



Fortuna School

SEN Information Report

2026 to 2027



SEND Information Report

Fortuna School is a specialist school supporting pupils with Social, Emotional and Mental Health (SEMH) needs. All pupils attending Fortuna School have an Education, Health and Care Plan (EHCP), which identifies their individual special educational needs and the provision required to support them.

The information within this report summarises the ways in which we support our pupils and work in partnership with their parents and carers. We recognise that every child is unique and that their needs may change and develop over time. We therefore continue to review and develop our provision to ensure that it is responsive to individual needs and supports every pupil to achieve the best possible outcomes.

	Fortuna's Response
Our Approach How do we identify SEN and assess needs? What should I do if I am concerned about my child's development?	All pupils attending Fortuna School have an Education, Health and Care Plan (EHCP), which identifies their individual needs and the provision required to support them. Most pupils at Fortuna have a predominant need of Social, Emotional and Mental Health (SEMH). Although pupils' special educational needs have already been identified through the EHCP process, we recognise that children's needs can change and develop over time. Staff continually assess and monitor pupils to identify any emerging or additional needs and to ensure that the provision in place continues to be appropriate. A range of evidence is used to understand each pupil's needs and progress, including teacher assessments, observations, professional assessments and ongoing monitoring. Progress is also considered in relation to the outcomes identified within each pupil's EHCP. Where assessment or observation indicates that a pupil may require additional or different support, the class teacher will work with the SENDCo and other relevant staff and professionals to consider the most appropriate provision. We use a graduated approach through cycles of Assess, Plan, Do and Review, working closely with the pupil, their class team, parents and carers, and other professionals where appropriate.

	Academic progress is assessed regularly and staff also monitor pupils' social, emotional, communication, sensory and wider developmental needs. Any changes in presentation or need are considered carefully so that appropriate support and adjustments can be put in place. If you are concerned about your child's progress, development or wellbeing, your first point of contact should be your child's class teacher. If further support or discussion is required, a meeting can be arranged with the SENDCo or another appropriate member of staff.
Teaching and Learning What is our approach to teaching and learning at Fortuna School? How do you adapt the curriculum and environment for pupils with SEND? What additional support for learning is available? What support is available for improving emotional, mental and social development for pupils?	The fundamental aim of Fortuna is to provide a nurturing environment for pupils that is safe, warm, loving, and unconditionally accepting of each individual and their unique needs. We strive to ensure that your child feels a valued part of the school community. Within this supportive environment, your child will be given the opportunity to flourish and become the best they can be in all areas of their development. Our curriculum is carefully tailored to meet the needs of each pupil while fulfilling all statutory requirements of the National Curriculum. This approach enables your child to grow personally, socially, and emotionally, equipping them with the skills they need to build positive relationships and succeed in their ongoing education and future endeavours. Ultimately, we aim to support our pupils in becoming confident, responsible, and active members of society. At Fortuna, our classrooms are designed as nurture environments. Pupils are taught in small classes of up to ten, supported by a teacher and two teaching assistants. Class groupings are thoughtfully organised, considering both academic ability and emotional development. We pride ourselves in creating a safe, immersive, and engaging learning environment where smaller class sizes enable pupils to access both learning and individualised support effectively. All pupils at Fortuna have full access to the National Curriculum. Teachers carefully plan lessons across all subjects, incorporating a variety of teaching styles to meet diverse learning needs. Individual targets are embedded throughout the school day, both within lessons and during structured play opportunities. Each child's needs are central to planning, ensuring a personalised approach to learning.

	Our school ethos is underpinned by a strong focus on emotional wellbeing and development. Every child has a Boxall Profile, which is reviewed twice a year to assess their developmental progress. This allows staff to identify areas for growth and implement targeted support strategies. In addition, the school employs a psychotherapist who works closely with staff to deepen their understanding of how trauma, attachment, and development may affect a child's behaviour and learning. Staff receive ongoing training, including approaches such as PACE, which are then applied within the classroom to support pupils effectively. We also have access to the Mental Health Support team that we can refer to. Our relational approach is embedded throughout the school day, with staff recognising that behaviour can be a form of communication and may indicate an unmet need. Staff work to understand what a pupil may be communicating through their behaviour and provide appropriate support to help them feel safe, regulated and ready to learn.
Reviews How do you assess and review progress of my child? How am I involved in reviews? How do I know my child is making progress?	Your child's academic progress is assessed regularly by their class teacher. Half-termly assessment meetings are also held with the Assessment Coordinator to review progress and identify where additional support or intervention may be needed. Targets are shared with parents and carers each term so that you are aware of what your child is currently working towards. Progress towards the outcomes identified within each pupil's Education, Health and Care Plan (EHCP) is monitored throughout the year and informs planning, provision and the annual review process. Staff regularly consider whether the support and provision in place continues to meet the pupil's individual needs. For your child's social, emotional and mental health (SEMH) development, the class teacher completes a Boxall Profile twice a year. This helps us to identify areas of strength and areas where further development or support may be needed. Based on this information, individual targets are set and worked towards through enrichment activities, planned play opportunities and support throughout the school day. If a pupil achieves their targets before the next review, new targets can be set to support continued progress. Throughout the year, parents and carers are invited to opportunities within school to discuss their child's progress. You will also be invited to your child's annual review of their EHCP. This provides an opportunity for pupils, parents and carers, school staff and relevant professionals to review progress towards EHCP outcomes, consider whether provision continues to meet the child's needs and discuss any changes that may be required.
Pupil Views	We aim to build positive and trusting relationships with every pupil so that they feel safe and comfortable sharing their views with us. We actively seek pupils' opinions and recognise that children may communicate their thoughts and

