2020 • 2021**



Welcome to Unity College

Unity College is a specialist education provision which supports the educational needs of pupils aged 11-18 years with social, emotional and mental health difficulties (SEMH) who need a smaller, more nurturing educational placement in order to succeed academically.

The college follows a therapeutic model offering a safe, secure and friendly environment for pupils. The college, as part of the Keys Group, provides placements for pupils

who reside in nearby Keys Group homes and for local day placements.

The school is led by the Head Teacher, supported by the Assistant School Leader. The therapist attached to the Cross Regional Project (CRP) visits the school to work with and support the pupils once a week and to consult with staff.



Vicky Carrick-Lynch
Headteacher

Our Values

- Excellence
- Passion
- Integrity
- Caring

We embrace the Keys Group's EPIC values of Excellence, Passion, Integrity and Caring and enable the social, moral, spiritual and cultural development of all our pupils whilst meeting their educational needs and aspirations, by providing each young person with opportunities to enjoy, achieve and develop their full potential.



Our mission...

A route to a fulfilling future

Unity College is situated in a quiet, residential area in High Wycombe and offers a nurturing and safe environment for the young people who attend. The college building offers a pleasant and spacious learning environment including specialist vocational learning spaces combined with designated therapeutic areas.

Class sizes are small and are structured to facilitate the implementation of individual learning plans. The plans ensure each pupil works through a differentiated programme of study appropriate to their ability and Key Stage, with an emphasis on individual targets and progression.

The young people are encouraged to work in a variety of settings; individually, co-operatively in pairs and in small groups. The pupils are given the opportunity to go into the community for community-based projects and activities as we believe the development of both social skills and independence are vital.

Throughout their time at the college pupils are given the opportunity to work towards academic qualifications and all have the

opportunity to achieve a range of nationally recognised accreditations in English, Maths and Science. We also offer a range of qualifications in Art, Food Technology, Humanities, Music and Design Technology using ASDAN, Entry Level Qualifications, Functional skills and Unit Awards. We have recently introduced the Duke of Edinburgh programme at Unity College giving all pupils the opportunity to achieve an accreditation in this nationally recognised scheme.

In order to meet the diverse needs of the young people at Unity College we ensure that the staff to pupil ratio is high, with typically a class comprising of no more than 4 pupils. Each class is staffed by at least one teacher and an educational support worker (ESW). Pupils have a designated classroom with their own individualised areas within it. The core subjects are delivered in their classroom during the morning sessions. During morning break pupils are offered a healthy snack and refreshments, promoting healthy eating.



“ The philosophy of Unity College embraces the view that these children are often confused and angry - with themselves and their world. Their behaviours are not viewed as having to do with manipulation and power but rather as a form of self-protection. ”

Statement of Purpose

Pupils with social, emotional and mental health difficulties are not “naughty children” but are individuals who struggle to fit within the conventional structures of school. Their inability to behave in a conventional manner has often led to them being rebuffed at school and isolated from their peer group, yet they are often the children who need to be listened to the most carefully.

The philosophy of Unity College embraces the view that these children are often confused and angry - with themselves and their world. Their behaviours are not viewed as having to do with manipulation and power but rather as a form of self-protection.

All of the children who come to Unity College have attachment difficulties and most are looked after children. They have experienced trauma on a large scale. Some also have a diagnosis of ADHD, Dyslexia/Dyspraxia and Post Traumatic Stress Disorder. As a result of conditions such as these and other social emotional and mental health difficulties, they

have not coped in mainstream schools. They have begun to associate school with feelings of fear, frustration and failure. Some have already given up on education.

At Unity College our first and primary approach is to form attachments with the pupils, then we are able to address individual needs and give them a positive experience of school. We have an individualised introduction programme which gradually builds up time spent in school. Only when the young people feel safe can we start to engage them in learning.

