

## SEND Policy and Information Report

### Aurora Hanley

<b>Policy Reference:</b>	A140-HAN
<b>Version Number:</b>	3
<b>Applies to:</b>	Aurora Hanley School
<b>Associated documents:</b>	Curriculum Policy Accessibility Plan
<b>Approved by:</b>	Principal - Tracy Whitehurst
<b>Implementation date:</b>	January 2024
<b>Next review due by:</b>	January 2025
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 0. Summary of changes since previous version of policy

- Titles amended where appropriate to reflect current structure

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school 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

### **Aurora Hanley School provide:**

Our Aurora school specialises in working with young people who have communication needs and complex profiles associated with ASC. All young people have an EHCP or are in the process of acquiring one.

Aurora Hanley offers dynamic and purposeful educational programmes which are individualised as much as possible to take into account uneven learning profiles, missed periods in education and less than positive past experiences of education.

Across the cohort we offer small class sizes and a range of learning opportunities from small steps programmes, Primary learning models, integrated OT and Salt and Secondary accreditation pathways. Our school consists of buildings that allow us the flexibility to adjust the environment to suit pupils' needs. Our team are highly experienced in devising strategies to support each pupil and are able to personalise work to engage reluctant learners.

As professionals, we see our role as supporting and encouraging children to maximise their skills and abilities in preparation for future life.

A rich, relevant, broad and balanced curriculum is designed and personalised to meet each pupil's needs. We use teaching approaches, educational and clinical interventions that are supported by research /clinical evidence to improve engagement. Students engage in learning strategies and planned interventions that are evident both with in the class and outside, this makes the teaching environment enjoyable. The whole curriculum focus is based on assessing and providing learning opportunities to develop social and emotional development. We use a Clinical assessment tool to form the scaffold on which to build all other learning opportunities these are personal to each individual and reviewed termly, tracked and monitored and tested retested at the end of each key stage, with full parent engagement.

We employ an experienced and qualified SENCo to oversee all pupil centred reviews. The SENCo is supported by a full time SEN Assistant and a full time SEN administrator.

Interventions are managed across the site by the SENCo who has the overall picture of education and clinical support.

A provision map is in place to capture the levels and length of educational support, this is accompanied by a clinical tracker /log that captures all clinical specific interventions.

We employ a Speech and Language Therapist (SaLT) for both sites who ensures Speech and Language strategies are embedded in lessons throughout the curriculum. The SaLT also delivers lessons that are specifically design to support all ages and abilities.

An Occupational Therapist (OT) is assigned to assess pupils and provide guidance and interventions on a wide range of needs from sensory processing to diet. The O.T is supported by an unqualified teacher at Hanley who supports and delivers O.T interventions and physical literacy across the site.

The clinical teams are based at site level and have designated spaces from which to work. The Clinical team are led by a qualified Psychologist, she is supported by an Assistant Psychologists. The team support pupils' mental health and wellbeing in a wide range of ways. They designed lessons that specifically address key needs or themes within the schools, for example self-esteem, anxiety management, diagnosis awareness, tolerance and acceptance.

This is also supported by teacher-delivered programmes. Some of these programmes, although written by a clinician may be delivered by a Teacher or a Teaching Assistant, the clinical team may support delivery on a group or 1:1 basis.

Where there are high-end mental health concerns the team will link with CAMHs or other external professionals to share information for any outside work. They do not replace the need for CAMHs and will only take on specific 1:1 work as part of an agreed funded placement.

All of the above key staff provide training to all staff on site that is specific to the cohort of young people.

The above staff also provide guidance and information that is added to key documentation e.g. Student Support Plans this may also include de-escalation and restorative strategies. They provide Clinical information that is added to the young person's educational report and information for the yearly EHCP reviews.

## 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 Hanley School.

## 4. Roles and responsibilities

### 4.1 The SENCo

The SENCo is Ruth Lawton

She will:

- Work with the Head of School 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 most 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 pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head of School and Central board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The SENCo assistant

They will:

- Support the SENCo to promote an inclusive approach to SEN across the whole school.
- Contribute to the Annual Review Process with the assistance of an administration assistant.
- Build key relationships with Local Authority EHCP Coordinators and all professionals in the field.
- Contribute to providing high quality, challenging and differentiated educational activities and experiences, appropriate to the class group, by supporting the delivery of a broad and balanced curriculum aiming at pupils achieving their full potential in all areas of learning.
- Support the SENCo in delivering CPD to all teaching staff.
- Communicate effectively both verbally and in writing with colleagues and

stakeholders to ensure that all relevant information regarding students is effectively communicated to support their development and wellbeing at all times.

