Landau Forte Academy Moorhead

Special Educational Needs and Disabilities Information Report

2026 - 2027

Our School

Landau Forte Academy Moorhead provides primary education for children from Reception to Year 6. Our school endeavours to be a diverse and inclusive environment for all of our children and an ideal place for them to learn and grow.

This report is part of the Derby City local offer which aims to support parents and carers in finding the right provision for your child. It has been designed to be easy to access and provide necessary links and additional information to enable parents/carers and other interested parties to learn more about our school practices.

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

Alternatively, Derby City's Local Offer information can be found using this link: **https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/**

Our Visions and Values

At Landau Forte Academy Moorhead, our whole community shares the belief that all of our children have the right to an outstanding quality of education that inspires and supports them to achieve their aspirations and dreams. High-quality teaching practice for all learners is the foundation of everything we currently do and wish to do even better. We strive to raise our pupil's achievements to outstanding levels and we value the contributions of all of our learners regardless of their needs, abilities and backgrounds. We also aim to provide opportunities and experiences for all learners that help them to aspire to greater things once they transition away from our setting.

Our Team

Inclusion Manager (SENDCo) – Mrs Julie Davies

- Telephone – 01332571162
- Email – Senco@lfadm.org.uk

Family Support Worker (FSW) - Miss Helen Dashfield

Principal & Designated Safeguarding Lead – Mr Tom Cafferky

Deputy Safeguarding Leads -Mr Matt Allsion, Miss Helen Dashfield and Mrs Julie Davies

SEND Officer (Derby City Council) – Susannah Swaby

All of the staff mentioned above, support those working within the classrooms, to ensure that the provision available for children with additional needs is supporting them to make progress within their learning journey.

What kinds of SEND are provided for at our school?

At Landau Forte Academy Moorhead, we provide for children with a variety of additional needs and we are able to support children with difficulties in the following areas:

Cognition and Learning

This area includes general difficulties with learning, which have resulted in a child working below their age related expectations or more specific learning difficulties where they require support with a more targeted need. A child may have moderate learning difficulties (MLD) which means that they are making below age related progress in some areas of their education. Alternatively, they may have severe learning difficulties (SLD), where a child is likely to need support in all areas of the curriculum.

Communication and Interaction

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language and pupils with Autism Spectrum Condition (ASC). Mrs Julie Davies is our Autism Advocate.

Physical and Sensory

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical impairments such as gross and fine motor developmental delays.

Social, Emotional and Mental Health

This area includes children who are struggling with emotional regulation, social skills or who are dealing with a mental health difficulty. Some children may have a diagnosed disorder such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect behaviours.

At Landau Forte Academy Moorhead we recognise that children may have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area and we always look at the individual child when thinking about how best to support them.

