



## **Academy Philosophy**

Landau Forte Academy QEMS is committed to the principle that every student has individual needs and entitlement to the full curriculum. Landau Forte Academy QEMS has adopted a whole Academy approach to early identification, assessment and provision for students with individual needs. Appropriate differentiation of the curriculum will be planned by all tutorial staff working alongside the SEND team utilising a range of

strategies, resources and approaches. The Board of Governors recognises the need for appropriate resources including staff and accommodation for students with Special Educational Needs and Disability.

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

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:

Assistant Principal (SENCO) Mrs S Price  
Learning Support Manager (SEND) Mrs K Rafferty

### **Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- (b) has a disability which either prevents or hinders him or her from making use of the facilities provided for others of the same age in mainstream schools.  
(DfE & DfH SEND code of practice 2014 p15-16)

The 2014 SEND Code of Practice outlines the following areas of SEND that should be considered:

**Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age; have difficulty in understanding parts of the curriculum; have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or numeracy.

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people; are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

**Disability** - Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

When more specialist assessment is required the school will work collaboratively and cooperatively with external specialist professionals.

### **Education, Health and Care Plan**

The Academy will refer a student for an education, health care assessment when there is a significant cause for concern. Parents/Carers can also make a request for an education, health care assessment by contacting the Local Authority directly through the Single Point of Access on telephone 0800 111 80087 or via email [sendreferrals@staffordshire.gov.uk](mailto:sendreferrals@staffordshire.gov.uk)

Alternatively, Parents/Carers can contact SEND Family Partnership who will support them in making this request. They can be contacted on telephone 01785 356921 or via email [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

### **What kinds of special educational needs are provided for at Landau Forte Academy Tamworth QEMS?**

We currently provide for the following:

- Autistic spectrum disorder
- Aspergers
- Dyslexia
- Dyspraxia
- Hearing Impairment
- Moderate learning difficulties
- Attention Deficit Disorder
- Attention Deficit /Hyperactivity Disorders
- Social, Emotional and behavioral difficulties

In September 2016, Landau Forte Academy Tamworth QEMS embarked on the process of achieving dyslexia friendly school status.

### **How does the Academy identify students with SEN?**

The Academy policy 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 the results from LUCID and BKSB tests, which are completed upon entry in to Year 12. All other relevant information from secondary schools is collated prior to the student's entry into Year 12.

All staff have a responsibility for identifying and meeting the needs of students with SEND and for exploring any unmet learning needs which may be having an effect on a student's behaviour. Staff should seek to identify pupils making less than expected progress given their age and individual circumstances.

### **Provision**

The individual needs of SEND students are met through quality first teaching (wave one), targeted intervention (wave 2) and when required specialised assessment and support (wave 3).

All SEND students will have their own student passport and learning plan which will include:

- General information about the specific learning difficulty and/or disability
- Desired outcomes
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed

Meetings will be held with student and parents to discuss what will be included on their plan. The delivery of interventions/strategies recorded on the student's plan will be the responsibility of the class teacher. Annual reviews will continued to be held for any student who has an EHCP.

Any Year 12 student who received any form of exam access arrangement in order to successfully complete their exams, will be tested again by a professional from Entrust, to ensure they are still eligible for this arrangement. Confirmation of any additional exam support parents will be notified in writing.

The quality of the provision received by SEND students will be monitored and evaluated through the termly quality assurance of lessons and of work conducted by the SENCO, Assistant Principals, Senior Staff Associates and curriculum leads.

### **Access to the Curriculum**

Access by students with SEND to a balanced and broad-based curriculum is enabled through:

- (a) Quality first teaching
- (b) Differentiation of work within learning groups whenever appropriate to meet the individual needs of students
- (c) Learning support for students with a specific individual need, by Tutors, Learning Support Staff.
- (d) Work either on a 1:1 basis or within a small group
- (e) The resources available
- (f) Support and advice from outside agencies

Prior to admission in to Landau Forte Academy QEMS, students will be interviewed and careful consideration is given to the curriculum they will follow.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Assessment reports will be issued five times a year, as well as having the opportunity to meet Learning Tutors at least twice during the academic year. However, parents/carers are encouraged to contact Learning Tutors, the Learning Support Manager or SENCO at any point if they have any concerns.

