



LANDAU  
FORTE  
ACADEMY  
QEMS

<b>Policy Name</b>	<b>Special Education Needs (SEND) Information Report QEMS</b>
<b>Policy Number</b>	<b>LFATQ/0100</b>
<b>Date of Issue</b>	<b>18 January 2021</b>
<b>Reviewed by</b>	<b>Mrs A Mills</b>
<b>Date of next review</b>	<b>18 January 2022</b>

## (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:

SENCo - Mrs A Mills

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](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)

#### **(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. All relevant information from secondary schools is collated prior to the student's entry into Year 7. Early identification is provided by the analysis of the results from a range of tests, which are carried out should there be a cause for concern highlighted.

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.

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 throughout the year, as well as Parents having the opportunity to meet Learning Tutors 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.

Each SEND student has a designated LSA (Learning Support Assistant) who can support the student and the Parents.

## **(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 Principal, 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 301820) 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 Principal 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 Principal**

The Principal 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 Principal 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.

## **ADDENDUM**

### **COVID-19 School Arrangements for Children with Special Education Needs and Disabilities**

This is an addendum to the SEND Information Report setting out the arrangements in place to support our students with special education needs during the COVID-19 pandemic.

In view of the extended time out of school for some of our students, and the social, emotional changes they have experienced, we are adapting our approaches as needed on an individual case –by-case basis.

This means that we are aware adjustments may need to be made to accommodate the needs of students for whom the new school year is more of a challenge. This may impact on the support that a student is offered during the school day and the additional resources that might be offered in order to ensure each student feels safe and supported.



<b>Date</b>	<b>18 January 2021</b>
<b>Change Made</b>	<b>Various</b>
<b>Made By</b>	<b>Mrs A Mills</b>