



LANDAU  
FORTE  
ACADEMY  
AMINGTON

<b>Policy Name</b>	<b>Individual Needs Policy</b>
<b>Policy Number</b>	<b>AMN003</b>
<b>Date of Issue</b>	<b>November 2024</b>
<b>Author</b>	<b>Mrs F Perry</b>
<b>Reviewed by</b>	<b>Mrs F Perry</b>
<b>Date of next Review</b>	<b>November 2025</b>

## 1. Scope of the Policy

This policy applies to all Landau Forte Academy Amington staff, students, parent/carers, governors and external agencies working with the Academy.

## 2. Purpose of the Policy

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 May 2014
- SEND Code of Practice: 0-25 years January 2015
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards Latest update December 2021

This policy has been written by the Academy's SENDCo, in liaison with the SEND Governor and Senior Leadership Team, staff and parents of students with SEND. It is shared 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 2015.

## 3. Policy Detail

### Role of the SENDCo – responsible for managing the Academy's SEND provision

- Day to day operation of the Individual Needs Policy.
- Liaising with and advising staff and other professionals
- 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

**SENDCo** - Faye Perry – Contact Telephone 01827 301800

**SEND Governor** Mrs Sharon Cade

The SENDCo is an Associate Assistant Principal – SEND and is 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, gender reassignment and sexual orientation. 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, disabilities and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole student, whole academy' approach to the management and provision of support for special educational needs and disabilities.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the Individual Needs Policy.
- To provide support and advice for all staff working with students with special educational needs.
- 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 actions in the SEND Code of Practice. Early identification is provided by assessment or observation of each students' behaviour, 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. Students who are underachieving, are prioritised by Pastoral teams using class data.

### **The SEND Code of Practice 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 SEND.

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)
- 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/carers 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 classes, including where students access support from Learning Support Assistants or specialist staff. All staff receive regular updates on SEND information from the SENDCo.

High quality teaching, adapted for individual students in order for them to access the curriculum, is the first step in responding to students who have or may have SEND. This is audited through regular SLT/SEND learning walks, the QA process and 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 SEND conditions will be given.

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

### **Process for providing Support**

For those students having SEND support, reviews, meetings and parent/carer consultations will be completed in order to make sure the support is the right 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 SEND support. Where there may be the need for further support and/or interventions, the Academy will ensure that a Graduated Approach, as set out in the SEND Code of Practice, is in place for students if required.

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 Centres for SEND

Where a student's progress continues to be a concern despite the involvement of outside agencies and various intervention strategies, in consultation with the student and parent/carer an Education, Health and Care Needs Assessment (EHCA) may be applied for.

### **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 SEND information, parents should view the Staffordshire Cares website.

For further information regarding the Academy's provision for SEND please see the **SEND Information Report**, written in accordance with the SEND Code of Practice 2015. This report sets out details regarding the implementation of the Academy's Individual Needs Policy.

In consultation with Academy staff, the SENCo will assess those students who are believed to require support in accessing exams and assessments. Applications 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**

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.

#### **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 SEND Code of Practice, (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical needs) there is individual communication with feeder schools to aid effective transition. All children with a EHC Plan or identified as having SEND support and those identified as 'concerning' by parents or the feeder school, will be visited by members of the Individual Needs Team at their primary provision. Additionally, primary school records are requested by the Academy to enable continuity and progression.

Liaison between post-16 provisions and students with SEND is managed by the Individual Needs Team in conjunction with the Academy's Careers staff.

#### **Supporting Students with Medical Conditions**

The Academy acknowledges that students with medical conditions should be properly supported. 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 to support. Where a student has SEND and an EHC Plan, the SEND Code of Practice 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 their learning and wellbeing.
- 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.



<b>Date</b>	<b>November 2024</b>
<b>Change Made</b>	<b>Updated</b>
<b>Made By</b>	<b>Mrs F Perry</b>
<b>Role</b>	<b>AAP - SEND</b>