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# SEND INFORMATION REPORT

To be read in conjunction with the  
SEND Policy

<b>Applies to:</b>	Fortis Academy
<b>Staff member responsible:</b>	Miss S Minshull - SENDCo
<b>Review committee:</b>	S.Minshull- SENDCo R. Foord - Rising Stars Teacher A. Nore - TA F. Morris - Inclusion support W. Brown - TA
<b>Approval by:</b>	Headteacher and The Academy Council
<b>Review frequency:</b>	Annually or sooner should the need arise
<b>Date of review:</b>	April 2022
<b>Date of next review:</b>	April 2023
<b>Review date summary</b>	Amendments and corrections made



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# Fortis Academy – SEN Information Report 2021

## COMPLIANCE

This policy 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
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### SEN contact details:

SENDCo– Miss S Minshull – 0121 3666611 Ext 282 email:

[s.minshull@fortis.shaw-education.org.uk](mailto:s.minshull@fortis.shaw-education.org.uk)

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

At Fortis Academy we want your Child to feel safe and happy at school. We currently operate across 2 schools on one campus site. The schools are Senior academy (years 10-13) and Foundation academy (years 7-9)

We strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we support all of our students, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

### Open and honest communication

Miss S Minshull, Special Education Needs Coordinator (SENCo)

#### Responsible for:

Coordinating support for students with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in school.

## **Ensuring that you are:**

1. Involved in supporting your child's learning
  2. Kept informed about the support your child is getting
  3. Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Pupils School Support Service, Communication and Autism Team etc.
  - Updating the school's SEN register and Provision Map (school based systems for ensuring all the needs of students with SEND in this school are known and accessible to staff) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help students with SEND in the school achieve the best progress possible

## **The kinds of Special Educational Needs for which provision is made at Fortis Academy**

At Fortis Academy our aim is to ensure that every child regardless of needs or disability achieves his or her true potential. Students who have difficulties that affect their learning are recognised as needing specific types of support.

These difficulties could fall into one of the four categories of need as highlighted in the SEN Code of practice:

***Communication and Interaction*** - Autism Spectrum Condition (ASC), Specific Language Impairment (SLI)

***Cognition and Learning*** - Dyslexia, Dyspraxia, Dyscalculia, Mild Learning Difficulties

***Social, Emotional and Mental Health*** – ADHD, ADD, emotional difficulties, mental health difficulties

***Sensory and/or Physical Needs*** – Hearing Impaired, Visually Impaired, Medical Needs, Physical Disability

## **How does Fortis Academy identify and assess pupils with Special Educational Needs?**

At Fortis academy we feel early identification and primary school based information is a key to transition and supporting new students with SEND. At the start of year 7 all students have their reading, spelling and comprehension assessed together with subject baseline testing and knowledge checks so that we can establish who might require alternative curriculum pathways and targeted wave 2 and specialist wave 3 interventions.

In conjunction, as the term progresses and at regular intervals throughout key stages 3 and 4, teaching and support staff are asked to raise through Progress Leaders, subject leads and SENDCo any student who is not making expected progress or whom they have particular concerns about. At this point a conversation will take place with parents/carers to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

In school we assess whether a young person has a special educational need or disability in different ways, these may include;

