

Fortis Academy: SEND Information Report



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This report is to be read in conjunction with the SEND Policy

Overview:

Applies to:	Fortis Academy
Staff member responsible:	Mrs C Tanner – AAHT SEND and Inclusion
Review committee:	Mrs C Tanner – SENDCo Mrs K Pritchard – Deputy SENDCo Mrs V Williams – Deputy SENDCo
Approval by:	Headteacher and The Academy Council
Review frequency:	Annually or sooner should the need arise
Date of approval:	September 2025
Date of review:	September 2026
Date of next review:	July 2027 (in preparation for September 2027)

1. Equal Opportunities Statement

At Fortis Academy, we continuously strive to ensure that everyone in our school community is treated with respect and dignity. Guided by our ethos of **enriching lives**, we are committed to building character, resilience and aspiration in every pupil. All pupils are given fair and equal opportunities to develop their full potential, with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. This policy is written in line with the following legislation and guidance:

- **Children and Families Act 2014**
- **SEND Code of Practice: 0-25 years (2015)**
- **Equality Act 2010** (duties on schools to make reasonable adjustments and eliminate discrimination)
- **The Special Educational Needs and Disability Regulations 2014**

2. Aims and Objectives

This SEND Information Report aims to provide clear, accessible information for parents, carers, pupils, and stakeholders about how the school identifies, assesses, and supports pupils with Special Educational Needs and Disabilities (SEND). Its purpose is to ensure transparency, promote inclusive practice, and demonstrate the school's commitment to meeting the needs of all learners in line with statutory requirements.

To achieve this, the SEND Information Report sets out how the school:

- Identifies and assesses pupils with SEND through observations, assessments, and external referrals.
- Provides and monitors a range of support and interventions to meet individual needs.
- Adapts teaching and the curriculum to ensure access for all pupils.
- Involves parents and pupils in planning, reviewing, and decision-making.
- Tracks progress and evaluate the impact of interventions to ensure positive outcomes.
- Ensures staff have the necessary training, expertise, and resources to deliver effective support.
- Works in partnership with external professionals and the Local Authority's Local Offer.
- Promotes equality of opportunity through accessible environments, inclusive activities, and reasonable adjustments.
- Provides clear processes for raising concerns or complaints related to SEND provision.

3. Compliance

This information report complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) and has been written with reference to the following guidance and documents:

- **Equality Act 2010: Advice for Schools** – DfE, February 2013
↳ *Last updated: 28 June 2018.* Supplemented by **EHRC Technical Guidance for Schools (England)**, updated **September 2023** and amended **July 2024**.
- **SEND Code of Practice: 0–25 years (2014)**
↳ *Still current statutory guidance.* Latest update on **12 September 2024**, adding SENCO mandatory qualification guidance. Linked to the *SEND and Alternative Provision Improvement Plan* (March 2023).
- **The Special Educational Needs and Disability Regulations 2014 (SEND Information Report Regulations)**
↳ *Still current statutory framework; no formal updates since 2014.*
- **Statutory Guidance on Supporting Pupils at School with Medical Conditions** – DfE, September 2014
↳ *Still in force.* Schools should also check for updates via health and safeguarding guidance. Often read alongside *Keeping Children Safe in Education* (updated annually, latest: September 2024).

- **Safeguarding Policy**
 - ↳ School-level document, updated annually. Must reflect the latest **Keeping Children Safe in Education** (KCSIE), *statutory guidance updated September 2024*.
- **Accessibility Plan**
 - ↳ Required under the Equality Act 2010. Plans should be reviewed and updated every 3 years. Schools must also now consider **digital accessibility** and online learning access (EHRC guidance 2023/24).
- **Teachers' Standards (2012)**
 - ↳ *Still current*. Forms part of statutory framework for teaching and continues to underpin expectations for inclusive practice.

4. What can I expect from Fortis Academy if my child has special educational needs?

At Fortis Academy, our priority is that every child feels safe, happy, and valued at school. We are committed to inclusion and strive to ensure that all students reach their full potential — personally, socially, emotionally, and academically — regardless of gender, ethnicity, social background, religion, sexual identity, physical ability, or educational needs.

This SEND Information Report outlines how we support students with additional needs. It is not an exhaustive list, as our approaches, skills, and resources are continually developed and adapted to meet the needs of individual learners.

