



# LANDAU FORTE ACADEMY GREENACRES – S.E.N. Information Report

In line with the latest **Special educational needs and disability code of practice: 0 to 25 years** published in July 2014, please find attached the Information Report for Landau Forte Academy Greenacres, which is part of the Staffordshire County Council Local Offer for learners with Special Educational Needs and Disabilities.

Landau Forte Academy Greenacres is committed to providing every child with the best possible educational experiences so that they become successful lifelong learners. We aim to meet the needs of each individual child and ensure that they reach their full potential. The following is the Information Report that we, as a mainstream primary school, can offer to children in our setting. If you have any queries, please contact the SENCO, Mrs Poynton via the school office.

## 1. What are Special Educational Needs?

At Landau Forte Academy Greenacres School we use the definition for Special educational Needs (SEN) and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010-that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The four broad areas of need are:

- Communication and Interaction (e.g. autism spectrum condition and language disorders).
- Cognition and Learning (e.g. dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health (e.g. ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties).
- Sensory/physical (e.g. hearing or vision impairment)

## **2. How does Landau Forte Greenacres know if my child needs extra help and what should I do if I think my child may have special educational needs?**

If you are concerned about any part of your child's education, please speak to the class teacher about your concerns. Alternatively, you can contact the SENCo, Mrs Poynton, via the school office, 01827 300490.

At Landau Forte Greenacres, we regularly assess the children in their learning through teacher assessments, in daily lessons, weekly and at the end of topics. Pupil progress is also monitored every half term as a whole school policy. Lack of progress does not mean that your child has special educational needs but can indicate that they are struggling with their learning. If we find that your child is finding a particular area difficult, the teacher should discuss this with you and may put in some intervention to support your child in their learning. This will also be discussed with the SENCO. If your child still finds an area difficult, they may ask you to attend a meeting to discuss the success of this intervention and how we can further support your child. It may also be discussed whether it is appropriate to refer to an outside agency for extra support and advice. Any referral will always be agreed with the parent before it is made.

We cater for all types of Special Educational Need and aim for all children to be included within our school. For specific questions, please contact the SENCO.

For those children who already have outside agency involvement or an Education Health Care Plan (EHCP), the intervention and support that they receive will continue.

## **3. How will Landau Forte Greenacres staff support my child?**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. Pupils with a special educational need or disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.

Class teachers assess each child's progress every half term. The SENCO oversees the progress of children identified as having a special educational need or those who require intervention to support their learning. Once every term, teachers will review targets that have been set for children, monitoring progress towards these targets, and inform parents of the progress that they have made. If it is deemed appropriate, new targets may be set, new teaching methods may be planned to teach the same targets or skills, or an outside agency referral may be made. It is the teacher's role to plan and assess for intervention within the classroom, with support from the SENCO as and when required. If outside agencies are involved, the SENCO will oversee the programme that they have put in place and liaise to ensure that we are meeting the needs of the child. Examples of support that will be offered throughout the school are as follows;

### **Support for children with Communication and Interaction difficulties**

- Each classroom has a visual timetable for the children to access. Where appropriate, individual timetables are also used to support children.
- Social group
- Support from Behaviour Support or Tamworth Boxing club
- Individualised programmes of study followed by staff, supplied by Speech and Language Therapists
- Individual programmes of study where required

#### **Support for children with Cognition and Learning difficulties**

- Phonic support groups
- Reading support groups
- Writing support groups
- Maths support groups
- Toe by Toe
- Code reading scheme
- Individual programmes of study where required

#### **Support for children with Social, Emotional and Mental health difficulties**

- Home/ school link book
- Social groups
- Support from Behaviour Support or Tamworth Boxing club

#### **Support for children with Sensory and/ or Physical difficulties**

- Accessible building and environment
- Disabled toileting facilities
- Liaison from outside agencies
- Resources to aid learning e.g. writing slopes, seating plan etc...

#### **Education, Health and Care Plans (EHCPs)**

For a small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot be reasonable be provided from within the school's own resource, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health, and Care Plan (EHCP) being provided.

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education Health and Care Needs Assessment if:

- the child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN;
- the child has a disability which is lifelong and which means that they will always need support to learn effectively;
- the child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

**Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not mean that a child needs an EHC Plan.**

If the application for an EHC Plan is successful:

- a SEND worker will be allocated and will call a TAC (Team Around the Child) meeting for parents, the child (where applicable) and the school, together with any health or social care professionals who are involved with the child;
- the meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face;
- following the meeting the Local Authority will produce the EHC Plan which will record the decisions made at the meeting;
- the plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

#### **4. How will the curriculum be matched to my child's needs?**

At Landau Forte Greenacres, teachers use a wide range of teaching styles to motivate, enthuse and capture the children's interests. Class work is clearly differentiated so that the level of work that your child is working at ensures that they reach their potential. Where necessary, your child may receive extra support with their learning, or may be encouraged to approach a task independently, encouraging them to become independent learners.

