

Special Education Needs (SEND) Information Report



(1) 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.

(2) 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:

Executive SENCo - Mrs A Campbell
Deputy SENCo - Mrs K Rafferty

(3) Definition of Special Education 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 four areas of SEND that should be considered:

Communicating and interaction – 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.

In addition:

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.

(4) Education, Health and Care Plan

The Academy will refer a student for an education, health care assessment when evidence suggests 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

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

(5) What kinds of Special Educational Needs are provided for at Landau Forte QEMS?

We currently provide for the following:

- Physical Disability
- Autistic Spectrum Condition (ASC)
- Aspergers
- Dyslexia
- Dyspraxia
- Hearing Impairment
- Cognition and Learning
- Attention Deficit Disorder (ADD)
- Attention Deficit /Hyperactivity Disorders (ADHD)
- Social, Emotional and Mental Health difficulties
- Visual Impairment

(6) How does the Academy identify student 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 a range of 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.

(7) Provision

The individual needs of SEND students are met through quality first teaching (wave 1), targeted intervention (wave 2) and when required specialised assessment and support (wave 3).

All SEND students will have their own student passport and meetings will be held with student and parents to discuss what is to 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.

(8) 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) Tailored resources
- (f) Support and advice from outside agencies
- (g) Mentoring
- (h) Testing to determine whether exam access arrangements are needed

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

(9) 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 Parents having the opportunity to meet Learning Tutors at least twice during the academic year. However, parents/carers are encouraged to contact Learning Tutors or the SENCo/Deputy SENCo at any point if they have any concerns.

(10) 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 will be contacted before any changes are made to curriculum or support.

(11) 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

(12) 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 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 an EHC Plan will be visited by members of the SEND team at their school. Additionally, school records are requested by the Academy to enable continuity and progression.

We endeavour at Landau Forte QEMS to ensure that the transition between primary school and secondary is as smooth as possible. Prior to students starting at Landau Forte QEMS, we invite both student and parents/carers to meet with either the SENCo or the Deputy SENCo in order to create a plan of support for the student upon transition. If required, students can attend Landau Forte QEMS during the summer term, prior to them starting in the Autumn, in order for them to begin to make the adjustment in to secondary school. This process is followed in Year 11 with consultations on the transition to Post-16 institutions.

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 QEMS to ensure that they make informed choices about their future.

(13) Supporting Children with Medical Needs

The Academy has a team of first aiders who administer prescribed medication as necessary. Healthcare plans (both medical and support) 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 QEMS has an onsite school nurse who can help and offer advice to any medical (physical or mental) condition.

(14) Inclusion

Students with special educational needs or 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.

(15) How are the Academy's resources allocated and matched to a student's special needs?

The Head of School, together with the SENCo and Deputy 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/testing
- Mentoring
- Enrichment
- Work Experience
- Transition

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

(16) 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 Condition 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.

Staff are kept informed and up-to-date with strategies to help support students with SEN. All new staff complete an Induction Day programme which includes SEN support and guidance.

(17) 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.

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

(18) 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. Should you wish to contact the SENDCo Team directly, you should phone or email the Academy office (01827 62241) who will pass on your request.

(19) 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.

(20) Accessibility

20.1 Accessibility Overview

The SEN and Disability Act (2001) extended the Disability Discrimination Act (DDA) (1995) to cover education. Since September 2002, the Governing Bodies of Schools and Academies have had key duties towards disabled students under Part 4 of the DDA:

- (i) Not to treat disabled students less favourably for a reasons related to their disability.
- (ii) To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- (iii) To plan to increase access to education for disabled students.

Landau Forte QEMS believes a person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010).

Landau Forte QEMS has a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

Landau Forte QEMS believes it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for Landau Forte QEMS personnel and students which result in improved outcomes for disabled students, parents/carers and Landau Forte QEMS personnel in all aspects of school life.