Open and honest communication

Our Special Educational Needs Coordinator (SENCo) is **Mrs Carrie Tanner**. She is responsible for:

- Coordinating support for students with SEND and ensuring a consistent, high-quality approach across the school.
- Working closely with parents and carers, ensuring you are:
 - involved in your child's learning,
 - kept informed about the support they receive, and
 - part of the process of reviewing their progress.
- Liaising with outside professionals such as Speech and Language Therapists, Educational Psychologists, Pupil and School Support Service, and the Communication and Autism Team.
- Maintaining the school's SEN Register and Provision Map to ensure staff have up-to-date information on students' needs and progress.
- Supporting teachers and support staff to plan and deliver effective provision so that students with SEND make the best possible progress.

Types of Special Educational Needs supported at Fortis Academy

We provide support for students with a wide range of needs, in line with the four broad areas of need set out in the SEND Code of Practice (2015):

1. Communication and Interaction

- a. e.g., Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN)

2. Cognition and Learning

- a. e.g., Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties

3. Social, Emotional and Mental Health (SEMH)

- a. e.g., Attention Deficit Hyperactivity Disorder (ADHD), emotional regulation difficulties, mental health needs

4. Sensory and/or Physical Needs

- a. e.g., Hearing or Visual Impairment, physical disability, medical needs

Our aim is to identify needs early, provide appropriate support, and ensure that every student is able to access learning and thrive as part of the school community.

4. How does Fortis Academy identify and assess pupils with SEND?

At Fortis Academy, we believe that early identification is key to providing the right support. We work closely with primary schools to gather information about students with SEND before they join us, to ensure a smooth transition.

When students start in Year 7, all pupils complete assessments in reading, comprehension, and subject baseline tests. This helps us to identify those who may need additional support, alternative curriculum pathways, or targeted interventions.

Throughout Key Stages 3 and 4, teachers and support staff closely monitor progress. If a student is not making expected progress, or if concerns are raised by staff, parents/carers, or the student themselves, we follow a clear process:

- Concerns are raised with Progress Leaders, subject leaders, or the SENCo.
- Discussions take place with parents/carers to explore needs and agree strategies.
- Assessments and observations are carried out to identify barriers to learning.
- Where appropriate, referrals are made to external professionals (with parental consent).

We use a range of evidence to assess whether a student has SEND, including:

- Teacher observations and feedback
- School-based test results and progress data
- Information from parents/carers and the student themselves
- Transition information from previous settings
- Specialist assessments or reports from external agencies (e.g., Educational Psychologists, Speech and Language Therapists, medical professionals)

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Once a need is identified, we follow the **graduated approach** set out in the SEND Code of Practice:

Assess → Plan → Do → Review.

This means we:

1. Assess the student's needs.
2. Plan the most appropriate support and interventions.
3. Deliver the support.
4. Review progress with the student, parents/carers, and staff, making changes where necessary.

Our aim is always to work in partnership with families, ensuring that every student receives the right support to make progress and achieve their potential.

5. How does Fortis Academy support transition of SEND students?

From Year 6 into Year 7

We understand that moving from primary to secondary school can be a big change, especially for students with SEND. At Fortis Academy, we plan carefully to make this transition as smooth as possible.

During the summer term before admission:

- Our Inclusion Team visit feeder primary schools to share information, meet with staff, and arrange additional visits where needed.
- We meet with the young person and their parents/carers to talk about their needs and answer any questions – at transition coffee mornings or arranged meetings.
- We attend Year 6 reviews or placement meetings, where possible.
- We provide a transition booklet to help the young person become familiar with our school.
- We read reports from professionals who have supported the child to ensure the right support is in place from day one.
- We arrange extra transition visits for students with SEND (two additional visits are scheduled each year).

Moving Between KS3 (Y9) into KS4 (Y10)

When students move from one key stage to the next, we support students and parents with their GCSE option choices, discussing the most suitable subjects for each individual child's needs.

Moving to a New School or Post-16 Provider

When students move on from Fortis Academy, we:

- Hold a person-centered review (where an EHCP is in place) and invite key staff from the new school or post-16 provider.
- Share detailed information about how the young person learns best and the support they require.
- Arrange additional visits to the new setting, supported by a member of our staff if needed.
- Talk to the young person and their family to answer questions, offering reassurance and liaising directly with the new setting.

Admissions

In line with statutory requirements, any child with an Education, Health and Care Plan (EHCP) that names Fortis Academy will be offered a place.