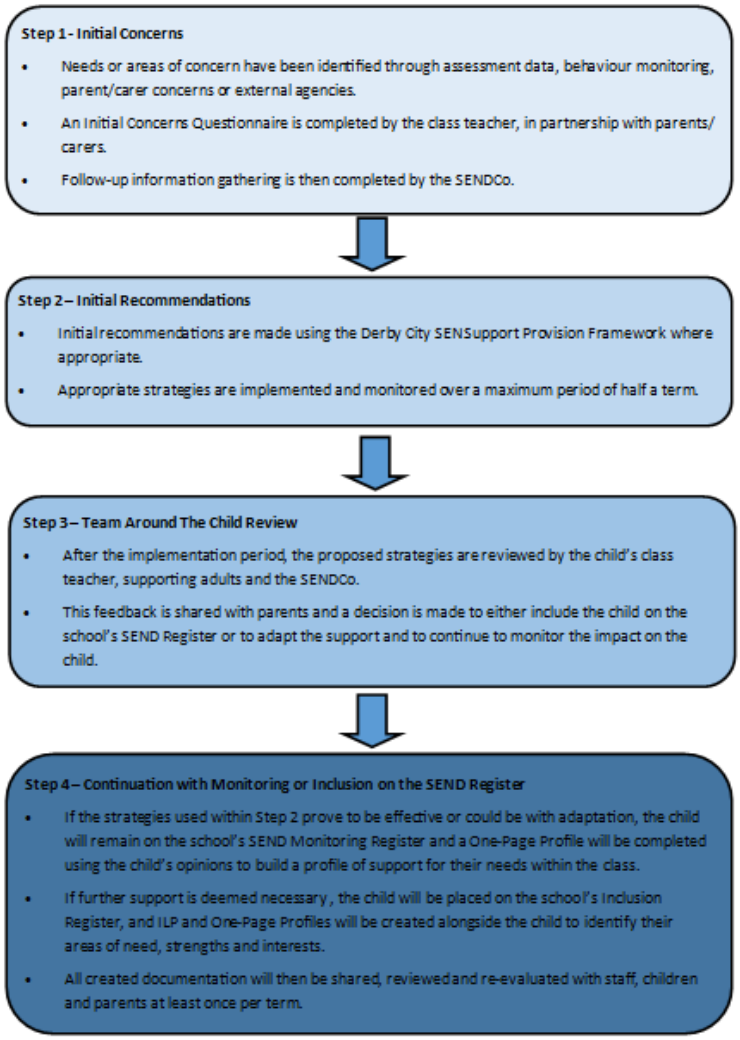
How do we identify and assess young people with SEND at our school?

Referring to the 'SEND Code of Practice: 0-25' 2014, a child has SEND *'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'*.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify those making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/or eligible for the Pupil Premium. Class teachers and any other adults working with a child will then complete an Initial Concerns Questionnaire and discuss their concerns with parents to build a picture of the child's needs both at home and within school.

Additionally, parents / carers may have their own concerns with behaviours and tendencies at home or with their child's rate of progress within school. These concerns can be shared with the child's class teacher or directly with the school's SENDCo (senco@lfadm.org.uk).

Following the discussion of any initial concerns, it may then be appropriate for the child to follow our school's pathway of support shown below:



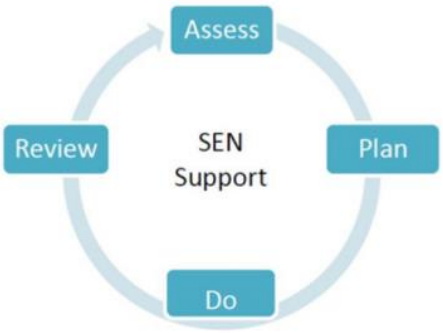
How do we consult with both the parents of children with SEND and the children themselves to ensure that they are involved fully with their education?

At Landau Forte Academy Moorhead, we strive to create high-quality, inclusive support that puts the child with SEND at the centre of our decision making. We also recognise the importance of including the child and their parents/carers in each of the decisions we make. As a result, when we take the decision to create Individual Learning Plans (ILP's) or One Page Profiles for our SEND learners, we always include the views of the child and their parents. This helps us to build a comprehensive picture of the child's strengths, needs and focus areas for support that can help them to develop and progress both at home and at school.

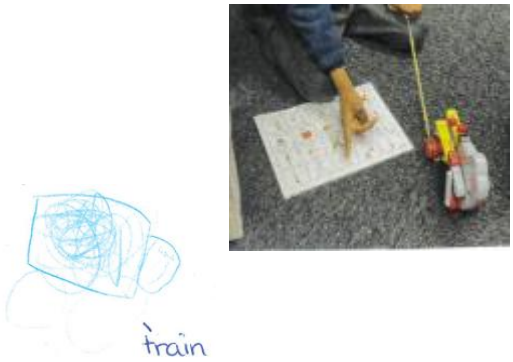
The Graduated Response process (shown in the diagram below), identifies the way in which staff at school assess, plan to develop areas of need, carry out supported work with the child and then review and evaluate any progress made. As part of this cycle, class teachers and the SENDCo where appropriate will meet with both the children and parents / carers at least once per term to discuss progress, set new goals and continue to work towards making sustained improvements in the identified areas of need. These meetings can take place as extended parents evening appointments

or can be arranged at any time that the child or parent wishes, to ensure that our provision is always meeting the needs of the young person with SEND.

