

## Aurora Foxes

# SEND Policy and Information Report

<b>Policy Reference:</b>	A140-FOX
<b>Version Number:</b>	3
<b>Applies to:</b>	Colleges
<b>Associated documents:</b>	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
<b>Approved by:</b>	The Principal and Operations Director
<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>	

## 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.

Nearly all students have an EHCP or are in the process of acquiring one.

Our ethos is focused on removing barriers to education, whatever this may mean for the individual. The Aurora Foxes curriculum offers purposeful educational programmes which are individualised to take into account uneven learning profiles, missed periods in education and less than positive past experiences of education and care. Across the cohort we offer small class sizes and a range of learning opportunities which include a range of Functional Skills in English, mathematics and ICT, vocational qualifications, employability qualifications, work related activities and work experience.

Aurora Foxes has a capacity for 85 students allowing the flexibility to directly address students needs, be this through programmes focusing on getting high anxiety students into class, or adapting individualised lessons to engage the student in College activities and opportunities to socialise with peers.

Aurora Foxes staff team are highly experienced in devising strategies to support each student and are able to personalise work to engage all students. As professionals, we see our role as supporting and encouraging each student to maximise their skills and abilities in preparation for future life.

We use teaching approaches, educational and therapeutic interventions that are supported by research /clinical evidence to improve all students' holistic engagement.

The curriculum focus is based on improving student engagement, achievement and future planning, as well as assessing to measure attainment. We provide learning opportunities to develop social and emotional development.

All students have Behaviour Support Plans and Individual Risk Assessments that form the scaffold on which to build all other learning opportunities these are personal to each individual and reviewed regularly.

We employ an experienced Therapeutic Team, consisting of Speech and Language and Occupational Therapy supporting and working alongside all the staff at the college. The Therapeutic Team support students' mental health and wellbeing working with the education staff to support lessons that specifically address key needs or themes within the College, for example self-esteem, anxiety management, diagnosis awareness, tolerance and acceptance. Supporting some mental health concerns, the team will support the work of external professionals to share information supporting this external work. They do not replace the need for external agencies and will only take on specific 1:1 work as part of an agreed funded placement.

Therapeutic staff provide training to all staff on site that is specific to the cohort of student's. These staff also formulate, review and provide guidance and information that is added to key documentation including individual Behaviour Support Plans and Individual Risk Assessments, which include de-escalation and restorative strategies. They provide therapeutic information and insight including in the student'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 colleges' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out colleges' 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 Foxes

## 4. Roles and responsibilities

### 4.1 The Principal

The Principal will:

- Ensure EHCP reviews are appropriately organised using a person-centred approach, ensuring full involvement of the student parent and Local Authority: 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 students with SEN receive appropriate support and high-quality teaching Advise on the graduated approach to providing SEN support
- Advise on the deployment of the College's budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Support liaison with potential next providers of education to ensure that the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure students and their parents are informed about options and a smooth transition is planned Ensure the College keeps the records of all students with SEN up to date

## 4.2 The Operations Director

Help to raise awareness of SEN issues at governance meetings

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

## 4.3 Tutors

Each tutor is responsible for:

- The progress and development of every student in their class
- Working closely with education Learning Support Practitioners, Higher Level eLSP's or other specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching
- Working with the Head of Education to review each student'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 colleges

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 colleges.

## 6. SEN Information Report

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

Our college 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

## 6.2 Consulting and involving pupils and parents

We hold open days, induction meetings, pre-admission meetings with the student and their parents when transitioning to the College. We will consult the student and parents to provide an individual plan that is reviewed at regular intervals. These conversations will make sure that:

- Everyone develops a good understanding of the student'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 student's EHCP outcomes
- Everyone is clear on what the next steps are

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

We will share the plans and seek teacher, parent and student input.

We will formally notify students, 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**.

All tutors will work with the Head of Education to carry out a clear analysis of the student's needs and support the objectives on the EHCP. This will draw on:

- The tutor's assessment/ observations and experience of the student
- Their previous progress and attainment and behaviour
- Other tutor's 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 students' own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All tutors and support staff who work with the student 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 student's progress.

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

During their final year students will begin a greater focus on their transition options and plan, forming part of their EHCP review. Where possible students will have an induction session/s at their place of work and in their new living environments. We will agree with students and parents as to which information will be shared as part of this. We will transition the students into a placement in the same way that they were transitioned into Aurora Foxes. Supporting the success of the placement by developing good lines of communication, planned and well managed support and transitions to reduce anxiety.

## 6.5 Our approach to teaching pupils with SEN

Aurora Foxes recognises all students come with previous experiences, both positive and negative. Initial placement assessments establish that we have a student centred approach. We acknowledge their feelings and create an introduction that addresses these and supports them in feeling they are in control of the pace at which they are introduced into College.

