

Aurora Redehall School and Caterham Education Centre

SEND policy and information report

Policy Reference:	A140
Version Number:	2
Applies to:	Schools
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	The Headteacher and Operations Director
Implementation date:	January 2023
Next review due by:	January 2024
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Aims

Our SEN policy and information report aims to:

- Set out how we will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We are ambitious for every child and young person at Aurora.

We encourage high expectations from and for all our young people. From the very first day they walk through our doors, we're building foundations for their last day.

We see each person as an individual, who will move on to lead a fulfilling, independent life of their choosing. Whether that is further education, employment, training or supported living.

Many pupils arriving at Aurora Redehall have experienced challenges in mainstream environments, often taking extended periods out of previous schools and falling behind their peers. We help each child to overcome their barriers to learning and social development, so they can fully re-engage with education and enjoy everything that school life has to offer.

We adjust and regularly review the balance between academic study and therapeutic support to best meet individual needs. While our focus is always on increasing independence to better prepare the children for 'real life', if a child is experiencing difficulties we will, of course, look to increase therapeutic support to get them back on track.

We offer our pupils access to a pathway that has the potential to extend throughout their academic career, thanks to a leadership structure shared with local Aurora secondary provider Caterham Education Centre. With the right support, most of our pupils go on to achieve academic success through GCSEs or equivalent qualifications.

2. Legislation and statutory requirements

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Scope

This policy applies to all staff working at Aurora Redehall School and Caterham Education Centre.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Anne Beaty, contactable on 01342 778650 or 01342 778655

They will:

- Work with the headteacher and SLT to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Organise and chair EHCP reviews using a person-centred approach, ensuring full involvement of the parent and young person: considering their views, wishes and aspirations when making decisions.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Operations Director will:

Help to raise awareness of SEN issues at governance meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and quality assurance team to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants, HLTAs or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. SEN Information Report

6.1 The kinds of SEN that are provided for:

Aurora Redehall (RHS) & Caterham Education Centre (CEC) comprises one school, primary and secondary: six through to 19 years old. The primary needs are:

- ASD / Aspergers – Diagnosis or Traits
- Non-classic Autism Presentation e.g. PDA
- ADHD
- Social Communication Needs
- Difficulties with Social Interaction
- Emotional Regulation
- Sensory Processing
- High Anxiety
- Trauma informed behaviours

Students may have experienced trauma in relation to their experience of education or gaps in learning due to time out of education. Our focus in the early stages of a pupil's journey with us involves a significant focus on supporting positive social interactions, and building trusting relationships, and achieving emotional wellbeing. We aim to remove the child's most significant barriers to education.

6.2 Consulting and involving pupils and parents

During the assessment and transition phases, consultations with pupils, parents/carers help inform the one page profile and risk assessments which are regularly reviewed.

These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- Effective and non-effective strategies for supporting the pupil are shared
- Areas of risk are identified and mitigating arrangements are made
- All staff are informed of these to ensure consistent support A personalized transition plan is in place.

Students' progress towards their EHCP outcomes and targets are reported via

- Termly reports
- Annual Review of the EHCP
- Phone calls/emails/system based updates on a regular basis through the term with their tutor or key worker.

We will formally notify parents and local Authority caseworkers of when the EHCP is to be reviewed

6.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the cycle of assess, plan, do, review.

- The class or subject teachers work with the SENCo and therapy team to carry out further assessment of the pupil and support the objectives on the EHCP. This will draw on:
 - The teacher's assessment/ observations and experience of the pupil
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data taking into account gaps in education.
 - Assessment by therapists and therapy assistants
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant The assessment will be reviewed as required.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Our students are prepared for transition to, and from our provisions on an individual basis, subject to their needs. We share information with the school, college, or other setting the pupil is moving from or to and an appropriate transition plan is scheduled. This is reviewed regularly and adapted if needed.

Preparation for adulthood, is embedded through our curriculum and therapeutic offer. All students are set preparing for adulthood targets at or before their first annual review, regardless of their age or stage. Students are supported to work towards readiness for secondary/college/employment transition, independent living, community inclusion, healthy living and independent travel.

As pupils transition between Redehall (primary phase) into Caterham Education Centre (secondary phase) we provide them with a tailored package of transition support within our transition hub.

6.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. This includes progress in all 4 areas of need as well as preparation for adulthood skills.

High quality teaching is our first step in responding to our SEN pupils. This will be differentiated for individual pupils and personalised where possible.

We will also provide the following interventions as required:

- Speech and Language Therapy (SaLT) assessments and observations. Individual and group programmes run by our Speech and Language team; including speech and language therapy and social skill programmes, Lego therapy. Assessment, consultations, review, training and support for staff to ensure integration of therapy through the school day.
- Occupational Therapy assessment, individual and group programmes delivered by the occupational therapy team and overseen by the occupational therapist. Assessment, consultations, review, training and support for staff to ensure integration of therapy, support and sensory diets through the school day.
- Educational interventions and adaptations for specific learning difficulties such as dyslexia friendly practice. Precision teaching and other individualised support to address learning gaps.
- Support for social, emotional and needs including observations, assessments and consultations by our Educational Psychology team. Interventions delivered by ELSAs and learning mentors supervised by the Educational Psychology team in individual or group sessions. Thrive sessions delivered by the Thrive practitioner and overseen by the SENCo

6.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to make strong progress for example by tailoring lesson content to students' interests, strengths and weaknesses and using multisensory teaching.
- Adapting our resources and staffing to support the individual needs of students
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sensory items etc.
- Differentiating our teaching, for example, carefully planned questioning, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Working Walls to enable and support recall

6.7 Additional support for learning

We have small class sizes and a high ratio of teaching assistants who are trained to support our young people across many complex needs. This is sometimes done on a 1:1 basis when needed. The support is needed to build relationships and trust as well as take the transition very slowly e.g. from initial meetings in the home to visit to sight, clinical support is also available to meet mental health needs.

