



## **POLICY FOR INDIVIDUAL NEEDS**

### **College Philosophy**

Landau Forte College is committed to the principle that every student has individual needs and entitlement to the full curriculum. Landau Forte College has adopted a whole College approach to early identification, assessment and provision for students with individual needs. Appropriate differentiation of the curriculum will be planned by all tutorial staff working alongside the Individual Needs team utilising a range of strategies, resources and approaches. The Board of Governors recognises the need for appropriate resources including staff and accommodation for Individual Needs.

### **Role of the Director of Studies for Individual Needs**

- ◆ Day to day operation of the individual needs policy.
- ◆ Liaising with and advising fellow tutors and AOTs (Adults Other than Tutors)
- ◆ Co-ordinating provision for students with individual needs
- ◆ Maintaining the College's Individual Needs Register and overseeing records on all students with individual needs
- ◆ Liaison with external agencies
- ◆ Contributions to the continuing professional development of staff

### **Named Person**

Director of Studies     Mr Neil Holland

Governor                 Mrs Daphne Gould, OBE

### **Admissions to the College at Age 11**

The College shall ensure that pupils with Individual Needs are admitted on an equal basis with others in accordance with its admissions policy. The College is open to students who live in either Catchment Area 1 or Catchment Area 2 (see Admissions Policy for detail of catchment areas) and will cater for both genders and for students of all abilities, irrespective of ethnic origin, background or ability. Students of all abilities will be accepted, as will students who have learning difficulties and/or a physical or sensory impairment, reflecting the College's equal opportunities policy. Where the College is over subscribed for entry at age 11 then priority will be given to:

- (a) Looked after Children
- (b) Children who have a Statement of Special Educational Need and where the Academy is named.

Where a Local Authority proposes to name the Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure

compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the College shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.

In the event of any disagreement between the College and the Local Authority over the proposed naming of the College in a statement, the College may ask the Secretary of State to determine whether the College should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or carer of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

If a parent or carer of a child in respect of whom a statement is maintained by the Local Authority appeals to SENDIST either against the naming of the College in the child's SEN statement or asking the Tribunal to name the College, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision.

Where the Academy has consented to be named in a child's statement of SEN, or the Secretary of State or SENDIST have determined that it should be named, the College shall admit the child.

### **Provision**

The individual needs of students are met through a structured 'in class' learning support system and on an individual/small group withdrawal basis, entitling students to a fully inclusive education where appropriate.

### **Facilities**

Landau Forte College is accessible to all students – irrespective of disability. The College is built on two floors. Each of these floors provides level access for wheelchairs and a lift is available for movement between them. The College has customised toilet (including hoist), shower facilities and customised Science and Technology furniture for the disabled.

There is a full time nurse on site.

The Learning Support Centre, located on the ground floor, is staffed throughout the College day. This facility is for students who have identified individual needs (registered on the Code of Practice) for withdrawal, small group or 1:1 support.

### **Identification of Individual Needs**

The College policy on identification, assessment, monitoring and review procedures is in line with the proposals of the Code of Practice. Early identification is provided by the analysis of the results from the NFER non-verbal test results which are completed before entry. All other relevant information from the feeder primary schools is collated prior to the student's entry into Year 7. Appropriate group and individual diagnostic testing is used when required. Results from reading and Mathematics competency test as used to support early identification of students with individual needs.

## **Access to the Curriculum**

Access by students with individual needs to a balanced and broad-based curriculum is enabled through:

- a) Differentiation of work within learning groups whenever appropriate to meet the individual needs of students.
- b) Learning support for students with a specific individual need, by Tutors, Learning Support Assistants, Post 16 student support (Learning Advisors) and AOTs.
- c) Withdrawal time to work either on a 1:1 basis or within a small group.
- d) The resources available.
- e) Support and advice from outside agencies.

## **Inclusion**

Students with individual needs are fully integrated into the College curriculum with appropriate levels of support, maximising the level of inclusion.

## **Evaluation**

Successful implementation of the policy should be evident by:  
Progress made by the students in areas of self esteem and skills levels  
Support and effective communication between parents/carers, students and staff regarding the provision for students with individual needs

## **Continuing Professional Development**

Staff development will continue to support the high profile given to Individual Needs. Opportunity for information and training in new initiatives will be provided for college staff and AOTs, through in house training and / or external in service training.

## **Sources of Specialist Support available**

- ◆ Local Authority representatives, for example Statementing Officers
- ◆ Complex Case workers (alternative curriculum provision)
- ◆ Educational Psychologist
- ◆ School Health Service
- ◆ Occupational therapist
- ◆ Physiotherapist
- ◆ Speech and Language Therapist
- ◆ Social Services
- ◆ Rykneld Centre
- ◆ Ronnie McKeith Centre for Child Development
- ◆ Home Tuition Support Service
- ◆ Primary Special Needs Support Service
- ◆ Connexions Service
- ◆ Dyslexia Action

## **Partnership**

The importance of a partnership between parents/carers, students and College is fostered and valued. Parents/carers are welcomed into College and encouraged to discuss and participate in their child's learning. Parents/carers of all students will be kept informed of progress at all stages and where possible their opinion and advice will be sought along with the views of the student.

## **Transfer arrangements**

Prior to secondary transfer, consultation between the primary schools and the College will take place. For students with any of the four areas of need reflected in the TTA National SEN Specialist Standards (communication and interaction; cognition and learning; behaviour, emotional and social development; and sensory and / or physical needs) there is individual communication with feeder school(s) in order to aid transfer. All children with a Statement of Special Educational Needs will be visited by members of the Individual Needs team at their primary school. Additionally, primary school records are requested by the College to enable continuity and progression.

Liaison with Derbyshire Connexions Service and students with individual needs is managed by the Individual Needs team and the College's Careers staff.

## **Child Health/Safeguarding**

The designated teacher for Child Protection liaises with the Individual Needs team where appropriate on matters of Child Protection / safeguarding.

Reviewed: August 2008