

Landau Forte Academy Moorhead (LFADM) SEND Information Report

Published : October 2020

Review : October 2021

Inclusion & Attendance Manager (SENCo) - Mrs Emma Dibden

Family Support Worker (FSW) - Mrs Helen Dashfield

Designated Safeguarding Lead - Mrs. Ruth McNeil

SEN Officer (Derby City Council) – Rachel Smith

This report is designed to be easy to access and provide necessary links and additional information to enable parents/carers and other interested parties.

If you cannot find the information you need please contact school on **01332 571162** or email: **post@lfadm.org.uk**

The revised SEND Code of Practice, 2015 states:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.' (6.79)

Defining SEN and Disability;

At different times in their school career, a student may have a special educational need. The Code of Practice, 2015 (p15-16) defines SEN:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or,
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

LFADM recognises that the progress of some learners may be inhibited by a range of external factors which may include;

- Absence from school
- Inconsistent access to education
- New to English or second language learning
- Disadvantage

Not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

We are committed to ensuring inclusive learning opportunities for **all** learners - we will quickly intervene for those who are at risk of not making expected progress.

Landau Forte Academy Moorhead is committed to upholding legislation set out in the Equality Act, 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities” Section 1 (1) Disability Discrimination Act, 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young

people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Therefore, where a disabled student required special educational provision they will also be covered by the SEN definition.

How does LFADM identify students with SEN?

An ongoing cycle of formative assessment informs decisions for teaching and learning at LFADM.

In the event that a teacher is concerned about a students' progress, action will be taken to implement a graduated approach. The response model will be developed in collaboration with the SENCo and parents/carers (and FSW where appropriate), in order to personalise interventions and/or adaptations in keeping with the nature and level of need of the individual student.

Our tiered response is outlined in the '*LFADM One Page Policy/Identification Flowchart*' - Appendix 1.

How does LFADM staff support students with SEN?

As an inclusive school, we ensure that all activities are open to all our students, including those beyond the academic curriculum.

Teachers work closely with senior leaders and the SENCo to design ambitious and progressive learning opportunities appropriate to the individual needs of students with SEN. Staff are provided with regular professional training in order to ensure that dynamic differentiated approaches and learning arrangements lead to motivated and independent learners.

Where expected progress is not being made through High Quality Teaching (HQT), targeted adaptations or interventions may be implemented.

We endeavour to consult with parents/carers at every stage of the decision-making process - information will be shared if a student receives 1:1 support or group support outside of their typical learning environment.

We will always engage the child in the most appropriate manner, and respect their views on how they wish to participate.

SEN provision, which goes beyond differentiated approaches normally provided as part of HQT, will address needs across four broad areas;

- 1) Communication & Interaction
- 2) Cognition & Learning
- 3) Social, Emotional & Mental Health
- 4) Sensory and/or Physical Needs

Information and data, including progress targets (as appropriate) will be carefully tracked and communicated with key stakeholders at regular intervals.

Where necessary, we undertake a range of screening and assessments 'in-house' as part of our school provision.

Financial decisions, regarding allocation of resources and intervention support, are made by the Executive Leadership team (including the SENCo). We aim to ensure that strategic action is taken to meet the needs of all vulnerable students, particularly those with SEN. Please refer to the Pupil Premium funding report;

<https://lfadm.org.uk/academy/premium-funding/>

Adaptations for curriculum & learning environment are outlined in the 'LFADM Provision Menus'.

How does LFADM work with external agencies and other bodies to support students with SEN?

LFADM values relationships with any professional who may enhance students' knowledge and foster positive attitudes and pride in their achievements. We work hard to explore connections and activities that enrich learning for all and eliminate barriers for students with SEN.

Students identified with high needs or significant barriers to learning, may require an assessment and/or therapy from an external agency. These may involve a referral to (as examples);

- Specialist Support Team

- Paediatrician
- Educational/Clinical Psychologist
- Speech & Language Therapist
- Occupational Therapist
- Education Welfare Officer (EWO)
- CAMHS

Close relationships with parents/carers will ensure sensitive and timely decisions are made to access appropriate services as required.

Where necessary, an application may be made for an Education Health Care (EHC) plan with the local authority. Parents will be impartially advised, by all professionals involved, to ensure adequate evidence is collated in order to pursue the multi-disciplinary assessment.

