

Fortis Academy: SEND Policy



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This policy is to be read in conjunction with the SEND Information Report

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:	The Academy Council
Review frequency:	Annually or sooner should the need arise
Date of approval:	September 2025
Date of review:	September 2025
Date of next review:	July 2026 (in preparation for September 2026)

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

The aims of this policy are to:

- Create an environment that meets the special educational needs of each child, enabling them to achieve their learning potential.
- Work in partnership with parents and pupils, ensuring their views shape provision.
- Make clear the expectations of all partners in the process.
- Ensure a high level of staff expertise and inclusive practice through targeted CPD.
- Support pupils with medical conditions through consultation with health and social care professionals.
- Identify the roles and responsibilities of all staff.
- Enable full curriculum access through reasonable adjustments.
- Work in partnership with the Local Authority and external agencies.

3. Definition of Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability that requires **special educational provision** to be made for them. Special educational provision means provision that is **additional to** or **different from** that made for other children of the same age in a mainstream setting.

Fortis Academy recognises the four broad areas of need as defined in the SEND Code of Practice (2015):

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Sensory and/or Physical Needs**, including physical disabilities

4. Roles and Responsibilities

- The **Academy Council** challenges the school to secure provision, monitors SEND funding, and reviews policy annually.
- The **Headteacher** has overall responsibility for SEND provision and reporting to governors.
- The **SENCo** (supported by the Deputy SENCos) leads on day-to-day SEND provision, coordinates interventions, liaises with parents, staff, and outside agencies, and maintains the SEND register.
- **Teachers** are teachers of all pupils, including those with SEND. They remain accountable for the progress of pupils with SEND in their classes.
- **Teaching Assistants** and **Support Staff** deliver targeted interventions, support classroom learning, and feedback on pupil progress.

5. Identification, Assessment and Provision

Provision for children with special educational needs is a responsibility shared by the whole school. Fortis Academy follows the **graduated response** as set out in the SEND Code of Practice (2015). This ensures

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support is responsive, flexible, and escalated where necessary through the **Assess – Plan – Do – Review (APDR) cycle**:

1. **Assess** – Teachers, supported by the SENCo, gather evidence from assessment, observations, prior data, parent input, pupil voice, and external professionals where appropriate.
2. **Plan** – Support and interventions are planned with clear outcomes. Strategies are recorded in an Individual Plan (IP) and summarised in a Pupil Passport so all staff can adapt teaching accordingly. Parents and pupils are fully involved in this stage.
3. **Do** – Teachers remain accountable for pupil progress. Interventions may be delivered by teachers, teaching assistants or specialists, but are monitored by the class teacher and SENCo.
4. **Review** – Pupil progress and outcomes are reviewed termly with staff, parents and pupils. Provision is adapted in light of evidence to ensure continual improvement.

The **SEND register** is maintained by the SENCo and updated in line with pupil needs. Levels of support include:

- **Quality First Teaching** – inclusive classroom practice for all pupils (see *Teacher Planning Tool* below).
- **SEND Support** – targeted support through the APDR cycle and graduated response.
- **Education, Health and Care Plan (EHCP)** – statutory provision for pupils with the most significant needs.

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.



6. Provision for Education, Health and Care Plans (EHCPs)

Where pupils have **significant and complex needs** that cannot be met by support ordinarily available within school, Fortis Academy may request an Education, Health and Care Needs Assessment from the Local Authority. This request is made in consultation with parents and in line with statutory guidance.

When an EHCP is issued, the SENCo ensures that:

- The provision and outcomes detailed in the EHCP are fully implemented.
- Teachers and support staff are aware of the targets and strategies within the plan (these are summarised on Pupil Passports and reasonable adjustments captured in SEND Class Overviews).
- Provision is reviewed regularly to ensure it continues to meet the child's needs.
- Annual Reviews are held in line with statutory timescales, with pupil and parent/carer voice central to the process.

The SENCo liaises with external agencies, health and social care professionals, and the Local Authority to ensure that provision is joined up and effective.

