

Landau Forte College

Individual Needs Information Report

Landau Forte College provides secondary education for students from Year 7 until Year 11 with the opportunity to progress to our Sixth Form. The college is proud to serve our local community, making it a diverse and inclusive place to learn and grow.

This report is part of the Derby City local offer which seeks to comprehensively signpost and support parents and carers in finding the right provision for their child.

To begin, some helpful acronyms:

- SENDIASS - Information , Advice Support Service for SEND students and parents
- EHCP - Education Health Care Plan
- IN - Individual needs
- CAMHS - Child & Adolescent Mental Health Service
- SEN/D - Special Educational Needs / and Disability
- SENCO - Special Educational Needs Co-ordinator
- STEPs - Specialist Teaching & Psychology Service
- LSA - Learning Support Assistant
- INSET - Staff training opportunities
- GCSE - General Certificate of Secondary Education
- UCAS - The Universities and Colleges Admission Services

Our Vision and Values

At Landau, we all share the belief that our children have the right to an outstanding education and it has long been our goal to work with our local community in fulfilling students' dreams and aspirations. High quality learning and teaching is at the core of everything we do and strive to do better. We aim to raise attainment to exceptional levels and we value the contribution that every individual can make to Landau, regardless of ability or background. We have the highest expectations of all, in a caring and supportive environment. Our students are active citizens and make a positive contribution to the local, national and global community. We need not define our ethos for students with special educational needs or disabilities as something separate, as an inclusive and diverse College we are proud that our mission and values apply equally to all.

Our Curriculum

We support teams to construct an ambitious, engaging curriculum that ensures all learners have the opportunities to thrive. We want learners with additional needs to grow their knowledge, skills and interests across the diverse curriculum on offer at Landau. Where needed, we also aim to deconstruct the curriculum too in order to personalise the learning experience. We make curriculum adjustments for our learners that give them time to extend their progress beyond the classroom curriculum and grow as resilient, confident and independent citizens. Our ambition is to find and foster their individual talents and interests and create flexibility in the curriculum to turn those unique qualities into opportunities for current progress and future progression. We aim to ensure we hold the ambitions of our curriculum in balance with the wellbeing of the young people we champion. Every student is different and each of them will have a different path to their future. We find that path and guide the way.

Our Team

The best people to contact this year are:

- Your child's personal Tutor
- Deputy SENCO: Jenny Hicks
- SENCO: Will Goring
- Assistant Principal SENCO: Laura Percival
- Principal: Alison Brannick
- SEN Governor: Keith Doble

	7	8	9	10	11	Post 16
Head of Year	Sharon Kenworthy	Nick Dobson	Paul Harvey	Chris Whiteley	Flavia Holding	Andy Delbridge
Deputy Head of Year	Jenny Hicks	Alex Wrampling	Gemma Maidment	Eleanor Reed	Jamie Widdisdon	Amanda Quinn
LSA Year Lead	Kismet Barber	Marta Bobrek	Laura Brannigan	Garrick Smith	Heather Thomas and Debbie Bates	Alana Rowe

High Quality Teaching and Learning ...

... for our students in the classroom

An important part of Landau's success is the skill of our teaching staff in adapting learning for a range of students. The classroom is the place in which all students should experience high quality input from their teacher, those students with SEN are part of this vision, practice and GCSE success. Subject teams construct ambitious curriculums that consider the needs of all learners. These curriculum overviews are available on our website for your information.

Teachers adapt the learning to consider the needs of all learners in each class, including those with SEN. This is known as differentiation and is a very varied approach specific to the individuals in the class. It may involve considering how an extra support adult is deployed within the classroom to support learners. In order to do this effectively our IN team provide information on any students with additional needs and suggested strategies that can be used to support their learning in and out of the classroom.

... for our students outside of the classroom

Enriching learning with opportunities outside of the classroom is something the College is fully committed to and like all aspects of our work it applies equally to all students. We have a huge range of clubs, activities and trips that are open to all our students. If necessary, we make adaptations to ensure students with additional needs can take part. Below is a list of some of the clubs we offer:

Yu-Gi-Oh Club
Book Club
D of E Awards

Techies
Climbing Club
Singers

Creative Writing
Guitar Group
Drama
Science WOW!
Homework Club

Dancers
Coding Club
Chess Club
Sports Clubs
Social Skills Group

If you are interested in a particular area of learning or enrichment please get in contact.

... for our staff

Learning is not just something for our students, the ongoing development of our staff team is a significant part of our commitment to high quality teaching. Our teaching team benefit from a range of departmental and whole College training on pedagogy that support all students' progress. At times, we target this training on specific areas of need or practice. We also provide personalised support based on the needs of particular students or teachers by observing, collaborating and supporting the development of differentiation in the classroom setting.