Work may be differentiated by the support that your child receives, by the task that they are given or by the level that they are expected to work at. Teachers at Landau Forte Greenacres receive regular training to ensure that they are up to date with both their teaching methods and current curriculum to ensure that your child reaches their potential. Please see the website for further details.

#### **5. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

In addition to termly parent's evenings, the mid-year report and the end of year report that you will receive, you can discuss any concerns or queries about your child's education at any time that is mutually convenient. Class teachers are usually available for parents/carers to speak to after school, or if you would like a more formal meeting, please arrange with the class teacher or via the school office. We encourage parents to discuss any problems or queries early so they can be resolved promptly.

Attainment and progress towards individual's identified outcomes on Learning Plans will be shared with, and discussed with, parents through termly SEN reviews.

In the event that you need to know more about your child's learning, behaviour or progress, a home/ school book can be supplied by the class teacher, where appropriate. In addition, extra support can be given to you as parents as to how you can help your child continue their learning at home or extra homework can be supplied.

Discussions at parents evening, and the opportunity at this time for you to look at your child's work, will allow you to be able to see the progress that your child has made. Any queries can be discussed at this time.

Termly curriculum overviews are available on our website and identify the learning that your child will be involved in at school. Class Teachers can offer suggestions for additional ways of supporting your child's learning at home.

## **6. How will you support my child's social and emotional needs?**

All children will participate in weekly PSHE lessons, which aim to provide pupils with knowledge, understanding and skills that they need to enhance their emotional and social knowledge and well-being. We also offer social groups for children that need support for other areas of their well-being. These run on a half termly basis and are tailored to the needs of the children within the group. It may be appropriate for your child to attend a social group for a short period of time, or for the academic year.

If your child has medical needs, medication can be administered with written permission from the parent and kept in a secure location within the school's reception area. Children who require medication on a regular basis will be required to have a Care Plan. This will be written by the SENCO in consultation with the parents/carers. For more complex needs, the school nurse, or other medical professional, will assist in writing the Care Plan and ensuring that the school is fully equipped to administer medications. All Care Plans are kept in a centrally located area within the school which all staff have access to. Staff directly involved with children with Medical Needs will also be informed of the children with Care Plans. A copy of the Care Plan will also be displayed within the child's classroom base.

Where appropriate, the wishes and feelings of the child will be sought and we encourage parents and teachers to discuss any requirements or preferences with the child to ensure that their needs are met as comfortably as possible.

## **7. Pupils with Medical Needs**

- Pupils with on-going medical needs will be provided with an Individual Health Care Plan, compiled in partnership with parents and if appropriate, the school nurse.

## **8. What specialist services and expertise are available at or accessed by the school?**

We pride ourselves on forming good relationships with outside agencies. Referrals can be made to any of the following;

- School Nurse/ Community Paediatrician
- Speech and Language Therapy
- Specialist Support Team
- Educational Psychologist
- EWO (Educational Welfare Officer)
- Autism Outreach Team
- CAMHS (Child and Adult Mental Health Services)
- as well as a host of other agencies.

## **9. What training are the staff supporting children and young people with SEND had or are having?**

We aim for all staff within the school to be trained and up to date in their practice. Whole school training has taken place on the Curriculum, Attachment disorders, and how to support pupils with dyslexia/Literacy/Moderate learning difficulties. Training of staff is an ongoing process and is monitored by the senior leadership team. All of our teachers hold qualified teacher status and all staff members, including TAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, and Speech and Language needs.

Enhanced training has been provided to the SENCo through attendance at the termly SENCo update and the National Award for Special Educational Needs Co-ordinators.

## **10. How will my child be included in activities outside the classroom including school trips?**

We aim for all children to be included in activities that are carried out both in and out of school. For those children with SEND, arrangements can be made to ensure that these children are able to access the activity. This may include support on a smaller ratio, or 1:1 where appropriate, attending an activity for a shorter period of time or with extra comfort breaks. Any special arrangements that are made will be done in consultation with parents and, where appropriate, the child. Any medical needs that are required to be taken into account will be planned when the Care Plan is written. In exceptional circumstances, where an activity is not deemed appropriate for a child, the parent or carer will be involved in this decision and alternative provision will be provided. Risk Assessments are carried out and procedures are put in place to enable children to participate in school activities.