### **Partnership**

The importance of a partnership between parents/carers, students and Academy is fostered and valued. Parents/carers are welcomed into the Academy and encouraged to discuss and participate in their child's learning and contribute to their child's learning plan. Parents/carers of 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. Parents/Carers and students are always spoken to before any changes are made to curriculum or support.

### **Sources of Specialist Support available**

- Local Authority representatives, for example the local Assessment Team
- Educational Psychologist
- Occupational therapist
- Physiotherapist
- Speech and Language Therapist (SALT)
- Social Services
- Special Educational Needs Support Service (SENSS)
- Dyslexia Action
- Autism Outreach
- CAMHS

### **Transfer arrangements**

Prior to Post 16 transfer, consultation between the secondary schools and the Academy will take place. For students with any of the four areas of need reflected in the TTA National SEN Specialist Standards (communication and interaction; cognition and learning; behaviour, emotional and social development; and sensory and / or physical needs), there is individual communication with the secondary school(s) in order to aid transfer. All children with a Statement of Special Educational Needs or an EHC Plan will be visited by members of the SEND team at their secondary school. Additionally, secondary school records are requested by the Academy to enable continuity and progression.

We endeavour at Landau Forte Academy Tamworth QEMS to ensure that the transition between secondary school and Post 16 is as smooth as possible. Prior to students starting at Landau Forte Academy Tamworth QEMS we invite both student and parents/carers to meet with either the SENCO or the Learning Support manager in order to create a plan of support for the student upon starting. If required, students can attend Landau Forte Academy Tamworth QEMS during the summer term prior to them starting in the Autumn, in order for them to begin to make the adjustment in to Post 16 studies.

Support with Careers, Information and Guidance for students with SEND is managed by the SEND team and the Academy's Careers staff. Constant support is given to students during their studies at Landau Forte Academy Tamworth QEMS to ensure that they make informed choices about their future.

### **Supporting Children with Medical Needs**

The Academy has a team of first aiders who administer prescribed medication as necessary. Healthcare plans are in place for all students with medical needs. The building is equipped with disabled facilities for students with hygiene and personal care needs. The building is fully accessible for wheelchair users. 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 our students.

Landau Forte Academy Tamworth QEMS has an onsite school nurse who can help and offer advice to any medical (physical or mental) condition.

### **Inclusion**

Students with special educational needs and disability are fully integrated into the Academy curriculum with appropriate levels of support, maximising the level of inclusion. 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. 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 SEND. Students have been part of the Student Executive and have taken part in trips such as the Geography field trip to Whitby.

### **How are the Academy's resources allocated and matched to a student's special needs?**

The Director of QEMS, together with the SENCo, allocates funding to provide support for SEND (according to the needs of the students) through:

- LSA Support – individual/small group/in class
- Staff training
- Additional resources

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

### **Continuing Professional Development**

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. This may include whole Academy training on SEND issues or to support identified groups of learners in the Academy, for example, students with Autism Spectrum Disorder or Dyslexia.

Staff training has also focused on differentiation and personalised learning for all students. There is whole staff training to disseminate knowledge and strategies and experience, in order to ensure consistency of the Academy's approach to students with SEND.

As part of the process of achieving dyslexia friendly status, staff members will have regular training and support throughout the 2016/17 academic year.

### **What support will there be for my child's overall 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 parents/carers should there be cause for concern.

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Every SEND student will be allocated a key worker who they can go to if they have any concerns either academic or social.

During the 2016/17 academic year, Landau Forte Academy Tamworth QEMS will be launching a wellbeing centre which will offer students a wide range of support from dealing with exam stress, to relationship and sexual health advice. Outside agencies offer weekly drop in sessions or appointments are made for students to meet the appropriate professional. Alternatively, students can continue to speak to the on site school nurse.

### **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 S Price. Should you wish to contact the SENCo directly, you should phone or email the Academy office who will pass your request on.

### **Complaints Procedure**

The opportunity always exists for discussion between parents and ourselves and problems and concerns can usually be dealt with informally. If not then a formal complaint can be made to the School's Governing Body and finally to the Academy Trust.

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