This admission is prioritised above other applications, as the school is legally required to meet the needs outlined in the EHCP.

Fortis Academy will have received a consultation form from the local authority where the child's EHCP is reviewed.

Fortis Academy will then send their formal response to the consultation stating whether the provision detailed in Section F of the EHCP can be met at our setting, with supporting evidence as rational to schools' response.

Fortis Academy welcomes applications from disabled pupils and does not discriminate against disabled children in relation to admissions. Admissions are made in accordance with the Academy's published admissions arrangements and the requirements of the Equality Act 2010. Reasonable adjustments are considered to ensure disabled pupils can access education on an equal basis with their peers.

6. How does Fortis Academy assess, review, and evaluate the progress of pupils with SEND?

At Fortis Academy, we are committed to ensuring that the support we provide for students with SEND is effective and leads to positive outcomes. We regularly monitor both in-school provision and support from external specialists, and this is built into our whole-school quality assurance and performance management systems.

Monitoring and assessing provision

The quality and impact of SEND support is evaluated through:

- **Learning walks, lesson observations, and book reviews** to check teaching and learning.
- **Teaching Assistant observations** to ensure classroom support is effective.
- **Quality assurance of interventions** to track whether they are achieving their intended outcomes.
- **Assessment tracking and provision maps** to monitor the support students have received, are receiving, and what is planned next.

Teachers regularly assess students through classroom marking, questioning, and formal assessments such as curriculum tests and standardised assessments. For students following targeted programmes or interventions outside the classroom, **individual targets** are set and reviewed at least three times a year during scheduled SEND review days.

Reviewing progress

Student progress is shared and discussed through:

- **Parent evenings** and written reports outlining subject-based interventions.
- **Person-centred review meetings**, interim meetings, phone calls, or teacher feedback when closer monitoring is needed.
- **Collaboration between staff**, ensuring good practice and concerns are shared quickly across teachers, teaching assistants, and parents.
- **Teaching Assistants' input**, using their person-centred knowledge to provide consistent support across subjects.

Working with external agencies

Where appropriate, we involve external specialists to provide further assessment and guidance, always with parent/carers consent:

- **Educational Psychologists** and **Language, Learning and Strategic Support Team (LLSS – previously PSS)** – supporting EHCP assessment requests.
- **Communication and Autism Team (CAT)** – providing advice and support following formal diagnosis or for those on the waiting list for an assessment via the Birmingham Neuro Developmental Pathway (NDP).
- **Speech and Language Therapy Team (SALT)** - supports students with communication and language difficulties, including speech clarity, understanding and using language, social communication skills. Support can also be given as supporting evidence for EHCP applications.
- **Health professionals** – including the School Nurse, GP, or Children's Mental Health Services (Forward Thinking Birmingham) for medical or mental health needs.
- **Pastoral teams** – including Pastoral Managers, Progress Leaders, the SENCo, Designated Safeguarding Lead, and Attendance Manager meet regularly to discuss and review social, emotional, or mental health concerns.

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Through this joined-up approach, Fortis Academy ensures that the support each child receives is **regularly assessed, carefully reviewed, and adapted** as needed to meet their individual needs and help them achieve the best possible outcomes.

7. How does Fortis Academy teach and support pupils with SEND?

At Fortis Academy, we are committed to ensuring that all students achieve their full potential. Teachers set **high expectations for every student** and regularly assess progress. If a student is making less than expected progress given their age and circumstances, **Quality First Teaching** (universal provision in line with the Ordinarily Available Guidance Local Authority document), is the first response, with targeted strategies and classroom interventions closely monitored and reviewed.

Where progress continues to be below expectations, subject teachers work closely with key staff, the student, and parents to carry out further assessments and identify additional support.

Curriculum and learning environment adaptations

We personalise the curriculum and learning environment to meet individual needs:

- **Lesson planning and differentiation** – Teachers plan lessons that are accessible to all students, adapting content, resources, or presentation as needed (e.g., enlarged worksheets for visually impaired students).
- **Teaching Assistants** – Work with teachers to adapt lessons and provide additional support to ensure all students can access the curriculum.
- **Ability-based grouping** – In subjects like English and Maths, students may be grouped by ability or reading age to ensure lessons are pitched appropriately.
- **Smaller classes** – Some students are placed in smaller classes to support their social, emotional, or academic needs.
- **Targeted interventions** – Students may receive additional support through interventions identified via the school's assessment and review processes.

