

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 Team

The best people to contact this year are:

- Your child's personal Tutor
- SEN Governor: Keith Doble
- Principal: Alison Brannick
- SENCO: Laura Percival
- Deputy SENCO: Will Goring
- Head of Year 7: Simon Tabiner
- Head of Year 8: Liz O'Mara
- Head of Year 9: Nick Dobson
- Head of Year 10: Paul Harvey
- Head of Year 11: Carol Noble
- Head of Year 12/13: Andy Delbridge

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. The Learning Leaders in each department are responsible for devising innovative schemes of learning for each year group that consider the needs of all learners. Teachers adapt these schemes 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 or particular needs can take part. Below is a list of some of the clubs and trips the Academy has previously offered;

Yu-Gi-Oh Club	Techies
Carnegie Book Club	Illusr8
D of E Awards	Singers
Creative Writing	Dancers
Guitar Group	Coding Club
Drama	Chess Club
Y7/8 Science WOW!	Sports Clubs
Homework Club for IN learners	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. This allows us to immediately begin to monitor and review these students.

However, at times students might have an unidentified need, hence we have a variety of whole College structures 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. 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.
3. The Cause for Concern form allows staff to formally raise concerns about a student to the IN department. This is followed up by observation and student-parent meetings where relevant.
4. Our Educational Psychologist, Richard Lakin, is able to conduct specialist assessments to determine if a student has a particular difficulty with literacy, numeracy, memory, functioning skills or emotional needs.
5. We might make a referral to a specialist such as the Occupational Therapy team, the Community Paediatrician team, the CAMHS service, the STEPs or any other relevant professional body.
6. 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 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 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 Statements/EHCPs. 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 for curriculum support and intensive personalised mentoring for all students.
- 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 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: a specialist service that assesses student needs and provides specialist guidance and recommendations for students, the College and their families.
- 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.

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, Learning Leaders, Heads of Year, Heads of 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.

Some students are supported by an Individual Learning Plan completed by the IN team in liaison with Learning Tutors and Personal Tutors. These reports monitor academic and behaviour for learning targets and are reviewed half termly with students and parents where necessary.

For our students with Statements of SEN or 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

[Admission Policy](#)

Landau has an Admission's Policy which 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 EHC, 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 setting for your son or daughter. 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 EHC 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

Ensuring learner progress begins prior to the Year 7 transition point. The College has close links with the key feeder primary schools that ensures the Year 6 transition lead is able to begin to plan for the summer term transition programme. This transition visit incorporates key events such as orientation of the College and meeting key staff. Meeting key staff, particularly Year 7 tutors, allows students to feel safe and included as they make the leap from primary to secondary.

Individualised transition programmes coordinated by the SENCO/Deputy 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 1:1 visits that target key needs often lead by their own opinions as to what they feel is useful or important to them. The parents are also invited to a meet the Inclusion team evening much earlier in the year (February) to build secure links by the time September arrives.

Each student leaves the evening with a transition booklet that they use to record useful information about themselves and questions they want to ask. This allows the IN team to create individual pupil profiles which are shared with staff at Sept INSET and available electronically throughout the year to support differentiated learning for this key group.

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.

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. Students who have an identified SEN are given extra funding which is known as the Notional SEN budget which the College spends 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 SEN the College may receive another layer of funding to provide support that exceeds what we might otherwise be able to provide.

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 wheel chair 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.

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. Mrs Pat Askham is the onsite College nurse and has an overview of this area.

[Medical Policy](#)

How do we listen to our students?

Student voice is vital and we pride ourselves on being a listening College.

We have a Student Council 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 of the Student Council canvas student opinion at break times and are a powerful force in implementing positive change.

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.

Parents and carers access two different onsite events to meet key staff; Meet the personal Tutor and Meet the Learning Tutors. 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.

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

Your first point of contact should always be your son or daughter'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, Director of Individual Needs.

individualneeds@landau-forte.org.uk

01332 204040

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.