7. Working with Parents and Pupils

Fortis Academy recognise that pupils and parents are experts in their own experiences. We are committed to **co-production** and **person-centred practice**. We achieve this by:

- Consulting parents and pupils at every stage of the APDR cycle.
- Holding termly review meetings for pupils on SEND Support, and Annual Reviews for those with EHCPs.
- Providing clear information to parents about the range of support available.
- Ensuring pupils have opportunities to express their views about their learning, the support they receive, and their future aspirations.
- Making our **SEND Information Report** available on the school website, alongside this policy.

8. Transition Arrangements

Transitions can be challenging for pupils with SEND, so we plan carefully to ensure smooth progression:

- **Primary to Secondary (Year 6 to Year 7):**
 - SENCo liaises with primary colleagues, attends transition reviews, and collects key pupil information.
 - Pupils and parents are offered additional visits to Fortis Academy.
 - Enhanced transition programmes are tailored for vulnerable pupils.
- **Within School (Key Stage 3 to Key Stage 4):**
 - Pupils receive individualised guidance when selecting GCSE or vocational pathways.
 - Careers advice is adapted to ensure accessibility.
 - Pupil Passports and Individual Plans are updated to reflect new learning needs.
- **Post-16 Transition:**
 - The SENCo and Careers Lead coordinate with colleges, training providers and apprenticeship schemes.
 - Information-sharing with consent ensures that support continues seamlessly.

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- For pupils with EHCPs, the Year 11 Annual Review focuses on preparing for adulthood and sets outcomes linked to employment, independent living, community inclusion and health.

9. Staff Training and Development

We are committed to ensuring that all staff have the knowledge, skills and confidence to support pupils with SEND. This is achieved through:

- **Whole-school CPD:** Half-termly sessions on inclusive practice, adaptive teaching and SEND updates.
- **Targeted training:** Bespoke training on specific needs such as autism, ADHD, dyslexia, sensory impairments and SEMH.
- **Induction training:** All new staff are trained in school SEND systems, 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 when required.
- **Monitoring impact:** The Assistant Headteacher overseeing Teaching and Learning (alongside the SENDCo) evaluates the effectiveness of training through lesson observations, pupil outcomes, book looks and staff feedback.

10. Accessibility and the Equality Act

Fortis Academy is committed to meeting the requirements of the **Equality Act 2010**. We will make reasonable adjustments to ensure that pupils with SEND are not disadvantaged. We publish and review a statutory **Accessibility Plan**, which sets out how the school will:

- Improve access to the curriculum by ensuring teaching resources and learning activities are differentiated.
- Improve access to the physical environment, including consideration of mobility, sensory and safety needs.
- Improve access to information by ensuring written and digital communication is available in appropriate formats (e.g. large print, simplified text, use of assistive technology).

The **Accessibility Plan** is available on the school website and reviewed every three years, or sooner if necessary.

11. The Local Offer

Fortis Academy contributes to Birmingham Local Authority's Local Offer, which provides information about services and support for children and young people with SEND and their families. Parents can access the Local Offer online at:

<https://www.localofferbirmingham.co.uk/>

The school's **SEND Information Report** sets out how our provision aligns with the Local Offer and is updated annually.

12. Monitoring and Evaluation

SEND provision is monitored through:

- Regular analysis of pupil progress data to ensure that pupils with SEND make expected or better progress.
- Termly SENDCo reports to the Academy Council, focusing on pupil outcomes, provision and resource use.
- Lesson observations and learning walks to evaluate inclusive practice.
- Pupil and parent surveys to gather feedback on SEND support.
- Reviewing Individual Plans and Pupil Passports to check that strategies are effective.

The SENDCo, Deputy SENDCos and Headteacher meet regularly to review the strategic development of SEND provision across the school.

13. Policy Review

This policy will be reviewed annually by the SENDCo and Academy Council to ensure it reflects current statutory requirements, local authority expectations and best practice. The review process will include:

- Analysis of pupil progress data and SEND register trends.
- Feedback from staff, parents, pupils and external professionals.
- Consideration of national and local changes in legislation or guidance.
- The updated policy will be published on the school website each year.