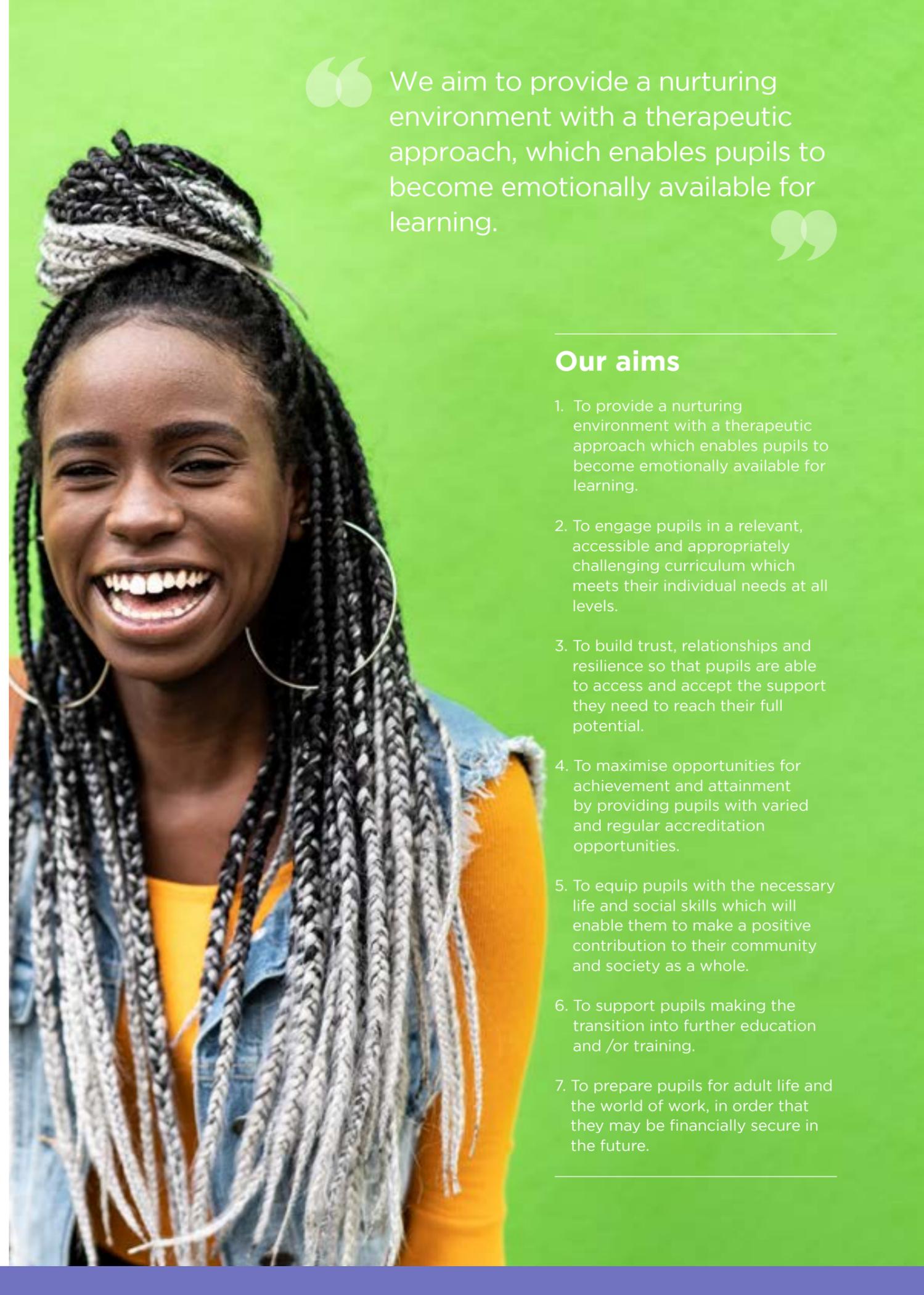
We aim to ensure that the young people who attend Unity College are given a holistic education that will provide them with learning opportunities; these opportunities are targeted to meet the specific individual educational and therapeutic needs of each pupil. This helps them realise their academic potential and learn new ways of coping which are more socially acceptable.



“ We aim to provide a nurturing environment with a therapeutic approach, which enables pupils to become emotionally available for learning. ”

Our aims

1. To provide a nurturing environment with a therapeutic approach which enables pupils to become emotionally available for learning.
2. To engage pupils in a relevant, accessible and appropriately challenging curriculum which meets their individual needs at all levels.
3. To build trust, relationships and resilience so that pupils are able to access and accept the support they need to reach their full potential.
4. To maximise opportunities for achievement and attainment by providing pupils with varied and regular accreditation opportunities.
5. To equip pupils with the necessary life and social skills which will enable them to make a positive contribution to their community and society as a whole.
6. To support pupils making the transition into further education and /or training.
7. To prepare pupils for adult life and the world of work, in order that they may be financially secure in the future.



