



LANDAU
FORTE
ACADEMY
GREENACRES

Policy Name	SEN Information Report
Date of Issue	October 2024
Author	C Poynton
Reviewed by	C Poynton
Date of next review	October 2025

Scope of the policy

This policy applies to Landau Forte Academy Greenacres

Purpose of the policy

To outline the SEND provision available at Landau Forte Academy Greenacres.

Policy Detail

How we identify and assess needs

How will you know if my child or young person needs extra help?

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 termly 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 SENDCo. 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.

Children with SEND are identified as early as possible and this is usually through these assessments and interventions, but also through comments or concerns brought to us by parents. These concerns may be about a pupil's general wellbeing, their profile against recognised characteristics of specific forms of SEND, as well as their academic progress.

At times, 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.

What should I do if I think my child or young person needs extra help?

If you are concerned about any part of your child's education, please speak to the class teacher about your concerns. Class teachers are usually available at the end of the school day or they can be contacted by email. The class teacher may then seek the involvement of the school SENDCo. Alternatively, you can contact the SENDCo, Mrs Poynton, via the school office, 01827 300490.

Where can I find the setting/school's SEND policy and other related documents?

[Assessibility-Plan-2024-2027.pdf \(lfatg.org.uk\)](#)

[Disability-Policy-February-2023.pdf \(lfatg.org.uk\)](#)

[Admission-Arrangements-Landau-Forte-Greenacres-25-26.pdf \(lfatg.org.uk\)](#)

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

All pupils will be provided with high quality teaching that is adapted 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 based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc.

The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support. Others are bespoke/personalised

approaches based on best practice guidance, for example social skills groups. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and

Language Therapists, Autism Inclusion Team and Occupational Therapists. In some cases these specialists might work in school with the child, or school staff might be provided with training and support from them to create bespoke support for the child.

Where additional levels of support are required, a personalised Learning Plan is created, which will outline the provision available to each child and will be available to parents. 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 SENDCo as and when required. If outside agencies are involved, the SENDCo 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 groups
- 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 our HOPE listening ear practitioners
- 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, pencil grips, seating plan etc.

How will the curriculum and learning environment be matched to my child or young person's needs?

At Landau Forte Greenacres, all class teachers take responsibility for meeting the needs of all learners in their class by using a wide range of teaching styles to motivate, enthuse and capture the

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children's interests. Class work is clearly scaffolded to ensure that your child reaches their potential. Work may be adapted 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. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. 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. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information.

All additional provision for pupils with SEND is overseen by the school SENDCo, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers and the SENDCo.

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 our website for further details.

How resources are allocated to meet children or young people's needs?

The school's budget is allocated 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. In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms, such as writing slopes, alternative seating etc. For those requiring provision additional to class based approaches, funding facilitates the school's 'menu' of intervention programmes. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, therapists etc.

If there is a need to apply for additional funding for pupils this is done by applying to the Local Authority for Education Health Care Plans (EHCPs).

How is the decision made about what type and how much support my child or young person will receive?

The decision about the type of support your child will receive will be made by the Senior Leadership team, the SENDCo 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 parents and professionals ensures that children reach their full potential and is the best way for us to meet their needs.

For children with an EHCP, 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 speak to your child's class teacher.

How will equipment and facilities to support children and young people with SEND be secured?

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays etc) to support pupils with SEND and the school SENDCo makes strategic

decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENDCo liaises with the relevant external advisory service (e.g. occupational therapy, Autism Inclusion Team) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing?

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 termly as a whole school policy.

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.

In addition to termly parent's evenings, the mid-year reports 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.

For learners with SEND, attainment and progress towards individual's identified outcomes on Learning Plans will be shared, and discussed, with parents through termly SEN reviews, and for children with EHCPs, an Annual Review will be held. As part of these plans, there are clear strategies for parents to follow at home to help implement the plan.

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.

How will you help me to support their learning?

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.

Targets on individual Learning Plans are shared and if there are activities you can do at home to support your child's learning, staff are happy to share resources to facilitate this.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

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 and Pupil Passports.

