

Integrated Teaching, Learning & SEND Policy

Approved by:

TFA Local Governing
Committee

Date: 09/10/2025

Next review due by:

31/08/2026 - This policy is currently under review

Contents

Ethos	2
Aims	3
Broad areas of need as outlined in the SEND Code of Practice (2015)	4
Primary Needs	4
Secondary needs	4
Physical interaction	5
Supporting students at School With Medical Conditions	5
Consistency	6
Curriculum	6
Key Stage 5	7
Assessment	8
Communication	8
Parents	8
Governors	9
Students	9
Other Professionals	9
Links to other Policies	10
Appendix A Equality of Access	10
Appendix B Intervention Teams inc referrals	13
Appendix C Curriculum Planning procedure	13

Ethos

Our vision and aims are at the core of everything we do, they underpin our teaching and learning, and provide an environment which prepares our students as confident citizens. **Individual differences are recognised and respected but are never seen as a barrier to achievement.** The Fusion Academy creates a learning environment where exploration is at the core of what we do and is the starting point for all learning. Pupils will develop a curiosity that supports them to achieve ambitious outcomes. The curriculum is flexible in design to meet the needs of the pupils and to focus on lifelong outcomes. The school aims to create self-assured risk takers who have a range of strategies in place to manage their additional needs. They will be able to revisit and develop learning to embed and apply their knowledge,

understanding and skills. All learning focuses on social communication to support pupils' knowledge and understanding of the world as well as their ability to understand the value of themselves and others.

High aspirations by all staff for all our students is essential and this is supported with the aspirations for our staff and their practice. Our model for Continuing Professional Development across our school is underpinned by the action research model with a focus on developing best practice by all staff. External training is provided for relevant areas.

Values

Our aspirational culture and ethos informs all aspects of the school's work whilst advocating and supporting student wellbeing.

Our students are known as a whole person not a diagnosis and we aim for all our students to:

- ★ **Feel valued**
- ★ **Be curious**
- ★ **Be Self Assured**
- ★ **Be ambitious**

We value every student and the contribution they can make.

We ensure they have a voice and feel listened to.

We teach individuals.

Every young person has a tailored approach to their learning and our teaching reflects current research and best practice.

We challenge our young people.

We have high expectations and recognise that their needs will change at different times therefore we remain flexible to adjust their curriculum and our teaching.

We nurture every student.

We strive to understand each young person and help them to get to know themselves and develop in all aspects of their life.

We use a holistic approach

By using a multi-professional team and specifically taught social, communication skills alongside emotional regulation development we will help prepare our young people for independent futures.

Clarity: our school policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 years (January 2015). our school monitor the updates via <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Broad areas of need as outlined in the SEND Code of Practice (2015)

The Fusion Academy is a Specialist School for students aged between 7 and 19 years with communication and interaction needs or autism who do not usually have additional identified learning disabilities. Our school offers a tailored curriculum which provides our young people with a breadth of personalised learning opportunities to enable them to develop academic learning alongside social, communication and interaction skills which we believe are key to preparing young people for employment, further education, training and life into adulthood.

The Fusion Academy offers a thematic curriculum that seeks to enable students to feel valued, be curious, have self-assurance, and be ambitious.

Primary Needs

All children and young people at our school have their primary need in the area of:

- Communication & Interaction

Secondary needs

Some children and young people also have additional needs which fall into one or more of the three other broad areas described by the SEND code of practice:

- Sensory and/or Physical
- Social, Emotional and Mental Health

Individual children or young people sometimes have needs across these areas and we recognise their needs may change over time.

As well as the statutory information including the SEN information report, published on the school website, every student at our school has their own equality of access to ensure their personalised offer is in place all day, every day and is clear to staff and parents. Equality of access underpins all curriculum opportunities that are offered to students and our school uses a range of strategies, technology and internal and external support to achieve this. (Appendix A - Equality of Access) our school interventions are included in the provision and support of individual students for work over determined periods of time. (See [Appendix B](#))

Physical interaction

We distinguish between physical interaction and physical intervention. Hands on support (helpful physical interaction) with students happens for a number of reasons and includes physical support to access the curriculum. On the rare occasions when physical intervention may be necessary to keep students safe, this is always carried out as minimally as possible, that is making sure actions are reasonable and proportionate to the situation. All staff employed by OTP are fully trained in line with our Working Positively with Pupils Policy (school behaviour policy). Any supply staff involved are guided by our permanent staff. In all aspects of our work with students we maintain privacy, dignity, the right of the student to choose and ensure that our actions towards students are age appropriate.