Landau Forte QEMS is proud of the ethos of support, collaboration and respect for one another. The Trust strives to create a safe caring environment for all students to experience success, happiness and excellence. All QEMS users will benefit from the disability equality scheme as it will allow them to take full benefit of the opportunities that this establishment offers.

Landau Forte QEMS is committed to providing as fully accessible environment as possible, given the restraints of each building. It values and includes all students, QEMS personnel, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Landau Forte QEMS has in place an Accessibility Action Plan and Audit (see App 1) designed to increase the accessibility of provision for all students, staff and visitors. The three key areas are:

- (i) Increasing the extent to which disabled students are able to participate in the school curriculum.

- (ii) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- (iii) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

20.2 Responsibility for the Accessibility and Procedure

(a) Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Head of School to ensure all QEMS personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled students in our admissions and exclusions, and provision of
 - education and associated services;
 - treat disabled students less favourably;
 - take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parent's right to confidentiality;
- the responsibility of providing all students with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual students;
- the responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges;
 - responding to student's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individual and groups of students.
- responsibility for ensuring that the QEMS complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

(b) Role of the Head of School

The Head of School will:

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Governing Body, devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- ensure all QEMS personnel, students and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for QEMS personnel with disabilities;
- monitor the effectiveness of the Disability Accessibility Plan for Students;

(c) Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the progress and development of this policy;

(d) Role of the Governing Body

Trust personnel will:

- comply with all aspects of this policy;
- implement the Trust's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect.

(e) Role of the Students

Students will:

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school guidance necessary to ensure the smooth running of the Campus;
- liaise with the student leadership team;
- take part in questionnaires and surveys/focus groups.

(f) Role of the Parents/Carers

Parents/carers will:

- be asked to take part in periodic surveys conducted by the QEMS;
- support the school guidance necessary to ensure smooth running of the Campus

20.2 Training

The Head of School will ensure that all personnel have equal chances of training, career development and promotion. Periodic training will be organised for all QEMS personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

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Appendix 1

Accessibility Plan & Audit (QEMS)

Target	Strategies	Timescale	Person
Ensure all staff are fully trained in working with students with disabilities	Schedule staff training sessions throughout the year	Initial training has already taken place. Additional training to be scheduled throughout the year	Alison Campbell
Train an adequate number of staff to work with students with specific needs	Identify the needs of new students and ensure that appropriate staff have access to training in this area	Currently up-to-date. Additional training to be arranged when new students come on roll	Alison Campbell /Kerry Rafferty
Improve information sharing between SEN/Medical and Tutorial staff	Information on students with disabilities to be shared with staff working with them and regular meetings to be held to review their progress and provide updates	Initial meetings have taken place, to continue throughout the year	Alison Campbell /Chloe Grant
Provide information to prospective and current students in alternative formats as required	Offer information to prospective students in alternative formats. Identify any current students requiring information in alternative formats and ensure all relevant staff are made aware. Research provision of information in braille if required	December 2018	Kerry Rafferty
Ensure that all staff, students and parents with disabilities, or who are not fluent in English, can access information and meetings	Offer information in alternative formats and compile a list of interpreters who are accessible if required	December 2018	Michelle Davies
Ensure that the building is well signed	Add written and visual signs to Wings and Key Rooms	December 2018	Rachel Whiteley
Arrange quiet calm eating area for students who require it	Identify room and implement	January 2018	Kerry Rafferty

Appendix 1

Accessibility Plan & Audit (QEMS)

KEY:

- 1 Yes
- 2 Almost
- 3 Partially
- 4 No
- 5 Not applicable

Period	October 2018	To	October 2019
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1	2	3	4	5	Comments
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Section 1: Disability Awareness/Training						
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X				
2	Do you have arrangements for Tutors and Assistants to have the necessary training to teach and support students with disabilities if required?	x				
Section 2: How does your Academy deliver the curriculum?						
3	Do all staff seek to remove all barriers to learning and participation?		X			
4	Is teaching appropriately differentiated to meet individual needs so that young people make good progress?		x			
5	Are all students encouraged to take part in music, drama and physical exercise?				x	
6	Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities – e.g. some forms of exercise in physical education?			x		
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum?		x			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?		x			
9	Do you provide access to appropriate technology for those with disabilities?		x			
10	Are Academy visits, inc overseas visits, made accessible to all students irrespective of attainment or disability?	x				
Section 3: How does your Academy deliver materials in other formats for anyone who needs it?						
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed info?		x			Large print provided for students where required – reading pens
12	Do you have facilities such as ICT to produce written information in different format?		x			
13	Do you ensure that info is available and meetings are accessible to staff, students and Parents in a way that is user friendly for all people with disabilities and those who are not fluent in English?		X			Offer information in other formats – list of interpreters to be compiled
14	Is furniture and equipment selected, adjusted	x				
15	Do you ensure that all Academy staff are familiar with technology/practices developed to assist people with disabilities?	x				

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Accessibility Plan & Audit (QEMS)

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Section 4: Is your Academy designed to be accessible and meet the needs of all students?					
(4a) General					
16	Are pathways and routes logical and well signed (both internal and external)?			x	Written signs required
17	Is appropriate furniture and equipment provided to meet the needs of individual students?	x			
18	Do furniture layouts allow easy movement for students with disabilities?		x		Limited access in Restaurant - assistance is provided to students where required
19	Are quiet/calming rooms available to students who use this facility?		x		Eating area required
(4b) Getting into the building					
20	Are car park spaces reserved for disabled people near the main entrance?	x			Disabled spaces for the Visitors Car Park, permits issued to disabled students
21	Are there any barriers to easy movement around the site and to the main entrance?	x			Lift
22	Are steps needed for access to the main entrance?				x
23	Do all those steps have a contrasting colour edging?				x
24	If there are steps, is a ramp provided to access the main entrance?				x
25	Is there a continuous handrail on each ramp, stair flight and landing to the main entrance?				x Not on internal
26	Is it possible for a wheelchair user to get through the principle door unaided?	x			
27	If no, is an alternative wheelchair accessible entrance provided?				x
(4c) Internal facilities					
28	If there is a lobby at the principle entrance, is it possible for a wheelchair user to negotiate the doors?				x
29	Do all internal doors allow a wheelchair user to get through unaided?				x Difficult due to weight of fire doors, assistance provided as required
30	Do all the corridors have a clear unobstructed width of 1.2m				x
31	Does the building have a wheelchair accessible toilet?	x			
32	Does the building have accessible changing rooms/shower facilities?			x	
(4d) Vertical Movement					
33	How many storeys in the building? Please insert letter A= single storey throughout B=single storey with some split level parts C=single storey with some 2-3 storey parts D= Mainly 2 or 3 storey				D

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1	2	3	4	5	Comments
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34	If the building is on more than one level, do the internal steps/stairs have contrast colour edgings?					X	
35	Is there a continuous handrail on each internal stair flight and landing?					X	
36	Does the building have a lift that can be used by wheelchair users					x	
37	Do you have any other sort of mechanical means provided to move between floors? If Yes, please state	X					Evac Chair
38	Is it possible for a wheelchair user to use all the fire exists from areas to which they have access?					x	Safe Refuge Harbours provided and individual and generic PEEPs completed
(4e) Sensory Impairment							
39	Are non-visual guides used to assist people to use the buildings?	x					Visitors receive a guided tour, students receive support as required
40	Could any of the décor be confusing or disorientating for students with disabilities?			x			Signage to be reviewed
41	Is a hearing induction loop available (either fixed or portable) in the Academy?					X	
42	Does the building have a 'Soundfield' sound reinforcement system?					x	
43	If there is a 'Soundfield' system, in what area					x	
44	Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)?					x	