Landau Forte College

Individual Needs Information Report 2026 - 27

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
- ILP - Individual Learning Plan
- IN - Individual needs
- CAMHS - Child & Adolescent Mental Health Service
- HOY - Head Of Year
- 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
- SPOA - Single Point of Access
- SSP - Systematic Synthetic Phonics

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
- Your child's Head of Year
- Assistant Principal Executive SENCO: Will Goring
- Deputy SENCO: Jenny Hicks
- SEND Pastoral Team Rachel Bowley-Haynes/ James Thorns
- Principal: Alison Brannick
- SEN Governor: Tom Cafferky

	7	8	9	10	11	Sixth form
Head of Year	Charlie Hughes	Tom Mycroft	Brogan Cain	Destini Maya	Dan Buckley	Anthony Hitchin
Deputy Head of Year	Tom Hill	Lizzie Stevens	Emily Woodward James Thorns	Chloe Jeffrey	Zoe Stannard Jane Walker	Steph Askham Hugo Mahalski
LSA Year Lead	Kira Glasby Matthew Willoughby	Holly Allan	Charlene Arnold	Maheen Shahid	Will Goring Jenny Hicks	Sophie Chalwin

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. In partnership with SEN leaders, 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 through the ILP along with staff training on any students with additional needs. Creating an ILP is a co-productive process involving parents, carers and school staff, this allows us to celebrate a student's unique qualities and suggested personalised 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:

D of E Awards
Dancers
Drama
Science WOW!
Robotics
Homework Club
Singers
Music Group
Coding Club
Sports Clubs
Mixed ability football
Social Skills Group

If your young person is interested in a particular area of learning or enrichment, please do let us know.

... 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 supports 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 students or teachers by observing, collaborating and supporting the development of adaptive teaching strategies in the classroom setting.

As a school that supports the development of new teachers, 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 create an accessible curriculum for learners with SEND?

The curriculum at Landau Forte is highly inclusive and ambitious for all learners. We acknowledge that SEN students may require adaptive strategies to access content that is delivered in order to achieve the same goals. It is therefore essential that we consider a young person's needs when creating our curriculum.

To do this effectively:

- The SENCO works closely with curriculum leaders throughout the year to revisit and reflect on the curriculum offer in their subject
- Deliver whole school training to staff on emerging priorities in line with the local and national picture
- The SENCO works with classroom teachers to create a pool of expertise around adaptive strategies
- The SENCO team will communicate, where necessary, a young person's needs through bespoke strategy meetings with their teachers, a student's ILP and the SENCO bulletin
- The IN team work closely with staff, students and their families to create a pathway offer during year 8.

How do we share information to meet the needs of all learners?

We recognise that clear and efficient communication is key when meeting the needs of all learners. This is especially important to SEND learners to ensure there is a constant approach in delivering the provision and care they may require. At Landau Forte we share information in the following ways:

Information we receive…….	Information we share……
Observation triangulation- The SENCO forms part of the teaching and learning triangulated observations to quality assure the quality of education for SEND learners.	**Yr7 Priorities Presentation-** SEND leaders deliver priority information and updates to all staff on day one of Inset each year. This is to support the smooth transition of new students as well as the continuation of support for our existing students.
Exam review meetings- The SENCO is invited to meet with curriculum leaders to review progress data.	**ILPs (Individual Learning Plan) -** All students on the Code of Practice will have an ILP. These are created through co-production meetings with parents/carers, the student and staff. Plans are reviewed in line with parents' evenings and shared through a secure central folder to teaching staff.
Data entry points/analysis- Leaders meet to review data and identify patterns as well priority groups.	**Visit information meeting-** In line with the college's visits policy, SEND leaders will meet with the visit lead to share relevant SEND information.
Reports from professionals- We work with a range of professionals/agencies. Reports are received and recorded by our SEND administrator.	**SEND updates-** The SENCO delivers SEND updates to all staff throughout the academic year.