Physical accessibility and personalised support

- Students with physical disabilities can access mainstream lessons via ramps, adapted toilets, and risk-assessed pathways. Timetables and classroom locations are adjusted to ensure accessibility despite the lack of lift facilities.
- Additional strategies include **time-out passes, exam access arrangements, specific seating plans, personalised strategies, and coloured overlays**.
- Students can access the **Inclusion Hub** to support reintegration into mainstream lessons when needed.

Facilities Available for Disabled Pupils

At Fortis Academy, we are committed to ensuring that pupils with disabilities can access education, facilities and wider school life safely and effectively. We work proactively with pupils, families and external professionals to identify and implement reasonable adjustments that promote independence, participation and achievement.

To support pupils with disabilities, the Academy provides:

- **Accessible toilet facilities** to meet the needs of pupils with physical disabilities, medical conditions and personal care requirements.
- **Medical support and facilities**, working closely with healthcare professionals and families to ensure that pupils with medical needs can access education safely and receive appropriate support throughout the school day.
- **Timetable adjustments** where required to support accessibility, physical mobility, medical needs, emotional wellbeing or successful access to the curriculum.
- **Personalised evacuation arrangements**, including Personal Emergency Evacuation Plans (PEEPs) and individual risk assessments where appropriate, to ensure the safety of all pupils during emergency situations.
- **Specialist equipment and assistive technology**, including iPads, laptops, accessibility software, coloured overlays and equipment recommended by specialist support services to promote access to learning and independence.
- **Adapted classroom locations and rooming arrangements** to ensure pupils with physical, sensory or medical needs can access lessons and facilities safely, taking into account mobility, environmental and individual accessibility requirements.
- **Support from external specialist services**, including Physical Disabilities Support Services, Visual Impairment Services, Hearing Impairment Services and other professionals who provide advice, training and recommendations to enhance accessibility.

Through these arrangements, Fortis Academy strives to remove barriers to participation and ensure that pupils with disabilities are able to access the curriculum, wider opportunities and all aspects of school life alongside their peers.

SENDing Students Soaring: Teacher Planning Tool

Planning & Preparation (before the point of teaching):

- Review SEND Pupil Passports.
- Ensure your seating plan is fit for purpose.
- Resource appropriately - e.g. work on yellow paper, increased font size etc.
- Review lesson resources and anticipate areas of difficulty - plan to reduce and/or overcome these.

Exit Task (5-10 minutes):

- Return to the learning question.
- Plan a short, simple task that assesses what pupils have learnt. Use this to inform future planning.
- Use the 'quick question' feature on Showbie or Socrative - if appropriate - to provide you with immediate information you can use in your next lesson.

Independence (20 minutes):

- Ensure the task asks students to apply the same skills that were modelled in the WAGOLL phase.
- Provide scaffolds for the whole class (if appropriate, e.g. when attempting a task for the first time).
- Plan scaffolds for individuals - who will need additional support when working independently and what will this look like?
- Circulate and live mark students' work, prioritising SEND and disadvantaged.
- Be prepared to stop the class if misconceptions emerge.



WAGOLL & Success Criteria (5 minutes):

- Provide a worked or partially worked example.
- Avoid the split-attention effect by asking students to put their pens down, look and listen.
- Make explicit links to the Success Criteria by thinking aloud.
- Pause at key points to ask students: What have I done? Why have I done it? What am I going to do next?

Engage (10-15 minutes):

- Ensure the Engage task is accessible so students experience a quick win.
- It should require minimal input from the teacher.
- Use this time to circulate and reinforce routines (e.g. "Underline your date and title with a ruler").
- Use Socrative - if appropriate - to provide you with immediate information you can use in the lesson.

Enquire & Explore (10 minutes):

- Frame new learning as a question.
- Link new knowledge to previously taught knowledge.
- Break concepts down into small, manageable chunks.
- Keep instructions clear and concise.
- Consider the reading demands involved and provide scaffolds (written, verbal and visual).
- Check understanding, including targeted cold calling of SEND students.



8. What additional support is available for pupils with SEND?

At Fortis Academy, some students may need **additional support beyond the Universal Provision and Quality First Teaching** provided in the classroom. Where this is required, we work in partnership with parents/carers and the student to identify and implement the most appropriate interventions, support, or curriculum adaptations to meet their needs.

