Policy Name	**Special Education Needs (SEND/SENDCO)**
Policy Number	**LFTSFQ/0003**
Date of Issue	**September 2026**
Reviewed by	**Mr K Chatfield**
Date of next review	**September 2027**

1) Academy Philosophy

Landau Forte Academy QEMS and Sixth Form is committed to the principle that every student has individual needs and entitlement to the full curriculum. Landau Forte Academy QEMS and Sixth Form has adopted a whole Academy approach to early identification, assessment and provision for students with individual needs. All staff are responsible for the progress, achievement and inclusion of pupils with SEND through adaptive teaching, the effective use of reasonable adjustments, and implementation of the graduated approach.
The Board of Governors recognises the need for appropriate resources including staff and accommodation for students with Special Educational Needs and Disability. Landau Forte Academy QEMS and Sixth Form is committed to the equality of opportunity and the provision of the highest standards of education for all our students, including those with Special Educational Needs and Disabilities.
We currently provide for the following:

- Communication and interaction (C/I)
- Cognition and learning (C/L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

(2) Definition of Special Educational Needs

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

a) has a significantly greater difficulty in learning than the majority of students 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 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.

- **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 Academy will work collaboratively and co-operatively with external specialist professionals.

(3) Roles and Responsibilities

3.1 The SENCO:

- Be a qualified teacher working at the Academy and have achieved a National Award in Special Educational Needs Co-ordination within three years of appointment.
- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the Academy
- Promote an inclusive culture across the academy that enables pupils with SEND to participate fully in academic, social and enrichment opportunities.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, Parents/Carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively
- Liaise with other schools and external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the Academy keeps the records of all students with SEND up to date
- Co-ordinate provision for children with SEND
- Liaise with the relevant Designated Teacher where a looked after child has SEND
- Liaise with Parents/Carers of students with SEND
- Liaise with the pastoral team as and when necessary
- Liaise with potential next providers of education to ensure that a student and their Parents/Carers are informed about options and a smooth transition is planned.
- Lead and manage the Inclusion team – which includes a Deputy SENCO, Inclusion Manager, HLTA, Admin Support and Teaching Assistants

3.2 The SEND governor:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the Academy and update the governing body on this
- Monitor SEND achievement, attendance, exclusion patterns, destinations, participation and wellbeing outcomes to ensure pupils with SEND are able to achieve and thrive.
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the Academy.

3.3 The Principal:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the Academy
- Have overall responsibility for the provision and progress of learners with SEND

3.4 Each class teacher :

- Be responsible and accountable for the progress and development of every student in their class
- Work closely with Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work closely with Teaching Assistants within their lessons to ensure that all students make progress
- Deliver high quality teaching, adapted for individual students
- Work with the SENCO to review all evidence gathered regarding a student before deciding whether to make a special educational provision
- Work with the SENCO to review each student's progress and development and decide on any changes to provision
- Know, understand and follow the graduated approach
- Ensure they follow this SEND policy

3.5 Teaching Assistants :

- Support the learning of students within lessons
- Support students to become independent learners
- Liaise with teachers to ensure students can access the work being delivered
- Be a keyworker to students
- Support students who qualify for Access Arrangements in examinations
- Continue to develop their knowledge and understanding of SEND Needs

(4) Named Persons

SEND/SENDCO (QEMS & Sixth Form)	K Chatfield	kchatfield@lfatsf.org.uk
Deputy SEND/SENDCO (QEMS)	Mrs K Rafferty	krafferty@lfatq.org.uk
SEND/SENDCO Governor (QEMS)		(via PA to principal)
SEND/SENDCO Governor (Sixth Form)		(via PA to principal)

(5) Admissions to the Academy

5.1 Transition: Year 6 to Year 7

The Academy shall ensure that students with SEND are admitted on an equal basis with others in accordance with its admissions policy. The Academy is open to students who live in the Catchment Area (see Admissions Policy for detail of catchment areas) and will cater for students of all abilities, ethnic groups and social background. Students of all abilities will be accepted, as will students who have learning difficulties and/or a physical or sensory impairment, reflecting the Academy's equal opportunities policy. Where the Academy is over subscribed for entry at age 11 then priority will be given to:

(a) Looked after Children

(b) Children who have an Education and Health Care Plan and where the Academy is named.