How does LFADM ensure that parents are involved in their child's learning in school and at home?

We aim for open and transparent communication and consultation with parents/carers and students, as well as other professionals. In addition to parent evening appointments and yearly reporting, a termly meeting will be arranged for parents with a child on the Inclusion (SEN) register.

Additional meetings can be arranged as appropriate - please contact the school directly. We always prefer to meet and discuss things face-to-face, however where this is not convenient, telephone conversations and/or email are also useful as they allow for clear communication.

Teachers are a regular point of contact for parents should support be required for home learning opportunities.

In the event of a complaint, parents/carers should contact the school directly.

How does LFADM support students when they transition between settings?

Periods of transition can be unsettling for some children. We work hard to manage these changes through sensitive inductions into LFADM or with careful communication and collaboration as a child prepares to move on to a new setting.

If a child joins LFADM in Foundation Stage, a short term, phased entry will be planned, as specified by our Foundation Stage staff. There will also be plenty of opportunities for them to become more familiar with the new environment by visiting us for short periods of time, accompanied and independently. Additional visits can be arranged and a member of staff can also visit the current setting, where required.

If a child joins LFADM mid-way through an academic year or their education journey, we will liaise closely with their current setting. Where possible, the child will be offered the opportunity to visit the school and spend time in their new classroom, and meet members of staff.

We have strong relationships with other schools and with local secondary schools. For students with SEN or those who require extra support, moves are carefully coordinated in advance and all necessary information is passed on accordingly.

How does LFADM ensure the wellbeing of students with SEN?

A sense of connection and belonging is central to the culture at LFADM. Positive relationships and attitudes are encouraged and celebrated through our 'Wellbeing and Belonging' policy.

The SENCo, FSW and Safeguarding team work closely with teachers (and external agents where appropriate) to ensure that all vulnerable students receive adequate care and prompt action, should difficulties arise.

Students with medical needs, or those requiring medication on a regular basis, will have an Individual Health Plan written by the SENCo in partnership with parents/carers.

How will LFADM offer support and provision to vulnerable students, particularly those with SEN if education is disrupted by COVID-19?

School Closed:

Blended Learning;

We aim to ensure that education to our pupils has minimal disruption within the circumstances. Children will access appropriate resources via class dojo set by the class teacher. If IT accessibility is an issue, then children will be posted a paper pack, personalised where appropriate.

We will utilise the government recommended specialised SEND Oak National Academy resources where appropriate.

Digital Offer;

We have purchased Purple Mash to support our curriculum within the home learning environment. Government funded laptops have been distributed to the relevant families where appropriate.

Safeguarding/wellbeing;

In the eventuality of a school closure, we will invite vulnerable children or those whose parents are key workers into school as part of our provision. This will be in consultation with external services/parent & guardian and the pastoral team to deem if this is appropriate.

There will be regular (weekly or daily if appropriate) phone calls/doorstop visits from our pastoral team & class teacher. This will support us to personalise any support required and help us liaise with any external services accordingly.

Monitoring impact/progress;

We will share with families our 'minimum expectations' for learning to ensure children maintain a regular learning diet, including;

- A period of daily reading appropriate to age and stage
- One completed task set by school
- One 'learning related' activity of the child's choosing

Completed work will be monitored as appropriate. Teachers will check work submitted via tech platforms or on collection in hard copies from home.

Coproduction (supporting learning at home for pupils with SEN);

Where appropriate, pupils with SEN will be set differentiated learning by class teacher with the support of the SENCo. This may include alternative tasks, adjusted expectations for outcome or additionally resourced activities.

The SENCo and/or Family Support Worker will make regular contact with parents and pupils to monitor learning and wellbeing.

School Open:

Social distancing;

School will adhere to all government defined social distancing guidelines. Contingency plans are in place to ensure safe passage of parents through school and to limit contact wherever possible.

Pupils are regularly reminded of the expectations related to their respective bubbles and appropriate sanitising.