Support may include:

Cognition and Learning

- **Pupil Passport (One Page Profile) for pupils on Wave 3 / Wave 4 support** - to highlight pupils' strengths and needs, detailing reasonable adjustments and adaptations for teaching staff to implement to support the individual pupil.
- **Reading and phonics programmes** - Fresh Start (Phonics) / Magraw Hill Reading / Sparx Reader / IDL Literacy
- **Numeracy** – IDL Numeracy / Sparx maths
- **Precision Teaching**
- **Colour overlays / Books / accessibility settings on iPads**
- **Allowances to complete all work digitally on pupils iPads**
- **In-class support**
- **Homework clubs**
- **Exam access arrangements**
- **Alternative curriculum pathways** for KS3 & KS4
- **Referrals/assessments** via Language, Learning and Strategic Support Team (LLSS) / Speech and Language Therapy (SALT) - assessment and reports with targets.

Social, Emotional and Mental Health (SEMH)

- **Pupil Passport (One Page Profile) for pupils on Wave 3 / Wave 4 support** - to highlight pupils' strengths and needs, detailing reasonable adjustments and adaptations for teaching staff to implement to support the individual pupil.
- Support from the school's **Behaviour Management Team / Making a Difference Team**
- **On site mental health support** - with referral from Safeguarding.
- **SEMH Interventions** – Thrive / The Anxiety Gremlin / CBS / Anger Management
- **Health Exchange mentoring**, peer mentoring, and academic mentoring by Progress Leaders
- **Lunch club** and support from the **SEND Pastoral Manager** or **Pupil Welfare Officer**
- Referrals to **Forward Thinking Birmingham (CAMHS) / Early Help services / Compass**
- **STICK referrals** for targeted support
- **Educational Psychology** referral.

Speech, Language and Communication Needs (SLCN)

- **Pupil Passport (One Page Profile) for pupils on Wave 3 / Wave 4 support** - to highlight pupils' strengths and needs, detailing reasonable adjustments and adaptations for teaching staff to implement to support the individual pupil.
- **Friends Resilience** intervention.
- **Talkabout** intervention.
- **Black Sheep Press** intervention.

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- **Speech and Language Link** (Secondary) intervention.
- **NHS Speech and Language Therapy** support – assessments and reports with targets.
- **Communication and Autism Team (CAT)** - assessment and report with targets.

Sensory and/or Physical Needs

- **Pupil Passport (One Page Profile) for pupils on Wave 3 / Wave 4 support** - to highlight pupils' strengths and needs, detailing reasonable adjustments and adaptations for teaching staff to implement to support the individual pupil.
- Support from external agencies, e.g., **Physical Disabilities School Support (PDSS), Visual Impairment (VI) Team, Hearing Impairment (HI) Team**
- Individual resources or aids recommended by specialist sensory support teams
- Reasonable adjustments to timetables or classroom environment
- Touch typing training
- Travel training

Teaching Assistants

Teaching Assistants are deployed across faculties to:

- Lead **Wave 2 and Wave 3 interventions**
- Provide **1:1 support** where required – it is important to note that 1:1 support is not available within mainstream secondary settings, and EHCP funding (unless specifically stated) does not facilitate this.
- Ensure **consistency of support** and maintain student-specific knowledge across the curriculum

Monitoring and Review

The impact of all interventions is **monitored and reviewed at least termly**, and always in collaboration with parents/carers and the student.

Working with Outside Agencies

Fortis Academy works with a wide range of external agencies to provide:

- Support, training, and advice for staff
- Assessment and guidance for students
- Expertise to ensure that the needs of all learners are met

We always consult parents/carers before making any referral and seek the views of the student to ensure support is appropriate and personalised.

9a. How does Fortis Academy enable pupil with SEND to take part in school activities alongside their peers?

At Fortis Academy, we believe that every student should have the opportunity to participate fully in school life, including trips, performances, extra-curricular activities, and social events. We are committed to ensuring that pupils with SEND are included in all aspects of school life through effective planning, reasonable adjustments, staff training and personalised support.