Year 7 transition information sharing event- SEND leaders along with the head of year team attend the annual online information sharing event.	**Cohort specific briefings-** Where necessary, the SENCO will brief staff directly on a student's new or emerging needs.
SEND concern forms- Staff are encouraged to raise SEND concern using our internal digital form. This is received and possessed by SEND leaders.	**Team meetings-** Subject teams are encouraged to include SEND as an agenda point at each team meeting to share updates and best practice. In addition to this the IN team meet regularly to discuss our SEND students.
Parents' evening/Parental liaison- The IN team work closely with families to ensure we have a clear overview of the young person's current needs.	**CPD events-** Following a review of the emerging needs, SEND leaders will prioritise whole school training based on this need e.g. female autism.
File transfers – Sixth form and in year- Our admin team will receive student file from a child's previous setting. The relevant SEND information is processed and shared by the SEND administrator.	**HOY Staff Briefings-** HOYs regularly update all staff on student progress through morning briefings. This includes sharing concise strategies to best meet our students' needs.

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. Through the city-wide information sharing event, 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. Students will undergo screening to be part of the schools SSP programme of support.
3. Teachers enter student attainment results onto a college wide database 3 times per year. 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 using our internal digital SEND referral form. This is followed up by observations and student-parent (co-production) 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 tool such as the Adolescent Wellbeing Scale, the Vanderbilt tool or a sensory assessment tool.
7. We may use the outcomes of the tools to make a referral to a specialist such as, the Community Paediatrician team, the CAMHS service, the Occupational Therapy team, the STEPs team, Speech and Language Therapy or any other relevant professional body. In addition to this, we can refer into the SPOA process in order to reach the most appropriate agency to support the student.
8. We talk and work with you. Our parents and carers hold the most powerful insight and key into their young person 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 Forte 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:

- In addition to the Head of Year/Deputy Head of Year, we have pastoral support for SEND. Our pastoral lead will work with key students across each year group on a need-by-need basis, focused on personalised targeted provision.

- 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 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.

- 'RISE' our Learning Support Centre: a small group environment used flexibly depending on student need and staffed consistently by our RISE Manager.

- Fresh Start Phonics: A government validated SSP designed to target students with gaps in their knowledge of phonics which in turn restricts their reading ability.

- Numeracy: Success@Arithmatic is an intervention that targets particular areas for development with groups of students run alongside the Maths department.

- Thrive Unit: this is an innovative space in which a small number of students at risk of education placement breakdown are supported to re-engage with learning while working on their wider skills and wellbeing. It is run by our Thrive Manager, Mrs Cafferky and additional Thrive Mentors Mr Henderson and Mr Cash.

- Counselling: we have an in-College trained counsellor who works to support students with social and emotional needs.

- Art Therapy: a none-talking therapy delivered by a trained member of our team. Sessions involve a range of approaches designed to equip students with the tools they need in order to self-regulate.

- 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 typing as a way of recording their learning in key subjects or across the curriculum.

- Adapted resources: modified 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:
https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/

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 the Executive Team and Governors to ensure all students are on track to make progress.

Where we have a concern, we work through a graduated response of '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 student's barriers to learning and outlines the strategies and provision the student 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.

Do you also support students in the Sixth Form with SEND?

Our sixth form support is very much an extension of the high-level input we offer across all years. However, we seek to support young people to feel empowered in discussing, seeking and coordinating their own support. It is crucial that they leave us ready to advocate for themselves at university, work and beyond. As a result, we work alongside our students in creating their support package which include but is not exclusive to:

- Co-writing an Individual Learning Plan to be shared with teaching staff
- Agreeing on a check-in schedule (weekly/fortnightly/half-termly) with our Post-16 Lead Learning Support Assistant - this allows progress to be reviewed and concerns flagged early
- Establishing any priority subjects for support- this involves drop-in or hover support unless there is a specified need for something more comprehensive
- Agreeing and implementing any exam support arrangements
- UCAS/CV support sessions including guidance on DSA Support to set up work-placements where needed
- Co-writing referrals for additional support or intervention if needed

Additionally, we build strong links with parents and carers to ensure they are kept informed of the support in place. We utilise the post-16 parents evening, offering an appointment to all parents/carers of students who are on the Code of Practice with one of our team.