Where a Local Authority proposes to name the Academy in or an Educational and Health Care Plan made in accordance with section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.

In the event of any disagreement between the Academy and the Local Authority over the proposed naming of the Academy in an EHCP, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any Parent/Carer of the

child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

If a Parent/Carer of a child in respect of whom an Educational and Health Care Plan is maintained by the Local Authority appeals to SENDIST either against the naming of the Academy in the child's SEN statement or Educational and Health Care Plan or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision.

Where the Academy has consented to be named in a child's Educational and Health Care Plan, or the Secretary of State or SENDIST have determined that it should be named, the Academy shall admit the child.

5.2 Post 16 Transition

The Academy shall ensure that students with Individual Needs are admitted on an equal basis with others in accordance with its Admissions Policy. The Academy is open to students who live in the Catchment Area (see Admissions Policy for detail of catchment areas) and will cater for all genders and ethnic origins

Students are admitted who meet the published entrance requirements, which include students who have learning difficulties and/or a physical or sensory impairment, reflecting the Academy's Equal Opportunities Policy.
Where the Academy is over subscribed for entry at age 16 then priority will be given to:

- Looked after students
- Students who have an Educational and Health Care Plan
- Where the Academy is named
- Where a Local Authority proposes to name the Academy in an Educational and Health Care Plan **/** Assessment made in accordance with section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting the student would be incompatible with the provision of efficient education for other students; and where no reasonable steps may be made to secure compatibility. In deciding whether a student's inclusion would be incompatible with the efficient education of other students, the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools
- In the event of any disagreement between the Academy and the Local Authority over the proposed naming of the Academy in an Educational and Health Care Plan **/** Assessment**,** the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any Parent/Carer of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final
- If a Parent/Carer of a student in respect of whom an Educational and Health Care Plan/ Assessment is maintained by the Local Authority appeals to SENDIST either against the naming of the Academy in the student's SEN statement or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision

Where the Academy has consented to be named in a student's EHCP, or the Secretary of State or SENDIST have determined that it should be named, the Academy shall admit the student.

(6) Identification of SEND

6.1 Landau Forte QEMS

The policy of the Academy follows the graduated response to meeting the needs of students with SEND as outlined in the 2014 SEND Code of Practice; 0-25 years. SEND support is delivered through the graduated approach of Assess, Plan, Do and Review, with pupils and parents actively involved throughout the process. Relevant information from the feeder primary schools is collated prior to the student's entry into Year 7. Appropriate group and individual diagnostic testing is used when required. At the beginning of each academic year the SEND/SENDCO creates a register of SEND students. It is reviewed every term in light of the outcomes of interventions that have taken place during the term.

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. Attendance, wellbeing, participation and wider development information may also be considered when identifying potential SEND and barriers to learning.
Staff should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

(DfE & DfH SEND code of practice 2014 6.17, p95)

All teachers, in every curriculum area, are responsible for making their curricula accessible to all students, including those with SEND (current and prospective) and for engaging students with SEND by deploying appropriate strategies from a wide variety of teaching styles. Therefore, all curricular and teaching effectively provides subject matter appropriate for the age and aptitudes of students, including those with an Education, Health and Care Plan (EHCP).

6.2 Tamworth Sixth Form

The Academy policy on identification, assessment, monitoring and review procedures is in line with the proposals of the Code of Practice.

All relevant information from the feeder secondary schools is collated prior to the student's entry into Year 12. Appropriate group and individual diagnostic testing is used when required.

(7) Education, Health and Care Plans (EHCPS)

Education provision for students with Educational and Health Care Plans will be appropriate to ensuring the outcomes stated are met. In terms of welfare, students are allocated a key worker which they meet with on a regular basis, as appropriate or required. They have access to student support and therapeutic support from outside agencies.