- To manage and maintain Pathway plans, provision maps and any other documentation or tracking systems relevant to the role.

## 4.2 The Head of School

The Head of School will:

- Work with the SENCO and Quality Assurance team to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.3 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 SENCO to review each pupil's progress and development towards their specified EHCP outcomes and decide on any changes to outcomes and 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

### 6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's

Syndrome, speech and language difficulties.

- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Pupils suffering mental health and wellbeing issues.

## 6.2 Consulting and involving pupils and parents

We will have discussions with the pupil and their parents when transitioning to the school. We will consult the pupil and parents to provide an individual provision plan (IPP) that is reviewed at regular intervals. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- A clear plan of support is in place to meet the young person's EHCP outcomes
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record as part of the transition plan.

We will share the IPPs and seek teacher, parent and pupil input.

We will formally notify parents and local Authority Key workers 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 teacher will work with the SENCo to carry out a clear analysis of the pupil's needs 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.
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **6.4 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will transition the pupils into a placement in the same way that they were transitioned in our schools and support the success of the placement through developing good lines of communication, planned and well managed support and transitions to reduce anxiety.

## **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 but this is not solely academic progress but is also social and emotional growth through carefully agreed and selected Vineland targets.

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

We will also provide the following interventions:

- SaLT sessions, support and training
- O.T observations, assessments and interventions
- Whole school physical literacy programmes
- Educational interventions as directed by the SENCo
- Clinical interventions in a group or 1:1 as available dependent on need e.g. self-esteem
- Reading support
- Dyslexia support

## **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 access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Working Walls to enable and support recall

## 6.6 a Total Communication Environment

Communication is at the core of our work with all pupils, in July 2022 the Hanley school achieved Communication Friendly Status. The importance of communication in empowering young people and ensuring access to the curriculum is recognised and fostered through embedded strategies of support. Aurora Schools provide specialist support by creating a 'communication enabling environment' in which young people learn, play and develop their social language and skills, while taking part in everyday social activities as well as educational ones.

Aurora Hanley is in a setting which offers a total communication environment. "Total Communication" describes an approach that strives to create a supportive means of communication to understand and be understood" (Royal College of Speech and Language Therapists). This means that young people and staff are encouraged to use every available form of communication, with a particular emphasis on what is relevant to individuals. A Total Communication approach acknowledges that communication is not simply about talking and emphasises the importance of body language, gesture, photos, symbols, objects, and more creative mediums such as music. At Aurora Hanley, all forms of communication are acknowledged and valued.

At both schools we adopt a total communication approach throughout school by:

- Creating opportunities for communication throughout the whole curriculum.
- Supporting young people to develop good relationships with others.
- Helping young people maintain a well-regulated emotional state for learning and interacting.
- Helping young people to take part in daily life by developing their adaptive behaviours linked to communication.
- Developing each young person's communication according to their individual needs to enable them to develop spontaneous and functional communication skills.
- Embedding communication targets across the curriculum.
- Adopting the Zones of Regulation to support young people to express their feeling and emotions to enable self-regulation.

At our schools pupils needs are assessed as and when required, using a combination of individual assessments, classroom observations and liaison between staff and family. Weekly SaLT sessions are focused on 'Social Thinking', they are planned by a Speech and Language Therapist using an evidence based program. At Hanley school this is delivered by the Elklan Communication Champions.

At our schools, the following interventions are used to help develop and support language development, communication and social skills:

INTERVENTION/ RESOURCE	DESCRIPTION
Aided language displays (also known as core boards.)	An 'aided language display' is a symbol display where all the relevant symbolised vocabulary for a specific activity is displayed on a single page. They are a useful tool to support students to communicate in a functional way, within various activities throughout the day. Vocabulary is organised to help combine words and build simple sentences from left to right across the display.
Visual Timetable	A visual timetable shows what is happening over a certain period of time in a visual way. It might use real photographs, cartoon pictures or symbols. It could show a short amount of time e.g. what is happening now and what is going to happen next or it could show longer periods, such as the plan for part of, or all of the day. Simply, a visual timetable shows the plan, in pictures.
Colourful Semantics/ Stories	Colourful semantics is an approach to support spoken and written language learning across the curriculum. It aims to help children develop skills when it comes to sentence development, understanding questions, developing narrative, understanding written text and developing vocabulary. Colourful semantics are often used to support children with speech and language difficulties, including those who have difficulties with word order, vocabulary difficulties or expressive and receptive language difficulties. It can also be helpful for children who have English as an additional language (EAL).
Blank Levels	Blank's Levels of Questioning is a questioning framework developed by Marion Blank, a renowned psychologist. There are four levels of questioning which move from simple, concrete questions to more difficult, abstract questions. Blank's questions encourage development of general language and vocabulary as well as skills in comprehension, reasoning, inferencing, predicting and problem solving.
Social Stories	<p>Social stories were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.</p> <p>Social stories can be used to:</p> <ul style="list-style-type: none"> <li>• Develop self-care skills (for example, how to clean teeth, wash hands or get dressed), social skills (for example, sharing, asking for help, saying thank you, interrupting) and academic abilities.</li> <li>• Help someone to understand how others might behave or respond in a particular situation.</li> <li>• Help others understand the perspective of an autistic person and why they may respond or behave in a particular way.</li> </ul>

	<ul style="list-style-type: none"> <li>• Help a person to cope with changes to routine and unexpected or distressing events (for example, absence of teacher, moving house, thunderstorms).</li> <li>• Provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem.</li> <li>• As a behavioural strategy (for example, what to do when angry, how to cope with obsessions).</li> </ul>
Comic Strip Conversations	<p>Comic strip conversations, created by Carol Gray, are simple visual representations of conversation. They can show:</p> <ul style="list-style-type: none"> <li>• The things that are actually said in a conversation.</li> <li>• How people might be feeling.</li> <li>• What people's intentions might be.</li> </ul> <p>Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.</p>
Communication In Print	<p>Communicate In Print 3 is a desktop publishing program for creating symbol-supported resources for printing. It is a tool for anyone wanting to make accessible materials for their school, the symbols help to create materials that are visually accessible to all pupils.</p>
Mind Maps	<p>A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyse, comprehend, recall and generate new ideas. Mind maps enable pupils to see the “bigger picture”, make out relationships between individual pieces of information and understand hierarchy and connections. They can help students by enabling them to easily divide topics into clear and manageable chunks of information.</p>

## 6.7 Additional support for learning

We have small class sizes and a high number of teaching assistants who are trained to support all young people across many complex needs. This is sometimes done on a 1:1 basis when a young person has previously been out of education for over a year or more. 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 has 6 years' experience in this role and has worked as a SENCo in a primary

provision, where she had the lead on Dyslexia interventions and strategies.

The SENCo is employed full time to manage SEN provision.

The SENCo is supported by an assistant SENCo and administrative assistant who will support the EHCP reviews and meetings.

We have a team of teaching assistants, and Higher Level Teaching assistants (HLTAs) who are trained to deliver SEN provision.

Members of staff receive regular training in mandatory areas such as safeguarding, lifting and handling, behaviour management, health and safety, and first aid. Where required, staff also access training for specific areas appropriate to the children's needs.

We use specialist staff for Occupational Therapy, Speech and Language and Clinical Psychology support.

## **6.9 Securing equipment and facilities**

Student requiring equipment are identified at Transition and this is purchased accordingly.

## **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 on their Individual Provision Plan (IPP)
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCo
- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Using provision maps to measure progress
- 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. The young person is invited to share their 'This Is Me' or 'Secondary Pathway' (depending on their age). They are also encouraged to discuss what is working well for them, any concerns they may have and longer-term aspirational goals. The remainder of the meeting focusses on the young person's progress towards their specified EHCP outcomes and the continued appropriateness of the current outcomes and provision. Professional reports, assessments and observations are discussed. For all young people in year 9 and above the annual review also contains information about planning for adulthood and career aspirations. 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. Any amendments that may be necessary regarding identified SEN needs, outcomes met, or new provision are also clarified and agreed.

## **6.11 Enabling pupils with SEN to engage in available activities**

We believe that education in the community and environment form an essential aspect of learning, and of being able to use and apply formal learning in real contexts. We actively 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. We deliver The Prince's Trust Award and AQA Independent Living Skills at Hanley to support the development of independence and preparation for the future.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. A school nurse or other external agencies support staff training and the writing of individual care plans to support medication and other illness including allergies. The accessibility policy is available on request.