We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances,

pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

The school's SENDCo, along with the Principal and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.

Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

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 Health Care Plan is written, and reviewed.

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.

All staff are trained in safeguarding, and have completed relevant checks prior to working in school.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

All children 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.

Our SENDCo and Family Support Worker are both HOPE (Helping Our Pupils Emotionally) trained and they are able to offer a listening ear service. The school also has a team of support staff who are able to offer emotional and social support through individual and group work, and through Drawing and talking intervention.

How will you manage my child or young person's medicine or personal care needs?

The school has a policy regarding the administration and managing medicines on the school site. We also have an Intimate Care policy.

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.

If your child has medical needs, medication can be administered, with written permission from the parent/carer, and kept in a secure location within school.

Children who require medication on a regular basis will be required to have a Health Care Plan. This will be written by the SENDCo in consultation with the parents/carers. For more complex needs, the school nurse, or other medical professional, will assist in writing the Health 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 Health Care Plans. A copy of the HealthCare Plan will also be displayed within the child's classroom.

We would ask parents to make medical appointments out of school hours where possible, however, where this is not possible, parents are asked to inform school if a pupil has time off for medical appointments and we will record this absence as 'medical,' when proof of appointment is shared with school.

What support is there for behaviour, avoiding exclusions and increasing attendance?

As a school we use positive behaviour strategies that are followed by staff and pupils.

We have weekly and termly rewards.

Social stories are utilised to help explain rules and routines to those children with communication difficulties.

For children with particular behaviour issues, individual behaviour plans may be introduced. If necessary, support from external agencies will be sought.

Nurture groups and HOPE sessions are used to support positive behaviour choices and to resolve conflict.

The Principal and SENDCo work closely with parents to try to avoid exclusions.

[Behaviour-Policy-Sept-2023.pdf \(lfatg.org.uk\)](#)

How do you support children who are looked after by the local authority and have SEND?

The Principal and SENDCo work closely with all professionals involved in the care of all LAC. ePEPs are completed termly which include consideration of any additional needs. Appropriate support is provided in consultation with the Virtual School for Looked After Children.

Working Together

Who is involved in my child's education?

People involved in your child's education include:

- The class teacher
- Learning Support Assistants
- Lunchtime Supervisors
- Admin staff
- Principal, Mrs Bridge
- Deputy Principal, Mr Pratt
- Students on placement
- Volunteers in school
- Visiting specialists
- You, as the parent/carer
- SENDCo, Mrs Poynton

The role of the class teacher is to:

- Ensure adapted quality first teaching of all children
- Plan and assess scaffolded lessons
- Ensure every child is included in all lessons
- Use a range of strategies and resources
- Track the progress of every child and report to parents termly
- Liaise with all stakeholders involved with your child to ensure a holistic approach

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Our school is committed to working in co-operation with parents and all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported.

The SENDCo also shares any relevant professional advice with the Class Teachers and supports them to complete Learning Plans and Pupil Passports.

What expertise do you have in relation to SEND?

Our Special Educational Needs/Disability Co-ordinator (SENDCo) is a qualified and experienced teacher and holds the National Award for SENDCo.

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, Neurodiversity, and how to support pupils with 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 T.A.s, receive regular training to best support our pupils with SEND, for example in Literacy difficulties, Autism, and Speech and Language needs.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

We pride ourselves on forming good relationships with outside agencies. External Agencies which may be involved in supporting and assessing your child's needs, may include:

- School Nurse/ Community Paediatrician;
- Speech and Language Therapy;
- Specialist Support Team;
- Educational Psychologist;
- EWO (Educational Welfare Officer);
- Autism Inclusion Team;
- CAMHS (Child and Adult Mental Health Services);
- Occupational Therapy;
- GP;
- Malachi/Early Help Team;
- Hearing and Visual Inclusion teams.

Who would be my first point of contact if I want to discuss something?

If you are concerned about any part of your child's education, please speak to the class teacher about your concerns.

Who is the SEND Coordinator and how can I contact them?