Supporting students at School With Medical Conditions

Students at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Our school complies with its duties under the Equality Act 2010 for children with medical conditions and for those that are also disabled. Arrangements in place in school to support students at school with medical conditions are detailed within the school's policy for meeting the medical needs of students. (Refer to our policy for further information) or [Government guidance](#)

Consistency

By adapting our specialist curriculum and teaching methods as well as monitoring student progress through data analysis, work scrutiny and lesson observations, we offer our students every opportunity to succeed both academically and socially. The class teacher is responsible for ensuring that every student's needs are met, taking into account their interests whilst striving for a broad curriculum delivered through age appropriate learning experiences with social communication at the heart of what we do.

Curriculum

Staff at our school are committed to teaching children and young people with communication & interaction needs. High expectations of what all our students can achieve, through good or better teaching of a well-structured curriculum, are essential. ([Responsibilities](#) via this link are also included in the induction for new staff).

Students in the year 3 to year 8 classes are taught using the Primary approach. This is a nurture approach where the students have a class base and are taught across the curriculum. When the students are ready they will progress into the Secondary aspect of the school, this will be based on readiness to access the curriculum not on chronological age. Young people and families will be involved in discussions alongside teaching staff to ensure the pathway is planned for each young person. In the Secondary section of the school, students have social communication embedded into the learning and are taught by specialist teachers for the core curriculum areas of English, maths, science. The students will transition around the school to access these lessons and will work towards level 2 accredited qualifications. We recognise the diversity of our students and adapt their timetable accordingly to suit their needs. The curriculum ensures there is depth and breadth for all which includes enrichment opportunities.

To enable students to access a broad and balanced curriculum and make progress they are given access to an adapted version of the national curriculum or through a totally individualised timetable. Statutory (known as core) subjects including English, maths, science, Physical education (PE), Religious education(RE), Relationships and Sex Education (RSE) and computing are built into the timetable for all students.

Class teachers develop the curriculum for the needs of students with a focus on the end goal of accessing level 2 accreditation and have a monitoring responsibility for their groups. The school also offers an enriched curriculum to enable students to feel valued and achieve in other areas such as forest schools, gym, sports leadership and hospitality and catering with a chance to gain qualifications such as food hygiene.

To support their understanding of society and British values, all students are given a clear understanding of democratic processes, including through the work of our school council. Throughout the curriculum, students experience key learning linked to life in Britain. Opportunities to experience a range of cultures are built into cross-curricular learning experiences that are reinforced and supported through discussion and debate.

Students are encouraged to develop a sense of pride in our school, and a sense of belonging to our school community. students are reminded that they are part of a wider community, both national and international and all of us have equal value, share common interests, and should both respect and be respected by others.

Key Stage 4 and 5

Students in Key Stage 5 will follow the Key stage 4 curriculum and the focus is on readiness to access qualifications such as Functional Skills, BTEC or GCSEs. Some young people will have personalised access to the curriculum to ensure they are prepared for the next steps in education or work. This will be matched to their previous attainment and the future aspirations of the student and their family. The young people will work towards level 2 qualification alongside their peers at a time they are ready to access it.

Assessment

Student progress is assessed using a range of strategies throughout their time at The Fusion Academy. This ensures that we know exactly where our students are with their learning and what they need to do next to improve further. We assess not only academic learning, but also communication skills, independence skills and wellbeing. EHCP outcomes play a key role in this and we are always tracking progress against these. We strive for all students to make as much progress as possible to enhance their life chances. Evidencing progress happens daily though capturing this using an online platform called Earwig. This can be either photos, videos or scans of paper based work. Key pieces of work will be used as part of summative assessment to show a student's progress; this progress may also be evidence on Earwig and matched with the statements on our assessment framework. Regular work scrutiny and learning walks provide moderation opportunities. Please see The Fusion Academy Feedback & Assessment Policy for further details on student assessment.

