

Individual Needs Policy

Introduction

This policy has been updated following changes in the law and statutory guidance from September 2014. It complies with the statutory requirement laid out in the **SEND Code of Practice 0-25 years, Department for Education and Department for Health (revised January 2015)**. It has been written with reference to the following guidance and documents:

- Equality Act 2010 : advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Jan 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy has been created by the Academy's SENCo with the SEN Governor in liaison with Senior Leadership Team, staff and parents of students with SEND. It is currently posted on the Academy website to allow for parental views prior to adopting. By co-producing this policy the Academy acknowledges the spirit of the current SEND reforms as advocated by the SEND Code of Practice 2014.

Role of the SENCo – responsible for managing the Academy's SEND provision with the Assistant SENCo:

- Day to day operation of the individual needs policy.
- Liaising with and advising fellow tutors and AOTs (Adults Other than Tutors)
- Co-ordinating provision for students with individual needs
- Maintaining the Academy's Individual Needs Register and overseeing records on all students with individual needs
- Liaison with external agencies
- Contributions to the continuing professional development of staff

SENCo: Mrs Alison Campbell - Contact Telephone: 01827 301800
Assistant SENCo: Mrs Kat Burrows - Contact Telephone: 01827 301800

SEN Governor: Mrs Louise Bridge

The SENCo reports as a member of the Senior Leadership Team (SLT)

Academy Philosophy

Landau Forte is committed to the principle that every student has individual needs and an entitlement to the full curriculum. We are fully inclusive in our provision: social background, ability, ethnicity, religion, gender and sexuality. The Academy believes that every tutor is a tutor of every child/young person including those with SEND. We advocate that all students should have access to the best education in order to prepare them for their futures therefore we are continually aiming to improve the levels of attainment and progress for all students in order for them to achieve their potential.

Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a “whole student, whole academy approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the Individual Needs Policy.
- To provide support and advice for all staff working with special educational needs students.
- To work closely with the local authority to assist them in fulfilling their obligations under Part 3 of the Children and Families Act 2014.
- To have regard to the views, wishes and feelings of the young person with SEND as well as those of their parents.

Identification of Individual Needs

The Academy’s policy on identification, assessment, monitoring and review procedures is in line with the proposals of the SEND Code of Practice. Early identification is provided by the assessment of each students’ current skills and attainment. Additional information from Primary schools and subject information also informs the level of attainment of the student. Appropriate group and individual diagnostic testing is used as required. Following entry students are monitored through regular tracking data from each subject area. Any student underachieving is prioritised by learning tutors using class data.

The Code of Practice (Section 6.34) identifies four broad categories of need:

Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties, Sensory and/or Physical needs. By gathering information about the student, the Academy will consider the needs of the whole child and work out what action needs to be taken to support their needs, not try to fit a student in to a category of SEN.

The Academy acknowledges that there may be other factors which impact on progress and attainment but are not Special Educational Needs. These are:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings provided under the Disability Equality legislation (2010) – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

Improving Access to the Curriculum

The Academy will inform parents and carers when special educational provision is being made for their child. Through consultation with the parent/carer and student, and taking in to full account their views and wishes, appropriate support will be identified in order to achieve the best learning outcomes.

All teachers at the Academy are responsible and accountable for the progress and development of all students in their class, including where students access support from learning support assistants or specialist staff. All staff receive regular updates on SEN information from the SENCo/Asst SENCo.

High quality teaching, differentiated for individual students in order for them to access the curriculum, is the first step in responding to students who have or may have SEN. This is audited through regular SLT learning walks and more formal observations. The Academy ensures that the quality of teaching for all students, including those at risk of underachievement, is regularly reviewed through performance management. Where necessary, further training in understanding strategies to identify and support vulnerable students and knowledge of SEN conditions will be given. Staff are currently being trained in differentiation and Autism.

Where quality first teaching is not accelerating the progress of a student in line with national data and expectations of progress, the teacher and SENCo will consider all the information gathered from regular assessments and identify appropriate actions to be taken.

Process for providing Support

The Academy will ensure that a Graduated Approach as set out in paragraphs 6.44 – 6.56 of the Code of Practice is in place for students on 'SEN Support' (K code) and placed on a monitoring list (M code). For those students on SEN Support meetings will be held three times a year to review progress and discuss support. Where there is an improvement in the progress made by the student and in consultation with the parent/carer, the student may be removed from SEN Support.