Observations

Teacher feedback

School based test results

Information from parents/carers

Information from the young person

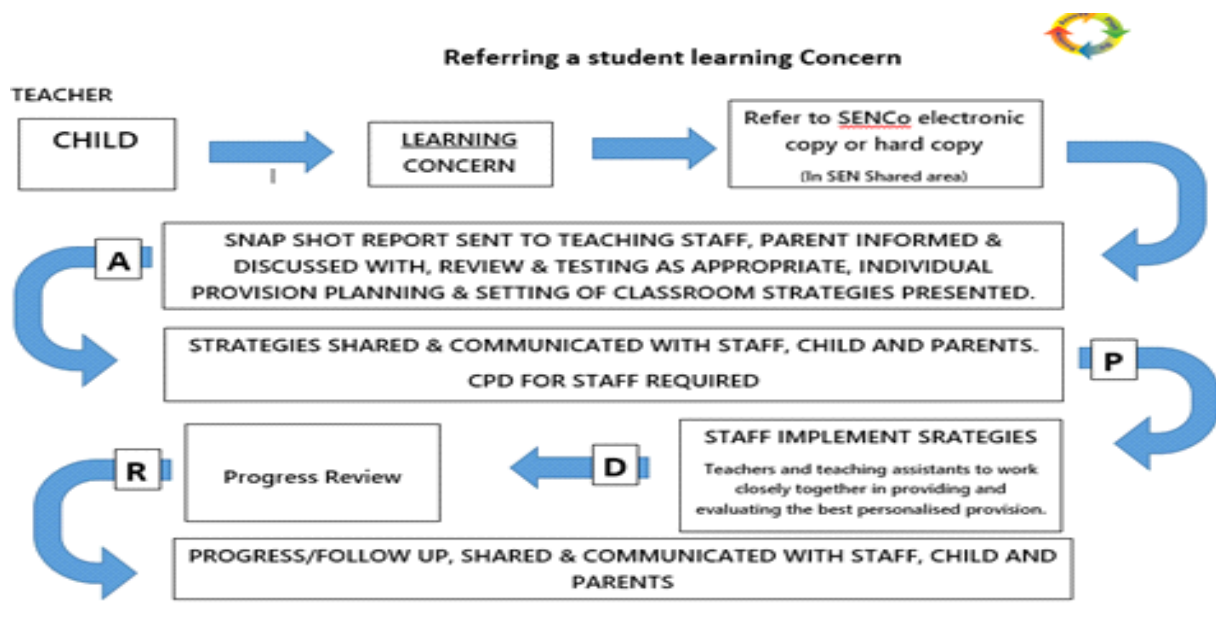
Specialist assessments carried out by outside agencies working in collaboration with the school (with parent/carer consent)

Transition information

A specialist external report from an education, health or social care professional

A person centred approach is then used in consultation with parents and outside agency specialists in the form of a graduated cycle to underpin the provision and interventions required, interventions provided at Fortis Academy include (Section 3e interventions and additional support offered to pupils with Special Educational Needs).

We will always discuss your child's progress with you and your child. Once a young person is identified as having a special educational need, a graduated approach to support is taken. The young person's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.



### Supporting year 6 Transition from Primary School

During the summer term, prior to admission in year 7, our inclusion team work collaboratively with the designated Assistant Principal to visit our feeder primary schools so that information can be shared, parents can be met with and additional visits can be arranged for students with SEND that require additional support in preparation for transferring to secondary school. We will endeavour to:

Meet with the young person and their parents to talk about their needs and answer any questions about our school.

Talk with staff at the young person's previous school or setting and where feasible attend year 6 reviews / placement reviews.

Provide the young person with a transition booklet.

Read reports from people who have worked with the young person so that we can plan for appropriate support.

Arrange visits to our school so the child or young person gets to see it before they start properly (3 additional SEND transition visits are scheduled each year).

Give any adults working with the child or young person a one page profile describing the things that help to support them in school.

#### **When moving to a new year group we:**

Give any adults working with the young person a one page profile and key information describing the things that help to support them in school.

Request and document the collaborative meetings had between teaching assistants and teachers that outlines the students' current and expected levels of progress, nature of support, required interventions and specific areas of need.

#### **When moving to a new school / post 16 provider we:**

Hold a person centred review and invite key staff from the new school / post 16 provider (if identified).

Talk to key staff at the new school / setting about things that help the young person to learn best and be happy at school and areas of support required.

Arrange extra visits to the new school / setting with a member of staff from our school if that is what the young person wants / needs.

Talk to the young person and their family so we can answer any questions they may have about the new school – liaise with the new setting on their behalf.

#### **Admissions**

In accordance with legislation, children who have a statutory statement of special educational need or an Education, Health and Care Plan (EHCP) that names Fortis Academy as being the most appropriate to meet the child's needs must be admitted. This will reduce the amount of places available to other applicants.

#### **How does Fortis Academy evaluate the effectiveness of its provision for pupils with SEN?**

Both our school provision and external support for students with SEND are regularly monitored. This is embedded within the whole school quality assurance and performance management cycles and is integral within our regular teaching and learning review systems, data collections. Regular monitoring of teaching and learning/provision occurs through learning walks, lesson observations, book scrutinies, TA observations and QA of intervention programmes. Findings are then actioned and closely monitored by the Senior Leadership team, SENDCo and Progress Leaders.