Intervention;

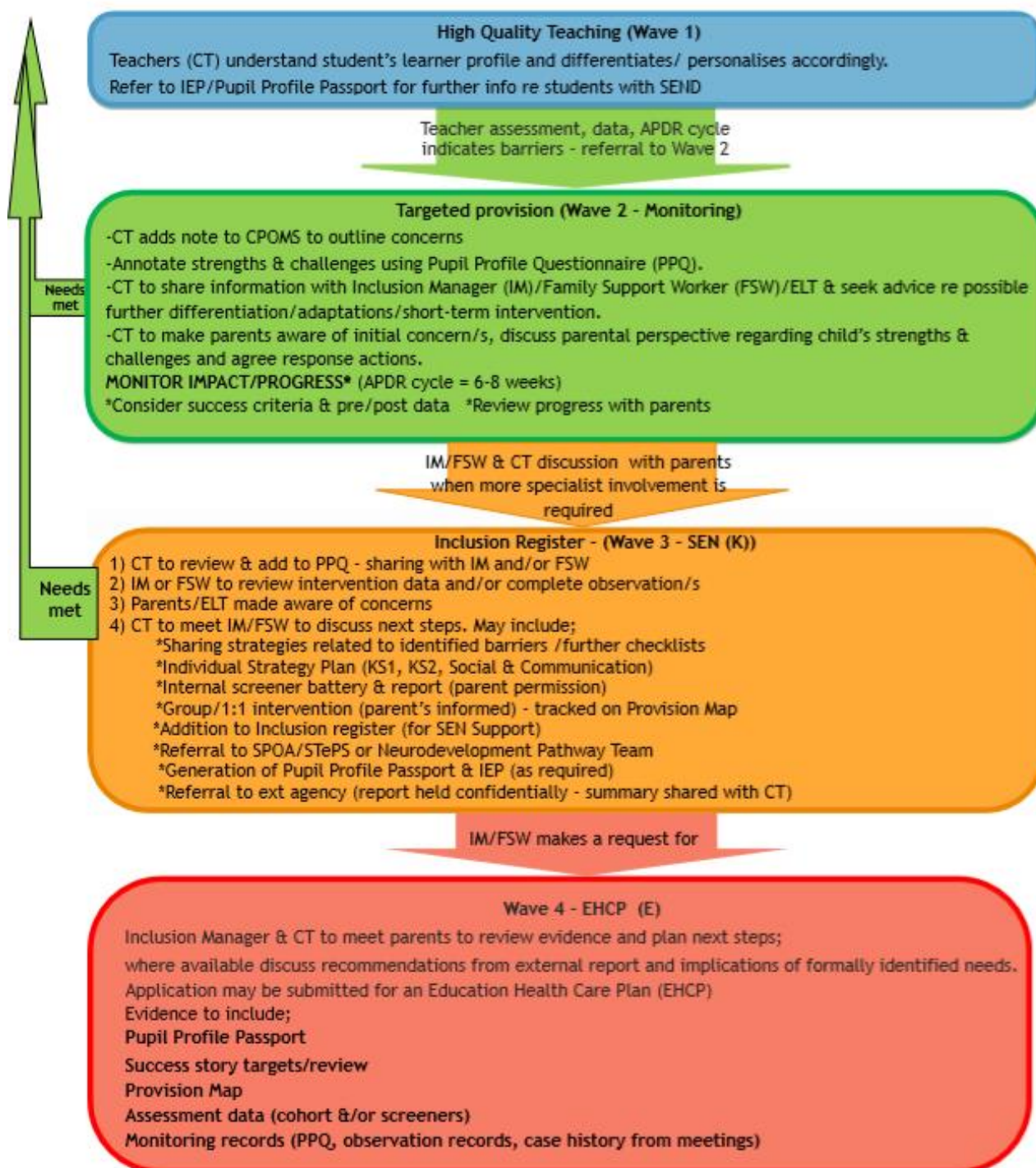
LSAs are sensitively deployed in order to meet the needs of students and to close gaps in learning. Social distancing and grouping arrangements are made in accordance with government guidelines.

How does Derby City Council support students and families experiencing SEN?

Derby City Council '*Local SEN Offer*'; <https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

Derby SENDIASS (SEND Information Advice and Support Service);
<https://www.derby.gov.uk/education-and-learning/schools-and-colleges/send-i-ass/>

Appendix 1 - LFADM One Page Policy/Identification Flowchart



- We aim for all children to reach their full potential.
- Students with SEN are everyone's responsibility.
- A graduated approach allows support to be accurately matched to need.
- Parent and students are partners in planning and reviewing learning.
- Some students may need support from external agencies for assessments and/or specialist therapy.
- Some students may need additional support - requiring an EHCP