To make this possible, we:

- Plan carefully and make **reasonable adjustments** on an individual basis to remove barriers and ensure inclusion. Adjustments may include adapted resources, assistive technology, alternative methods of recording work, seating plans, learning breaks, time-out passes, exam access arrangements and personalised timetables.
- Use **adaptive teaching** strategies in lessons and wider activities, ensuring that information, tasks, communications and expectations are adapted to meet individual needs and allow all pupils to participate successfully.
- Work in partnership with parents/carers, young people and relevant professionals to understand personal circumstances and make appropriate arrangements to support participation and inclusion.
- Provide additional support from Teaching Assistants where needed, for example during school trips, enrichment activities, residential visits or wider school events.
- Ensure all staff receive regular **SEND training** on inclusive practice, adaptive teaching, autism, ADHD, SEMH, dyslexia and other areas of need, enabling them to support pupils effectively across all aspects of school life.
- Maintain clear **anti-bullying procedures** and promote a culture of respect and inclusion. Any incidents of bullying, including disability-related bullying, are investigated promptly and appropriate support is provided to ensure pupils feel safe and valued.
- Provide a range of **accessibility arrangements**, including ramps, adapted toilet facilities, specialist equipment, accessible learning resources and environmental adaptations to support pupils with physical, sensory or learning needs.
- Collaborate with external agencies to ensure pupils with specific needs (for example visual impairments, autism, physical disabilities or medical needs) can access wider opportunities both within school and across the local community.
- Complete **individual risk assessments** where required for pupils whose needs require additional planning or support. Risk assessments are developed in consultation with parents/carers, pupils and

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professionals to ensure safe participation in learning, visits, enrichment activities and the wider school environment.

Many of our students with SEND enjoy and take part in:

- Annual school events such as the Year 11 Prom, Awards Evening, concerts and residential experiences.
- Weekly extra-curricular opportunities, including sports clubs and other enrichment activities.
- Educational visits and off-site activities, with reasonable adjustments and additional support provided where necessary to ensure full participation alongside their peers.

Through this inclusive approach, we ensure that students with SEND can engage in the same broad range of experiences as their peers, building confidence, social skills, independence and a strong sense of belonging within the school community.

9b. Accessibility Plan

At Fortis Academy, we are committed to ensuring that all pupils, regardless of need or disability, can access a broad, balanced and ambitious curriculum. We achieve this through high-quality adaptive teaching, reasonable adjustments and personalised support tailored to individual needs.

Our approach includes:

- Adaptive teaching strategies that enable all learners to access teaching, learning and assessment through appropriate scaffolding, differentiation and personalised support.
- The use of assistive technology, including iPads, laptops, accessibility software, coloured overlays and other specialist equipment where appropriate.
- A range of targeted interventions to support pupils' cognition and learning, communication and interaction, social, emotional and mental health, and sensory and physical needs.
- Ongoing staff training and professional development to ensure all staff have the knowledge, skills and confidence to meet the needs of pupils with SEND effectively.
- The use of Pupil Passports, specialist advice and regular review processes to ensure provision remains appropriate and responsive to changing needs.

Improving the Physical Environment

Fortis Academy continually reviews and develops its environment to ensure that pupils with disabilities can participate fully in school life and access all areas of the academy safely and independently wherever possible.

We support accessibility through:

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- Step-free access to key areas of the school through the use of ramps and accessible routes.
- Accessible toilet facilities for pupils with physical disabilities and medical needs.
- Individual evacuation arrangements and Personal Emergency Evacuation Plans (PEEPs), where required, to ensure the safety of all pupils during emergency situations.
- Appropriate classroom allocation, risk assessment and environmental adjustments to meet individual physical, sensory or medical needs.
- Access to specialist equipment and support recommended by external agencies.

Improving Access to Information

Fortis Academy is committed to ensuring that information is accessible to all pupils, parents, carers and stakeholders.

This may include:

- Providing information in large print where required.
- Making information available in electronic formats to support accessibility and ease of access.
- Using clear, accessible communication methods tailored to individual needs.
- Working collaboratively with families and external professionals to identify and implement alternative communication approaches where appropriate.
- Ensuring key school information, policies and SEND documentation are available and accessible to the wider school community.

Through these arrangements, Fortis Academy seeks to remove barriers to learning, participation and achievement, enabling all pupils to thrive as valued members of the school community.

10. How are staff trained to deliver provision of equipment to support pupils with SEND.

At Fortis Academy, we are committed to ensuring that **all staff have the knowledge, skills, and confidence to support pupils with SEND**. This is achieved through a combination of training, guidance, and access to specialist equipment.

Staff training

- **Whole-school CPD:** Half-termly sessions on inclusive practice, adaptive teaching, and SEND updates.
- **Targeted training:** Bespoke sessions on specific needs such as autism, ADHD, dyslexia, sensory impairments, and SEMH.
- **Induction training:** All new staff receive training in school SEND systems, including the use of **Pupil Passports** and **Individual Plans**.