Pupils with SEND are monitored and tracked through:

Provision Mapping – outlining the support your child has received, is receiving and is pending, both in school and from external support services.

Reports – sharing recommendations and findings produced by specialists and outside agencies.

The SEND Register – outlining the main area of difficulty your child has and the strategies that work best for your child within a classroom environment.

Informal meetings/e-mails – at Fortis Academy there is an ethos that encourages staff to seek advice and support from one another and from parents in order to share good practice and information so that appropriate academic support and pastoral care can be offered to our students.

Teaching Assistants – collaborative working and cascading of information can be shared between staff via the person-centred knowledge teaching assistants have of your child across the subject areas.

### **What are the arrangements for assessing and reviewing the progress of pupils with Special Educational Needs?**

Every student's progress, including those young people with special educational needs is tracked using the school's assessment tracking system and provision map. Students are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests.

In addition, for young people with special educational needs who are following specific programmes out-side of the classroom setting we set individual targets that are reviewed at least three times a year (through our timetabled SEN review days). This helps the school to monitor how well interventions are working. The progress each student is making is discussed during parent's evenings, via feedback on reports outlining subject based interventions and during person centred reviews. Interim meetings, teacher feedback and telephone arrangements may also be agreed to closely monitor and review arrangements. Occasionally external agency support to carry out diagnostic assessments may be required once permission has been sought.

This may include the following three points:

The Educational Psychology team and Pupil Support Services support the school in requests for EHCP assessments. Similarly, agencies such as the Communication and Autism Team (CAT) will meet with individuals/young people and families and provide specific advice once a formal diagnosis is given.

Medical needs are assessed via School Nurse, GP or Children's Mental Health Services (Forward Thinking).

Pastoral teams (Pastoral Managers and Progress Leaders) meet regularly to discuss any concerns whether social, emotional or mental health with the SENCO, the Designated Safeguarding Lead, the School Nurse, Attendance Manager and the Pastoral Manager.

### **What is Fortis Academy's approach to teaching pupils with special Educational needs?**

At Fortis Academy teachers are aware of their responsibility to set high expectations for every student. Subject teachers make regular assessments of progress for all of their students and seek to identify any students that are making less than expected progress given their age and individual circumstances. Their first response to such progress is to put in place interventions and strategies within the classroom (we call this Quality First Teaching or Universal Provision) closely monitor the impact and review accordingly. Where progress continues to be less than expected subject teachers liaise promptly and closely with key staff, the young person and parents to ensure further assessments of learning are carried out and further support is sought.

## **How does Fortis Academy adapt the curriculum and learning Environment for pupils with SEND?**

Adaptations in curriculum and the environment are made on a student by student basis.

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student according to their individual SEND need (For example a child with a Visual impairment may have worksheets or font size enlarged).

Teaching Assistants work with teaching staff to adapt the curriculum for specific students to ensure curriculum accessibility. In some curriculum areas students are grouped according to ability, for example, in English and Maths lessons, students with similar levels or reading ages are taught together, to ensure the lesson is pitched at a level that they can access.

In some curriculum areas pupils are grouped into smaller classes and sizes dependent upon their ability or their social and emotional wellbeing. Pupil and Young person's curriculum needs are met through adapting alternative curriculum pathways including 'Rising Stars' at KS3 and through 'alternative option pathways' and 'Examination qualifications' (GCSE and Functional Skills) at KS4 to help meet the needs of those identified young people. Pupils also have access to Interventions when required which are listed in Section 2 (How does Fortis Academy identify and assess pupils with Special Educational Needs).

Students with a physical disability are able to use adaptations to buildings such as: ramps for wheel chair access and specially adapted toilet facilities. The building is also risk assessed by our Site Team Manager annually, in conjunction a 3 year accessibility plan has been developed to help support and meet the needs of children with SEND and can be located on our school website (via SEN web page). Where appropriate, time out passes, exam access arrangements, specific seating plans, personalised strategies and coloured overlays are available to support students.

Students with physical disabilities are able to access mainstream lessons and classes by staff rooming and timetables being amended to allow pupils to access a lower level classroom as there are no lift facilities on site.

Students and young people with SEND can also be supported through our Success centre as part of their re-integration into a mainstream setting.

Using the one page profile, we like to work alongside students to capture their strengths, their needs and what is important to them. This is shared with all staff so that they are aware of students' needs.