On the whole, Teaching Assistants support pupils in small teaching groups. This may be to access the primary curriculum and communication, in a nurture setting to build confidence and fill gaps in learning or with social and emotional development in the secondary setting.

6.8 Expertise and training of staff

Our SENCo holds the National Award for SEN Coordination and is an experienced SENCo and Thrive Practitioner.

She is supported by an assistant SENCo who supports the EHCP Annual reviews, referrals process.

We have a team of teaching assistants, who are trained to deliver SEN support and provision. Our therapy assistants are HLTAs supervised by our qualified therapists.

Members of staff receive regular training in mandatory areas such as safeguarding, lifting and handling, Health and Safety, and first aid. Our teaching staff are team-teach trained.

Some of the areas of expertise that some or all of our staff have had training in are:

- Team Teach
- Communication Friendly Classrooms and Supporting Understanding in the Classroom
- Zones of Regulation
- Emotional Based School Avoidance
- ELSA
- Selective Mutism
- Attention Autism
- Social Stories and Comic strip conversations
- Thrive
- ASD
- ADHD
- Read, Write, Inc
- Diabetes
- Drawing and Talking
- Introduction to sensory integration difficulties for schools
- Precision Teaching
- Jext Pen Training
- Epi-Pen Training
- Paediatric First Aid
- Precision Teaching
- Positive behaviour approaches and de-escalation
- Trauma informed schools
- Tree of life
- Mental Health Awareness

We employ accredited therapists for Occupational Therapy, Speech and Language and Educational Psychology support who provide ongoing coaching, consultation and training for our staff.

6.9 Securing equipment and facilities

Pupils requiring equipment are identified at transition and this is reviewed regularly. Requests for resources are processed as required.

6.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their EHCP outcomes each term
- Termly academic review
- Feedback from students at half termly student forum
- Weekly Therapy assistant supervision
- Formal review of the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCo
- Holding person-centred annual reviews for pupils with EHC plans

Our school EHCP reviews are conducted using a person-centred approach involving the young person, their family and any other professionals who support them.

Students present their views of what is going well, what could be better, hopes for the future as well as showing the things which are important to them. Students are supported individually to provide their views in a way which they feel comfortable, including presentation, questionnaires, ethnography.

Parents/carers are given the opportunity to express their views about all aspects of the review, including their hopes and aspirations for the young person.

Therapists and other professionals involved with the student provide reports which inform discussion. Any amendments that may be necessary regarding identified SEN needs, outcomes, or new provision are also clarified and agreed.

6.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of the pupils in our school have Special Educational Needs. Activities are planned to enable participation for all. Redehall School and Caterham has a strong belief that education in the community and environment forms an essential aspect of learning, and of being able to use and apply their formal learning in real contexts. We encourage our staff teams to take class groups off-site, into towns and their local community to engage and communicate with people in shops, services and businesses.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The accessibility plan is available on request from the school office, it outlines how we aim to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide and how we are developing the

availability of accessible information to disabled pupils. Our accessibility plan can be found here: [Accessibility plan](#)

6.12 Support for improving emotional and social development

Providing support for students' emotional and social development is integral to our approach. in the following ways:

- Our psychology team, together with the class team, parental input and the SENCo plan provision delivered throughout the school day, integrated through the curriculum, as well as whole class, group and individual interventions.
- Pupils with SEN are encouraged to be part of the school council and to have a voice. Students are consulted through assemblies and can voice thoughts and opinions to TA's and Tutors.
- We link with education support workers and where needed ensure families and young people receive outside support.
- We devise wellbeing days to include visits from therapeutic organisations e.g., small animal visits and promote healthy exercise and eating.

We have a zero-tolerance approach to bullying and any issues are logged on our school pod system. We recognise that some issues result from our students' social communication difficulties, including for example a lack of empathy and understanding of others and their needs. To better educate and support this understanding students receive social skills lessons and these approaches are embedded through the school day

We have a strong psychology team that currently includes two Educational psychologists as well as an assistant educational psychologist, ELSAs and Thrive practitioners This team supports students to address and understand a range of issues related to their diagnosis, self esteem, resilience and anxiety. They support safety and welfare through linked work with the DSL's e.g. self-harm, and where appropriate liaise with outside agencies including CAMHs

6.13 Working with other agencies

Aurora Redehall and Caterham Schools engages and liaises with a wide range of agencies including health and social care, local authority support services and voluntary sector organisations, to meet pupils' individual needs and to support their families.

6.14 Complaints about SEN provision.

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.15 Contact details of support services for parents of pupils with SEN

The Local Authority SEN Support caseworker will provide support service contacts should any parents wish to access services provided with in their own Local Authority. Parents may also request services through the annual review process or in discussion with school staff.

6.16 Contact details for raising concerns

When pupils or parents have concerns about provision they can speak to any member of staff who will ensure that the matter is dealt with and/or escalated as necessary.

6.17 The local authority local offer

[Surrey's local offer for SEN](#)

7. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Head Teacher and Operations Director.