

Aurora Brooklands

SEND Policy and Information Report

Policy Reference:	A140-BRS
Version Number:	3
Applies to:	Schools
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	SENDCo & Service Lead
Implementation date:	January 2024
Next review due by:	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.

Aurora Brooklands is a specialist school, working with young people who have Social, Emotional, and Mental Health (SEMH) needs which have not successfully been met within their mainstream schools. Many of these pupils have additional needs such as learning difficulties, sensory impairments and or physical difficulties to varying degrees. All young people have an EHCP that attend Aurora Brooklands.

Aurora Brooklands offers dynamic and purposeful educational programmes which are individualised to consider 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, and Secondary accreditation pathways. We consist of 2 buildings that allow us the flexibility to adjust the environment to suit pupil's needs. Our team are highly experienced in devising strategies to support each pupil and can 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. Pupils 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 employ an experienced and qualified SENDCo to oversee all pupil centred reviews. The SENDCo is supported by the admin team. Interventions are managed across the site by the SENDCo who has the overall picture. A provision map is in place to capture the levels and length of educational support. We employ a Speech and Language Therapist (SaLT) for two days a week who works with all the Teaching and TA teams to ensure Speech and Language strategies are embedded in lessons throughout the curriculum. The SaLT also delivers lessons that are specifically designed to support all ages and abilities.

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 Brooklands School

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Rachel Cummins.

They will: Work with the Head of School 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 Head of School

The Head of School 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 most 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:

- Our school currently provides additional and/or different provision for a range of needs, including:
- Communication and interaction, for example, Autistic Spectrum Condition, 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 will have discussions with the pupil and their parents when transitioning to the school. We will consult the pupil and parents to complete an information gathering discussion that

informs the provision mapping process 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 consider 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 documents 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 SENDCo 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 considering 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 pupil 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 to Brambles and to 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 session and support and training
- Whole school literacy and numeracy programmes
- Educational interventions as directed by the SENDCo
- Pastoral interventions in a group or 1:1 as available dependent on need e.g self-esteem
- Reading support
- Dyslexia support
- Sensory 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 can 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.

6.7 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.

Overall, 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 SENDCo has 5 years' experience in this role and has worked as a SENDCo in an independent SEMH provision, along with 7 years' experience as MLD teacher, Head of Department alongside being a whole school Dyslexia lead as well as Deputy SENDCo.

They are employed full time to manage SEN provision.

They are supported by a team who will support the EHCP reviews and meetings.

We have a team of class and 1:1 Teaching Assistants, including 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.

In the last academic year, staff have been trained in Team Teach, Autism, Safeguarding as well as a range of mandatory courses through our training platform.

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

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 on their Individual Provision Map (PM)
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- 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 views and are 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 activities available to those in the school who do not have SEN

Aurora Brooklands 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 with the view 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.

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.

➤ How to find your school's accessibility plan. You must mention your accessibility plan in your SEN information report and confirm that it covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services you provide.
- Improving the availability of accessible information to disabled pupils

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. Pupils are consulted during form time and can voice thoughts and opinions to all staff.
- Pupils with SEN are also encouraged to take part in social activities clubs during lunch time to promote teamwork/building friendships etc.
- We have a dedicated Pastoral Support Lead who monitors behaviour and welfare as well as 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 which include promoting healthy eating and exercise.

Across the whole school

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. To better educate and support this understanding.

6.13 Working with other Agencies

Aurora Brooklands 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.

Please refer to the [School Complaint's 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 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.

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: [Special educational needs and disabilities - local offer - Lancashire County Council](#)

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 of School and Operations Director.