



Fortuna School SEN Information Report

2025 / 2026



Fortuna School SEND Information Report

The information below summarises the ways in which we support our pupils and their parents and carers. We continue to develop our provision to meet individual children's needs.

	Fortuna's Response
<p>Our Approach How do we identify SEN and assess needs? What should I do if I am concerned about my child's development?</p>	<p>Pupils that attend Fortuna School already have an Education, Health and Care Plan, which identifies their needs in terms of predominant and broad areas. Most pupils at Fortuna have the predominant need of SEMH.</p> <p>Fortuna is committed to early identification of special educational needs and meets the special educational needs of each child in line with the Code of Practice 2014. A range of evidence is collected through the teacher assessments/professionals' assessments and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with the SENDCo and Assessment coordinator to decide whether additional and / or different provision is necessary. The SENDCo then follows the graduated approach through cycles of assess, plan, do, review and working closely with your child's class team.</p> <p>Any further academic needs are identified through teacher assessments each half term. Any other needs are identified through observing any changes the pupil may present and consider which possible support would result in the best outcome.</p> <p>If you are worried in any way about your child's progress or development, your first point of contact would be your child's teacher. If you continue to be concerned, we can arrange a meeting within school with the most appropriate staff member who would be able to support you and your child.</p>
<p>Teaching and Learning What is our approach to teaching and learning at Fortuna School?</p>	<p>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.</p> <p>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.</p>

<p>How do you adapt the curriculum and environment for pupils with SEND?</p> <p>What additional support for learning is available?</p> <p>What support is available for improving emotional, mental and social development for pupils?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 Menta Health Support team that we can refer to.</p>
<p>Reviews</p> <p>How do you assess and review progress of my child?</p> <p>How am I involved in reviews?</p>	<p>The class teacher will assess your child every half term to ensure they are on track to meet their academic targets. Half-termly assessment meetings are also held with the assessment coordinator to review your child's progress. At these points, if necessary, appropriate interventions will be planned to support your child's learning. Each term, targets will be shared with you so that you are informed about what your child is working on.</p> <p>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 where your child is within this area of development. Based on the results, two targets are set, which your child will work on through enrichment activities and planned play choices. If your child achieves their targets before the next Boxall assessment, new ones will be set to ensure continued progress. The class team will gather evidence of your child's development, and you are welcome to speak with the class teacher at any time for updates.</p>

<p>How do I know my child is making progress?</p>	<p>Throughout the year, you will be invited to attend open mornings to discuss your child's progress. In addition, you will be invited to your child's annual review of their Education, Health and Care Plan (EHCP). This provides an opportunity to review the details of the plan and discuss the progress your child is making towards their outcomes.</p>
<p>Pupil Views How does my child share their views at Fortuna School?</p>	<p>We aim to build positive, trusting relationships with your child so they feel comfortable sharing their views with us. We actively seek their opinions for a variety of reasons, and they can express themselves in the way that feels easiest for them. This may be through a conversation with a trusted adult, or by writing or drawing.</p> <p>Your child will also be invited to complete pupil questionnaires on topics such as their learning, friendships, and the school environment. These are all child friendly so that the children can access these.</p> <p>If your child is a Child in Care, their views are gathered more formally through termly Personal Education Plan (PEP) meetings, and they contribute to their Child in Care reviews.</p> <p>In addition, our Child and Family Officer are available to support pupils when needed and can use a range of activities to help them share their voice.</p>
<p>Inclusion outside lessons How does my child gain experience in other ways?</p>	<p>Throughout the school year, your child's class teacher will organise visits or invite visitors into school to deepen and enrich learning. In addition, subject leaders may arrange for special visitors to speak on particular topics—for example, a planetarium visit when studying space or a petting zoo when learning about animals. These opportunities may vary from year to year in line with our learning cycles.</p> <p>We also welcome sports coaches to support PE lessons, and visitors from different faiths who share their traditions or invite us to visit places of worship such as the local church. Professionals from a range of occupations visit to teach children about important topics including dental care, fire safety and bike safety.</p> <p>Each year, children also enjoy a trip to the theatre to watch a pantomime, take part in a Christmas visit, and, at the end of the year, experience the Lincolnshire Show.</p>
<p>Staff Training and Development</p>	<p>In the main instance, your child is mainly supported by the class teacher and teaching assistants. The Child and Family Officer and SENDCo are also available support if necessary. If you feel your child requires additional or alternative support, we encourage you to contact us to discuss this.</p>

