

Fort Royal



Community Primary School

Play • Learn • Laugh • Succeed

SPECIAL EDUCATION NEEDS POLICY

Review Date 2027			
Revision 0.2	Statutory Policy? Yes	Governors Approval Yes	Date 08/01/2026

Date	Page	Details of Change	Amended by	To be Ratified
08/01/2026	All pages	Complete update to all pages to comply with latest guidance	Ed	

1. Purpose of the Policy

This policy sets out how Fort Royal School meets its statutory duties in relation to pupils with Special Educational Needs and Disabilities (SEND). It explains the school's principles, systems and practices for ensuring that pupils with complex SEND are supported to achieve the best possible outcomes.

This policy should be read alongside the school's SEND Information Report, Admissions Policy, Behaviour Policy, Safeguarding Policy, Accessibility Plan and Complaints Policy.

2. Legal Framework

This policy is informed by and complies with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 years (2015)
- Equality Act 2010
- Education Act 1996
- Keeping Children Safe in Education

3. School Context and Designation

Fort Royal School is a maintained primary special school. All pupils attending the school have an Education, Health and Care Plan (EHCP).

The school caters for pupils with severe and complex SEND. The majority of pupils present with severe autism, complex social communication difficulties, profound and multiple learning difficulties, and significant sensory, medical or physical needs alongside learning difficulties.

Placement decisions are made by the Local Authority through the EHCP process and take account of the individual needs of the pupil, the suitability of the peer group, the learning environment and the school's capacity to meet need safely and effectively.

4. Aims and Principles

The school aims to:

- Provide a safe, structured and nurturing environment
- Deliver a broad and balanced curriculum adapted to need
- Place EHCP outcomes at the centre of planning
- Promote communication, regulation and independence
- Work in partnership with parents and professionals
- Prepare pupils for the next stage of education

5. Identification, Assessment and Graduated Approach

All pupils are admitted with an EHCP. Assessment includes baseline data, professional reports, engagement model evidence and parental views. Provision is reviewed regularly and adapted responsively.

6. Curriculum and Specialist Provision

Teaching uses a total communication approach, structured routines, sensory regulation strategies and specialist facilities including sensory rooms, hydrotherapy and adapted ICT.

7. Roles and Responsibilities

The Governing Body oversees SEND provision.

The Headteacher has overall responsibility.

The Deputy headteacher coordinates day-to-day SEND provision for pupils and staff in their phase.

All staff share responsibility for meeting pupils' needs.

8. Partnership with Parents

Parents are partners in reviews, communication and transition planning.

9. Working with Other Professionals

The school works with therapists, medical professionals, psychologists and social care teams.

10. Transitions

Transitions are carefully planned for entry, phase changes, mainstream transitions where appropriate and secondary transfer.

11. Behaviour, Regulation and Safeguarding

Behaviour and wellbeing are understood in the context of SEND and aligned with safeguarding and behaviour policies.

12. Monitoring and Review

SEND provision is monitored through leadership, governors and external review. This policy is reviewed annually.

13. Complaints

Concerns are addressed through the school's Complaints Policy.

Chair of Governors Date