As a Teaching School, our training for staff is also differentiated for all staff hence we have a programme of development for beginning and training teachers.

This programme of professional development is reviewed and adapted on a regular basis and in response to the needs of individuals and cohorts.

How do we decide if a student has special educational needs?

Despite high quality teaching, some students find it hard to make expected progress which may be because of a special educational need. Most students who arrive at the College in Year 7 have already had any SEN identified previously. We use this primary school judgement to inform our practice and immediately begin to monitor and review these students.

At times, a student might have an unidentified need or an emerging need that becomes apparent while at College, hence we have a variety of processes that check how students are doing and whether there is any further support they need:

1. All students take a reading age test to indicate any difficulties in this area.
2. All students take the CAT tests which offers standardised scores linked to a range of skills
3. Every term teaching staff enter student attainment results onto a College wide database. This is analysed to determine whether students are on target. The IN and Heads of Year team use this information to check for any concerns.
4. Staff may formally raise concerns about a student to the IN department. This is followed up by observation and student-parent meetings where relevant.
5. Our Educational Psychologist, Caroline King, is able to conduct specialist assessments to determine if a student has a particular difficulty and offer recommendation. We also work with Phil Wroe, a specialist assessor who can offer similar guidance, particularly in relation to support for exams.
6. We might consider using an assessment tools such as the Adolescent wellbeing scale, the Vanderbilt tool or a sensory assessment tool.
7. Using those tool results, we may then make a referral to a specialist such as, the Community Paediatrician team, the CAMHS service, the Occupational Therapy team, the STEPs, Speech and Language Therapy or any other relevant professional body.

8. We talk and work with you. Our parents and carers hold the most powerful insight and key into their son/daughter hence we ensure you feel empowered to support us in identifying any needs or concerns that might be impacting on your child's progress.

What do we do if a student is struggling?

We offer a range of additional support structures in College that operate collaboratively between the curriculum team and the student support and IN team. Each method of support is personalised to the individual student and situation. Landau recognises that there is no one approach and is innovative and willing to try a variety of methods to foster success for all learners. Some of the out-of-classroom strategies we use are below:

- Individual target reports: students can be placed on a target report that provide both the student, home and College with lesson based feedback.
- Mentoring: we have a range of adults and peer mentors that work with students to support their social, emotional and academic progress. This can be through weekly meetings, in class observation and support or report tracking.
- Learning Support Assistant support: our LSA team closely monitor all of our students with EHCPs. Each Year group has an LSA Lead who oversees the support for that cohort. The support they provide is tailored to individual student needs and targets. *Link to our LSA Code of Conduct.*
- 'T6' our Learning Support Unit: a small group environment used flexibly depending on student need and staffed consistently by our T6 Managers, Miss Hicks and Miss Brannigan
- Reading Club and Catch up Literacy: an intervention that seeks to foster a love of reading and improved comprehension and decoding skills using student-selected texts
- Accelerated Reader: an ICT programme that builds comprehension skills through text specific quizzes and point scoring.
- Lexia is a reading programme that supports students with decoding, spelling and comprehension by targeting areas of phonological weakness
- Numeracy: Success@Numeracy is an intervention that targets particular areas for development with groups of students run alongside the Maths department.
- Counselling: we have an in-College trained counsellor who works to support students with social and emotional needs
- Social Skills Group: an intervention for our younger students on building skills for appropriate interaction and friendships
- Laptop access: a provision for students who benefit from using typing as a way of recording their learning in key subjects or across the curriculum.

- Adapted resources: enlarged resources for students with visual impairments or resources printed on coloured paper for students with dyslexia

How do we use specialist intervention to support our students?

Landau Forte does not have a set list of specialists, our provision is driven by the needs of our students and the list of services is as exhaustive as the needs of our students. The list below should give you a flavour of some services and people we have worked with over the past year;

- Child and Adolescent Mental Health Team (CAMHS)
- Educational Psychology Service
- The STEPs team: a range of services who offer advice and guidance on a range of needs including specific learning difficulties, physical disabilities, visual and hearing impairments, Autism and many more.
- Specialist Sensory Occupational Therapists
- The Speech and Language Therapy Team
- Physiotherapists
- The Clinical Psychology Team

More information about many of these services can be located on the Derby City Local Offer: <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

How do we check that our students are making progress?

All students are regularly assessed in class and our Data Entry points are the culmination of each terms data gathering. This is intensively monitored at all levels by teaching staff, Curriculum Leaders, Heads of Year and Key Stage, the Senior and Executive Teams and Governors to ensure all students are on track to make progress.

