



Special Educational Needs Policy - Federation

Updating Policy Procedure

When a policy is due for review it will be emailed to the reviewer who will revise and highlight those updates and return the policy in full with the highlighted updates back to the Policy Co-Ordinator.

When a policy reviewer becomes aware of **any updates** they will ask the Policy Co-Ordinator to email the policy to them and follow the above procedures.

A policy is a statement of intent and the guidelines we follow, that is adopted by the Fortuna and Athena Federation's Governing Body.

Policy Reviewed by:

Tracy Claypole - Fortuna
Hannah Trought - Athena

Updated on:

January 2025

Date to be reviewed:

January 2027

Date ratified at FGM:

10/2/2025



Ethos and principals

At The Fortuna and Athena Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. At The Fortuna and Athena Federation we pride ourselves in having a unique whole school nurturing ethos. Through our principles and practice we aim to provide children with essential early experiences to support their academic, social and emotional development. We aim to enable children to gain the understanding and strategies required in order to turn around difficult behaviour that hinders their chances of success.

Objectives

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To ensure that children with special educational needs and disabilities are included in all aspects of school life.
- To ensure that all learners make the best possible progress.
- To ensure that parents/carers are informed of their child's special needs and the provision in place to support these needs.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Roles and responsibilities

As The Fortuna and Athena Federation are specialist schools in SEMH (Social, Emotional and Mental Health Needs) all staff are responsible for the day-to-day provision to support emotional and behavioural development. As a federation we have a strong, long-standing nurture ethos and this is reflected within our provision and planning in the classes.

During periods of temporary absence an appropriate member of staff will be allocated as required to cover the responsibilities and duties of the named SENCo. At Athena, this would usually be the Child and Family Officer. At Fortuna this would be a member of the SLT

The responsibilities of the SENCo may include but are not limited to the following:

- Setting up and reviewing new intake files – initial risk assessment, Penn picture (outlining the child's background) and initial medical overview.
- Working alongside senior leaders, the broader school staff and appropriate external agencies/professionals to identify pupils' needs and ensure appropriate provision is in place. This includes supporting or making referrals to outside specialist services and agencies.
- Monitoring, supporting and evaluating Provision maps at Athena
- Organising training and staff meetings relating to special educational needs, including those led by outside agencies and professionals with specialist expertise.
- Supporting the identification of children with SEN who need provision above and/or beyond that of the day-to-day provision provided to all pupils.
- Attending regular training and engaging in professional development activities in areas related to SEN, to ensure that each school is meeting their statutory duties and demonstrating best practice.



- Working alongside staff to support across the four areas of need (Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and/or Physical).
- Acting as the school's lead designated professional for Personal Education Plans (PEP) for Children in Care (CIC)



EPEP's are completed by the Class Teachers under the supervision of the SENCo



EPEP's are completed by the SENCo / CAFO.

Identification and Assessment of special educational needs

The Fortuna and Athena Federation 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 usual assessment and monitoring arrangements (see Assessment policy): if this suggests that the learner 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.

Provision/action that is additional to or different from that available to all will be recorded at Athena within provision maps. These documents detail academic targets, track behaviours and Boxall areas of need and include additional intervention where necessary. These are updated each term, shared with pupils, and sent home to parents. At Fortuna pupils additional support is recorded by the SENCo and shared with the Assessment Lead. Intervention strategies/programmes are shared with parents/carers. Termly targets are sent to parents/carers.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

All the children at The Fortuna and Athena Federation have Education Health Care Plans The progress and the support outlined in there will be reviewed annually by the class teacher, SENCo or SMT and a report provided for the Local Education Authority (Section 69 of the Children and Families Act 2014). When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.



Early secondary transition planning for pupils in Year 5 annual reviews will allow appropriate options to be considered. The deputy head will liaise with the SENCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.



Advanced planning for pupils in Year 10 and 11 annual reviews will allow appropriate options to be considered for Post 16 provision. The Careers and Post 16 Coordinator and SENCO will liaise with the SENCO of colleges and other FE centres to ensure that effective arrangements are in place to support pupils at the time of transfer.



Admissions

All the children at The Fortuna and Athena Federation have an Education Health Care Plan. They are referred to the Schools by the Additional Needs Statementing Panel. The Head of School in consultation with the panel reviews the child's suitability for the school and whether their needs can be best met in an SEMH school. For further details see Admissions Policy.

SEN Funding



All children at The Fortuna and Athena Federation have an Education Health Care Plan, which indicates their predominant need is SEMH. The current funding is 3:1 (children: adults) in line with the LA policy.

Provision for SEN and school specialities

The Fortuna and Athena Federation have an extremely experienced staff team in SEMH and nurture teaching and learning. Fortuna is funded for 80 places and Athena are funded for 115 places (Correct as of January 2025). A significant proportion of children within both schools have various medical diagnoses in areas like Autism, ADHD, Asperger's, Oppositional Defiance Disorder and Attachment Disorder.

The Fortuna and Athena Federation has full wheelchair access. Fortuna School has one disabled toilet available. Athena School has two disabled / gender neutral toilets available.

There are numerous trained members of staff in the administration of medication and the needs of the children who require special dietary needs can be fully met.

 <p>Fortuna staff are trained in the administration of insulin, and the administering of appropriate medication and procedure.</p>	 <p>Athena staff have received training for the administering of insulin, epilepsy training, the administering of appropriate medication and procedure.</p>
<p>Class teams designated first aiders and where appropriate the whole school staff will be provided with additional training to support specific medical needs as required to support the day-to day health needs of individual pupils. In some instances, this will need to occur before the child can attend the school.</p>	

Most children who attend The Fortuna and Athena Federation arrive and leave in a taxi provided by the county council. Pupil's needs are shared with the Local Authority and Transport Provider to ensure there is an appropriate risk assessment in place.

Teaching and learning

The children in The Fortuna and Athena Federation have full access to the national curriculum. Teachers plan individual lessons for all subjects and include a range of teaching styles in their plans. Children's targets in class are worked on each day both in lessons and opportunities for play throughout the day. Individual needs are planned for and taken into account in teachers' planning.

The use of facilities outside the school like support services

There are a range of outside services the school can access and a full list of these can be found in the front office. These services can be arranged through the SENCo in consultation with the SMT.



The role of the parents

The Fortuna and Athena Federation have close links to the parents and carers of all the children. All parents have access at all times to the school for any concerns they have with their child's SEN and the appropriate member of staff will be available to consult with them both over the phone or an arrangement to come in to school.

Monitoring, evaluating and reviewing

This policy will be reviewed and assessed annually to ensure the effectiveness while monitoring the level of implementation.

- Review of Education, Health and Care Plans once per year
- Risk assessments set up initially then reviewed three times a year
- Behaviour logs are updated daily.
- Behaviour plans are reviewed regularly.
- Intervention plan is reviewed twice a year