Where a student does struggle to access an activity the school proactively works to find a way forwards so that the child is able to begin to access it.

We will always make reasonable adjustments to activities to enable all young people to participate. Where it is felt this is not safe for whatever reason, we will liaise with parents and where needed, risk assess the activity and work proactively to make adjustments so that participation is possible or is being worked towards.

## **6.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- 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.
- Pupils with SEN are also encouraged to take part in social activities both on and off site, to promote teamwork/building friendships etc.
- Across the school we have developed a way to support social and emotional development specific to ASC. We aim to demonstrate that as educational establishments we could truly state that we have an embedded clinical and therapeutic approach to learning and social development.
- We have a dedicated Pastoral support lead at Hanley who monitors behaviour and welfare as well as Youth Mental Health First-aiders.
- We link with the school nurse, social care, education support workers and where needed ensure families and young people receive outside support.
- We devise drop down wellbeing days to include visits from therapeutic organisations e.g., ponies and promote healthy exercise and eating.
- We have 'Sleep Right' staff who are supporting young people and parents to devise better programmes to support a good night's sleep which ultimately impacts on wellbeing.

### **Across the whole schools.**

We use the Vineland Behaviour Scales 3.

Part of this assessment involves the parent and requires them to be involved in supporting the

objectives and progress seen in school.

## **What is it?**

- The Vineland is the leading assessment tool for assessing adaptive behavior. It is particularly relevant to our cohort of young people with Communication and Interaction needs. Adaptive behavior is NOT the capacity or repertoire of skills. **It is the independent and functional application of skills to daily contexts and routines.**
- The assessment focuses not on what the child/person CAN do (so after lots of questions a parent may say 'well.. yes, I think he can do that'), it asks what **DO** they do- what percentage of the time do they ACTUALLY do it in context).

Four adaptive domains			6 yrs and below only
Communication	Daily Living Skills	Socialization	Motor Skills
11 Subdomains			6 yrs and below only
Communication	Daily Living Skills	Socialization	Motor Skills
Receptive	Personal	Interpersonal	Gross Motor
Expressive	Domestic	Play/Leisure	Fine Motor
Written	Community	Coping Skills	

We have a zero-tolerance approach to bullying and any issues are logged on our Engage system. Many issues do however result from a lack of empathy and understanding of others and their needs. We work to better educate students and support this understanding. We have a strong Clinical team that includes a clinical and forensic psychologist as well as assistant clinical psychologists. This team supports the writing of 'Mind Works' sessions that enable 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 English as an Additional Language (EAL)**

In our school, the teaching and learning, achievements, attitudes, aspirations and wellbeing of all our pupils are important. We encourage all our pupils to achieve the highest possible standards. We do this through taking account of each child's life experiences and special educational needs.

The term EAL includes those children for whom English is not the first language spoken at home and children who are bilingual. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in activities may be in advance of their communicative skills in English, therefore it is our aim to ensure they access the full breadth of our curriculum alongside meeting their EHCP outcomes.

## **6.14 Equal Opportunities**

Staff are sensitive to the potential difficulties that new arrivals of children with EAL and their families may be facing, they understand the importance of gaining insight to the students background and experiences in order to fully meet the pupil's language and SEN needs. We value and respect the cultural identities and experiences of all students and these are



celebrated through subject and school-based activities.

We recognise that all children in school benefit from exposure to other languages and cultures and introduce this across the curriculum. We ensure that the displays around the school reflect language diversity and multiculturalism. We recognise that visual methods of supporting communication also support the understanding of language for EAL students.

We aim to ensure that all children with EAL are able to:

- Celebrate and share their first language, culture and identity.
- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Achieve their full potential.

## 6.15 Complaints about SEN provision.

Complaints about SEN provision in our school should be made to the Head of School 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

## 6.16 Contact details of support services for parents of pupils with SEN

The Local Authority SEN Support Key Worker will provide support service contacts should any parents wish to access services provided within their own Local Authority. Parents may also request services through the annual review process.

The clinical team, SENCo and Heads of Centre are responsible for ensuring that this policy is implemented.

## 7. Support, Advice and Communication

*The SENCo or Head of School may be contacted should further information be required.*

## 8. Monitoring Arrangements

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

It will be approved by the Principal and governing board.