LANDAU FORTE ACADEMY AMINGTON

Policy Name	**SEND Information Report**
Policy Number	**AMN016**
Date of Issue	**September 2025/amended May 2026**
Author	
Reviewed by	**Mrs F Perry amended by S Linden**
Date of next Review	**September 2026**

Purpose of the Policy

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.

Policy Detail

How does the Academy identify students with SEND?
The Academy follows the graduated response to meeting the needs of students with SEND as outlined in the SEND Code of Practice, 0-25 years, January 2015. Early recognition of areas of need are identified by the analysis of results from testing. Information around students already identified as requiring additional support is shared from primary provisions. Students are tested in literacy and numeracy. Appropriate group and individual diagnostic testing is used when required as well as from staff referrals. The progress of all students is monitored and can support identification of individual needs.

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 SEND register will be contacted by the SEND team in the new academic year.
If you think that your child has learning difficulties, you should speak initially with your child's Personal Tutor. Personal Tutors will discuss the progress of your child with their teachers and if they feel that targeted teaching has not met your child's needs, they will then refer to the SENDCo for further advice. The SENDCo 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 can provide for students from all broad areas of need.
Consultations are provided by our SENDCo around meeting the needs of individuals within our mainstream secondary.

How will the Academy staff support my child?
If your child requires additional support for learning, and they are recognized as having a special educational need or disability, an Individual Learning Plan (ILP) will be put in place in consultation with the parent/carer, the student, information gathered from other professionals and LSA's in school. The ILP is an evolving document, adapting to support your child's needs. The ILP's and strategies to support your child are shared with all relevant staff supporting them in school.

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

- Talking to their Personal Tutor/Subject Teachers/Learning Support Assistants (LSAs) to help support their progress.
- Select their options carefully at Year 9.
- Be involved in the writing and review of their ILP's.
- Discussions with Pastoral Leads/Tutors/Teachers/LSAs about all aspects of their learning journey.

- Identified children (with an 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 and additional learning opportunities to support their outcomes.

How will the curriculum be matched to my child's needs?
Teachers 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.
- Adaptations 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, providing additional learning support for students with SEND.
- Identified need and structured intervention time to work 1:1 or in a small group.
- Resources available to aid the learning of students with SEND.
- Adapted work spaces for students with specific physical disability needs.
- Support and advice from outside agencies.
- Provision of additional technology to support.
- The DEN. Our dedicated space for students with SEND and those identified as needing some additional 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. In Year 9, the second progress check is for core subjects only (English, Maths and Science).
You and your child will be invited to consultation meetings 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 SEND needs, ILP's are reviewed and you will have the opportunity to discuss progress and support with a member of the SEND Faculty.

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

Partnership
The importance of a partnership between students, parent/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 learning support. Parent/carers and all students will be kept informed of progress at all stages and where possible, their opinions, views and advisories sought to further support learning.

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

Pastoral Support
At the Academy we believe that every child matters. The Pastoral Team and our Personal Tutors, guide and support personal, academic and the wider achievements of all student in the Academy. 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 parents/carers, should there be cause for concern.

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

To support the social time of students with SEND, they are given the opportunity to spend break and lunch time in the DEN, overseen by the SEND Team.

Behaviour/Attendance Support
The Academy has a Pastoral Team which works with students to improve their behaviour and attendance in school. They liaise with parent/carers and Personal Tutors in order to provide a consistent approach to improving behaviour and attendance. 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 Academy liaises with the Educational Welfare Service to provide support for students who have barriers to attending school and involvement with relevant outside agencies who can give support to a child's attendance needs. The Academy also makes links with parent/carers, providing them with tailored support.

Medical Support
The Academy has a Medical Officer who administers medication as necessary. The building is well equipped with disabled facilities for students and 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.
We work within the Staffordshire Threshold Framework 2023; encompassing universal to specialist support and the service providers that work within them.

What specialist knowledge and training do our staff have?
The Academy has a CPD programme supporting the 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. Some of our students with SEND have taken part in international visits and parents/carers are consulted at all stages of planning so that an accurate care plan and risk assessment can be created for our students with specific 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 and 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 EAL (English as an Additional Language) where possible an interpreter is sourced to enable communication.

For parents/carers with hearing difficulties, a sign language specialist can be brought in for 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. This helps support the plan for 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's from the Academy where appropriate.

When our students are planning to transfer to college, the SENDCo will liaise with other professionals at the college, the parent/carer and student, to provide information on the individual needs of the student; making that transition to post-16 smooth.

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 13 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
- 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, the SENDCo 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. Together with tracking information and reports from class tutors and teachers, the SENDCo 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, Head of Year, Faculty Lead, SENDCo or another 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 Associate Assistant Principal and SENDCo is , Ms Sophie Linden.

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 Staffordshire Connects via the following link:
Staffordshire Connects | Special Educational Needs and Disabilities Local Offer

The Local Offer

What is the Local Offer?
The local offer provides information for parents/carers and children and young people with special educational needs all 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.

Date	**September 2025**
Changes Made	**Updated May 2026 by S Linden**
Made By	**Mrs F Perry, AAP - SENDCo**