Communication

It is of paramount importance that all people concerned with an individual student's education work closely and cooperatively. Only in this way can students receive their entitlement to a broad and balanced education. We work closely with:

Parents

Parents' right to information and full involvement in the education of their children is fulfilled using communication that suits the needs of families and students the annual student centred review of the EHC plan (which includes the academic report), interim meetings including focussed parents' evening. Parents have the right to have their views respected and staff will be sensitive in all discussions. Parents also have access to Earwig to view the learning captured during the school day and may upload any records of the skills the young people have shown at home.

Our school website will give access to or direct parents to the necessary reports and policies required including the SEND report.

Governors

The Local governing committee are involved in, and have an oversight of the work of the school. The day-to-day running of our school is delegated to the Executive Headteacher and Co Heads of School, but the MAT Trustees set the strategic direction, and are responsible for major policy decisions. The local governing committee also monitors the work of our school and offers challenges in respect of leadership, practice and innovation.

Students

All students are involved in appropriate ways in decisions relating to their own learning and school development including our school council, one page profile development and annual EHC plan review.

Other Professionals

Multi-agency working is a vital part of offering the highest quality education possible. Our school commissions services from a range of therapists and other professionals including an occupational therapist, speech and language therapist and educational psychologist who work within the school. Staff also work alongside other professionals supporting students, including child and adolescent mental health services (CAMHS) and specialist teachers. Through OTP we also access music tuition, play therapy and art therapy according to the needs of our students.

To ensure effective input, school staff ensure advice and input from other professionals is fully integrated into day to day practice. Liaison also occurs through the Annual Review process . All those involved are invited to either attend the review meeting or submit written comments, and in this way a coherent plan can be discussed, agreed, circulated and put into effect. We also hold regular but less formal multi-professional meetings where the team triage the needs of a student and identify the best next steps collectively.

The Trustees monitor this policy through the local governing committee and full board of trustees.

Links to other Policies

- Our OTP and school intranet provides links to all associated policies and procedures
- Feedback & Assessment Policy
- Working Positively with Pupils Policy (Behaviour policy)
- Code of Conduct & Safeguarding Policy
- Data Protection Policy
- Teacher Pay Policy
- Performance development
- Medication Policy
- Meeting the medical needs of students
- Working Positively with Pupils policy