Where a child is unable to communicate their needs verbally, more interactive and visual methods of collecting and sharing information can be used. This can include but is not limited to the use of Widgit symbols or child drawings / mark making to communicate their thoughts about themselves, their home life and their education.



The Graduated Response Process



Adapted Examples of Child Views

How do we support SEND children upon transitioning to our school or transitioning into the next phase of their education?

The school recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to new teachers and all relevant information is shared.
- Each SEND child has a One-Page Profile that gives the reader a summary of what people appreciate about the child, what is important to them and how best to support them in order to help them achieve identified outcomes and targets.
- All children will take part in transition activities towards the end of each school year, where they will have the opportunity to spend time in their new classroom and meet their new teacher.
- Transition booklets will be given to those children who need additional support, these will include: images of their new classroom environment, images of key staff, a transition-based social story and are adapted on an individual basis to meet the needs of the children.

When starting school:

We have strong links with our feeder pre-schools. Early Years teaching staff, the Family Support Worker and the SENCO will coordinate visits to discuss and meet with children in their pre-school setting.

- Where a child already has identified special educational needs, the SENCo will attend the visit.

- When transferring from a pre-school, all children who were on the SEN register at pre-school remain on the SEN register. Provision, programmes and outside agency support in place will continue (if eligible)
- It will be arranged for your child to be visited by a key member of staff in their nursery setting.
- If a child does not attend a nursery setting, we will arrange a visit to their home to see them interacting in a comfortable environment if this is appropriate.
- Families will be offered additional transition sessions to explore the new classroom and spend time with the class teacher and learning support assistants.
- In the summer prior to a child beginning at our school, we will arrange a 'Meet the Teacher' session to enable children and parents/carers to learn more about our school, staff and curriculum.
- The Family Support Worker and SENDCo will meet with parents to discuss their child in more detail.
- Records and information will be shared between settings and we will gather information from the Nursery Transition Portal.
- When possible, a member of staff will attend meetings such as, Team Around the Family (TAF) meetings, prior to the child's start date.
- For some children we can arrange for an enhanced transition into school and will work with families to implement this.

Mid- Year new starters

When we are aware that a child joining us from another setting have special educational needs or disabilities we

- Arrange a meeting with the family to enable us to gain a greater understanding of their child and the current support that is in place
- Contact the child's current school to understand how he child is in school and to arrange for the transition of the child's records including ILPs
- If practicable the SENDCo will visit the child in their current provision
- Offer an enhanced transition into school if required.

When transitioning to secondary school:

- All records and information will be shared using the Primary Transition Portal.
- All SEND learners will be categorised with Early Intervention Indicators (EII's) on the Primary Transition Portal and staff from our school will attend the online transition network meeting to share and discuss all of the children during the summer term of their transition.
- We may arrange an enhanced transition for those children who need it with their proposed school. This may include additional visits and activities with designated members of staff.