How does my child share their views at Fortuna School?	feelings in different ways. This may be through a conversation with a trusted adult, writing, drawing or other forms of communication that are appropriate for the individual child. Pupils are also invited to complete child-friendly questionnaires on areas such as their learning, friendships and the school environment. These are adapted where needed to ensure that pupils are able to participate and share their views in a way that is meaningful to them. Where pupils find it difficult to communicate their views directly, staff use their knowledge of the child, observation, visuals and other appropriate communication approaches to ensure that their voice is represented and their preferences are understood. If your child is a Child in Care, their views are gathered more formally through their termly Personal Education Plan (PEP) meetings and they are supported to contribute to their Child in Care reviews. In addition, our Child and Family Officer is available to support pupils when needed and can use a range of appropriate activities and approaches to help them express their views, wishes and feelings.
Inclusion outside lessons How does my child gain experience in other ways?	Throughout the school year, your child's class teacher will organise visits or invite visitors into school to deepen and enrich their learning. In addition, subject leaders may arrange for special visitors to support particular areas of the curriculum, for example, a planetarium visit when studying space or a petting zoo when learning about animals. We also welcome sports coaches to support PE lessons and visitors from different faiths who share their traditions with pupils. Children may also have opportunities to visit places of worship, such as the local church. Professionals from a range of occupations visit the school to teach children about important topics including dental care, fire safety and bike safety. Each year, children enjoy a trip to the theatre to watch a pantomime, take part in a Christmas visit and experience the Lincolnshire Show at the end of the school year. These opportunities provide pupils with valuable experiences beyond the classroom and support their social, emotional and wider development.
Staff Training and Development	In the first instance, your child is mainly supported by their class teacher and teaching assistants. Our Child and Family Officer (CAFO) and SENDCo are also available to provide additional support where necessary. If you feel your child requires additional or alternative support, we encourage you to contact us so that we can discuss how we can best support your child and family.

Who will support my child in school? What training and experience do the staff have for my child's needs?	All staff follow a six-year training pathway, which includes training and development around trauma, attachment, nurture and safeguarding. This helps staff to develop their understanding of children's individual needs and ensures that our approaches remain informed by current knowledge and good practice. Our Designated Safeguarding Leads (DSLs) and Deputy DSLs undertake appropriate safeguarding training and continue to develop their knowledge through ongoing training, updates and professional development. This ensures that safeguarding remains a key part of our practice and that staff with safeguarding responsibilities are able to respond appropriately to concerns. Di Hoyer, our psychotherapist, provides training to staff linked to nurture principles, trauma and attachment. She is also available in school each week to provide professional advice and guidance to staff where appropriate. We have staff who are trained in Mental Health First Aid, providing an additional source of support and expertise within school. We have a wealth of knowledge and expertise across our staff team. This is shared throughout the school to support consistent practice, develop colleagues' skills and provide additional support and guidance to new members of staff.
Support Services How do I know where to go if I think I need further support? How can I access support for myself and my family?	We will always work in partnership with you and your child to achieve the best possible outcomes, both academically and in terms of social, emotional and mental health (SEMH). If you have any concerns about your child's development, our Child and Family Officer or SENDCo will be able to offer guidance and advise on the most appropriate next steps. Support from external agencies can be accessed in a range of ways, such as through a GP appointment, a referral to Community Paediatrics, or by completing an Early Help Assessment. At every stage, we will ensure the process is clearly explained so that you feel informed and supported when seeking additional help. While many services can be accessed through the school, others can be contacted directly by families. We will be happy to guide you and provide relevant contact details where needed.
Transition How will you help my child move from different phases of education?	We recognise that transitions and changes in routine can create anxiety for our pupils. We therefore aim to make all transitions carefully planned, supportive and as predictable as possible. When a child is preparing to join Fortuna School, we work with parents and carers, the child's previous setting and relevant professionals to gather information about their individual needs. We carefully consider the information contained within the child's Education, Health and Care Plan (EHCP), alongside information shared by those who know

the child well. Opportunities to visit the school, meet staff and become familiar with the environment and routines help pupils to prepare for joining Fortuna.

Transitions between classes within Fortuna are carefully supported. We understand the importance of attachment, relationships and trusted adults for our pupils. When a child moves to a new class, the relationships they have built with staff from their previous class do not simply end. Pupils continue to have opportunities to maintain these important connections, for example by visiting previous staff to show them their work, saying hello or checking in with them during the school day. This provides continuity and reassurance while allowing pupils to develop positive relationships with their new class team.