The College

Unity College introduces pupils to a wide range of experiences - linguistic, literary, mathematical, scientific, technological, moral, physical, aesthetic, creative and social. The school has clear, positive expectations for behaviour and well-established and successful positive reinforcement strategies that are reviewed regularly. Every young person has individual education targets relating to both academic and behavioural achievements that are reviewed regularly to ensure progress is being made.

Unity College fundamentally operates within three main principles:

1. All pupils, without exception, are to be valued as unique members of society.
2. All pupils are given unconditional positive regard in school with staff who endeavour to form positive attachment and therapeutic relationships with them.
3. All pupils can succeed and should be encouraged to fulfil their potential.

The satellite site:

Unity College has a new satellite site co-located with one of the residential homes. This site follows the nurture model more closely with a primary model for delivering

the curriculum. This site is suited to those pupils who need the opportunity to have early developmental experiences in an educational setting. Pupils, who struggle to work in groups, relate to their peers or cope in a more traditional secondary classroom setting will be offered schooling at the satellite site. This site takes a 'stage not age' approach to learning. Pupils will be integrated into the main site when they reach certain milestones which suggest they are able to cope with the secondary model. This will be an on going process and informed by the various indicators we have at our disposal in the project (BERRI, Boxall, positive behaviour support system).

Post 16:

Unity College now has provision for Post 16. Pupils who join us late in Key Stage four and need more time with us supporting their transition into college or work will be able to stay up to 18 years of age. The curriculum offered is in line with national minimum standards and includes: Maths, English, ASDAN COPE, Careers, The Duke of Edinburgh, vocational sessions and work experience. Pupils will attend the main site for some of their sessions, alongside off-site provision and work placements.

“ The Curriculum emphasises the need to acquire basic skills in literacy and numeracy. This is facilitated through whole school literacy and numeracy strategies. In addition to this, pupils are also encouraged to develop a range of vocational and interpersonal skills. ”

Unity College seeks to re-establish or indeed in some cases establish the concept of learning as a positive and enjoyable experience. To achieve this, we offer a personalised curriculum to every pupil.

The Curriculum provided is broad based to ensure that each pupil takes part in the full National Curriculum which is differentiated to meet individual needs. We aim to introduce pupils to a wide range of knowledge, skills and experiences. At Key Stage 3, due regard is given to the National Curriculum Programmes of Study whilst at Key Stage 4, the young people work towards an accreditation in at least English, Maths and Science.

The Curriculum emphasises the need to acquire basic skills in literacy and numeracy.

This is facilitated through whole school literacy and numeracy strategies. In addition to this, pupils are also encouraged to develop a range of vocational and interpersonal skills.

The core subjects are delivered in the morning in tutor groups, using the nurture model to provide necessary stability. After lunch, we offer more practical and vocational subjects which are accredited often through the AQA Unit Award system, ASDAN awards or Duke of Edinburgh scheme. For some pupils, a more academic route is appropriate and they are able to select additional subjects.

The vocational subjects offered include Music, Food Technology, Physical Education, Art, Enterprise projects and the Duke of Edinburgh Award Scheme.

The Curriculum

These programmes enable pupils not only to develop skills but also to develop trust and positive relationships with others.

Academic focus

Maths
English
Science
Humanities

Social and emotional focus

PSHE
Citizenship
Careers
Social Use of Language Programme
PE and Duke of Edinburgh

Creative focus

Art
Food technology
Music

Unity College ensures that all pupils can access accreditation at all levels and Key Stages.

These programmes include:

- GCSE English
- GCSE Maths
- GCSE Biology
- Functional skills and Entry level: English, Maths, Science
- ASDAN COPE level 1 and 2
- Trinity College Arts Awards (Explore to Gold)
- Sports Leadership Award
- AQA Unit Awards
- BTEC Hair and Beauty

Copies of policies, timetables and examination bodies are available on request from the college.

Academic Results 2019/20

Total Number of learners	12	Number entered	Percentage	Number Achieved	Percentage
Maths Functional Skills L1		2	16	0	0
Maths Functional Skills L2		3	25	1	33
ELC Maths L1-L3		8	67	8	100
English Step up Silver		3	25	3	100
English step up Gold		1	8	1	100
English Functional Skills L1		2	16	2	100
English Functional Skills L2		3	25	2	66
ELC Science		2	16	2	100
Sports Leaders L1		2	16	2	100
ASDAN Geography		2	16	2	100
ASDAN COPE		2	16	1	50
Arts Trinity Award		2	16	2	100
BTEC L2 Home Cooking Skills		2	16	1	50
BTEC L2 Enterprise Skills		1	8	1	100

Individual Education Plans

Work is carefully differentiated in order to meet the individual needs of the pupil and regular assessment ensures continuity and progression. Each pupil has individually tailored expectations for achievement. This ensures they are challenged appropriately and experience success frequently.

