LANDAU FORTE COLLEGE DERBY

Policy Name	**Individual Needs**
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Author	**Laura Percival- Will Goring**
Reviewed by	**LAB – Education Committee**
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Notes:
All policies issued across the Trust must be created from this Template

Including key details from the IN information report

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Scope of the policy

At Landau Forte College, we refer to our SEND team as the Individual Needs Department capturing our belief that what we do for these learners is not special but part of being an inclusive, supportive school who sees everyone as unique. This Policy's focus is on those learners covered by the legislation outlined in the guidance below and should be read in tandem with our Accessibility Plan and Audit, our Admissions Policy, our Behaviour Policy, our Medical Policy and our Intimate Care Policy.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with individual needs
- Explain the roles and responsibilities of everyone involved in providing for students with individual needs
- Explain how we adopt a whole-College approach to early identification, assessment and provision for students with individual needs
- Outline how we provide appropriate personalisation of the curriculum, centered on quality first teaching, planned by all teaching staff, working alongside the Individual Needs team
- Outline how we deploy an appropriate range of strategies, resources and approaches, including staff and accommodation, for the individual needs of students to be met
- Underpin our vison that all children have the right to an outstanding education with staff who seek to raise attainment and value the contribution that every individual can make, regardless of ability or background.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation and guidance:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Joint Council for Qualifications most recent publication on Access Arrangements and Reasonable Adjustments

Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO is Will Goring and the Deputy SENCO is Jenny Hicks. They can be contacted using the following email address wgoring@landau-forte.org.uk or Jhicks@landau-forte.org.uk or by telephone on 01332 204040

They will:

- Work with the Principal and IN governor to determine the strategic development of the IN policy and provision in the school
- Have day-to-day responsibility for the operation of this IN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Manage the personnel based resource of the IN team in the operational running of the team, team development and appraisal process
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and have access to a high-quality ambitious curriculum offer

- Advise on the graduated approach to providing SEN support, including liaison with external agency support to secure more specialist input for students with SEN
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Contribute to the ongoing professional development of staff
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise primary and Post-16 providers to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain and audit the register of needs including overseeing the accurate upkeep of records

The SEN Governor

The Governor for Individual Needs is Tom Cafferky.

The Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO/s to determine the strategic development of the SEN policy and provision in the school

The Principal

The Principal is Alison Brannick

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Teaching staff

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO/s and Curriculum Leaders to review each student's progress and development and decide on any changes to provision
- Responding to any changes to provision as outlined in student's Individual Learning Plan
- Providing timely feedback as requested on learners with SEN in order to determine next steps in line with the graduated response or otherwise
- Ensuring they follow this IN policy

Admissions relating to SEN

For information in full, please refer to the Admission Policy.

The College shall ensure that students with Individual Needs are admitted on an equal basis with others in accordance with our 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). The College caters for all students. Students of all abilities will be accepted, as will students who have learning difficulties and/or a physical or sensory impairment, reflecting our Equality policy.

For students who have an Education, Health and Care Plan (EHCP) outlining their needs, our SENCO/s will review the provision outlined and make a decision in line with the formal consultation process lead by the Local Authority. If we are the proposed named school in line with the EHCP, we 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 the 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 EHC Plan is maintained by the Local Authority appeals to SENDIST either against the naming of the College in the child's 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 College has consented to be named in a child's EHC Plan, or the Secretary of State or SENDIST have determined that it should be named, the College shall admit the child.

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 an EHC Plan and where the Academy is named.

The admission arrangements for our Sixth form are also outlined in full on the policy. An application from a student with SEN would be considered equally with all other applications, including reference to whether their preferred subjects fit within the available options and permitted combinations and whether they have met the entry criteria. All applicants with SEN are welcome to discuss personal circumstances with the SENCOs and Sixth form leads. Learners with an EHCP will, if the above

considerations are met, need to apply through the Local Authority formal consultation process as they did pre-16.

IN information report

The IN information report offers a useful overview and can be available to download in full as a Word or, you may wish to access the information in a more interactive way on our IN section of the College website. Captured in this policy is a summary of the main areas that govern our practice for learners with SEN

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, deafness, some mobility impairments
- If you are unsure if you child's need can be supported at the College, please get in touch

Identifying students with SEN and assessing their needs

At times, a student might have an unidentified need or an emerging need that becomes apparent while at college. This might be linked to their learning/attainment or, a wider set of skills, such as their social or emotional skills. We consider their profile and presentation in line with their peers and what might be expected of their age range. There is no hard and fast rule in making this decision hence we have a variety of processes that check how students are doing and whether there is any further support they need. We audit and review each student three times a year.