- **Ongoing professional development:** Staff are encouraged to attend external training courses, and specialist services provide in-school training as needed.
- **In-service training:** Focuses on effective teaching and learning for all students, ensuring lessons are inclusive and accessible.
- The **SENCo and Inclusion Team** deliver regular termly training for trainee and newly qualified teachers, as well as whole-staff briefings to update colleagues on national, local, and student-specific SEND developments.

Individualised support

- When an **external specialist** is working with a student, meetings are arranged with key staff to share strategies and guidance tailored to that student.
- This ensures staff have the skills and knowledge to **implement interventions consistently and effectively**.

Equipment and facilities

- Resources and learning materials are carefully selected to suit different learning styles, abilities, and needs, and are **regularly audited and updated**.
- The SENCo liaises with **external support services** to secure specialist equipment for students with learning, sensory, or physical needs.
- Staff receive **training and guidance** on the use of specialist aids, which may include hearing aids, writing slopes, pen grips, wobble cushions, laptops, iPads, and other assistive technology.

Monitoring impact

- The Assistant Headteacher overseeing Teaching and Learning, together with the SENCo, **evaluates the effectiveness of training** through lesson observations, pupil outcomes, book looks, and staff feedback.

Through this combined approach of **skilled staff, targeted training, and appropriate equipment**, Fortis Academy ensures that students with SEND can **fully access the curriculum, participate in learning, and achieve their potential**.

11. How will Fortis Academy consult with Parents and Pupils about SEND?

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At Fortis Academy, we value the **partnership between school, parents/carers, and students** to ensure the best possible outcomes for pupils with SEND.

How we consult with parents

We regularly involve parents and carers in discussions about their child's education and progress. Opportunities include:

- **Person-centred Annual Reviews**
- **Parents' evenings and termly review meetings**
- **Careers meetings**
- **Interim meetings** requested by parents or the school
- **Informal mentoring and catch-ups**
- **Personalised approaches and bespoke curriculum pathways**
- **Social events**, such as coffee mornings, breakfasts, and off-site activities
- **Termly phone calls and Parent Voice initiatives**

If we have concerns about a child's progress, we will contact parents to:

- Discuss the child's progress and any concerns
- Listen to parents' views
- Listen to the child's views
- Plan additional support if required
- Discuss referrals to external professionals for learning, social, or emotional support

Meetings may involve the SENCo, subject teachers, form tutors, Progress Leaders, Heads of Department, or Pastoral Managers to ensure a **holistic understanding of the student's needs**. We aim to present information clearly and are happy to adapt communication to suit parents' preferences. Information can be made available in alternative formats on request, including large print, electronic formats and accessible digital versions. Where required the Academy will work with families to ensure communication is accessible.

How we consult with pupils

We actively involve students with SEND in **planning and evaluating their own education**, using strategies such as:

- **Person-centred reviews**
- **Setting and reviewing individual targets**, with support where needed to record responses
- **Self-assessment** at the beginning and end of learning sessions

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- Access to a range of **equipment and ICT tools** to support learning
- Working with **different partners and designated adults** for support
- Use of **one-page profiles, visual timetables, prompt cards, learning breaks, and agreed time-out passes**
- Participation in **tutor time forums, student voice discussions, online questionnaires, and referral systems**

Student voice is **valued and central** to decision-making, ensuring that young people are actively involved in their review meetings and in shaping the support they receive.

Raising concerns and making complaints

If parents or carers have concerns about their child's progress or provision:

1. Speak first to the **Tutor, subject teacher, Head of Department, Pastoral Manager, or Progress Leader.**
2. If the child has an SEN diagnosis or receives SEND support, discuss concerns with the **SENCo, Mrs Carrie Tanner.**
3. If concerns are unresolved or of a more serious nature, contact our **Headteacher, Mr Joe Clark**

The school's complaints procedure is available on our website or from reception.

Additional support for parents

Parents and carers can also access guidance from **SENDIASS**, which provides:

- Information, advice, and support for children and young people with SEND (up to age 25)
- Support for parents/carers of children with SEND
- Impartial advice about SEND, including health and social care matters
- Assistance in participating in meetings, reviews, and decision-making

Contact details for complaints or advice:

- **SENCo:** Mrs Carrie Tanner – carrie.tanner@fortis.set.org
- **Headteacher:** Mr Joe Clark – joe.clark@fortis.set.org

12. How will Fortis Academy support LAC students

At Fortis Academy, SEND, safeguarding and LAC provision are closely coordinated to ensure that the needs of the whole child are considered.