Individual learning targets are discussed with the pupil on a daily basis and are monitored, reviewed regularly and formally revised half-termly.

All pupils have Education Health and Care Plan (EHCP) reviews where a detailed report is produced assessing attitude, attainment and progress.

Provision for Children with Education, Health and Care Plans (EHCP)

Our objectives and principles in making provision for children and young people with special educational needs are as follows:

1. Each child/young person is given a broad based and relevant curriculum.
2. The special needs of each child/young person, as identified in his/her S.E.N.(Special Educational Needs) Statement are addressed and statutory S.E.N. Statement Reviews are held regularly and completed in a thorough manner.

3. A behaviour management programme is in place and is continually reviewed; staff training in the management of children/young people with E.B.D.(Emotional and Behavioural Difficulties) is ongoing.

The school has a team approach. Teachers, Teaching Assistants, Therapists, Parents/Carers, Residential Carers, Social Workers and other professionals are all involved in monitoring pupil progress.

Identity / culture and diversity

The Beliefs and Values curriculum is taught regularly as part of the PSHE programme and is also delivered through a standalone ASDAN short course. Through the beliefs and values syllabus, pupils are given opportunities to gain knowledge of the diverse religions practised worldwide and to understand and respect those beliefs.

The timetable includes a twice daily tutorial which provides the opportunities for pupils to reflect upon and develop their self-knowledge, self-confidence and self-esteem.

The weekly assembly is used as an opportunity to celebrate success both individually and collectively and for reflection. The children/young people are encouraged to show respect to each other, to accept responsibility for their behaviour and improve social skills.

Parents/carers have a right to withdraw their children from meetings and religious instruction and any wishing to do so should discuss the matter with the Head Teacher.

Provision for Children for whom English is an Alternative Language

Pupils for whom English is a second/alternative language will be treated with respect and care. A supportive education programme will be provided and advice provided as appropriate.

Keys Group have a strong commitment to value a child's cultural and religious heritage. A child's individuality in respect of their age, race and gender is recognised and valued.

Careers guidance/further education

Talantino is a specialist company who offer a work experience package designed for pupils with special educational needs. At Unity College we use the Talantino package to match the pupil's interest with their ability to find suitable work placements.

We have a designated person on the Unity staff team to oversee all career related matters. They work with the pupils to identify a possible career path and link this to a suitable work

experience placement. They will also supervise and monitor the pupils' progress once they are in placement.

Our designated team member works closely with the pupils in year 11 exploring college placements in readiness for KS5. Pupils are encouraged to identify college courses relevant to their career choice, taken to visit colleges and supported during taster days. This is to help make the transition to college or apprenticeship smoother for the young people.

Safeguarding

Unity College has a comprehensive Safeguarding policy and will take any reasonable steps to ensure the safety of its pupils. In cases where the college has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow local Children's Safeguarding Board procedures and inform

both Keys Group Company Directors and Social Services of the concern. A copy of this policy is given to parents/guardians of all new young people enrolling at Unity College. The Safeguarding policy is kept on college premises at all times and is available on request via email or hard copy. The policy is also available on the website.

Anti-bullying policy

Unity College is totally opposed to bullying in any form and it will not be tolerated at any level.

We are committed to providing a caring and safe environment for all pupils where they

can develop both academically and as an individual. A comprehensive anti-bullying policy operates within the school along with a set of procedures to identify and deal with any incidents quickly and effectively.

Health and safety

Unity College has a comprehensive Health and Safety policy and set of procedures. The Policy/Procedures file

is kept on college premises and is available on request via email or hard copy.

Complaints procedure

It is important to pupils' sense of security and personal confidence that they have a means of "being heard", in the event of having a complaint. For this purpose we ensure every child/young person is made aware of the suggestions and complaints procedure and will assist and support them in the event that they feel the need to use it. (The policy is held within the college)

They can share their complaint with their Teacher or classroom support assistant. If they are still unhappy they can telephone (0121 728 7800) to speak to Emma Beech (Director Cross Regional Project) who will arrange to see them.

If they feel they cannot talk to any of these people, then they can telephone NYAS (0800 616101) or Childline (0800 1111).