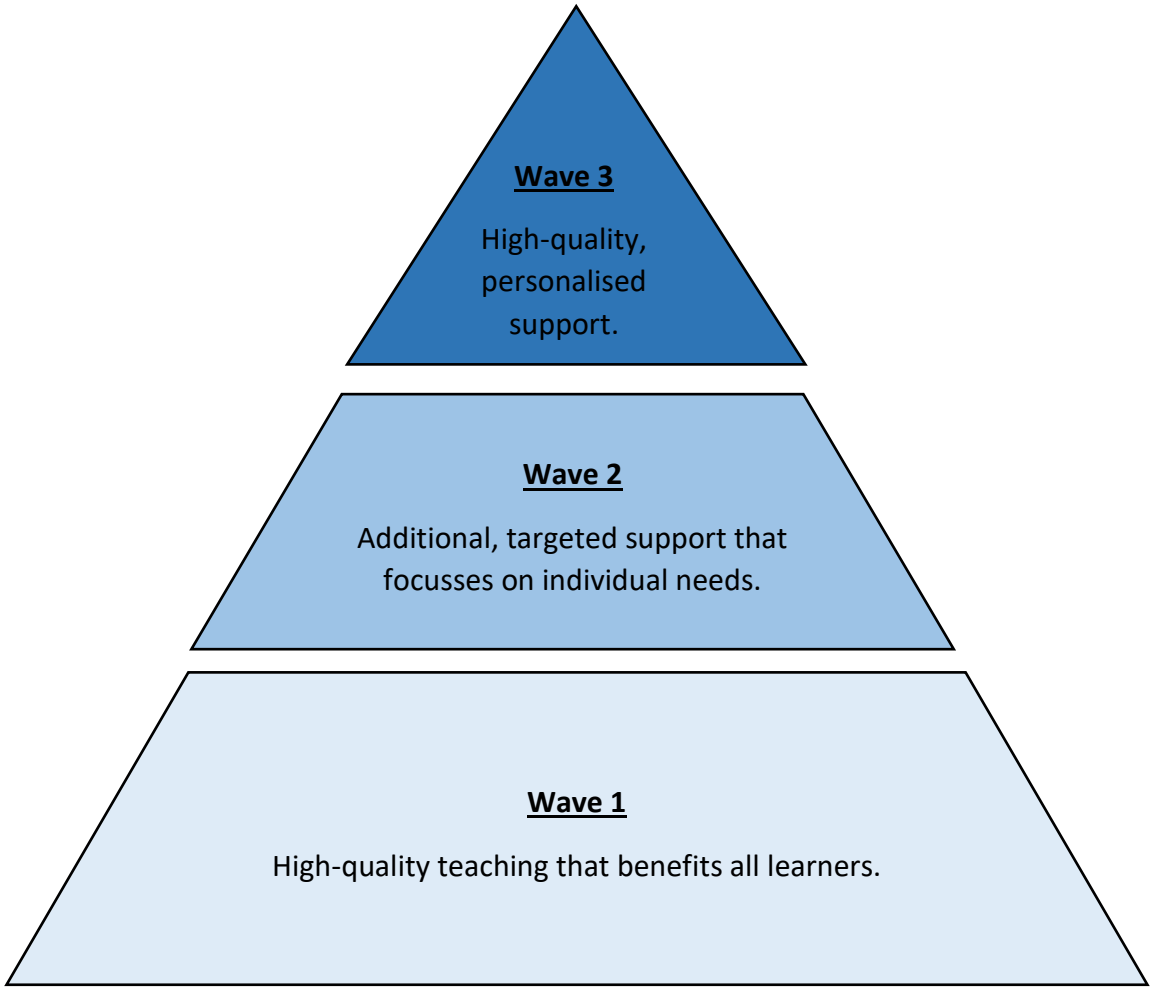
Transition towards adulthood:

- Significant emphasis is placed on making learning functional and lessons explore real-life possibilities and careers.
- Every unit of learning across the curriculum strives to provide the opportunity to apply learnt skills to real world situations.
- Developing our communication and interaction skills and achieving the maximum level of independence is always at the very core of our learning.

What is our approach to teaching children with SEND and how do we make adaptations to our curriculum?

At Landau Forte Academy Moorhead, all of our staff strive to have the highest possible expectations for all of the children that they work alongside, including those with SEND. Teaching practices are regularly monitored, reflected upon and improved with support of the SENDCO and Senior Leadership Team and all of the children are always pushed to *learn more, do more and remember more.*

Our teaching offer for all of the children at Moorhead is based upon the waved approach which is shown below and this is particularly relevant for our SEND learners too:



Wave 1 – Quality Teaching

- Inclusive classrooms, all classes use visual timetables
- Carefully planned and prepared activities which are accessible for all children
- Adapted activities, when required, to ensure that all learners can achieve the lessons' objective
- Scaffolds and supports to enable the completion of the lessons' main objective
- Instructions delivered in small, manageable chunks
- Verbal instructions complemented with visual support
- Careful consideration given to groupings and work partners
- Deployment of support staff to enable all learners to focus, engage and succeed

