THE FITZROY ACADEMY

# SEND Policy and

# Information Report

NEWREFLEXIONS
Where every child matters

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## 1. Aims

Our SEND policy and information report aims to:

- Set out how The Fitzroy Academy will support and make provision for students with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

The Fitzroy Academy is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans and Individual Development Plans (IPDs), SEN co-ordinators (SENCOs) and the SEN information report
- The 2010 Equality Act

## 3. Definitions

A learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO will:

- Work with the Head teacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans (or SSEN/IDP for students from Wales)
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially local authorities, and their support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options, and a smooth transition is planned
- Work with the Head teacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEN up to date
- Manage the allocated SEN budget in liaison with the Head Teacher
- To be responsible for providing timely reports for the Board of Directors in particular relating to the progress of learners with an EHCP/IDP/SSEN.

### 4.2 The Director with responsibility for the school

The Director will:

- Help to raise awareness of SEND issues at board meetings

- Monitor the quality and effectiveness of SEND and disability provision in discussion with the Head teacher and update the Proprietal board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The Headteacher

The headteacher will:

- Work with the SENCO and director to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class and where students are not making satisfactory progress, to liaise with the SENCO to ensure the application of whole school/individual strategies.
- Working closely with any teaching assistants, SENCO or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working collectively with the SENCO to review each learners progress and development and support decisions on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

All of our students have identified SEND and all have an EHCP or IDP in place. Our school treats each learner as an individual, providing for their needs which may include:

- Communication and interaction, for example, autistic spectrum disorder
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attachment difficulties
- Sensory needs, hearing impairments, processing difficulties

### 5.2 Identifying learners with SEND and assessing their needs

At the Fitzroy Academy our baseline assessments will identify each learner's current skills and levels of attainment, which will build on previous settings and educational experiences, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEND. However, our student cohort as a special school means that all of our students have SEND, and all have an EHCP or IDP in place.

Where students present with complex needs, the school will seek specialists to assess and guide in relation to provision and need.

When deciding whether special educational provision in the form of individual sessions is required, we will make a judgment based on the identified need, the most likely support that will improve the deficit and the views and the wishes of the learner and their carer/parents. In such a small learning environment the curriculum can be individualised to a great extent, and one to one sessions may not be necessary.

### 5.3 Consulting and involving learners and parents

The Fitzroy Academy is committed to responding to the needs of each individual student. In doing so efforts will be made to liaise and communicate with relevant parties including social workers, the virtual school, careers and the care manager, parents and any other supportive adults to ensure that;

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account the social workers/carers/parents concerns
- Everyone understands the agreed outcomes sought for the learner
- Everyone is clear on what the next steps are
- Notes of these early discussions will form part of their Education Provision record

### 5.4 Assessing and reviewing learners' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teachers will work with the SENCO to develop an understanding of the learner's needs. This will draw on:

- The teacher and SENCO's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- The individual's development in comparison to national data where appropriate
- The views and experience of carers/social workers/parents
- The learner's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the learner will be made aware of their needs through the student's Individual Education Plan, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will set timely review points for the effectiveness of the support and interventions and their impact on the learner's progress.

### 5.5 Supporting learners moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to (in line with data protection requirements). We will agree with social workers, parents and learners which information will be shared as part of this. The school will always encourage learners to have appropriate aspirations, and we will have high expectations for our young people's futures.

### 5.6 Our approach to teaching learners with SEND

All of our learners are learners with special needs and EHCPs/IDPs, and as such they all receive an individualised school programme and work with staff experienced with young people who display attachment difficulties. Teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality learning (which takes place when students are continually aware of where they are now in their learning, where they can and where they need to get to and most importantly how best to get there) is our first step in responding to learners who have SEND. This will be differentiated for individual learners.

We can also provide the following one to one interventions:

- Spelling support
- Reading and comprehension support
- Numeracy support
- Dyslexia support
- Resiliency and emotional literacy support
- Social skills support
- Pastoral support

### 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching styles, appropriate content of the lesson, etc.
- Adapting our resources and staffing, including bespoke timetabling and provision
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, visual supports etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or other appropriate content, reading instructions aloud, use of visuals such as symbols, photos or objects of reference etc.
- Responding to any change in a student's health needs by consulting with health professionals and adjusting our provision accordingly
- Providing opportunities for skills to be embedded and consolidated across a range of settings, to ensure secure progress

Please also refer to the school's disability, equality and accessibility policy.

### 5.8 Additional support for learning

We are able to build each learner's education programme to meet their individual needs and interests, which may include offering one to one tuition, social skills groups, catch up, additional specialist resources.

### 5.9 Expertise and training of staff

We constantly update staff skills in relation to SEND and all staff have received autism awareness training, Secure Base training, Makaton training, as well as Reflective Therapeutic Intervention training to support students with complex emotional and behavioural needs. The school is committed to providing ongoing SEN training to improve learning outcomes for our learners.

### 5.10 Securing equipment and facilities

The Fitzroy Academy site is a small bespoke setting and as such we attempt to respond individually to each learner's needs. This may mean we need to procure specialist resources and where appropriate we may use some of our additional pupil premium plus funding to do this.

### 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term through their PEP, EHCP/IDP annual reviews and Individual Education Plans
- Reviewing the impact of interventions after the agreed number of weeks, using the assess, plan, do, review cycle. Ensuring that reviews occur in a timely manner where interventions need adjusting or fine tuning.
- Using student questionnaires annually where developmentally appropriate
- Monitoring by the SENCO
- Holding annual reviews for learners with IDPs or EHC plans
- Asking for the student's views, if appropriate, to support learner metacognition.

### 5.13 Support for improving emotional and social development

Our school curriculum is designed to provide a range of additional experiences to help learners develop their emotional, personal and social skills.

### 5.14 Working with other agencies

Since many of our learners are looked after young people, we work closely with a whole range of agencies in order that learners are fully supported. Foremost this means liaising regularly with social workers and attending LAC reviews. We also work with the various Local Authority Virtual school representatives and Mental Health Services, LAC nurses and our New Reflexions therapy team.

### 5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of learners with SEND

Parents should seek support from the services in their home area, the virtual school should be able to provide details or the Shropshire Parent Partnership SEND Information, Advice and Support Service (SENDIASS) | Shropshire Council

### 5.18 The local authority local offer

Our local authority's local offer is published here: The SEND local offer | Shropshire Council

## 6. Monitoring arrangements

This policy and information report will be reviewed by the Head teacher and the SENCo every year. It will also be updated if any changes to the information are made during the year.

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| Last Reviewed | August 2026 |
| Next Review due | August 2027 |
| Reviewed by | Head teacher |