

SEN Information Report

At Landau Forte Academy Amington we are committed to nurturing the individual talents of all our students, preparing them for the challenges of a changing world.

How does the Academy identify students with SEN?

The Academy follows the graduated response to meeting the needs of students with SEND as outlined in the 2014 SEND Code of Practice, 0-25 years. Early identification is provided by the analysis of results from testing on admission. Students already identified will also be tested. Students are tested in literacy and numeracy. Appropriate group and individual diagnostic testing is used when required.

In addition there is detailed tracking of student progress, attainment and attendance.

What should you do if you think your child has Special Educational Needs?

All parents/carers with children on the SEN register will be informed by the SEND team in September.

If you think that your child has learning difficulties you should speak initially with your child's Personal Tutor. The Personal Tutor will discuss the progress of your child with their Learning Tutors and if they feel that targeted teaching has not met your child's needs, they will then refer to the SENCo for further advice. The SENCo will contact you to discuss your concerns in more detail.

What kinds of Special Educational Needs are provided for at Landau Forte Academy Amington?

We currently provide for the following:

- Autism Spectrum Condition
- Dyslexia
- Dyspraxia
- Hearing Impairment
- Moderate Learning Difficulties
- Attention Deficit Disorder
- Attention Deficit/Hyperactivity Disorder
- Social, Emotional and Behavioural Difficulties
- Physical Disability
- Speech, Language and Communication.

How will the Academy staff support my child?

If your child requires additional support for learning, a plan (Student Passport) will be put in place, in consultation with the parent/carer, the student, and a member of the Learning Support Team. The plan will be reviewed at parent/carer consultation meetings with the parent/carer, the student, the Personal Tutor and the Learning Support Team. Targets will be reviewed and new targets set where relevant.

How can my child be involved in his/her education?

- Talk to their Personal Tutor/Subject Tutors/Learning Support Assistants (LSAs) when they have a problem
- Select their options carefully at Year 9
- Be involved in the review and writing of targets for their Student Passport.
- Discussions with Tutors/LSAs about how their learning could be improved ie what is needed to help them to achieve their targets.
- Identified children (with a Statement or Education Health Care Plan) will have an annual review. These reviews are student centered and students are invited to contribute along with their parent/carers.
- Attend intervention sessions.

How will the curriculum be matched to my child's needs?

Learning Tutors will have the highest possible expectations for your child and all students in their class. Access by students with SEND to a broad and balanced curriculum is enabled through:

- Quality first teaching.
- Personalisation of work within learning groups, whenever appropriate, to meet the individual needs of students.
- Where appropriate, 'in class' support is in place from our Learning Support Assistants to provide additional learning support for students with a specific individual need.
- Withdrawal time to work 1:1 or in a small group.
- Resources available to aid the learning of students with specific individual learning needs.
- Adapted work spaces for students with specific physical disability needs.
- Support and advice from outside agencies.
- Provision of additional technology to support.

How will we know how my child is progressing? How will you help me to support my child?

The progress of students is tracked twice a year, and three times in Year 11, against their targets. You and your child will be invited to consultation meetings to meet with your child's Personal Tutor to discuss progress. At both Key Stage 3 and Key Stage 4 there is a dedicated parents' evening to support specific subject areas. In addition, if your child has individual SEN learning targets they will be monitored and reviewed termly and you will have the opportunity to discuss these with a member of the Learning Support team.

You will be encouraged to support your child at home by accessing programmes such as Accelerated Reader and SAM Learning.

Partnership

The importance of a partnership between students, parent/carers/carers and the Academy is fostered and valued. Alongside consultations with Personal Tutors, parent/carers are welcomed to the Academy and encouraged to discuss and participate in their child's learning and contribute towards their child's Student Passport. Parent/carers and all students will be kept informed of progress at all stages and where possible their opinion and advice will be sought along with the views of the student.

What support will there be for my child's well-being?

Pastoral Support

At the Academy we believe that every child matters. The Personal Tutor guides and supports personal, academic and wider achievement of each individual student in the Tutor Group. The Personal Tutor is in close daily contact with a small group of students, helping them to prepare to learn, develop successful strategies to improve learning and celebrate students' academic and personal achievements. The Personal Tutor monitors attendance and behaviour and has regular contact with parent/carer should there be cause for concern. Progress Review meetings are held three times a year where the Personal Tutor meets with the student and their parent/carer to discuss progress and also the student's engagement with the enrichment activities on offer. This is an opportunity for the student to express any concerns about their learning and to set targets for improvement.

In order to support the social time of the SEND students, they are given the opportunity to spend break and lunch time in the Community Room which is supervised by the Learning Support Team.

Behaviour/Attendance Support

The Academy has a Pastoral Team which works with students to improve their behaviour at social times and in learning sessions. They liaise with parent/carers and Personal Tutors in order to provide a consistent approach to improving behaviour. The Behaviour Policy is based upon recognising and rewarding positive behaviour. It outlines in detail the stages of intervention which are designed to support students in a fair and inclusive way.

The MAC Co-ordinator and Assistant Pastoral Leader liaises with the Educational Welfare Service to provide support for students who have issues with attendance. Their role enables them to involve the relevant outside agencies who can give support to a child's attendance needs, as well as making links with parent/carers to provide them with support.