## **11. How accessible is the school environment?**

Landau Forte Greenacres is a two form entry primary school and is accessible to wheelchairs. All areas are on one level and we have a disabled toilet in the main reception area. There are ramps to the three mobile classrooms and a disabled toilet in the year 2 mobile. There is a disabled parking spot marked and located close to the school building. The school Accessibility Plan plans for future improvements to the school.

## **12. How will Landau Forte Greenacres prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

We understand that periods of change can be unsettling for some children and plan inductions into our setting or as your child moves on with care and sensitivity. If your child is joining us in Reception at the beginning of their learning journey, they will have a short term, phased entry, as specified by our Reception 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, both with and without you. Additional visits can be arranged and a member of staff can also visit your child in their current setting, where required.

New Reception parents/carers are also invited to a meeting at the school where you will be provided with a range of information to support you in enabling your child to settle into the school routine.

If your child is joining us mid-way through the year or through their education, we aim to support their transition and will liaise with their current setting. Your child will be offered the opportunity to visit the school and spend time in their new classroom, and meet the members of staff that they will be working with. If you have a child with SEN please arrange a meeting with the SENCo to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

We have developed good relationships with other schools and with local secondary schools. If your child has special educational needs or requires extra support, all information will be passed on accordingly. Visits for yourself and your child can be arranged with support from Mrs Poynton. Please contact Mrs Poynton, SENCO, if you have any more questions in this area.

## **13. How are the school's resources allocated and matched to children's/young people's special educational needs?**

The school's budget is allocated according at the discretion of the Principal and senior leadership team. However, we allocate the budget in areas where there is the greatest need and aim to meet the needs of individual children through this.

We aim to ensure that we are well resourced and that the budget is spent to meet the needs of the individual. Please see the website for details of how the school allocates the Pupil Premium funding.

## **14. How is the decision made about what type and how much support my child/young person will receive?**

The decision about the type of support your child will receive will be made by the Senior Leadership team, the SENCO and the class teacher. Parents will also be consulted and their views and those of the child will be taken into account. If there are any outside agencies involved, their advice will

also play a pivotal role in support that is given. We believe that working collaboratively with professionals ensures that children reach their full potential and is the best way for us to meet their needs.

For children with an EHC Plan, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at the Annual review.

Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom. For further information, please see your child's class teacher.

#### **15. How are parents involved in the school? How can I be involved?**

At Landau Forte Greenacres, we welcome support from parents and value their views. All parents are encouraged to discuss any concerns that they may have with the class teacher, SENCO or member of the Senior Leadership Team. Please contact the office if you wish to arrange a meeting with any of these parties.

#### **16. How are children with SEN involved in their learning?**

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals. Where appropriate, we have conversations within school with children to:

- ascertain the child's strengths and difficulties;
- ascertain their preferred learning styles and aspirations;
- evaluate and write individual Learning Plans.

#### **17. Who can I contact for further information?**

For further information on any of the above, or if you have concerns about any area of your child's education, please contact your child's class teacher. Alternatively, please contact Mrs Poynton, Special Educational Needs Co-ordinator, via the school office. Mrs Poynton works part time and is non-class based. She is available on Monday, Tuesday and Wednesday (am only) during school hours. Arrangements can be made if you wish to meet with her outside of these hours.

For complaints, please follow the school's complaints policy, which can be found at, <https://lfatg.org.uk/wp-content/uploads/sites/7/2016/03/lfatg-procedure-complaints-march-2016.pdf>.

#### **18. Support Services for parents/carers of pupils with SEN.**

- Staffordshire Website <https://www.staffordshire.gov.uk/education/home.aspx>



- Staffordshire Connects <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
  - SEND Family Partnership Service (formally known as Parent Partnership) <https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
  - Council for disabled children <http://www.councilfordisabledchildren.org.uk/>
  - Independent Parental Special Education Advice (IPSEA) <https://www.ipsea.org.uk/>
  - British Dyslexia Association (BDA) <http://www.bdadyslexia.org.uk/>
  - Dyslexia Assist <http://dyslexia-assist.org.uk/>
  - National Autistic Society (NAS) <http://www.autism.org.uk/>
  - RNIB <http://www.rnib.org.uk/>
  - National Deaf Children's Society <http://www.ndcs.org.uk/>
  - National Careers Service <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>
- This is not an exhaustive list and other services are available.

#### **19. Information on where the Local Authority's Local Offer can be found.**

Staffordshire Local Authority have published their local offer, and this can be found on the Staffordshire Connects website. For further information, please visit <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

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