## **What additional support for learning is available to pupils with Special Educational Needs?**

In some cases it may be appropriate for your son/daughter to need further support that is above the Universal Provision and Quality First Teaching already provided in the classroom.

In these cases, and in consultation and partnership with yourself and son/daughter we will assess and determine appropriate intervention, support or curriculum to meet their needs. This could include participation in our phonics-based programme Fresh Start and Wordshark. In some instances, it may be relevant to recommend participation on our Friends for Life programme, Paired Reading in the library, or some mentoring. A full list of interventions offered at Fortis Academy can be seen on the following table:

<b>Cognition and learning</b>	<i>One Page Profile</i> <i>Reading programme i.e. Toe By Toe / Fresh Start Phonics</i> <i>Spelling programmes i.e. Word Wasp &amp; Hornet</i> <i>Maths Whizz</i> <i>LEXIA</i> <i>Times table Rock Stars</i> <i>Precision teaching</i> <i>Accelerated Reader</i> <i>Colour overlay</i> <i>Access to an ICT device for extended writing</i> <i>Shared access to in class support</i> <i>Homework club (Tuesday and Thursday)</i> <i>Exam access arrangements</i> <i>Alternative curriculum / option pathway for KS3 &amp; KS4</i> <i>Referral / assessments – Pupil &amp; School Support (PSS)</i>
<b>Social, Emotional and Mental Health</b>	<i>One Page Profile</i> <i>Support from the school's Behaviour Management Team</i> <i>Behaviour Support Services (COBS)</i> <i>Thrive Approach</i> <i>ACT – Behaviour mentoring</i> <i>Friends for Life Programme</i> <i>True Project – Trauma mentoring</i> <i>Health Exchange mentoring</i> <i>Mentoring – Peer</i> <i>Academic mentoring – Progress Leaders</i> <i>Lunch club</i> <i>Pupil Welfare officer</i> <i>SEND Pastoral Manager</i> <i>Referral to Child and Adult Mental Health Service – Forward Thinking Birmingham</i> <i>Referral to Early Help</i> <i>STICK referrals</i>
<b>Speech, Language and Communication Needs</b>	<i>One Page Profile</i> <i>Barrier Games</i> <i>Friends for life programme</i> <i>NHS Speech and Language support</i> <i>Referral to Speech and Language Therapy</i> <i>Support through Communication and Autism Team</i>
<b>SENSORY and or Physical Impairment</b>	<i>One Page Profile</i> <i>Individual resources/aids as guided by specialist sensory support teams</i> <i>Reasonable adjustments made to timetable</i> <i>External Support through Physical Disabilities School Support (PDSS)</i> <i>External Support and guidance through VI team</i> <i>External support and guidance through HI Team</i> <i>Touch typing training</i>

The impact of these will be monitored and reviewed at least termly, and always in partnership with you and your son/daughter.



**Outside Agencies**

We work with a variety of agencies who offer support, training, advice, assessment and expertise to ensure we are meeting the needs of all our learners. We will always consult with you should we consider a referral necessary and gain the views and thoughts of your son/daughter too.

**Teaching Assistants** – At Fortis Academy teaching assistants are deployed within faculties, leading wave 2 & wave 3 interventions, and where stipulated on a 1:1 basis to ensure there is a breadth of well-informed student specific knowledge and consistency of support across the curriculum.

### **How does Fortis Academy enable pupils with SEN to engage in the activities of the school together with the children who do not have SEND?**

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events. Reasonable adjustments and coordinated planning arrangements are all carefully considered on an individual basis so that personal circumstances can be appropriately supported and barriers to participation removed. We welcome parent/carers and young people to work in partnership with us in letting us know how we can help them with making the necessary arrangements.

Many of our young people with SEND fully participate and thoroughly enjoy the annual events Fortis Academy hold such as; the year 11 prom, awards evening, concerts, and our residential experiences . Weekly extra-curricular activities are also well attended such as cross country and guitar club.

Educational visits are carefully planned for and supported by Teaching Assistants where appropriate. Fortis Academy works closely with its support agencies so that enrichment and life-skills opportunities that are available to students and their families with specific areas of need i.e. visual impairments, ASD, young carers etc. are aware of the events being held around the city.