- Sensory breaks
- Communication aids

Wave 2 – Additional Targeted Support

- Small group or 1:1 support during lessons
- Daily, 1:1 reading sessions
- Small Read, Write Inc teaching groups
- Fresh Start – Read Write Inc programme
- Social skills sessions
- Collaborative play sessions
- Bespoke reward plans
- Talkabout
- Colourful semantics
- BLANK Level Questioning
- Attention Autism
- Soft starts
- Sensory breaks
- Physical literacy
- Individual Health Care plans
- Sensory Circuits
- Sensory tools including fidgets
- Use of individual timetables and 'Now and next' cards
- Communication boards
- Nellie
- ELSA interventions
- Drawing and Talking
- Lego Therapy

Wave 3 – Highly Personalised Support

- Speech and language support from external therapists and the completion of personalised plans
- Occupational therapy support from external therapists and the completion of personalised plans
- Observations and support from educational psychologists
- Support, observations and staff training from local SEND support services
- Work with high-quality, alternative provision providers

How do we ensure the continuing professional development of our staff to effectively meet the needs of our SEND learners?

The class teacher has responsibility for all the children in the class and is often supported by Learning Support Assistants (LSA). At Landau Forte Academy Moorhead, we believe that, 'every teacher is a teacher of SEND' and it is their expertise and training which will enable them to identify children in their class who have particular needs and offer effective support themselves or with the support of their LSA.

Every year, all of our staff have updated training on the school's processes and policies outlining how to effectively identify and support children with additional learning needs. Throughout the school year, it is the role of the SENDCO and Senior Leadership Team to evaluate our provision offer, staff confidence levels and knowledge and provide current training that can improve our provision even further. Should a child's provision needs develop or change during their time at Moorhead or a new child arrive with the need for provision which we don't currently offer, we will aim to quickly establish the knowledge that our staff need and find suitable resources and training providers to equip them with the necessary knowledge to deliver the required support.

Our strong relationships with external support providers are also key to developing our staff knowledge and expertise and these include:

- Derby Inclusion Partnership
- Derby Virtual School
- Educational psychologists
- Speech and language therapists
- Occupational and Physio therapists
- Specialist teaching and psychology services (STePS) – Visual, Hearing and Physically Impaired Teams and The ASD Team
- The Neurohub
- Social, emotional and mental health support from Compass Changing Lives and The Respect Collaboration
- The School Health Team and Continence Support
- The EBSNA Pathway through the attendance programme

How do we evaluate the effectiveness of our provision for learners with SEND?

The SENDCO, class teachers and school leadership team will use the Graduated Response process to evaluate the effectiveness of provision where earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. Parents, as well as the child when age and need appropriate, will be included in all aspects of this process to ensure that it is truly child-centred.

These periods of reflection and adaptation to provision will typically happen once per term and a child's personalised targets will be reviewed alongside academic achievements established from in-class assessments. At this point, class teachers will use their ongoing observations and assessments from the term to establish whether a child's personal goals have been achieved, need to be altered or need to be adapted completely in line with their needs and level of development. This process will be shared with the children and parents, during extended parents evening times for our SEND learners, or in other arranged meetings where appropriate.

Crucially, our provision can also be adapted more flexibly should the needs and the development of the child require it. One such instance would be if a child were to be granted an EHCP part way through a term. That child's level of provision and personalised targets would be immediately adapted and implemented to ensure that their health plan was being followed accurately and consistently.

How are learners with SEND able to engage with their peers in all aspects of the school day?