Fortis Academy: SEND Information Report



Fortis Academy recognises that Looked After Children (LAC) and Previously Looked After Children (PLAC) may have additional educational, social, emotional and mental health needs and that some students will also have identified or emerging Special Educational Needs and/or Disabilities (SEND).

The Academy takes a coordinated approach to ensure that these needs are identified early and that appropriate support is provided.

- The **Designated Teacher for LAC, SENDCo/Deputy SENDCo and Designated Safeguarding Lead (DSL)** work collaboratively to identify and respond to individual needs.
- The **Personal Education Plan (PEP)** is used to identify educational priorities, barriers to learning, appropriate provision and measurable outcomes for LAC students.
- Where SEND needs are identified, support is planned and reviewed through the Academy's **Assess, Plan, Do, Review (APDR)** approach.
- SEND targets and provision are aligned with **PEP outcomes** wherever appropriate, ensuring that plans complement rather than duplicate one another.
- Where a student has an **Education, Health and Care Plan (EHCP)**, the Academy ensures that specified provision is delivered and that the EHCP, PEP and wider support plans work together.
- The Academy works closely with **carers, social workers, the Virtual School and external professionals** to share information, review progress and coordinate support.
- **Pupil voice** is central to planning, with students supported to contribute to their PEP, SEND reviews and decisions about the support they receive.
- Staff consider the potential impact of **trauma, attachment, disrupted education and changes in care or placement** when understanding attendance, behaviour, wellbeing and engagement with learning.
- Appropriate **Quality First Teaching, reasonable adjustments, targeted interventions, pastoral support and access to trusted adults** are provided according to individual need.
- **Attendance, academic progress, wellbeing and engagement** are monitored closely so that emerging concerns can be identified and responded to promptly.
- Transitions, including **entry to Fortis, changes of placement, key stage transition and Post-16 destinations**, are carefully planned with the young person and relevant professionals.
- **Pupil Premium Plus** is used appropriately to support identified educational needs and agreed PEP outcomes for eligible students.

Fortis Academy maintains **high aspirations and expectations for all LAC and PLAC students**. Care experience and SEND should not be barriers to achievement, participation or future opportunities. The Academy is committed to providing coordinated, individualised support that enables students to feel safe, included and able to achieve their potential.

13. Further Information and Support

Fortis Academy recognises that families may require additional information and guidance regarding Special Educational Needs and Disabilities (SEND). The following organisations can provide support:

SENDIASS – Birmingham

The **Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)** offers impartial information, advice, and support to children and young people with SEND, as well as their parents and carers.

- **Website:** SENDIASS Birmingham

SENAR – Birmingham

The **Special Educational Needs Assessment and Review Service (SENAR)** coordinates the statutory assessment process which can lead to an **Education, Health and Care Plan (EHCP)**.

- **Contact:** Tel: 0121 303 1888
- **Email:** SENAR@birmingham.gov.uk

Forward Thinking Birmingham

The city's mental health partnership for children and young people aged 0–25. Provides support and guidance for mental health and wellbeing.

- **Contact:** 0300 300 0099
- **Address:** 5th Floor, 1 Printing House Street, Birmingham, B4 6DF
- **Website:** Forward Thinking Birmingham

PAUSE

A drop-in mental health service run in partnership with **The Children's Society**, with no appointment necessary. Supports children and young people in Birmingham.

- **Locations:** 21 Digbeth, plus weekly pop-up sessions in Aston
- **Opening times:**
 - Monday, Tuesday, Thursday, Friday: 10am – 6pm
 - Wednesday: 12pm – 8pm
 - Saturday & Sunday: 11am – 4pm

Fortis Academy: SEND Information Report



Birmingham SEND Local Offer

Provides information about services and support available for children and young people with SEND across Birmingham.

- **Website:** [Birmingham Local Offer](#)
- [Home - Local Offer Birmingham](#)

Fortis Academy Policies

Information about the school's **SEND Policy** and **Accessibility Plan** can be found on our website:

- **Policies page:** [Fortis Academy Policies](#)

These resources are intended to support families in understanding SEND provision, accessing appropriate services, and working in partnership with the school to meet the needs of all pupils.