- All students take a reading age test to indicate any difficulties in this area.
- 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.
- Staff may formally raise concerns about a student to the IN department using an internal SEN concern online form. This is followed up by observation and student-parent meetings where relevant.
- Our Educational Psychologist is able to conduct specialist assessments to determine if a student has a particular difficulty and offer recommendation. We also work with a specialist assessor who can offer similar guidance, particularly in relation to support for exams.
- We might consider using an assessment tool such as the Adolescent wellbeing scale, the Vanderbilt tool or a sensory assessment tool.
- 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.

- We talk and work with you. Our parents and carers hold the most powerful insight and key into their child hence we ensure you feel empowered to support us in identifying any needs or concerns that might be impacting on your child's progress.
- We listen to the aims and hopes of the student and take into account their views

Please bear in mind that slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Consulting and involving students and parents

There are points in the year dedicated to partnering with parents and carers such as our information evenings, consultation evenings or parent evenings. The IN team is always present on these occasions.

If a particular concern has been raised, we will discuss with the student and their parents as to whether we need to consider identifying any requirement for 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 student'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.

Assessing and reviewing students' progress towards outcomes

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, the Executive Team 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 student
- 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 student'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's 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 centered planning. These meetings seek to involve all those who are involved in the student's progress to discuss current progress and next steps.

Supporting students moving between phases and preparing for adulthood

We work hard to ensure a smooth transition between all phases of school life. We recognise that these are key points in a young person's life and need careful consideration.

Primary – Year 7

- We forge links with primary schools across the city in addition to attending the city-wide information sharing event
- 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
- 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 and 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

Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be adapted for individual students.

We will also provide intervention if a student is struggling to make progress with their learning. We have a variety of methods, including:

- Fresh Start Phonics- Validated systematic synthetic phonics (SSP) programme.
- The deployment of additional adult support
- The delivery of personalised targeted intervention
- Homework club
- Success at Arithmetic
- Accelerated Reader
- Access to technology, dependent on need

Adaptations to the curriculum and learning environment

The following are some of the adaptations we might consider to ensure all needs are met. However, the adaptation and adjustment are in response to the specific needs of the students, and we will always seek to personalise where we can.

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, or providing written handouts

Our Accessibility Plan, Audit and Actions outlines our ongoing aims in adapting our learning approach and environment. It details more information on our use of specialist equipment and facilities. Please refer to it for more detail.

Adapting the behaviour policy to support learners with SEND

The College recognises that students' 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. The school will balance their legal duties when making decisions about enforcing the behaviour policy. 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

We always seek to make reasonable adjustments on a case by case basis, dependent on the presenting concern. More information on this can be found in our Behaviour policy and in our IN information report which provides some possible examples of these adjustments and support.

Additional support for learning

Alongside our IN team, we work with specialist services. We do 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

Expertise and training of staff

Our SENCOs have a wealth of experience in this role and have jointly worked in four settings coordinating provision at a strategic level. One of our SENCOs sits on the Executive leadership team at the College. Together, their allocation to manage provision across the week is reviewed each year depending on the volume of need. Both SENCOs have the majority of their timetable dedicated to SEN.

Furthermore, the IN team has a significant number of Learning Support Assistants. We have training in manual handling, Autism, personal care, literacy and numeracy interventions and much more.

We seek to share our expertise with newly and recently qualified teachers as part of their training input. We work alongside our established teaching team to address training needs as they arise.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress and attainment scores
- Reviewing the impact of interventions each half term
- Using student and parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Liaising with our teaching team, IN team and parents/carers as to their views

Enabling students with SEN to engage with the wider school offer

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. More specifically:

All students are encouraged to go on our residential trip(s)

All students are encouraged to take part in sports day, school shows, drop-down days or otherwise

No student is ever excluded from taking part in these activities because of their SEN or disability.

We think deeply about how to ensure this is always the case, including using staffing flexibly, carrying out advance visits to ensure accessibility, supporting students with pre-visits where needed, working to provide their normal support mechanisms such as manual handling or personal care.

Pastoral Support for IN students

Social and Emotional Development of students with IN

In addition to our IN specific pastoral support LSA, we work alongside the wider student support team including the Deputy and Heads of Year. This collaborative approach means we have a secure partnership in considering the social and emotional development of students and how we might move forward. For example, our SENCO/s attends the weekly year group pastoral meeting, chairs the wider student support meeting that considers our most vulnerable cohort and our year lead Learning Support Assistant attend the year group attendance meetings. This means we have multiple channels to information gather, leading to early identification of problems and early intervention. We have a zero-tolerance approach to bullying.