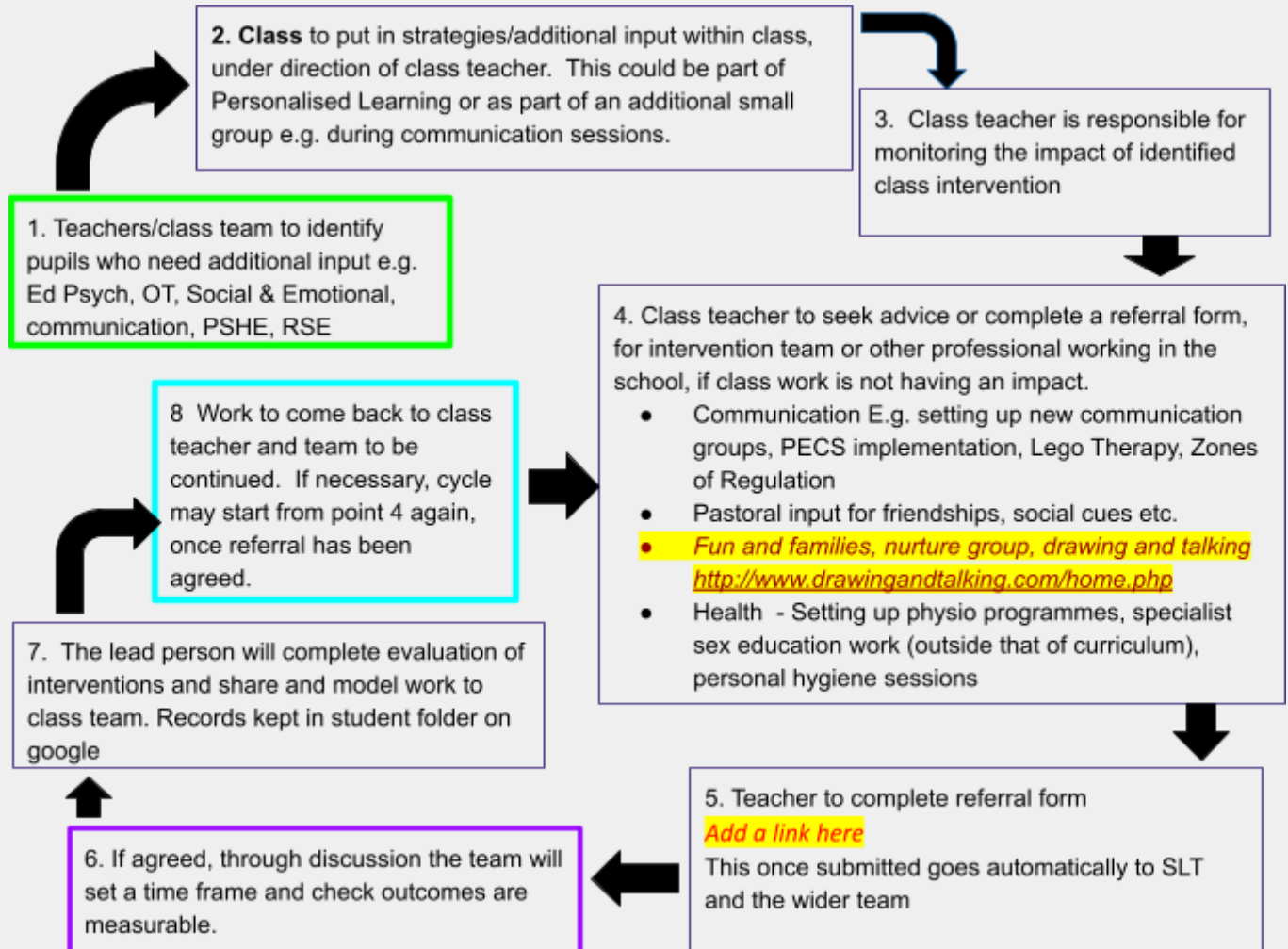
Appendix A Equality of Access

All students at The Fusion Academy will at all times have access to:	Some students at The Fusion Academy will have...	A few students at The Fusion Academy will have:...
Environment - Good lighting, comfortable temperature and ventilation - Clear organised environment clutter free - Low arousal environment: - Noise - Sight lines - Smells - A schedule/ timetable of their day/week - Visual structure for each lesson - Learning information available visually as well as verbally - Access to alternative method of recording eg chromebooks - Zones of regulation board up in the classroom and used throughout the day - Access to outdoor space - Access to a range of structured and engaging activities at break and lunchtimes	Environment e.g. - Additional individualised visual aids - Access to quiet areas for some learning <u>This student has:</u>	Environment e.g. Specific resources for specific learning or health needs eg VI HI dyslexia <u>This student has:</u>
Communication - Student has methods/tools to ask for help when needed - Access to alternative ways of communicating (e.g. through writing, picture cards or tick boxes) - Access to the social thinking curriculum and opportunity to apply social thinking, throughout our school curriculum	Communication e.g. - Access to personalised social stories for aspects of social learning - Access to additional social communication support with intervention STA <u>This student has:</u>	Communication 1:1 support from a speech and language therapist or in small group - Individual communication system or aids <u>This student has:</u>
Emotional regulation & wellbeing - Access to safe / quiet spaces - Access to targeted sensory and movement breaks - Consistent boundaries/expectations from staff - Opportunity to use outdoor space - Character education embedded across our school day - Opportunity to apply ZoR and interoception throughout our school curriculum - Access to wellbeing activities eg Forest School.	Emotional Regulation e.g. - Individual rewards systems - Motivators - EIP - Access to Individualised emotions chart - Intervention on emotional regulation with STA <u>This student has:</u>	Emotional Regulation Engagement and interaction support from MDT <u>This student has:</u>
Style of lesson / Interventions Well structured (chunked) well differentiated lessons	Style of lesson/ Interventions e.g. - OT/ Sensory Intervention - SaLT - Play therapy	Interventions 1:1 support at all times - MDT Intervention