Where we have a concern we work on an 'assess, plan, do, review' model in line with the Code of Practice that incorporates extra College based and/or specialist intervention and parent liaison to get students back on track

Furthermore, we incorporate a broader sense of the students' progress in considering:

- The teaching staff's assessment and experience of the pupil
- The student's previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

Some students are supported by an Individual Learning Plan completed by the IN team in liaison with teaching staff, Personal Tutor, home and the student. These plans document the students barriers to learning and outlines the strategies and provision the students needs to help them make progress. They are reviewed up to three times a year or in response to a change of need or support when necessary.

For our students with EHCPs the IN Team conduct termly and an annual review in line with the principles of person centred planning. These meetings seek to involve all those who are involved in the student's progress to discuss current progress and next steps.

What is our process for admission and transition to Landau?

Admission

It is crucial you refer to the [Admission Policy](#) in order to understand the process as this governs much of the process. However, for young people with an Education, Health and Care Plan, they need to apply through the Local Authority. We ask that if you are considering naming Landau on your child's EHCP, you contact us first and come and have a look round and a chat. Jointly, we can get a much better sense as to whether Landau is the right placement. Then, if accepted following formal consultation via the Local Authority, we then work with you to plan very carefully for the admission of your child. We are committed to ensuring that we have taken all steps to ensuring pupils with SEND are not treated less favourably and all potential barriers to their admission are reviewed.

If you have applied and secured a place through the normal admissions process and your child has SEND but no EHCP or is in the process of applying, please make contact with us so we can begin to liaise with you and their current school to put the right support in place for these students too.

Transition of our new Year 7 students

At Landau we know that moving from primary to secondary school is a significant change and needs careful thought, especially for more vulnerable learners. Hence, the College has important links with primary schools across the city to ensure the Transition Team is able to begin to plan for the summer term transition programme. Furthermore, individualised transition programmes coordinated by the SENCO further support the students with more complex needs. These students are supported by a lengthier process of visits to the primary, parent meetings and smaller group visits. The parents are also invited to a meet the IN team much earlier in the year to build secure links by the time September arrives. Any student who is identified as needing additional transition support is offered our transition booklet and we create an interactive webpage on our website for all student. We use this process to get to know students and create individual pupil profiles which are shared with staff at Sept INSET and available electronically throughout the year to help foster success during Year 7.

Transition throughout all years

Throughout their time at Landau, there are many opportunities for students to begin to formulate thoughts about what their future careers might look like. These include leadership workshops, university visits, employability sessions, and visits to a wide variety of businesses.

Students make their choices for GCSE subjects at the end of Year 8. Students and parents receive information through Parent's Evenings, assemblies and careers workshops, enabling them to make informed choices. Vulnerable students are supported in the options process through additional careers advice and parental consultation meetings.

In Years 10 and 11 students develop clear progression pathways via individual careers interview and work experience. The careers advice students receive is impartial and balanced.

Vulnerable students receive additional support to ensure that they make informed choices as they move into further education. This is in the form of a personalised transition plan and may include additional visits and meetings with staff at the student's new education provider.

Years 12 and 13 receive a significant amount of support to ensure they make the right choice as they move into apprenticeships or Higher Education. There are visits to several universities and students are supported with their UCAS applications and interview coaching by a range of staff on the Learning teams.

An overview of each transition point:

Primary – Year 7

- We forge links with primary schools across the city
- We have a dedicated Transition Team who plan for the summer term transition programme
- We create individualised transition programmes for students with more complex needs including staff visits to the primary, parent meetings and smaller group visits. These parents are also invited to a meet the IN team
- We publish a transition booklet and a comprehensive and interactive webpage on our website

Year 8 in to Year 9

- We identify and support those student who may need additional input in their selection of GCSE options
- The IN team attend the options evening to answer questions and support
- We advise students/parents/carers as to what options might be best suited and/or how we can adjust the curriculum to support the next stage of their study
- When we can, we support students to meet new teachers before beginning their chosen course

Moving to Post 16

- We forge secure links with Colleges and Post-16 providers across the city
- We work with the careers advisor to book an early meeting which we attend to support
- We coordinate and book transition visits, often attending with students, to possible providers
- We work alongside these providers to information share and plan transition
- We work with our Sixth form team for those students moving to our in-house Sixth form
- We work with our Sixth form team in identifying incoming students who need additional input

Post- 16 to University/Next steps

- We support students to write their UCAS applications, particularly if they need help framing their needs in a way that feels empowering

- We ensure students and their parents/carers have knowledge of Disability Support Allowance (DSA)
- We support with necessary assessments if required
- We visit Universities / next step providers with students if needed
- We guide those who are not seeking University placements and support as needed

Where do we get the funding to support students with SEN?