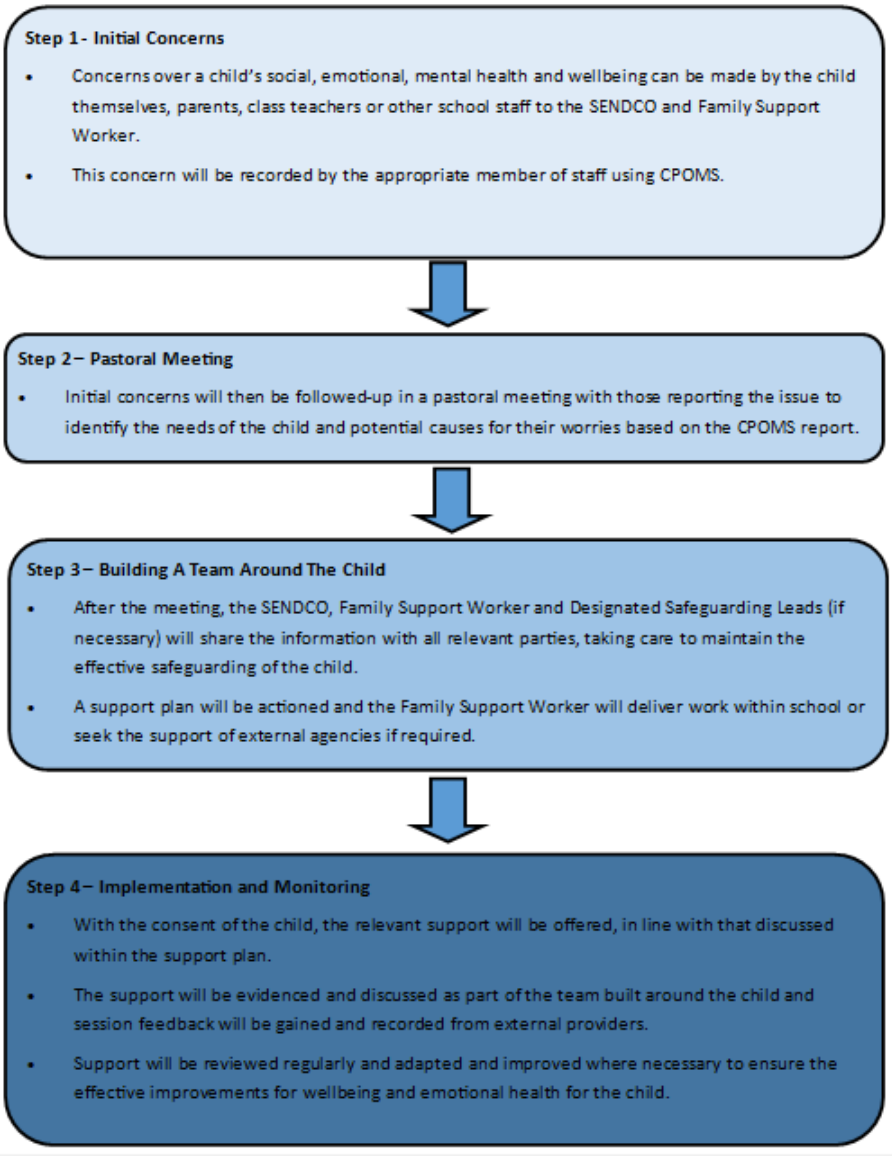
Inclusion is at the forefront of everything we aim to offer at Landua Forte Moorhead. Our SEND learners are fully included within our broad and balanced curriculum offer and all children are able to access our additional enrichment opportunities too.

Within the classroom, teachers carefully consider their classroom environments, work tasks and expectations to ensure that all children are empowered to learn, be happy and feel safe. The support and provision that we offer our SEND learners is constructed so that they are included within the classroom, with their peers, as much as possible throughout the school day. Those children who do require access to additional support, will never receive it in the place of another offer from our curriculum.

During break times, lunch times and after school, all of our children are able to access the same environments and activities regardless of their need and this helps to foster our ethos that all children should be able to be brave, curious and kind. Throughout this academic year, all of our children will be able to offer additional experiences such as: music lessons, sports clubs and teams and the full range of our after-school curriculum offer. Careful consideration is given to the needs of each child wishing to access this provision and staffing arrangements and support plans will still be followed to allow everyone to be included.