Educational and Health Care Plans will be reviewed annually with Parent/Carer/ Students and any professionals working with the student. Annual reviews will focus on progress

towards outcomes, preparation for adulthood, independence and the views, wishes and aspirations of the young person.
In line with the new code of practice these reviews will use the person centered approach, with the students taking a lead in the meeting.

(8) Request for an Education, Health & Care Assessment

Where a request for an Education, Health and Care Plan is made by the school to an LA, the student will have demonstrated significant cause for concern. The LA will need information about the student's progress over time, and will also need documentation in relation to the student's 'needs' and any action taken to meet with those needs, including any resources or special arrangements put in place. Parents/Carers can also make a request for an Education, Health and Care Assessment directly to the LA through the local offer to be found at www.staffordshireconnects.info

(9) Provision

The individual needs of students with SEND are met through quality first teaching (wave 1), targeted intervention (wave 2) and, when required, specialised assessment and support (wave 3). All students with SEND will have their own pupil passport 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

The delivery of interventions/strategies recorded on the student's pupil passport will be the responsibility of the class teacher, with the support of the SEND team.

The individual needs of students are met through a structured learning support system and on an individual/ small group basis entitling students to a fully inclusive education where appropriate.

Achieving and Thriving
The academy is committed to ensuring pupils with SEND experience success across all aspects of academy life.

Evaluation of SEND provision will include consideration of:

- Academic attainment and progress
- Attendance and punctuality
- Participation in enrichment opportunities
- Pupil voice and belonging
- Emotional health and wellbeing
- Independence and self-advocacy
- Preparation for adulthood
- Positive post-16 and post-18 destinations

(10) Facilities

Located at the heart of the campus and with access for students from both sites is the SEND Hub. The SEND hub has a range of rooms, including a workroom with computers, an EAL intervention room. We have a pet's therapy room and rooms for outside agencies.

There are rooms for students to use during social times. We have plans to develop this area to incorporate further interventions and support methods for students as we have moved into a space allowing for greater flexibility in provision arrangements.

10.1 Landau Forte QEMS

a) Quality first teaching
b) Differentiation of work within learning groups whenever appropriate to meet the individual needs of students.
c) Keyworker appointments
d) Pets as Therapy
e) Social time support via Hub
f) Calm environment for time out when needed
g) Learning support for students with a specific individual needs.
h) Learning Support Assistants
i) Work either on a 1:1 basis within a small group, within the lesson or classroom.
j) Support and advice from outside agencies
k) Full- time medical officer on site
l) Environment activities to support students with social skills, teamwork, literacy, maths and general wellbeing.

10.2 Tamworth Sixth Form

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 specific individual needs.
d) Calm environment for time out when needed
e) Pets as Therapy
f) Keyworker appointments
g) Social time support via satellite hub
h) Learning Support Assistants
i) Withdrawal time to work either on a 1:1 basis or within a small group
j) Support and advice from outside agencies
k) Full- time medical officer on site

Tamworth Sixth Form Academy is accessible to all students. The Academy is built on two floors. Each of these floors provides level access for wheelchairs and a lift is available for movement between them. The Academy has customised toilet (including hoist), shower facilities and customised Science and Technology furniture for the disabled to assist students with mobility needs.
There is a full-time Medical Officer on site.

(11) Inclusion

Reasonable adjustments are made to ensure pupils with SEND can access learning, participate fully in academy life and achieve alongside their peers wherever appropriate. The academy recognises the strong relationship between attendance, wellbeing, safeguarding and educational outcomes. Staff work collaboratively with pupils, families and external agencies to identify and address barriers to attendance experienced by pupils with SEND.

(12) EAL

Students who have English as an additional language will be provided with the appropriate teaching and learning materials to aid and support learning outcomes. This will enable them to achieve while at Landau Forte Academy QEMS/Tamworth Sixth Form and during subsequent studies. We are aware that students need to be able to use the English language for academic studies as well as everyday social purposes. Our EAL

coordinator works closely with Parents/Carers and students before they are admitted to the Academy and continually support the student both academically, socially and emotionally.