Mrs Poynton, via the school office, 01827 300490.

What roles do your governors have? And what does the SEN governor do?

The school Governors receive termly updates on SEND within school, they ensure pupils with SEND are high priority within the school and are receiving the support they are entitled to.

Provision and outcomes for pupils who are SEND and/or are also Looked After are monitored by Mrs Eggleston as part of her Safeguarding responsibilities.

How will my child or young person be supported to have a voice in the setting, school or college? Our school councillors regularly hold whole class meetings to gather the views of all children. These views are fed back to the school council and the Principal, Mrs Bridge. The views of pupils with SEND are as important as the views of other children in this forum.

Mrs Poynton is visible in school and regularly talks to our pupils with SEND to check on their learning and well-being.

If your child has an EHCP their views will be sought before any review meetings.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to support their child's learning through regular reading, spelling practice and times tables practice, at home. The curriculum content is updated termly on our website and parents have the opportunity to talk to their child's teacher regularly.

Parents are encouraged to become Governors through a democratic process.

The school has an open door policy and always prioritises meeting parents should they request to do so.

Parents' Evenings provide opportunities for you to speak to class teachers and gain advice on how you can best support your child.

What help and support is available for my family through the setting?

Mrs Poynton, SENDCo, and Mrs McDonnell, Family Support Worker, are able to offer help and advice to parents and to signpost families to access the best support for their needs.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including 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/carers and, where appropriate, the child. Risk assessments are carried out regularly within school and prior to any off site activity to ensure everyone's health & safety. Any medical needs that are required to be taken into account will be planned when the Health 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.

Is the building wheelchair accessible?

- Fully Accessible
Partially Accessible

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 additional disabled toilets in the year 2 and year 5 mobiles. 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.

Are disabled changing facilities available? Yes
No

Are disabled toilet facilities available? Yes
No

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

How accessible is the setting's environment?

Pupils with SEND are supported to access all facilities by providing additional support from the class teacher or teaching assistant when necessary.

There is a sensory room on site which is available for use by identified pupils.

What forms of communication does the setting use to ensure inclusivity?

We monitor the languages spoken by families in our setting. We can use translation software to support communication with parents and can arrange for a translator to attend meetings when necessary.

We communicate with parents in a variety of ways:

Class Dojo Text message Phone Call Email e-Newsletter

Joining and moving on

Who should I contact about my child or young person joining your setting?

For information regarding admissions please contact the School Office on 01827 300490.

We welcome visits to our school and these can be arranged through the School Office.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published over-subscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

[Admission-Arrangements-Landau-Forte-Greenacres-25-26.pdf \(lfatg.org.uk\)](#)

How can parents arrange a visit to your setting, school or college? What is involved?

For information regarding admissions please contact the School Office on 01827 300490.

Open Days are offered to pupils starting in Reception classes, annually.

We welcome visits to our school for pupils wishing to join at any other time during the year; please contact the School Office to arrange.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible

If your child is moving to another school:

We welcome contact from the new school's SENDCo to ensure they know about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in all cases, a meeting will take place between the current and new teacher.

Transition booklets can be provided to support children to understand moving on if necessary.

Transition sessions are planned in advance of the new school year so children are familiar with their new classroom and teacher.

Transfer to Secondary School:

Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

If needed, specialist teams can provide a range of transition materials that can be used on a 1:1 basis or in small groups.

Additional Information

What other support services are there who might help me and my family?

- Staffordshire Website [Education - Staffordshire County Council](#)
- Staffordshire Connects
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- SENDIASS [SENDIASS SEND IASS - Staffordshire Family Partnership \(staffs-iass.org\)](#)
- 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.

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child, you should, in the first instance, approach the class teacher or the school's SENDCo.

If this does not solve your concern, please refer to the Trust's complaints policy.

[LFCT-T028-Complaints-Policy-and-Procedures-Policy.pdf \(lfatg.org.uk\)](#)

Policy Name	SEN Information Report
Changes Made	To align with Staffordshire SEND instructions
Date Made	October 2024
Made By	C Poynton
Principal	L Bridge