Every student is funded by the Department for Education and schools use this funding flexibly to ensure all students make progress. Schools receive an additional pot of money known as the Notional budget for SEND (or 'Element 2') which is available to spend on additional interventions such as the ones listed above. The College decides each year how to spend this money to make sure all students have access to what they need to be successful learners. If a student has the highest level of SEND, the College may receive another layer of funding to offer support that exceeds what we might otherwise be able to provide. In order to receive this money ('Element 3') we need to request it from the Local Authority on an annual basis and it is only available for young people who have an EHCP.

Is our College building accessible?

Our College has already undergone works to ensure we can accommodate a huge range of students who may have varying needs in relation to accessibility. The building design and layout of the academy is spacious, light and airy. The site has full disabled access and lifts provide access to all teaching areas above ground floor level. There are toilets that are accessible to wheelchair users. Changing rooms and showers are also accessible for wheelchair users. The IN team has a dedicated suite of rooms located on one corridor on the ground floor. However, we frequently audit the College in order to draw up action plans for review and make improvements for people with a range of disabilities. Please visit the section of our website for the full Accessibility Audit and Plan. Let us know if you need a paper copy.

What about if my child has a medical need?

If a student is deemed to have a short term or long term medical condition, the College will ensure that arrangements are in place to support them. In doing so, we will ensure that the student can access and enjoy the same opportunities at College as any other student. The College, health professionals, parents and carers and other support services will work together to ensure that a student with a medical condition receives a full education. Students with some medical needs may also be put on the SEND Code of Practice, this will depend on how much their medical needs adversely impacts their life and access to education. Mrs Kelly Shelton is the onsite College nurse and has an overview of this area. The key document to refer to is the Medical Policy under our Policies section.

How do we listen to our students?

Student voice is vital and we pride ourselves on being a listening College. We have a Landau Parliament which is made up of students from all seven year groups, they focus on making positive

change within the College and leading on issues that may have a local, national or global concern. The members canvas student opinion and are a powerful force in implementing positive change. Furthermore, we conduct student surveys that offer students chance to anonymously offer their feedback. We know that some young people find it more challenging to make their voice heard and we use our knowledge of individuals to find ways to seek their views.

How do we listen to our parents?

Our aim is for parents and carers to be fully involved in Landau life. Communication is crucial and we use a variety of accessible methods to keep parents and carers up to date about developments at the College. Communication may take the form of meetings with parents and carers, regular letters and text messages, newsletters and the website.

All parents and carers are invited to join us at personal tutor consultation evenings and parent evenings. Attendance is superb and we regularly ask for feedback from parents on these events to ensure the written reports and events meet the parent's needs. We also offer information evenings which give parents and carers the opportunity to find out about the curriculum offer for the year group and ask questions. Lastly, we schedule parent drop-in days where all are welcome to come in and have a chat with the senior team.

If a particular concerns have been raised, we will discuss with the pupil and their parents as to whether we need to consider identifying whether they need special educational provision. These conversations may have been initiated by us, the student or their parent/carer. We often include those staff who know the student best such as their Personal Tutor, a member of teaching staff or their Pastoral support links (Deputy/Head of Year).

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided, after ongoing review, to place the student on the SEN Code of Practice. At this point, we will jointly create an Individual Learning Plan (ILP) with parent/carer and student.

What should I do if I need more information or support?

Your first point of contact should always be your child's Personal Tutor. If you remain concerned then you can speak with your child's Head of Year.

The telephone number for the College is 01332 204040.

If your child has SEN, you are worried that they might, or you are considering Landau as provision for your son or daughter then please contact Laura Percival or Will Goring using the address individualneeds@landau-forte.org.uk

Derby City Council host the local offer on their website to support parents of children with special educational needs:

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

The SENDIASS team offer impartial advice to parents and young people with special educational needs: Phone - 01332 641414: Email - SENDIASS@derby.gov.uk : Text - 07800005190

<http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendiaass/sendiaass%20%20young%20-%20people%20-%20support/>

We have an open door policy at the College with welcoming reception staff that will be happy to direct you to the right member of our team and coordinate an appointment or telephone call for you. Please pop in whenever you need to.

What should I do if I am unhappy and would like to complain?

If you feel you are able to, please talk to us first. You can reach out to any of the key members of staff who support your child but our SENCOs might be best placed to help with an issue around needs and provision. You know your child best and we want to partner with your expertise to ensure your child has the best possible experience of their education here. There are very few things we cannot find a way to work round together. That said, we know that things go wrong at times and you can find the complaints procedure here on the website under policies if you need it.