Medical Support

The Academy has a Medical Officer who administers medication as necessary. The building is well equipped with disabled facilities for students with hygiene and personal care needs. The Medical Officer liaises with parent/carers to write a detailed Health Care Plan for those students with medical conditions.

Who do we work with?

The Academy accesses support from many outside agencies as and when required. They include: Educational Psychology, Autism Outreach, Special Educational Needs Service, Hearing Impaired Service, Visually Impaired Service, Physical Disability Team, CAMHS, Local Support Team, Speech and Language Service, Occupational Therapist, Physiotherapist, School Nurse, GP, Community Paediatrician.

What specialist knowledge and training do our staff have?

The Academy has a Teaching and Learning Development Plan, including training for all staff to improve the teaching and learning of all students including those with SEND.

How will my child be included in visits and activities outside the classroom?

At the Academy we do all that we can to ensure that all of our students are given the opportunity to participate in activities and trips. For example some of our SEND students have taken part in international visits. Parent/carers are consulted at all stages of planning so that an accurate care plan and risk assessment can be created for our students with individual needs.

How accessible is the Academy environment?

The Academy was built in 2011 and is fully accessible for wheelchair use. There are excellent personal care and hygiene facilities. In addition the building is well equipped with adjustable height tables in classrooms, Science Laboratories as well as an adjustable sink and cooker in the Food Technology rooms.

The auditory and visual environment was designed to enable the best provision for any students with these difficulties. Where possible the Academy will provide additional equipment if it is needed.

For the parent/carers of students with English as an additional language where possible an interpreter is sourced to enable communication.

For parent/carers with hearing difficulties a sign language specialist is brought in to meetings.

How will the Academy prepare and support my child to join the Academy?

Successful transition from Primary for all of our students and particularly those with SEND is very important to us. The transition process is well planned with the Primary Feeder schools, offering the students many opportunities to experience life in the Academy prior to transfer.

In addition the SENCo has specific meetings with the staff and parent/carers of students with SEND during the year before transfer, in order to plan the provision for the student when they join the Academy.

A member of the LSA team will spend time in the Primary classroom with the student and their LSA getting to know the student and strategies that work well to support the student. The student may be offered additional induction time at the Academy, supported by their LSA from Primary and the LSA from the Academy where appropriate.

When our students are planning to transfer to college the SENCo will liaise with the careers advisor (IAG) at the college, the parent/carer and student, to provide information on the individual needs of the student will require to support them.

How are the Academy's resources allocated and matched to the children's special needs?

The Academy receives funding for SEN from the LEA (Local Education Authority). Currently there is Additional Educational Needs (AEN) funding for one student and additional funding for 2 students with a statement of special educational needs/EHC Plan.

The Principal together with the SENCo allocates funding to provide support for SEND through:

- LSA support – individual/small group/in-class
- staff training
- additional resources according to the needs of the students.

For example some of the additional funding previously has been used to provide an adapted bed for physiotherapy for one of our disabled students.

The resources and training are reviewed regularly and changes made as needed.

How is the decision made about what type and how much support my child will receive?

When a student is identified as needing additional support through the processes already described above, the SENCo will contact the parent/carers to discuss the additional support that will be provided. Depending on the individual need, the appropriate support will be put in place and reviewed after 6 weeks. Together with tracking information and from reports from class tutors, the SENCo will discuss with parent/carers as to whether the support should continue, change or cease.

Complaints Procedure

Parent/carers should raise their concern with the person they feel is most appropriate. This is likely to be through contact via email or telephone with the Personal Tutor, Curriculum Leader, SENCo or member of the Senior Leadership Team. The relevant person will consider the best way of dealing with the concerns raised according to the circumstances. It is preferable for all concerned that issues raised are resolved at an informal stage.

Parents/carers can refer to the formal procedure set out in the Academy's Complaints Policy if not satisfied with the outcome of the initial complaint.

Who can I contact for further information?

The first person to contact to discuss anything to do with your child is your child's Personal Tutor. They can usually provide you with any help you may need or put you in touch with the member of staff who may be more suited to help.

Our SENCo is Mrs Alison Campbell and the Assistant SENCo is Mrs Katherine Burrows. Should you wish to contact the SENCo/Assistant SENCO directly you should phone or email the Academy office who will pass on your request.

If you need further information or support you can contact the Staffordshire Parent/carer Partnership Service on 01785 356921.

The Staffordshire Local Offer can be found on the Staffordshire Education website

[Special Educational Needs / Local Offer - Staffordshire County Council](#)

[Staffordshire Cares - Local Offer](#)

The Local Offer

What is the Local Offer?

The local offer provides information for children and young people with special educational needs and their parent/carers/carers in a single place.

The local offer provides information on what services young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- Special educational provision
- Health provision
- Social care provision
- Other educational provision
- Training provision
- Travel arrangements for children and young people to schools, colleges, and early years education
- Preparing for adulthood, including housing, employment and leisure opportunities.

More information on the local offer and wider SEND reforms is available on the Staffordshire Market Place website.