Fortitude School

Send Policy (Includes SEND Strategy)

Date of policy	September 2026
Next review date	September 2027
Policy owner	Headteacher
List of connected policies	Curriculum Policy, SMSC policy, Behaviour Policy

"At Fortitude School every one of our staff team is a teacher of Special Educational Needs"

1. Vision & Ethos

Fortitude School is an inclusive school where the **teaching, learning, achievements, attitudes, and wellbeing of every pupil matters**. Our Mission Statement — *"With Fortitude and Resilience we can all achieve our dreams"* — and our values of **Courage, Compassion, Commitment** underpin our SEND strategy.

We are ambitious for all pupils, including those with SEND, and ensure they access a **broad, balanced, and ambitious curriculum** adapted to their needs. We commit to preparing pupils for **independence, further education, employment, and adulthood**.

2. Key Principles (Golden Thread)

- **Pupil-centred**: young people are at the heart of everything we do.
- **Ambition**: high expectations for all SEND pupils.
- **Inclusion**: remove barriers so pupils feel confident, respected, safe, and happy.

- **Equity**: EHCP outcomes drive curriculum planning, assessment, and interventions.
- **Skilled Staff**: staff are trained, supported, and accountable for SEND provision.
- **Safeguarding**: SEND pupils' vulnerabilities are proactively safeguarded.
- **Partnership**: parents and external professionals are integral to planning and review.

3. SEND Provision Areas (as defined in Code of Practice)

- **Communication & Interaction** – SLCN, Autism, social communication needs.
- **Cognition & Learning** – SpLD (dyslexia, dyscalculia, dyspraxia).
- **Social, Emotional & Mental Health (SEMH)** – including anxiety, ADHD, attachment, mental health needs.
- **Sensory & Physical** – VI, HI, MSI, physical disabilities.

Each area is addressed through **adapted curriculum, targeted interventions, and multi-agency support**.

4. Strategic Priorities 2026/27

Priority	Actions	Success Criteria / Impact
High Quality Teaching	Staff CPD; SENDCO training; SEND visits; curriculum adaptation mapped to EHCPs	All pupils access ambitious curriculum; evidence of small-step progress; staff demonstrate adaptive expertise
Curriculum & Assessment	Implement IEPs linked to EHCPs; MLPs in books; Emerging/Developing/Secure progress model	The large majority of pupils meet or exceed their EHCP-linked progress targets, with external moderation confirming accuracy
Interventions	Targeted 1:1/small-group interventions; SELP workshops; external specialist input	Gaps narrow for SEND/vulnerable pupils; intervention logs show measurable impact

Pupil Voice & Co-production	Termly SEND council; pupil participation in reviews; parent training sessions	Pupils articulate their needs and progress; parents report increased confidence in support
Safeguarding & Vulnerability	SEND safeguarding audit; DSL/SENCO joint updates; “safe spaces” for disclosures	100% SEND pupils can identify trusted adult; reduction in safeguarding incidents linked to SEND
Leadership & Accountability	Governor SEND training; SEND data dashboards; QA calendar with SEND focus	Governors challenge leaders; SEND impact reports shared termly; Ofsted-ready evidence trail

5. SEND Action Plan 2026/27 (Summary)

- Whole-school SEND training programme (internal + external).
- SEND policy embedded and understood by all staff.
- Curriculum adapted for SEND learners with clear sequencing and scaffolds.
- Staff consistently apply trauma-informed and anxiety-sensitive approaches.
- Half-termly monitoring of EHCP objectives, ILPs, and pupil progress.
- Parent engagement strengthened (meetings, open-door, home visits, SEND workshops).
- Enrichment and life skills mapped for accessibility to SEND pupils.
- SEND QA built into the school improvement cycle (lesson visits, book scrutiny, pupil voice).

6. Monitoring & Evaluation

- **SENDCO** monitors IEPs, interventions, and pupil outcomes.
- **SLT** quality assures teaching and SEND strategies.
- **Governors** receive termly SEND impact reports and training.
- **Pupil & Parent Voice** informs provision reviews.

- **Impact Evidence**: progress data, case studies, attendance, behaviour logs, safeguarding audits.

