

# INDIVIDUAL NEEDS POLICY

Status: Reviewed December 2017

Date of Next Review: July 2019



---

This policy is complementary to other College policies, particularly those relating to *Medical and Intimate Care* issues, as well as *Managing Behaviour through Sanctions and Rewards* and *Child Protection & Safeguarding*.

## A. PURPOSE

Landau Forte College is committed to the principle that every student has individual needs and entitlement to a balanced and broad based full curriculum.

## B. OBJECTIVES

1. To adopt a whole-College approach to early identification, assessment and provision for students with individual needs.
2. To provide appropriate personalisation of the curriculum, centred on quality first teaching, planned by all tutorial staff, working alongside the Individual Needs team.
3. To deploy an appropriate range of strategies, resources and approaches, including staff and accommodation, for the individual needs of students to be met.

## C. CONTEXT

This policy has taken into account the following documentation:

*SEND Code of practice: 0 to 25 years*, Department for Education and Department for Health, January 2015

*Access Arrangements and Reasonable Adjustments 2015-2016*, Joint Council for Qualifications, 2015

*The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities*, Department for Education, May 2014

**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 College will work collaboratively and cooperatively with external, specialist professionals.

---

## **D. GUIDELINES**

The intention is that students with Individual Needs are fully integrated into the college curriculum, including extension and enrichment activities, with appropriate levels of support, maximising the level of inclusion. The following guidelines are in place to support students to release their potential.

The guidance is in four Appendices:

**Appendix 1 Key Personnel and Admissions**

**Appendix 2 Inclusion, Identification and Access to the Curriculum**

**Appendix 3 Access to Examinations**

**Appendix 4 Development and Partnerships**

## APPENDIX 1 KEY PERSONNEL AND ADMISSIONS

### ROLE OF THE LEARNING LEADER FOR INDIVIDUAL NEEDS (SENCO)

- Day to day operation of the Individual Needs policy including an overview of its effectiveness and development accordingly
- Liaising with and advising tutorial and support staff
- Co-ordinating provision for students with Individual Needs
- Maintaining the College's Individual Needs Register and overseeing records on all students with Individual Needs who are on the Code of Practice
- Liaison with external agencies/parents/carers
- Contributions to the continuing professional development of staff

### NAMED PERSONS

Director of Learning for Individual Needs (SENCo):	Ms Laura Percival
Named Governor for Individual Needs:	Mr Keith Doble

### ADMISSIONS TO THE COLLEGE AT AGE 11

The College shall ensure that pupils with Individual Needs are admitted on an equal basis with others in accordance with its admissions policy. The College is open to students who live in either Catchment Area 1 or Catchment Area 2 (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 College's equal opportunities policy. Where the College is over subscribed for entry at age 11 then priority will be given to:

- a) Looked after Children.
- b) Children who have a Statement of Special Educational Need / EHC Plan and where the Academy is named.

Where a Local Authority proposes to name the Academy in a statement of SEN / EHC 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 College shall have regard to the relevant guidance issued by the Secretary of State for Education.

In the event of any disagreement between the College and the Local Authority over the proposed naming of the College in a Statement / EHC Plan, the College may ask the Secretary of State to determine whether the College should be named. The Secretary of State's decision 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 a statement / EHC Plan is maintained by the Local Authority appeals to SENDIST either against the naming of the College in the child's SEN Statement / EHC Plan or asking the Tribunal to name the College, 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 statement of SEN / EHC Plan, or the Secretary of State or SENDIST have determined that it should be named, the College shall admit the child.

## **TRANSFER ARRANGEMENTS**

Prior to secondary transfer, consultation between the primary schools and the College will take place. For students with any of the four areas of need reflected in the Code of Practice, Jan 2015 (communication and interaction; cognition and learning; behaviour, social, emotional and mental health; and sensory and / or physical needs) there is individual communication with feeder school(s) in order to aid transfer. All children with an EHC Plan or identified as SEN Support, will benefit from additional liaison and, where requested / flagged, additional visits. Additionally, primary school records are requested by the College to enable continuity and progression.

## **APPENDIX 2      INCLUSION, IDENTIFICATION AND ACCESS TO THE CURRICULUM**

### **INCLUSION AND ACCESS TO THE CURRICULUM**

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

- a) Personalisation of work within learning groups whenever appropriate to meet the Individual Needs of students, through quality first teaching.
- b) Learning support for students with a specific Individual Need, by Learning Tutors, Learning Support Assistants, and Post 16 student support (Learning Advisors, Peer Mentors).
- c) Withdrawal time to work either on a 1:1 basis or within a small group.
- d) The resources available.
- e) Support and advice from outside agencies.

### **PROVISION**

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

### **FACILITIES**

Landau Forte College is accessible to all students – irrespective of disability. The College is built on two floors. Each of these floors provides level access for wheelchairs and a lift is available for movement between them. The College has customised toilets (including hoist), shower facilities and customised Science and Technology furniture for the disabled.

There is a full-time College Nurse on site.

The Learning Support Centre, located on the ground floor, is staffed throughout the College day. This facility is for students who have identified Individual Needs (registered on the Code of Practice) for withdrawal, small group or 1:1 support or for students who have temporary emotional needs.