These calls are free and confidential. Keys Group also have a visiting advocacy service to all their children's homes provided by NYAS on a monthly basis.

Parents, carers or representatives from the Local Education Authority who are concerned about the quality of education offered at Unity College should contact the college's management immediately. Any complaint will be given prompt, serious consideration. Complaints for the preceding year are available on request from the college. Please call the head teacher on 01494 446371 or write directly to the college.

The Complaints policy is kept on college premises at all times and is available on request via email or hard copy.

Philosophy and expectations

Policy and practice at Unity College reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Children with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and therefore try to reduce the chances of being hurt any more. They often refuse to recognise their own achievements, resent other people's successes, can delight in upsetting others, reject praise, humiliate others or refuse to respond to those around them.

A particularly destructive characteristic of children or young people with low self-esteem is that by shutting off from the negative, these children also shut off from the positive. They cannot feel 'good feelings'. They struggle to hear praise or receive 'good' information.

Our challenge is to reach beyond the child's defensive shell and help the child believe that teachers are really there for them and that they can trust teachers. The foundation of our work concerns establishing positive relationships based on mutual respect.

We prefer to talk about behaviour being consequential rather than of sanctions. Sanctions are used sparingly and after all other alternatives have been considered. Discussion will take place with a senior member of the team before a decision is taken regarding an appropriate sanction. Sanctions usually involve some form of reparation (tidying, cleaning and helping) but sometimes may involve the loss of a privilege or a restriction in a particular activity for a defined period of time.

Should a child's behaviour escalate to a point that he/she is likely to cause harm to themselves, other people or cause serious damage to property, then physical intervention will be used. Pupils are always given the opportunity to reflect on the incident and talk through it with a member of staff. The form and method which this takes is clearly identified in Keys' Physical Intervention Policy. All staff are fully trained in the Keys' method of physical intervention.

Placing authorities are informed of Keys' physical intervention policy. The policy is kept on college premises at all times and is available on request via email or hard copy.

Exclusions

We acknowledge that the children placed at Unity College have often had previous negative educational and social experiences. Many of our pupils have experienced trauma, loss and have attachment difficulties.

It is our aim therefore to provide a quality education for these young people, who inevitably present challenging behaviours.

Permanent exclusion from education is not

an option we would ever consider. However, if a child's placement in the college is seriously preventing the 'effective education' of other pupils or the child is presenting a significant risk to themselves or others within the college, additional support may be sought or an alternative education package may be provided.

Any 'Education Intervention Plan' will be reviewed regularly and steps taken to reintegrate the pupil back into normal school provision will be clearly defined and individualised to each pupil.

Behaviour management programme

A Therapeutic Approach

Throughout the day and in all lessons young people gain points/tokens and these are discussed at the end of each session with them. At the end of each day, during a short tutorial session, the number of tokens achieved is discussed with each pupil and the pupil is given the opportunity to reflect on the whole day. On a Thursday evening the final weekly total is calculated and this determines the Friday reward activity.

During Friday assembly individual achievements are recognised when each pupil receives a certificate highlighting one achievement from the last week and the

Learner of the Week Trophy is awarded.

Crisis as a learning opportunity

If pupils do experience a crisis and as a result they are unsafe or disruptive, an appropriate consequence will be put in place. More importantly our pupils are involved in a Life Space Interview to reflect on any incidents and make plans for any future crisis so that they are able to choose more pro-social/ safe coping strategies. Our pupils are also supported to manage their emotions in a safe environment with qualified professionals (therapists) so that they can move on and reach their full potential.

There are occasions when it is necessary to physically intervene in order to keep the young person safe or to prevent them from injuring

others. Staff are trained in Team Teach so this can be carried out safely and respectfully, ensuring dignity is maintained.

Secure Based Model

The college ethos is linked to the Secure Base Model. The Secure Base model is a therapeutic approach which is deep rooted in and underpinned by Attachment and Child Development theories integrated within a Psycho dynamic approach. Staff have

regular training on this model and frequent consultations with the therapist. We monitor strategies and make the necessary adjustments to ensure we give them optimum support.

The college has a joined up approach with the residential homes who follow the same model where we assess progress and strategies as a team, to ensure a consistent and holistic approach.

Documentation

All of the college's policies and procedures can be viewed on site or sent out electronically or by post on request.