(13) Evaluation

Successful implementation of the policy should be evident by:

- Academic progress, attendance, wellbeing, participation, independence and preparation for adulthood outcomes.
- Support and effective communication between Parent/Carer, Students and Staff regarding the provision for students with individual needs.
- Through the use of provision mapping interventions for SEND students can be logged and evaluated in terms of outcomes achieved and cost effectiveness.

(14) Continuing Professional Development

Staff development will continue to support the high profile given to Individual Needs. Opportunity for information and training in new initiatives will be provided for Academy staff and LSAs, through in house training and / or external in service training.

(15) Sources of Specialist Support available

- Local Authority representatives, for example the local Assessment Team
- Complex Case workers (alternative curriculum provision)
- Educational Psychologist
- School Health Service
- Occupational therapist
- Physiotherapist
- Speech and Language Therapist (SALT)
- Social Services
- Home Tuition Support Service
- Special Educational Needs Support Service (SENSS)
- Dyslexia Action
- Autism Outreach
- CAMHS
- Landau Forte QEMS and Tamworth Sixth Form websites – SEND >Local Offer

(16) Partnership

The importance of a partnership between Parents/Carers, students and the Academy is fostered and valued. Parents/Carers are welcomed into the Academy and encouraged to discuss and participate in their child's education. Parents/Carers of all students are kept informed of their child's progress via G4S and Parent/Carer consultation events at all stages and where possible their opinion and advice will be sought along with the views of the student. Parents/Carers can contact their child's Head of Year, personal tutor or a member of our SEND/SENDCO support team if needed.

(17) Transfer arrangements

17.1 Landau Forte QEMS

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 feeder school(s) in order to aid transfer.

If needed a member of the SEND/SENDCO support team can visit students at their Primary School to help. Additionally, primary school records are forwarded to the Academy to enable continuity and progression.

The Academy run tours of the Campus for prospective students and their Parents/Carers and, if needed, individual appointments can be made with a member of our SEND/SENDCO support team.

Support with Careers, Information and Guidance for students with SEND is managed by the SEND team and the Academy's Careers staff.

17.2 Tamworth Sixth Form

Prior to transfer Post 16, 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; social, mental and emotional health; and sensory and / or physical needs), there is individual communication with feeder school(s) in order to aid transfer.
Additionally, secondary school records are requested by the Academy to enable continuity and progression. Students and Parent/Carers are also able to declare individual needs on the online application form and student information forms prior to admission which will support planning and preparation by the Academy.

If required prospective students and their Parents/Carers can visit the Academy and meet with a member of the SEND/SENDCO Support team to help prepare for their transition.

(18) Child Health/Safeguarding

18.1 Landau Forte QEMS and Tamworth Sixth Form

The academy recognises that pupils with SEND can experience additional safeguarding vulnerabilities. The SENCO and Designated Safeguarding Lead will work closely together to ensure concerns are identified early, information is shared appropriately and suitable support is provided.

(19 Compliance

This Special Educational Needs and Disability (SEND) policy complies with the statutory requirements laid out in the SEND Code of practice 0-25 (2014) and has been written with reference to the following documents:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 Years (latest GOV.UK version)
- Equality Act 2010
- Keeping Children Safe in Education 2025
- Working Together to Improve School Attendance
- SEND and Alternative Provision Improvement Plan
- SEND Governance Guidance for School Governing Boards (2025)
- Academy SEND Information Report
- Academy Accessibility Plan

(20) Complaints Procedure

The opportunity always exists for discussion between Parents/Carers 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.

(21) Accessibility

See the SEND Information Report for each Academy.

(22) Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- SEN Information Report
- Behaviour
- Exam Arrangements
- Child Protection and Safeguarding.

Additional details of the Academy's current SEND working practices can be found in the SEN information report found on the academy/sixth form website.

Date	**September 2026**
Change Made	**Various**
Made By	**Mr K Chatfield**