Staff also work closely together when pupils move classes, sharing information about each child's strengths, needs, relationships, successful strategies and the support that helps them to feel safe, regulated and ready to learn.

As your child enters Year 5, we will begin discussions during their annual review of their EHCP about their individual needs and the type of placement that would best support them as they move towards secondary education. Parents and carers are fully involved in discussions about their child's next school or setting.

In Year 6, once your child has been allocated a secondary school place, we work closely with the receiving school to share relevant information about their needs, strengths, successful strategies and the support that helps them to engage successfully. Your child will have opportunities to visit their new school and become familiar with the environment. Where additional visits are needed, these can be arranged in collaboration with parents and carers and the receiving school.

We recognise that moving on from Fortuna is a significant transition for pupils and their families, and we aim to make this period as positive and supportive as possible. At the end of Year 6, pupils take part in enrichment activities and trips, giving them valuable opportunities to celebrate their time at Fortuna and create lasting memories with their peers and staff. On the final day, pupils take part in a Year 6 leavers' assembly, where they receive a hoodie and a keepsake from the school.

Bullying What do I do if my child is being bullied?	Fortuna School is committed to providing a safe and supportive environment in which all pupils feel valued, respected and able to feel a sense of belonging. Bullying is taken seriously, and any concerns are investigated and responded to appropriately. Through PSHE lessons and wider opportunities across the school day, pupils are supported to develop their understanding of positive relationships, friendships, respect and the different forms that bullying can take. We encourage pupils to talk to trusted adults if they are experiencing difficulties with their peers or are worried about something that has happened. Concerns and incidents are recorded on our CPOMS system, where appropriate, enabling staff to monitor situations, identify any patterns and ensure that concerns are followed up. If you are concerned that your child may be experiencing bullying, we encourage you to contact the school as soon as possible so that we can listen to your concerns, investigate what has happened and work with you and your child to provide appropriate support.
Complaints What do I do if I am unhappy with provision at Fortuna School?	We are committed to working in partnership with parents and carers and encourage you to talk to us if you have any concerns about your child's provision or experience at Fortuna School. We aim to work together to understand concerns and find appropriate solutions wherever possible. In the first instance, you should contact the school to arrange a discussion with your child's class teacher. We hope that most concerns can be resolved through open communication at this stage. If, after speaking with your child's class teacher and allowing appropriate time for the matter to be addressed, you feel that your concern has not been resolved, you can arrange to discuss the matter with the Headteacher or a member of the Senior Leadership Team. If the matter remains unresolved, parents and carers can follow the school's formal complaints procedure. Full details of the stages of this process, including how to make a formal complaint, can be found within the Athena/Fortuna School Complaints by Parents Policy.

Evaluation How do you know that your provision works?	SEND provision at Fortuna is evaluated in a range of ways to ensure that the support provided remains appropriate and effective for each pupil. We review academic assessments, progress towards EHCP outcomes, Boxall Profiles, behaviour records, physical intervention data and attendance information to help us understand each pupil's progress and identify where provision or support may need to be reviewed. We also consider the impact of interventions and individualised support, alongside information gathered through annual reviews and other review meetings. This helps us to consider not only academic progress, but also pupils' social, emotional and wider development. Pupil voice and feedback from parents and carers are an important part of evaluating our provision. This information, alongside assessment and monitoring data, helps us to understand what is working well for each child and where further support or changes may be needed. Parents and carers receive their child's targets three times a year and have regular opportunities to discuss progress with their child's class teacher. These conversations provide an opportunity to discuss the support in place, the progress their child is making and any areas where provision may need to be reviewed.
Further Support Where can I access further support and Information?	Further Information can be found in our Special Educational Needs and Disabilities (SEND) Policy. Alternatively, the following services can be accessed. <u>Lincolnshire Local Offer</u> Provides information on support available locally, local schools and information for parents including links to support groups. Find links via the local offer for 4all – a magazine with up-to-date information on SEND and activities for children, young people and families. Also find links here for short breaks for children and young people with SEN. <u>Lincolnshire parent carer forum</u> Recognised and supported by the Department for Education (DfE) under the Special Educational Needs and Disability Code of Practice (2015). LPCF is specifically tasked with working alongside the Local Authority and Health to help ensure that the services they plan, commission, deliver and monitor meet the needs of children with Disabilities and Special Educational Needs. <u>Liaise</u>

	Liaise is the Special Educational Needs and Disability (SEND) Information Advice and Support Service for Lincolnshire. We provide information and advice relating to SEN and disabilities to parents, children and young people (0 – 25) which is free, confidential and impartial. <u>IPSEA</u> Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). <u>Young Minds</u> The voice for young people's mental health and wellbeing Young minds Parent Helpline: 0808 8025544 <u>Lincolnshire Autistic Society</u> To provide advice and support to the families and carers of people with Autism Spectrum Disorders. <u>ADHD Lincs</u> To provide ADHD Support and ADHD Family Support, offering ADHD Awareness, ADHD Workshops and ADHD Webinars.
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The named SENCO: Emily Clayton