



Policy Name	Special Education Needs (SEND) (Campus)
Policy Number	LFTSFQ/0003
Date of Issue	07 November 2019
Author	Ami Mills
Reviewed by	Ami Mills
Date of next review	07 November 2020

Notes:

All policies issued across the Trust must be created from this Template

1) Academy Philosophy

Landau Forte Academy QEMS/Tamworth Sixth Form are committed to the principle that every student has individual needs and entitlement to the full curriculum. Landau Forte Academy QEMS/Tamworth Sixth Form have 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 Individual Needs team utilising a range of strategies, resources and approaches. The Board of Governors recognises the need for appropriate resources including staff and accommodation for Individual Needs.

(2) Definition of Special Educational Needs

A child or young person has SEN 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 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– for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.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 co-operatively with external specialist professionals.

(3) Role of the Senior Leadership Team responsible for SEND

- Day to day operation of the SEND policy
- Liaising with and advising fellow Tutorial and Support Staff
- Co-ordinating provision for students with SEND
- Maintaining the Academies SEND Register and overseeing records on all students with SEND
- Liaison with external agencies
- Identifying areas for continuing professional development of staff and delivering appropriate training
- Ensuring support in examinations provides equality of access

(4) Named Persons

Executive SENCO (QEMS & Sixth Form)	Mrs A Mills	amills@lfatq.org.uk
Deputy SENCO (QEMS)	Mrs K Rafferty	krafferty@lfatq.org.uk
Deputy SENCO (Sixth Form)	Mrs L Beattie	lbeattie@lfatsf.org.uk
SEND Governor (QEMS)	S. Sivieri.	(via PA to Leadership Team)
SEND Governor (Sixth Form)	S. Sivieri.	(via PA to Leadership Team)

(5) Admissions to the Academy

5.1 At Age 11 years

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 both genders and for students of all abilities, irrespective of ethnic origin, background or ability. 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 a statement of SEN 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 a statement, 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 or carer of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

If a parent or 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 At Age 16 years

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 or carer of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final
- If a parent or 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 statement of SEN, 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 Academies 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 reading tests and CATs tests that are completed shortly after entry. All other 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 SENCo 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. 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 a Statement of SEN or 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 (EDUCATIONAL HEALTH CAREPs)

Following the recent change in SEND legislation, Statements of Special Educational Need will cease to be issued from September 2014 and Education, Health and Care Plans (EHCPs) will be introduced. Those students with existing Statements of SEN will retain them as the Local Authority works through a three-year 'transition' process to convert these to 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 daily basis, they have access to student support and therapeutic support from outside agencies.

Statement/ Educational and Health Care Plans will be reviewed annually with parent/carer/ students and any professionals working with the student. 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 pupil will have demonstrated significant cause for concern. The LA will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's 'needs' and any action taken to deal with those needs, including any resources or special arrangements put in place. Parents can also make a request for an Education, Health and Care Assessment directly to the LA.

(9) 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 personalised learning plan which will include:

- General information about the specific learning difficulty and/or disability
- Desired outcomes
- The teaching strategies to be used

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- 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 PLP. The delivery of interventions/strategies recorded on the student's PLP will be the responsibility of the class teacher.

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

(10) Facilities

Located at the heart of the campus and used by both students from both sites is the SEND Hub, staffed throughout the day this facility is for students who have identified individual needs for withdrawal, small group or 1:1 support. This versatile space with its suit of computers, sensory area and small study pods allows for wide ranging support. Alongside this student can access our satellite hub located on the ground floor of the 6th form building, providing level access should this be required.

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) Learning support for students with a specific individual need, by Tutors, Learning Support Assistants and AOTS.
- d) Withdrawal time to work either on a 1:1 basis or within a small group
- e) The resources available
- f) Support and advice from outside agencies
- g) Full- time medical officer on site

10.2 Tamworth Sixth Form

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.

There is a full-time Medical Officer on site.

(11) Inclusion

Students with individual needs are fully integrated into the Academy curriculum with appropriate levels of support, maximising the level of inclusion.

(12) EAL

Students who are learning to use 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 lead works closely with parents and students before they are admitted to the school and continually support the student both academically, socially and emotionally. For further details please see Landau Forte QEMS EAL policy.

In line with the new requirements by the DfE, all students who have English as an additional language will take an English Proficiency Test. This will include assessments in reading, writing, listening and speaking and will help further identify any students who may need further support.

(13) Evaluation

Successful implementation of the policy should be evident by:

- Progress made by the students in areas of self-esteem and skills levels
- Support and effective communication between parents/carers, 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 AOTs, 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 Academy is fostered and valued. Parents/Carers are welcomed into Academy and encouraged to discuss and participate in their child's learning and contribute to their child's personalised learning plan (PLP) 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.

(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.

All children with an Educational and Health Care Plan will be visited by members of the SEND team at their primary school. Additionally, primary school records are requested by the Academy to enable continuity and progression.

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.

All children with an Educational and Health Care Plan / **Assessment** will be visited by members of the SEN Team at their secondary school. 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.

(18) Child Health/Safeguarding

18.1 Landau Forte QEMS and Tamworth Sixth Form

The designated member of the Safeguarding team will liaise with the SENCO where appropriate on matters of safeguarding relevant to the SEND student.

(19) Compliance

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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:

- SEND Code of practice 0-25 Sept 2014
- Equality Act 2010: advice for schools DfE Feb 2013

(20) 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.

(21) Accessibility

See the SEND Information Report for each Academy.



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Date	07 November
Change Made	Various
Made By	Ami Mills