How do we support emotional and social development for all our children, including those with SEND?

At Moorhead, we believe that pupils achieve best when they feel happy, valued and safe and we love to celebrate the children's successes with positive learning experiences. Sometimes though, children also experience some setbacks or challenges along the way and we are committed to supporting them through these times too. Although all children and their experiences are different, we often try to follow the approach outlined below to support our learners:



To effectively deliver our social, emotional and mental health support to all of our children, our SENDCO and Senior Leadership Team ensure that all staff receive the appropriate training to be able to effectively manage and support emotional and wellbeing needs.

We are proud to have and LSA trained as an ELSA – Emotional Literacy Support Assistant who is trained to support the emotional needs of children in school. We also have a number of LSA's who are trained in interventions such as Lego Therapy and Drawing and Talking. Some member of staff have / re also undertaking training around trauma and relational practice in school.

Where we need to supplement our staff expertise, we use external providers such as Compass Changing Lives and Bridge the Gap to offer further, early intervention support and counselling.

How do we safeguard our learners with SEND?

(KCSIE 247) Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration, these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

(KCSIE 248). Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) or the named person with oversight for SEND in a college.

Studies have shown that children with SEND are 3.8 times more likely to be neglected or physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused. In fact, findings show that 31% of children with SEND suffer abuse compared with 9% of the rest of the population. Further to this, children with SEND are also at a higher risk of experiencing multiple abuses and of enduring multiple episodes of abuse.

In order to get help when they the fear or experience abuse, we recognise and understand that children with SEND have significant additional barriers to overcome in comparison their peers. These include:

- Some children may not recognise the abuse
- Children might not be able to ask for help

- The child may rely on their abuser to meet their needs – making it even more difficult to speak out
- Parents and professionals may miss signs of abuse/neglect, mistaking them as part of a child's condition
- Professionals working with children with SEND may not be trained to spot the signs of abuse and neglect
- Children with disabilities and their families may feel isolated or without support due to a limited number of accessible services, meaning they may not know where to find help
- Abusers may try to excuse their behaviour, blaming it on the difficulties of caring for a child with SEND
- Professionals who work to support parents' ability to meet their child's additional needs may overlook parental behaviours that are not adequate
- Child protection professionals might not have the specialised skills to properly communicate with the child, or to accurately assess or understand a disabled child's needs.

At Landau Forte Academy Moorhead, measures are in place to ensure the effective safeguarding of children with SEND. This includes:

- An inclusive curriculum that is relevant and appropriate to meet the needs of all learners.
- Outstanding quality first social and emotional teaching through our whole school PSHE programme to teach children about how to keep themselves safe.
- Targeted social and emotional intervention programmes across wave 2 and wave 3 to build positive relationships with staff
- Explicit teaching of all social and emotional skills through the PSHE and life skills curriculum
- Use of non-verbal methods of communication to communicate when help is needed
- Worry monsters for children to communicate with staff using their chosen method
- Use of CPOMs to record concerns around welfare, safeguarding and behaviour of all children
- Regular pastoral meetings to discuss the welfare of SEND and vulnerable children
- Working in partnership with parents building close relationships with them to offer bespoke support
- Established links with external agencies (e.g. School Health, Derby and Derbyshire Safeguarding Board, Early Help, Compass Changing Lives) to enable rapid identification of changes in behaviour and presentation and enable effective early intervention

How can I compliment or complain?

Compliments are always greatly received and can be passed on either directly to staff and the SENDCo, or in the form of a letter to the Principal.

Due to the inclusive and parent friendly philosophy of our school, we enjoy excellent and mutually supportive relationships with the parents and carers of our pupils. Therefore, complaints are very rare indeed. However, our school does have a complaints policy which can be found on the school's website.

Where can I find further support?

Derby City Council Local Offer – Derby's SEND Local Offer - Derby City Council
Derby SEND Voice - Home | Derby SEND Voice
Derby SENDIASS – Derby SEND | Information & Advice Support Service (SENDIASS)
Derby Family Hub Directory - Synergy - Enquiry