More specifically, we support learners to improve their emotional and social development in the following ways:

- Students with SEN are supported to apply for our Parliament
- We are represented on the Inclusion panel
- We use peer-mentoring and IN staff mentoring for identified students
- We have a College Counsellor
- We work with Build Sound Minds

- We run social skills and Preparing for Adulthood interventions
- We use Lego Therapy

Attendance

- Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these pupils is the same as it is for any other support. However, they may need additional support. We work with families to formulate a support plan that meets the individual needs of the student
- Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

- We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be a victim or experience abuse than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. In addition to this, we recognise and have taken steps to ensure that students' with a disability receive support to make a disclosure or share a safeguarding concern.
- For more details around the safeguarding of IN students please see our Child protection and safeguarding policy as well as our Individual Needs Information Report.

Complaints about SEN provision

We have an open-door policy and would encourage all parents to work in partnership with us. There is very little we cannot tackle together and you, as a parent/carer, are our greatest ally in finding a way forward. However, we know that not everything goes to plan and you have the right to raise a formal complaint about SEN provision if you need to. Please notify our SENCO/s in the first instance. Parents/carers will be referred to the school's complaints policy, available on the website.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of students with SEN

- 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
- Sunshine Support, Derby - https://www.sunshine-support.org/

Contact details for raising concerns

If you feel you are able to, please talk with us first. You can reach out to any member of staff who supports your child, but our SENCO's may be best placed to support with concerns about provision. If you need it, our complaints policy is published on the website and will guide you through making a complaint.

The local authority local offer

Our local authority's local offer is published here:

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

Exam Access Arrangements and reasonable adjustments

We work under the current JCQ guidance in relation to assessing and providing adjustments for exams and assessment. Our approach is collaborative:

- We brief all teaching staff annually on the updated JCQ guidance
- We ask for their referrals in terms of determining the need for ongoing assessment of adjustment
- The teaching and IN team work jointly to build a picture of normal way of working
- We train the IN team annually on the provision of access arrangements to ensure code compliance
- We have a lead Learning Support Assistant who coordinates the specialist assessment of students who may qualify for JCQ approved arrangements
- The Lead LSA also ensures all information with regards to centre-lead arrangements are well-documented and appropriate to the need of the student and exam/assessment
- The Lead LSA and SENCO/s liaise with external professionals such as the specialist teaching service for visual, hearing or physical impairments and clinical mental health leads in determining reasonable adjustments and modifications
- The SENCO/s work alongside the Lead LSA and Exams Officer in reviewing the approved arrangements and those in process
- The information on which students have qualified and the arrangements in place is shared with the Executive Team who support their implementation at the top level
- The assessments are conducted by a qualified, external, unbiased professional

Additionally, we seek to build a long-term picture of need. We use the information we have on learners in Y7 and 8 to trial arrangements. We seek to finalise these based on ongoing review in Year 9 onwards. Towards the end of Year 9 and the beginning of Year 10, we invite the specialist assessor to review our evidence to date and determine which arrangements will be applied for with JCQ. Parents/carers are notified of the arrangements in writing.

The College employs a variety of adjustments, in compliance with the JCQ guidance. Some are listed below but the arrangements are driven by the needs of individual leaners hence this is not an exhaustive list:

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

Access Arrangements for Post-16 students

Access arrangements secured during Key Stage 4 are valid for a period of 26 months from the point of assessment. Hence, any in-date arrangement would be honoured without the need for re-assessment. If there is a need to reassess, either due to date expiration or emerging need, the College would work alongside the student, parent/carers and assessor (where relevant) to secure the appropriate adjustments in line with the student's current normal way of working.

Additionally, we recognise some students, particularly those on a university pathway, may need support in securing a full diagnostic assessment for dyslexia in order to secure their DSA and appropriate provision at university. If that is the case, then we would follow the following process:

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 as long as it was within the timeframe of 26 months. If a full diagnostic assessment was carried out after the student's 16th birthday, it will also satisfy requirements for any DSA application for university.

b) If the Post-16 student has previously been granted Access Arrangements without support of a specialist assessor report. We would then ensure we undertook

   (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 fuller 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.

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.

Monitoring arrangements

This policy and information report will be reviewed by Assistant Principal SENCO Will Goring every year. It will also be updated if any changes to the information are made during the year.

Date	**September 2026**
Change Made	**September 2026 v8 to v9 minor amendments**
Made By	**Will Goring**