<p>Who will support my child in school?</p> <p>What training and experience do the staff have for my child's needs?</p>	<p>All staff follow a 6-year pathway of training which includes the impact of trauma, attachment and safeguarding.</p> <p>Di Hoyer (psychotherapist) delivers training to all staff linked to nurture principles, trauma and attachment, and is available weekly for any member of staff to seek her expertise.</p> <p>We have staff trained in mental health first aid.</p> <p>We have a wealth of expertise in the school, and this is shared throughout the school and to support new members of staff.</p>
<p>Support Services</p> <p>How do I know where to go if I think I need further support?</p> <p>How can I access support for myself and my family?</p>	<p>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.</p> <p>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.</p>
<p>Transition</p> <p>How will you help my child move from different phases of education?</p>	<p>As your child enters Year 5, we will begin discussions during their annual review of their Education, Health and Care Plan (EHCP) about their individual needs and the type of placement that would best support them, ensuring that you are fully involved in decisions about their next school.</p> <p>In Year 6, once your child has been allocated a secondary school place, we work closely with the receiving school to share information on how best to support them. Your child will have opportunities to visit the new school and become familiar with the environment. If additional visits are needed, these can be arranged by you in collaboration with the secondary school.</p> <p>We recognise that transitions can be challenging for many of our pupils, so we aim to make this period as positive and supportive as possible. At the end of Year 6, your child will take part in enrichment activities and trips, giving them valuable time to celebrate and create lasting memories with their peers and staff. These activities may vary from year to</p>

	<p>year. On the final day, there will be a Year 6 leavers' assembly, where your child will receive a hoodie and a keepsake from the school.</p>
<p>Bullying What do I do if my child is being bullied?</p>	<p>Fortuna School has a no tolerance attitude towards bullying. PSHE lessons address all forms of bullying and pupils often share with staff if they are experiencing difficulties. Records are kept on our CPOMS system so we can see each issue and how it has been dealt with accordingly.</p> <p>If you think your child is being bullied, you must contact us as soon as possible so that we are able to support you and your child.</p>
<p>Complaints What do I do if I am unhappy with provision at Fortuna School?</p>	<p>If you are unhappy about provision at Fortuna, you will need to speak to your child's class teacher in the first instance or have a meeting within school about your worries. Quite often, any issues can be resolved in this way.</p> <p>If an issue cannot be resolved, you are encouraged to contact your child's caseworker at the Local Authority. If you are unsure who this is, the SENDCo will be able to advise you.</p>
<p>Evaluation How do you know that your provision works?</p>	<p>SEND provision at Fortuna is evaluated in a range of ways. We review academic assessments, physical intervention data, Boxall Profiles, behaviour logs and attendance to ensure that support is effective and responsive to each child's needs.</p> <p>You will receive your child's targets three times a year and will have regular discussions with their class teacher throughout the year. These meetings provide an opportunity to talk about how the school is supporting your child and the impact this support is having on their progress.</p>
<p>Further Support Where can I access further support and Information?</p>	<p>Further Information can be found in our Special Educational Needs and Disabilities (SEND) Policy. Alternatively, the following services can be accessed.</p> <p>Lincolnshire Local Offer 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.</p> <p>Lincolnshire parent carer forum</p>

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.

[Liaise](#)

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.

[IPSEA](#)

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).

[Young Minds](#)

The voice for young people's mental health and wellbeing

Young minds Parent Helpline: 0808 8025544

[Lincolnshire Autistic Society](#)

To provide advice and support to the families and carers of people with Autism Spectrum Disorders.

[ADHD Lincs](#)

To provide ADHD Support and ADHD Family Support, offering ADHD Awareness, ADHD Workshops and ADHD Webinars.

The named SENCO: Rebecca Robinson