Where there is a higher level of need the Academy will seek the support and advice from the following Specialist Support Services:

- Local Authority representatives, for example EHC Officers
- Complex Case workers (alternative curriculum provision)
- Educational Psychologist
- School Health Service
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist
- Social Services
- Special Educational Needs Support Service
- Autism Outreach
- Behaviour Support Service
- Family Support Workers
- Visual & Hearing Impaired Services
- Key Learning Centre for SEN – Two Rivers School/Saxon Hill School/Dyslexia Centre.

Where a student's progress continues to be a concern despite the involvement of outside agencies, in consultation with the student and parent/carer we will request that the local authority initiates an education, health and care needs assessment (EHCP).

Supporting Students and Families

The Academy co-operates with the Local Authority in the development and review of the Local Offer for SEND. In order to access Staffordshire's Local Offer and other related SEN information, parents should view the Staffordshire Cares website.

For further information regarding the Academy's provision for SEND please see the **SEN Information Report** <http://www.lfata.org.uk/parents-carers/general-information/> written in accordance with paragraphs 6.79 onwards of the SEN Code of Practice 2014. This report sets out details regarding the implementation of the Academy's Individual Needs Policy.

In consultation with tutorial staff the SENCo will assess those students who are believed to require support in accessing exams and assessments. Application for exam access arrangements are made to the relevant examination boards by the SENCo.

Admission Arrangements

Admissions at age 11 – Admissions Process and Oversubscription Criteria

During Term 1 of the Academic Year:

- The Academy will provide an opportunity for parents/carers and children to visit the Academy.
- Common Application Form to be completed by parent/carer and returned to the Staffordshire LEA **not** the Academy.
- Staffordshire LEA sends a list of Landau Forte Academy Amington's applications to the Academy.
- The applicants are ranked against the admissions policy and over subscription criteria.

In March offers of places are made to parents.

Allocation of Places

1. The Academy will consider all applications for places. Where fewer than the published admission number(s) i.e. 192 for the relevant year groups are received, the Academy will offer places to all those who have applied.

Oversubscription Criteria

Should the Academy be oversubscribed the following over subscription criteria will be applied:

1. Children in Care, in accordance with section 22(1) of the Children Act 1989
2. Children who live within the catchment area.
3. Students who have an elder sibling in attendance at the preferred school and who will still be attending the school at the proposed admission date; (for admission purposes, a brother or sister is a child who lives at the same address and either: have one or both natural parents in

common; are related by a parent's marriage; are adopted or fostered by a common parent or are unrelated children who live at the same address, whose parents live as partners).

4. Other students arranged in order of priority according to how near their home addresses are to the main gate of the school, determined by a straight-line measurement as calculated by the Children and Lifelong Learning Directorate's Geographical Information System.
5. Where it is not possible to accommodate all students applying for places within a particular category, then places will be allocated in accordance with the remaining criteria. If for instance, all the catchment area children cannot be accommodated at a school, children who are catchment area children and satisfy category (3) will receive offers of a place.

Transfer arrangements

Prior to secondary transfer, consultation between the primary schools and the Academy will take place. For students with any of the four areas of need reflected in the Code of Practice (6.34), (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties, Sensory and/or Physical needs) there is individual communication with feeder schools in order to aid transfer. All children with a EHC Plan or identified as SEN Support and identified as 'concerning' by parents or the feeder school will be visited by members of the Individual Needs Team at their primary school. Additionally, primary school records are requested by the Academy to enable continuity and progression.

Liaison with the Staffordshire Connexions Service and students with SEN is managed by the Individual Needs Team in conjunction with the Academy's Careers staff.

Supporting Students with Medical Conditions

The Academy recognises that students at the Academy with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010 and will make reasonable adjustments, including the provision of auxiliary aids and services. Where a student has SEN and a statement or EHC Plan the SEND Code of Practice (2014) is followed.

The Academy has a trained Medical Officer whose role is to liaise with parents/carers over the medical conditions of their child. Where appropriate a Care Plan is written with the student and their parent/carer detailing the medical needs of the child and how medical support will be given.

Evaluation of SEND Policy

Successful implementation of the policy should be evident by:

- Progress made by the students in areas of self-esteem and skills levels
- Support and effective communication between parents/carers, students and staff regarding the provision for students with individual needs

Storing and Managing Information

Information is stored and archived in line with Academy policy.