Tutors are responsible and accountable for the progress and development of all the students in their class, this is not solely academic progress but is also social and emotional growth that is addressed.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students, tailored and personalised where required.

We will also provide the following interventions:

- Speech & Language sessions, support and training
- Occupational Therapy observations, assessments and interventions
- Educational interventions as directed by the Head of Education
- Opportunities to experience increasing rigour in work experience and work related learning opportunities
- Sexual health advisor support
- Regular meetings with Independent Careers advice
- Reading and writing support
- Embedded literacy and numeracy support
- Zones of Regulation (therapy led programme)

## 6.6 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Planned sequencing of teaching and learning activities to stimulate and maintain engagement, creating links between lesson and learning. Minimising disruptions and facilitating a logical order and flow.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Having students set goals for themselves to identify different learning levels, helping students understand what's expected of them for a particular task or topic and providing specific direction.
- Signposting key parts of the lesson on the whiteboards in every room, keywords to be used, objectives for the lessons etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Uncluttered visually coherent displays on classroom and corridor boards

## 6.7 Additional support for learning

We have small class sizes, usually of no more than six. Learning Support Practitioners are funded for students needing specific 1:1 support for educational, social and emotional, or behavioural reasons and are trained to support all students across many complex needs.

All staff support students to access their curriculum and facilitate positive communication, to build confidence and fill gaps in learning or with social and emotional development in the college setting.

## **6.8 Expertise and training of staff**

The Senior Leadership team have extensive skills, knowledge, professional qualifications, and/or industry experience, built over time, in both mainstream and specialist SEN colleges, colleges and residential settings.

The tutors have a broad range of skills and extensive experience of teaching SEN both in mainstream and specialist colleges and colleges. All staff undertake training pertinent to their area of specialism, as well as extensive specialist training packages both internal and external. All staff receive regular training in mandatory areas such as safeguarding, (including regular meetings on updates, recapping and opportunities to discuss), lifting and handling, behaviour management, health and safety, and first aid. Where required, staff also access training for specific areas appropriate to the student's needs

We use trained and registered (HCPC) specialist staff for Occupational and Speech and Language Therapy

## **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 students with SEN by:

- Reviewing students' individual progress towards their EHCP outcomes each term.
- Reviewing the IRA / BSP regularly
- Creating plans to support students with needs that arise that have not been identified in the above mentioned documentation.
- Using student questionnaires and Student leadership team – SLT provide regular and timely feedback
- Internal Audits
- Termly Governance reviews
- Holding person-centred annual reviews for students with EHC plans

Our college EHCP reviews are conducted using a person-centred approach involving the student, their family and any other professionals who support them. The student is invited to share their thoughts. They are also encouraged to discuss what is working well for them, any concerns they may have and longer-term transition / aspirational goals. The remainder of the meeting focuses on the student's progress towards their specified EHCP outcomes and the continued appropriateness of the current outcomes and provision. Professional reports, assessments and observations are discussed.

Parents/carers are given the opportunity to express their views about all aspects of the review, including their hopes and aspirations for the student. Any amendments that may be necessary, regarding identified SEN needs, outcomes met or new provision required are also clarified and agreed. Action points from previous review meetings are reviewed. All



parties attending are asked if they feel the provision is meeting the needs of the EHCP for this student.

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

Aurora Foxes 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 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 provide bespoke opportunities for students to engage in the local community, based on their need and ability. No student is ever excluded from taking part in these activities because of their SEN or disability.

The accessibility plan is available on request from the main 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.

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

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

- Students with SEN are encouraged to be part of the student leadership team and to have a voice. Students can voice thoughts and opinions to LSP's and Tutors as well as through their student leadership representative for their house.
- Students with SEN are also encouraged to take part in social activities to promote teamwork/building friendships etc.
- Across the college we have developed a way to support social and emotional development. We aim to demonstrate that as an educational establishment we could truly state that we have an embedded therapeutic approach to learning and social development.
- We have a dedicated Head of Care who monitors behaviour and welfare.
- We have lessons as part of our curriculum that address wellbeing e.g. promote healthy exercise and eating.

### **Across the whole college.**

We have a zero-tolerance approach to bullying and any issues are logged on Engage. Many issues do however result from a lack of empathy and understanding of others and their needs. To better educate and support this understanding.

We have a strong Clinical team that includes a clinical and forensic psychologist as well as an assistant clinical psychologist. 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 Working with other agencies

Aurora Foxes engages and liaises effectively with a wide range of local, regional and national agencies, including health, social care, local authority support services and voluntary sector organisations, to meet students' individual needs and to support their families.

## 6.14 Complaints about SEN provision.

Complaints about SEN provision in our college should be made to the Principal in the first instance. They will then be referred to the college'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 college 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 Key Worker 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.

## 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

Our local authority's local offer is published here: [Somerset's SEND Local Offer](#)

## 7. Monitoring arrangements

This policy and information report will be reviewed by the Principal **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 Operations Director.