What is our process for admission and transition to Landau?

Admission

It is crucial you refer to the Admission Policy (Year 7 admission Policy and Year 12 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 Forte 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 Forte 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 students 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 Forte 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 forges important links with primary schools by attending the city-wide information sharing event where we are able to meet the team that has worked with your child throughout their primary education. This ensures the Transition Team can 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 students. We use this process to get to know students and create individual pupil profiles which are shared with staff during the September INSET and is available electronically throughout the year to help foster success during Year 7.

Transition throughout all years

Throughout their time at Landau Forte, 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, work experience and support from the lead LSA for transition. 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.

<u>An overview of each transition point:</u>

Primary – Year 7

- We forge links with primary schools across the city by attending the city-wide information sharing event and network meetings throughout the academic year
- 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 into Year 9

- We identify and support those students who may need additional input in their selection of GCSE options and/or access to some alternative provision to supplement their college curriculum experience
- 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. This is further supported by our lead LSA for transition.
- 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. The onsite College nurse has an overview of this area. The key document to refer to is the Medical Policy under our Policies section.

How do we safeguard students with SEND?

We recognise what the data tells us; that students with SEND are at increased risk of neglect and abuse. Hence, we seek to offer additional safeguards for these students;

- Crucially, all staff are aware of students who are on the SEND Code of Practice and note them both in seating plan and practice
- There is an extra layer of pastoral support in place for those young people as each of them are monitored by the year lead for the Individual Needs team. All IN staff have been trained in the signs of abuse and neglect. Staff are mindful not to assume possible abuse indicators are linked to need and are vigilant in probing / exploring any indicators further. Furthermore, staff understand that students with SEND may face barrier to reporting abuse such as communication barriers.
- Where appropriate, we adopt a more personalised/contextualised approach to the delivery of safeguarding principles to students with SEND which includes mental health/well-being, sexual health and development, healthy online/offline relationships, online safety in general, sharing nudes/ semi-nudes and terrorist/extremist material
- We acknowledge that students with SEND face greater barriers to social inclusion and may face isolation or even bullying from peers. We work in a targeted way to identify students at risk and support them in attending enrichment experiences and extracurricular visits/trips. Furthermore, we work with external agency input where appropriate to help students connect within their home community too
- We identify a group of particularly vulnerable Y9 students and adjust their curriculum to include a Preparing for Adulthood programme throughout KS4 which covers outcomes linked to employability, independence, community inclusion, friendships and relationships and health and wellbeing

- We have an Intimate Care Policy to further safeguard students who require their intimate care needs met on site

For further information on how we keep children with SEND safe in education please see page 19 of the

Child Protection and Safeguarding policy

How do we implement the behaviour policy for a student with SEND?

The College recognises that a student's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy and make reasonable adjustments where necessary. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The College attempts to anticipate and removes triggers of misbehaviour on a case-by-case basis by implementing reasonable adjustments to the behaviour policy. This list is not exhaustive but may include:

- Short, planned movement/sensory breaks
- Processing and reflection time
- Additional adult supervision throughout their day
- Personalised target and reward setting
- Adjusting the classroom environment e.g. seating plans
- Changing the uniform requirements where needed for students with sensory needs
- Training for staff in understanding needs or individual students
- Using time out spaces where students can regulate their emotions during a moment of sensory overload
- Amendments to the length of their day to reduce cognitive overload

We seek specialist support and guidance if needed to offer additional, personalised recommendations.

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 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 parent/carer 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 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 Forte as provision for your son or daughter then please contact Will Goring or Jenny Hicks 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:

https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/about-the-local-offer/

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

https://www.derby.gov.uk/education-and-learning/schools-and-colleges/send-information-advice-support/

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 on the website under policies if you need it.