### **IDENTIFICATION OF INDIVIDUAL NEEDS**

The College policy on identification, assessment, monitoring and review procedures is in line with the proposals of the Code of Practice. Early identification is provided by the analysis of the results from the NFER non-verbal test results which are completed before 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. Results from reading age tests are used to support early identification of students with Individual Needs. Further diagnostic testing may then be undertaken.

---

The College will retain the distinction between College Action (CA) and College Action Plus (CA+) to distinguish appropriate levels of support for those students who are identified as 'SEN Support' as per the 2015 SEND Code of Practice.

Those students who are experiencing behavioural challenges, but have no SEND diagnosis, will not be recorded on the Code of Practice register, but instead supported through those steps outlined in the policy for *Managing Student Behaviour, Appendix 3*. Intervention strategies range from daily targets to support adherence to the Student Learner Pledge, to referral to the Intervention Centre.

## **CHILD HEALTH/SAFEGUARDING**

The designated leader for Child Protection liaises with the Individual Needs team where appropriate on matters of Child Protection & Safeguarding.

The SENCo will liaise with the College Nurse and relevant external agencies on all matters relating to Health, as per the *Medical Policy*, and/or with the designated leader for Child Protection & Safeguarding.

## APPENDIX 3 ACCESS TO EXAMINATIONS

### ACCESS TO EXAMINATIONS

#### GENERAL

The College liaises closely with the parent/carer and student on the mechanics of the exams to be taken to discuss any special arrangements. This will be coordinated jointly by the examinations officer, SENCO and lead LSA with responsibility for access arrangements.

There will be examination Access Arrangement Assessments which are conducted by a qualified, external professional. Students in Year 9/10 who are on CA, CA+, have an EHC Plan/Statement, or where staff have raised concerns over accessibility in examinations, will be tested either at the end of Year 9 or the beginning of Year 10. Students will do a variety of assessments to see if they will need extra time (25%), a reader (an additional adult who will read out the instructions and questions to a student), a computer reader or a writer (the student will verbally communicate with an additional adult as to how to answer the specific examination questions). If students are eligible for additional examination support, parents will be notified in writing.

The College would apply to the JCQ for permission to supply the provision of the following aids according to the individual needs of the student:

- Large print exam papers
- Extra time to complete the exam paper
- Accessibility to the exam room/alternative examination rooms for impaired mobility pupils
- Readers/Screen Reader software
- Scribes/Voice to text software
- Coloured papers/coloured overlays

#### POST-16 STUDENTS

- a) If a Post-16 student already has a full diagnostic assessment for dyslexia, we should contact the Specialist Assessor who completed it and request they complete Part C of Form 8, to satisfy JCQ requirements for Access Arrangements. However, Specialist Assessments are only valid for examinations taking place up to **26 months** after the date of the assessment. If a full diagnostic assessment was carried out after the student's 16<sup>th</sup> birthday, it will also satisfy requirements for any DSA application for university.
- b) If Post-16 student has previously been granted Access Arrangements based on tests *not* carried out by a Specialist Assessor, then they will require either:
  - (i) a dyslexia screening assessment, undertaken by a Specialist Assessor, to satisfy JCQ requirements, or
  - (ii) if they plan to apply to university, it would be expedient to instead have a full dyslexia diagnostic assessment at this stage.  
Since (i) would be undertaken at the cost of the College, then the cost of (ii), the more full diagnostic assessment, will be shared equally between the College and the parent/carer(s) and carried out by a Specialist Assessor engaged by the College. This is a departure from the previous policy, whereby parent/carer(s) were responsible for the full cost of the full diagnostic assessment to support a DSA application. However, as per the previous policy, where the associated costs with a full assessment would present a difficulty for parents, they should write to the Principal, via their PA, to request either a contribution from the 16-19 Discretionary Bursary Fund for some/all of their 50% of costs and/or a payment plan, spread over a number of months.

- 
- c) If a Post-16 student has previously been granted Access Arrangements based on dyslexia tests **carried out by a Specialist Assessor** this will usually need to be renewed, as Specialist Assessments are only valid for examinations taking place up to 26 months after the date of the assessment. In this case, the two options, as per b) above, should be considered.

## APPENDIX 4 DEVELOPMENT AND PARTNERSHIPS

### EVALUATION

Successful implementation of the policy should be evident by:

- a) Progress made by the students in areas of attainment and achievement, self-esteem and skills levels.
- b) Support and effective communication between parents/carers, students and staff regarding the provision for students with individual needs.

### 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 college staff, through in house training and / or external in service training.

### SOURCES OF SPECIALIST SUPPORT AVAILABLE

- Local Authority representatives (STEPS)
- Complex Case workers including (Alternative Curriculum Provision)
- CAMHS (Child and Adolescent Mental Health Services)
- Educational Psychologist
- Community Paediatrician
- Post Adoption Support Services
- Social Services
- The Lighthouse
- Neurodevelopmental Team
- School Health Service
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist
- Children and Young People's Services
- Hospital / Home Tuition Support Service (Kingsmead)
- Connexions Service for Vulnerable Students
- Dyslexia Action
- PRU (Kingsmead) / Derby Pride Academy

### PARTNERSHIP

The importance of a partnership between parents/carers, students and College is fostered and valued. Parents/carers are welcomed into College and encouraged to discuss and participate in their child's learning. 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.

---

The Authority's Local Offer may be viewed at:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>