### **What support is available for improving Emotional, Mental Health and Social development of pupils with SEN?**

At Fortis Academy we recognise the importance of a holistic approach to pupils and their Social, Emotional and Mental well-being. We offer a wide range of support for pupils who require intervention for SEMH issues including:

*Mentoring* – A wide variety of mentoring is available through our SEMH lead, Sixth form mentors and peer mentors.

*Academic mentoring* – Academic mentoring to help support SEMH is also offered for pupils through Progress Leaders and the inclusion support team specifically for pupils with SEND.

*True Project* – Mentoring based intervention to support pupils who have witnessed or gone through any trauma.

*Friends for Life Programme* – Intervention based programme to develop aspects of self-esteem, how to make and develop friendships.

*Pastoral Managers* – Each individual mini-school has its own pastoral manager in addition, the Inclusion Support Team has an additional Pastoral manager to help support pupils with SEND.

*Behaviour Support Services (COBS)* – Additional behaviour mentoring can be offered to pupils who require support with positive behaviour and decision making.

*Thrive and Our zone* – Using the Thrive approach an on-site provision has been set up to support students with social and emotional difficulties through a nurturing environment

*ACT Mentoring* – Additional mentoring programme focusing on choices and decision making in the community.

*Attendance Hub* – Offers a safe haven for pupils who require extra/additional support for SEMH concerns and anxiety, to improve their attendance and reintegration back to lessons.

## **How will we involve other bodies in meeting the needs of pupils with SEN and in supporting the families of such pupils?**

Where required we will endeavour to seek external advice and support to aid SEMH concerns or issues through external agencies including:

Educational Psychology Service

Pupil & School Support Services

Communication & Autism Team

Or from health;

Speech and Language Therapy

Early Help

Child and Adolescent Mental Health Service/Forward Thinking

Stick

In all cases we will liaise and work with the relevant agencies and implement recommendations to help support children with SEND.

## **What training do the staff in Fortis Academy have in relation to students with SEN?**

In our school we believe that all staff should be involved in supporting students with Special Educational Needs and so we make sure that staff have training to help them do this.

Last year our staff all had training for SEN Provision, SEN requirements, universal provision, SEN strategies, safeguarding, exam access arrangements, ADHD and Dyslexia. In service training also focused on effective teaching and learning for all including differentiation and classroom management strategies.

Each term the SENCo and other members of the inclusion team deliver a series of sessions to the school's trainee and newly qualified teachers as well as presenting regular whole staff briefings to update colleagues on various aspects of national, local and student specific SEND related issues.

Should an outside agency specialist be working with a student a meeting may be arranged to share specific strategies to support the young person in school. Key staff working with the student would be invited to attend so that training and guidance could be received.

## **How will equipment and facilities to support children and young people with SEN be secured?**

All subject areas are fully committed in identifying age and ability appropriate learning material and resources that will assist students who have different learning styles, approaches and levels to access the curriculum in a meaningful and engaging way. The school regularly audits and reviews its resources to ensure students' needs are being met using the most efficient and effective methods. The SENCO liaises closely with support services to ensure students with specific learning, sensory or physical needs are benefitting from equipment available. Staff training and guidance is given around specific aids individuals may require. This may include hearing aids, writing slopes, pen grips, wobble cushions, laptops, I-pads etc...

## **7 How will school consult with parents regarding the education of their child with SEND?**

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child will also be able to give their views. We believe strongly in

empowering young people to have an input into the decisions and solutions that will support their learning. Opportunities will include:

Annual Reviews – Person Centred Approach.

Parents evenings.

Termly Reviews

Careers meetings.

Regular written reports.

Interim meetings requested by yourself or school.

Informal and formal daily mentoring and catch up.

Personalised approaches and bespoke pathways (where appropriate).

Informal social events eg. Coffee mornings, breakfasts and occasions off site.

Parent Voice

### **How will the school let me know if they have any concerns about my child's progress?**

If your child is identified as not making progress the school will set up a meeting to discuss this with you and your/son daughter in more detail and to:

- Listen to any concerns you may have too.
- Listen to the views of your child.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning/social/emotional development.

The meeting may take place with an individual member of staff overseeing your child's progress or it may be necessary to invite some of the following people or request information from them to ensure a holistic overview is gained in order to move support forward; a subject teacher, progress leader, form tutor, Head of Department for a subject area, special Educational needs co-ordinator, pastoral manager.