7. Impact

By July 2026:

- **75% of SEND pupils** will have met or exceeded their targets.
- **Reduced gap** between SEND/vulnerable pupils and peers.
- **Increased independence** evidenced through life skills, SELP outcomes, and pupil voice.
- **Parents and governors are confident** that SEND provision is effective, ambitious, and inclusive.
- **Ofsted and external moderation** validate accuracy of SEND assessments and quality of provision.

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SEND Strategy Action Plan 2025-26-27

Key Priorities	What we will do	Intended Outcome
To provide high quality SEND provision	• Ensure high quality training for the SENDCO • For the head teacher and the SENDCO to understand their key role, responsibility and accountability and to work collaboratively to ensure robust approach is in place • Implement collaborative approach for the Head teacher and the SENDCO	• To Build and embed outstanding practice across our whole school • Robust SEND provision tha works to mee the needs of our young people with SEND • Strong staff that understand the needs of students with SEND • Staff using quality resources to remove barriers to learning for young people with SEND

To devise and implement a robust SEND policy and ensure all staff understand our SEND mission statement, policy and processes	● Implement our whole school SEND policy by: ● Share the policy with all staff, parents, governors and stakeholders ● Deliver induction training to all staff ● Ensure staff understand their legal obligations, responsibilities and Accountably. ● Staff training ● Staff sign that they have read and understood our statement	● All staff, parents, governors an Stakeholders have a clear understandin of our SEND policy ● To ensure all staff are following the SEND policy t promote consistency and coherency across the school ● A positive and supportive environment for all pupils without exception ● Ensure all pupils have access to high quality teaching ● All staff understand their legal obligations, responsibilitie s and Accountabilit es ● All staff promote and embed a consistent an coherent approach across the school

Ensure that all pupils and students have access to a successfully designed, adapted and ambitious curriculum appropriate to their individual needs	• Device and implement a robust curriculum • Develop individual learning plans • SENDCO will monitor closely the learning plans • Ensure the curriculum is successfully designed, adapted and developed to be ambitious to meet the needs of all pupils who have SEND	• A positive and supportive environment for all pupils without exception • Students feel fully involved in their education • Parents know how to ask fo help and support • Ensure all pupils have access to high quality teaching • Complement high quality teaching with carefully selected small-group and one-to-one SEND interventions • Work effectively with teaching assistants and learning mentors to remove educational barriers to learning for a of our young people with SEND. • Build an ongoing holistic understandin of all of our young people and their individual

		needs
Identify and address individual issues and barriers to learning	• All staff have access to the EHCPs • SENDCO conducts lesson SEND visits • Robust staff training • Quality resources are invested in across the school • Experienced SEND team • Services from external professionals and services is integral to support • Individual pupil EHCP actions plans • Close monitoring of progress	• Build and embed outstanding practice across our whole school • Create a positive and supportive environment for all pupils without exception • Ensure all pupils have access to high quality teaching • Complement high quality teaching with carefully selected small-group and one-to-one SEND interventions
To ensure students EHCP needs and requirements are met	• Whole school Needs map devised and shared with Staff • Closely half termly monitoring by the SENDCO Develops individual MLP that includes EHCP objectives • MPL in all student's books	• Objectives ar monitored closely and met by staff • SMART targets achieved eac term • Students understand their targets and are part of the assessment

		process
Ensure all staff have a clear understanding of the needs of all pupils	• All staff have access to their students EHCPs • MLPs are developed around EHCP specific objectives • Quality training and support for staff from the SLT and SENDCO	• Build an ongoing holistic understandin of all of our young people and their individual needs • Create a positive and supportive environment for all pupils without exception
Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people and ensure that parents/carers are kept fully informed of their child's progress and attainment;	Half termly parent's meetings and reports Keeping parents regularly informed as and when • SEND training for parents • Open door policy and full transparency • Supporting parents to come into school or provide additional support if required (taxi/home visits/advocates etc…) • SENDCO- meet and greet mornings • Open and approachable SEND team	• Parents that feel supporte and know how to get the support they need • Parents who feel part of the whole school community • Strong relationships with external professionals • Parents and professionals have Strong relationships with our SENDCO-

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Ensure that all pupils take as full a part as possible in all school activities	• All students have full access to the curriculum including trips and excursions • Provide additional staff support • Provide addition funding/budgets for SEND	• Students who are fully involved in their education • Work effectively with teaching assistants and learning mentors to remove educational barriers to learning for a of our young people with SEND. • Build an ongoing holistic understandin of all of our young people and their individual needs