Admission criteria and procedure

When a placement is pending, a copy of the child/young person's Education Health and Care Plan and other relevant documents, such as previous school reports and Individual Education Plan (I.E.P) will be requested. This is

in order to make the placement as successful as possible and to set up an education programme appropriate to the child/young person's needs.

Referrals are made through the Commissioners for the Cross Regional Project (CRP) to the Assistant Director. If the homes have vacancies and their needs can be met they will join the CRP. If they require a placement in the college, they are introduced through our carefully planned transition and induction process. This involves the carers and the college working very closely together.

General Information

Visiting the School

Unity College is happy to welcome visitors and anyone interested in placing a child at Unity is encouraged to make an appointment to visit the college.

Staffing and Staff Qualifications At Unity College

Currently we have 5 qualified teachers including the Head teacher and Assistant School Leader and 2 tutors.

The teachers and tutors are supported by 2 Education Support Workers, who also act as tutors some of the time. All staff are supported by an administrator. Staff at Unity are trained in Secure Based Model Training and in Safeguarding. All staff are Team Teach trained where this is relevant to their job role.

In addition, all staff have access to ongoing Continual Professional Development in school, within the Cross Regional Project and from external providers where required.

What are the start and finish times?

The day starts at 9.15 and finishes at 3pm.

What arrangements have been made for the lunch break?

Pupils need to bring a healthy packed lunch provided by their residential homes. Pupils are supervised on the college site and are not permitted off-site.

How will I get to know what progress my child is making?

The college will provide a formal academic or behavioural report every half term. The residential homes are provided with a daily update verbally and via an End of Day Report. Annual progress evenings are a further opportunity to share progress face to face for carers. We also hold weekly celebration assemblies and an annual open day for carers and professionals to celebrate and share success with the pupils.

Who should absence be reported to?

Contact should be made on the first day of non-attendance giving the reason and indicating when you expect your child to return. Absence should be reported to Administration.

How will my child's attendance be monitored?

Your child's attendance will be monitored in exactly the same way as it is now in mainstream schools, with formal attendance records in the form of a register being kept by the school. Any concerns regarding attendance will be dealt with under current procedures and will involve close liaison between parents/carers, College staff, Local Authority and Children's Services professionals.

General Information continued

Do pupils have to wear a uniform?

Our pupils are expected to wear uniform selected from the following range:

Uniform	P.E. All children have a sports bag with:
Plain Black skirt or trousers or Shorts	Pair of trainers
Unity polo shirt - selection of colours	Unity t-shirt
Unity sweatshirt - selection of colours	Plain Black or Dark Blue Jogging bottoms/shorts
Black/brown shoes	towel
Black/brown shoes	swimming costume/trunks

School term dates 2020 - 2021

Autumn Term 2020

Term 1: Thursday 3rd September to Friday 23rd October

Half term: Monday 26th October to Friday 30th October

Term 2: Monday 2nd November to Friday 18th December

Bank Holidays: Friday 25th December
Monday 28th December

Spring Term 2021

Term 3: Tuesday 5th January to Friday 12th February

February Half term: Monday 15th February to Friday 19th February

February Term 4: Monday 22nd February to Thursday 1st April

Bank Holidays: Friday 1st January
Friday 2nd April
Monday 5th April

Summer Term 2021

Term 5: Monday 19th April to Friday 28th May

Half term: Monday 31st May to Friday 4th June

Term 6: Monday 7th June to Wednesday 21st July

Bank Holidays: Monday 3rd May
Monday 31st May

Staff training days:

1st September 2020
2nd September 2020
4th January 2021
1st February 2021
22nd March 2021



Unity College

150 West Wycombe Road
High Wycombe
Bucks
HP12 3AE

t: 01494 446371
f: 01494 439076
e: head.unitycollege@keys-group.co.uk

Head Teacher:

Vicky Carrick-Lynch
07809 659737

Director CRP:

Emma Beech
07918 746915

Chair of Governors:

Nicola Kelly
0121 728 7800

Keys Group

Maybrook House
Second Floor
Queensway
Halesowen
West Midlands
B63 4AH

t: 0121 728 7800

e: info@keys-group.co.uk

Proprietor: Keys Group

Proprietor Representative:
Nicola Kelly

DfE No: 825/6043

www.keys-group.co.uk

Inspiring and supporting young people to live happy, healthy and successful lives.



Education and Skills

Keys Child Care Ltd is a private limited company registered in England. Company number: 02928849
Registered office: Keys Group, Maybrook House, 2nd Floor, Queensway, Halesowen, B63 4AH