We will try to make all the information we need to share with you clear and easy to understand. Please let us know if we can help you in working with us in a way that is better for you.

### **How will school consult with young people with SEND regarding their education?**

We aim to involve all students in our school in the evaluations and implementation of their own education. For young people with Special Educational Needs we use a variety of strategies to support this including:

- Person Centred Reviews
- Involving the young person in setting and reviewing their own targets – providing modified formats to increase independence and adult support where needed to record views and responses
- Self-assessment at the beginning and end of learning
- Having a range of equipment available for the young person to choose from
- Ensuring the young person works with a range of different partners
- Ensuring the young person has a designated adult to go to if they need help
- One page profiles
- Agreed time out passes

- Visual timetables
- Prompt cards to promote independence
- Learning breaks
- Access to ICT to access information and record responses
- Tutor time forums / student voice discussions /on line questionnaires
- On line referral systems

Student voice is well recognised and valued. We use person centred tools and approaches to ensure that our students are actively involved in their review meetings and decision making regarding their support and provision. Young people are encouraged to be actively involved in their review meetings and follow a person centred approach.

**If I have concerns about my child's progress or provision how do I complain/report a concern?**

If you have concerns about your child's progress you should speak to your child's Tutor, subject teacher, Head of department for the subject area and/or Pastoral Manager/Progress Leader initially or contact them via email

Should your child receive an SEN diagnosis by an outside specialist or already be receiving support for their SEND in school discuss your concerns with Miss S Minshull (SENCo).

Parents/carers who are concerned about the provision being offered to their child should first of all speak to the SENDCo. If a parent/carer is unhappy about the resolution of their complaint or if it is of a more serious nature, then this should be raised with the Assistant Headteacher (Pastoral) or the Headteacher. The complaints procedure can be found on the school's website or can be requested from our school reception. SENDIASS can give guidance and offer services to:

- Provide information, advice and support to children and young people up to the age of 25 with SEND
- Provide information, advice and support to the parents/carers of children and young people up to the age of 25 with SEND
- Provide impartial advice about matters relating to SEND, including issues relating to health and social care
- Offer support to parents/carers and children and young people with SEND in participating in

**Complaints can be made to the:**

SENDCo - Miss S Minshull – [s.minshull@fortis.shaw-education.org.uk](mailto:s.minshull@fortis.shaw-education.org.uk)

Senior Academy Headteacher – [c.czepukojc@fortis.shaw-education.org.uk](mailto:c.czepukojc@fortis.shaw-education.org.uk)

Foundation Academy Headteacher – [a.williams@fortis.shaw-education.org.uk](mailto:a.williams@fortis.shaw-education.org.uk)

**Organisations that can give you and your child further information and support:**

**SENDIASS:** The Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send/851/help\\_and\\_advice\\_for\\_children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_sen\\_or\\_disabilities/1](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send/851/help_and_advice_for_children_and_young_people_with_special_educational_needs_sen_or_disabilities/1)

**The Special Educational Needs Assessment and Review Service (SENAR) Birmingham.**

Responsible for coordinating the statutory assessment process that can lead to an Educational Health & Care Plan.

Contact: Tel 0121 303 1888 or SENAR@birmingham.gov.uk

**Forward Thinking Birmingham:** The city's mental health partnership for 0-25 year olds.

Contact: 0300 300 0099

5th Floor, 1 Printing House Street, Birmingham, B4 6DF

**PAUSE:** Pause is a city centre drop-in centre service, based in Digbeth. A weekly pop up Pause is also held in Aston

Part of the services offered by Forward thinking, this is run in partnership with The Children's Society. It's a little bit different to other mental health services you might have experienced. The best bit about Pause is you don't need an appointment; you can simply drop in for a chat.

Opening times: Monday, Tuesday, Thursday, Friday: 10am - 6pm, Wednesday: 12pm - 8pm, Saturday and Sunday: 11am - 4pm

How to find them: Based at 21 Digbeth

<https://www.forwardthinkingbirmingham.org.uk/services/13-pause>

**Where to find the local offer:**

If you would like to find out more information about the Birmingham City SEND Local Offer please visit: <https://www.localofferbirmingham.co.uk/>

**Where to find the SEND policy and accessibility plan:**

If you would like further information on our SEND policies these can be found here:

<https://fortisacademy.org.uk/sen/>