



LANDAU
FORTE
ACADEMY
AMINGTON

Policy Name	SEND Information Report
Policy Number	AMN016
Date of Issue	May 2024
Author	
Reviewed by	Mrs F Perry
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Purpose of the Policy

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

Policy Detail

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 of need makes for effective provision and so skills and levels of attainment for all students tested on admission. Students tested in literacy and numeracy. The Academy collates SEND information from primaries and previous settings, in order to build on information where students are identified as having a particular SEND need. Appropriate group and individual diagnostic testing used when required, as well as staff referrals. 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?

Contact between home and school is important and the SEND Faculty is in communication with parents/carers regularly.

If you think your child has learning difficulties, you should contact the SEND Faculty for further advice. The SENDCo will contact you to discuss your concerns in more detail. Here at Landau Amington, we have timely SEND Coffee Catch-ups and SEND is represented at parent evenings and other key student events.

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

We provide for all broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or Physical Needs

How will the Academy staff support my child?

If your child requires additional support for learning, an Individual Learning Plan (ILP) will be put in place, in consultation with the parent/carer, the student, and a member of the SEND Faculty. This is shared with teachers to apply the strategies and support. ILP's are reviewed at consultation meetings with parent/carers, students, their Pastoral Leads and a SEND Faculty representative. Learning strategies reviewed and new strategies set where relevant.

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

- Talk to their Personal Tutors, subject teachers or staff within SEND Faculty when they have a problem.
- Select their options carefully at Year 9 and attend opportunities for consultation.
- Be involved in writing their ILP's.
- Discussions with Tutors/Teachers and the SEND Faculty about how their learning could be improved; for example what is needed to help them to achieve their targets.

- Students with an EHCP (Education Health Care Plan) will have an annual review. These reviews are student centred and students are invited to contribute alongside their parent/carers.
- Attend intervention sessions.

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

As an Academy, we 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.
- Intervention time to work 1:1 or in a small group.
- Resources available to aid the learning of students with specific individual learning needs.
- Support and advice from outside agencies and professionals.
- Provision of additional technology to support.
- Access to The DEN, our dedicated space for students with SEND.

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

The progress of students is tracked against their targets. You and your child will be invited to consultation meetings to meet with your child's Pastoral Lead or teacher to discuss progress. At both Key Stage 3 and Key Stage 4, there are dedicated parents' evenings to support specific subject areas. In addition, if your child has individual SEND needs you will have the opportunity to discuss these with a member of the SEND Faculty.

You will be encouraged to support your child at home by accessing different learning platforms and supporting the school's homework policy.

Partnership

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

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.

The SEND Faculty are available to discuss progress during the year.

In order to support the social time of students with SEND, they have the opportunity to spend break and lunch time in The DEN, which is supervised by the SEND Faculty team.

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 Inclusion Team, Special Educational Needs Service, Hearing Impaired Service, Visually Impaired Service, Physical Disability Team, CAMHS, CYPAS, 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 provides 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 students with SEND 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 SENDCo 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.

The student may be offered bespoke 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 or an alternative post-16 provision, the SENDCo will liaise with the Post-16 SENDCo, Careers Advisor (IAG) at the college, the parent/carer and student, to provide information on the individual needs of the student and the support necessary to aid transition and further progress.

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

The Academy receives funding for SEND from the LA (Local Authority). Currently there are 17 students with a statement of special educational needs/EHC Plan.

The Principal together with the SENDCo 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.

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 SENDCo will contact the parent/carers to discuss the additional support that will be provided. Together with tracking information and reports from colleagues, the SENDCo will discuss with parent/carers as to whether the support should continue, change or cease.

Complaints Procedure

Parent/carers should raise their concerns with the person they feel is most appropriate. This is likely to be through contact via email or telephone with the Personal Tutor, Faculty Leader, SENDCo 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's SEND need is the SENDCo. They will 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 SENDCo is Mrs Faye Perry.

Should you wish to contact the SENDCo 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 is found on the Staffordshire Education website:

[Local Offer - Staffordshire County Council](#)

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 – including applications for EHCPs/testing for dyslexia/special school 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.



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