- Lessons include opportunity for repetition and review, practice and applying - New subject specific vocabulary to be taught - Lessons adapted to individual learning needs and styles - Opportunities to record work in different ways (spider diagram, mind mapping, computer, writing.)	- Literacy intervention - Maths intervention - Pastoral intervention - eg draw talk - Health team intervention 1:1 support for personal /EHCP targets <u>This student has:</u>	- Outside agencies involved eg CAMHS - Access to psychotherapy (e.g.play therapy) <u>This student has:</u>
<u>Staff</u> - Teachers direct staff to support learning - Key worker/ Mentor for each student chosen by teacher - Key worker/Mentor ensures equality of access in place for student at all times and leads any daily debriefs - Staff who are calm and able to motivate	<u>Staff</u> Access to staff specifically trained in intervention approaches eg precision teaching <u>This student has:</u>	<u>Staff</u> Access to staff specifically trained for 1:1 VI for example <u>This student has:</u>
<u>Curriculum</u> 3 strands of the curriculum in place: - Academic - Personal Development - Curriculum choice - There is a clear link between these three strands	<u>Curriculum e.g.</u> Additional curriculum provision eg music tuition <u>This student has:</u>	<u>Curriculum</u> Personalised timetable Curriculum provided Phoenix class style <u>This student has:</u>
<u>Assessments</u> - Assessment policy followed - Targets shared with student	<u>Assessments e.g.</u> - Cognitive assessments - Literacy diagnostic assessments - Exam access arrangements <u>This student has:</u>	
<u>Resources</u> Access to technology eg Chromebook	<u>Resources e.g.</u> - Specific to EHCPlan - Specific equipment for physical or sensory needs e.g writing slope, adapted pens/ cutlery, ear defenders. - Technology curriculum access equipment eg laptop or ipad with specific apps - Use of buff paper/ coloured overlays/ reading pens <u>This student has:</u>	<u>Resources</u> Specialised equipment e.g. for medical needs <u>This student has:</u>
<u>Health provision</u> Access to first aid and medication when required.	<u>Health provision</u> Regular medication <u>This student has:</u>	<u>Health provision</u> Emergency medication constantly available and trained staff <u>This student has:</u>

<u>Recognition of achievement</u> Achievement will be recognised and shared/rewarded	<u>Recognition of achievement</u> Personalised reward system linked to EIP <u>This student has:</u>	
Normal way of working/Examination access arrangements-Please HIGHLIGHT below all that apply		
Laptop/Extra Time/Computer Reader/Reader/Scribe/Speech Recognition Software/Practical Assistant/Modified Papers/Bilingual Dictionary with 10% Extra Time/Enlarged Font Size/Braille/Coloured Paper/Colour Naming/Coloured Overlay/Magnifier/Prompter/Different Assessment Location/ Supervised Rest Breaks/Oral Language Modifier/Live Speaker (MFL Exam)		

Appendix B Intervention Teams inc referrals



<https://forms.gle/AsDKAS+4eKhds88>

Appendix C Curriculum Planning procedure

Curriculum Road Maps (whole school) - Demonstrate the Key Stage 2 3 and 4 journey in basic form. Clear for all stakeholders and published publicly.

Curriculum overview (Secondary only) - Basic Long Term Plan with bullet points. Vision created by Subject Specialist teams or determined by course specification. Overlap of subjects / topics checked. Show sequence of topics explored with breakdown of points to be covered.

Knowledge Organisers and Medium Term Planning - Created by subject specialist teachers. Half termly for KS2 and 9 week blocks for Ks3 and 4. Sequence of exploration / learning or SOW. Knowledge organisers with clear skills, supporting vocabulary and further learning opportunities that are student facing and published and referred to in lessons.

Task choices - Short Term Plans. Teacher focus delivery and exploration carousels at key stage 2. Mix of traditional teacher delivery and task choices at Key stage 3 and 4. Accreditation coursework and exam practice in some Key Stage 4.

- Teachers are responsible for adapting medium term planning into **lesson plans** using Adaptive Teaching models and scaffolding which meet the individual needs of students in their class. Teachers complete their planning in the agreed format that focuses on retrieval and clearly identifying new learning and how this will be developed for pupils.
- Planning is kept in the shared folders on Google Drive using the date format so that this can be accessed and used by cover staff if a Teacher is off school.
- There are 5 agreed non-negotiables that should be visible at all times in learning:
 - Engagement
 - High academic expectations
 - Expertise in subject knowledge
 - Clear communication
 - Personalisation of learning for individual students

All information about planning can be found on the [Curriculum intranet](#).

