

Aurora Meldreth Manor School

SEND policy and information report

Policy Reference:	A140-MM
Version Number:	3
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 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.

Meldreth Manor School provides: Meldreth Manor school specialises in working with young people who have severe learning and physical disabilities inclusive of comorbid diagnosis. All young people have an EHCP or are in the process of acquiring one. Aurora Meldreth Manor School 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 bespoke learning pathways, Primary learning models, and Secondary and Adulthood accreditation pathways. We consist of a multi-faceted site with large outdoor grounds and outdoor learning spaces 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 and those that face many barriers to learning. 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 and self -regulation. 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 range of SEND assessment tools and BKSb assessment to form the scaffold on which to build all other learning opportunities these are personal to each individual and reviewed half termly. We employ an experienced and qualified SENCo to oversee all pupil centred reviews. The SENCo is supported by a full-time administrator and an assistant SENDco. Interventions including therapy are managed across the site by the SENCo and curriculum lead who have the overall picture and by the Clinical Team and Pastoral Lead. A provision map is in place to capture the levels and length of educational support, this is accompanied by a therapy tracker /log that captures all clinical specific interventions. We employ a Speech and Language Therapist (SaLT) for two days a week and an assistant SALT (full time) who work 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 design to support all ages and abilities. An Occupational Therapist (OT) and physio therapist are employed full time to provide guidance and interventions on a wide range of needs from sensory integration to diet. The O.T and physio are supported by an assistant OT and assistant physio who support and delivers interventions and physical literacy across the site. The clinical team that are based on site and have a set of clinical rooms from which to work from. We have an onsite nursing team who support pupil's medical and mental health and wellbeing in a wide range of ways. They support the design of lessons that specifically address key needs or

themes within the school, for example self-esteem, anxiety management, diagnosis awareness, tolerance, and acceptance. 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. We are supported by a PRICE trained PBS team who are part of our regular PBS reviews and advise of proactive strategies for managing behaviours and arising concerns. 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 including individual Pupil Handling plans and Student Support Plans that 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 Meldreth Manor School

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Jing Chen

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:

- › 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
- Physical disabilities inclusive of physical impairments, wheelchair users and those with degenerating physical conditions.
- Comorbid- disabilities that exist alongside other diagnosis.

6.2 Consulting and involving pupils and parents/carers.

We will have discussions with the pupil and their parents/ carers when transitioning to the school. We will consult the pupil and parents to provide an individual transition plan linked to the EHCP that is reviewed annually. 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, medical and therapy needs.
- 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 EHCP information and individual education plans and seek teacher, parent/carers, therapist 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 and therapy team to carry out a clear analysis of the pupil's needs and support the objectives on the EHCP to form Individual education plan targets. 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
- Assessment from our therapy and medical team
- The individual's development in comparison to their peers and national data taking into account gaps in education.
- The views and experience of parents/ carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed half termly.

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.

At Meldreth Manor school we have a preparing for adulthood curriculum which enables the students to make choices about their next provision and express these in their pathway meetings. We work with the next provider to plan transition visit to the school and days at the next provision. We provide students with preparation for change in the form of social stories and communication support.

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 Meldreth Manor School 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, sensory and physical development through carefully agreed and selected targets based on their allocated curriculum pathway and assessment.

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
- 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
- Social interventions for building skills managing anxieties.
- Life skills learning for personal hygiene, RSE and managing personal medication.
- 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 our curriculum pathways, AQA unit awards and accreditations, grouping, 1:1 and 2:1 work,

teaching style, content of the lesson, individual timetables that include movement breaks, sensory integration and therapeutic activities.

- Adapting our resources and staffing and training staff in initiatives like attention autism, sensory regulation, and bespoke learning bags etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, therapy, and physiotherapy adapted equipment etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, combining classes for social skills opportunities, outdoor learning, pets therapy and total communication objectives etc.
- Spiral curriculum and embedding the curriculum through routine, sensory integration and play opportunities along with regular community access.
- We maintain accessibility for all of our students through bespoke curriculum pathways, therapeutic assessment and intervention, the provision of a 24- hour curriculum that encompasses parents and carers and regular review of our teaching and learning. We promote a flexible approach and aim to adapt to meet the need of each individual.

6.7 Additional support for learning

We have small class sizes, and a high number of teaching assistants support for each child is either 1:1 or 2:1 who are trained to support all young people across many complex needs. 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, speech and language, occupational therapy, physiotherapy, and medical support. We have regular support from external provisions such as social workers, CAMH, equipment specialists, positive behaviour support, EACH and early help.

6.8 Expertise and training of staff

Our SENCO has a number of years' experience in this role and has worked as a SENCo in a college provisions, she is able to lead on examination verifying and work skills.

They are employed full time to manage SEN provision alongside an assistant SENDCO.

They are supported by an administrative assistant who will support the EHCP reviews and meetings.

We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Our teacher have varied specialisms including Early years, autism specialist, communication and dyslexia and all key subject areas.

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 Attention Autism, intensive interaction, sensory integration, Dyslexia, Autism, Safeguarding, Gender Issues, attachment and trauma and PRICE.

We use specialist staff for Occupational Therapy, Speech and Language, physio therapy, medical 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 every half term on their individual education plans.
- Reviewing the impact of interventions after 6-8 weeks and taking assessment data half termly
- Using pupil questionnaires
- Monitoring by the SENCO and therapy auditing
- 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
- Using pupil self -assessment in lessons and half termly formal lesson observations
- Having equipment provision maps and phase one and two planning in place for the development of resources for the school

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 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 through differentiated surveys and practical activities. 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 Meldreth Manor 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 deliver the Duke of Edinburgh Award and AQA Independent Living Skills and work skills 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. Our school is all one floor and students with visual impairment are supported through learning to manage changes in floor textures and outside spaces, our school toilets are varied to meet the range of disability access we have in our pupils. The school nurse and therapy team support staff training and the writing of individual care plans to support with medication and other illnesses including allergies. All school staff have first aid and medication administration training.

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. The accessibility plan is available for staff on our TEAMS area and for external visitors and parent/carers on our school website.

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 house system and to have a voice. Students are consulted through house activities and can voice thoughts and opinions to TA's and Tutors. They can be part of student voice by becoming ambassadors such as Eco-Schools and healthy schools.
- Pupils with SEN are also encouraged to take part in social activities, mixed class competitions, lunch clubs, social skill programs and various inter sports and athletics 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 an educational establishment we could truly state that we have an embedded clinical and therapeutic approach to learning and social development. We have worked on this by achieving our NAS full accreditation.
- We have a dedicated Pastoral support lead 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 weekly to include visits from therapeutic organisations e.g., ponies and promote healthy exercise and eating.
- We have a programme of training for parents and carers which are delivered by our school specialists to support with concerns such as sleeping, behaviour and puberty.

Across the whole school.

We use positive behaviour support techniques, intensive interaction, and sensory integration to promote positive behaviour well-being and learning. Our curriculum pathways and preparing for adulthood pathways help to embed routines and learning across the school day whilst including life skills, leisure, and positive mental health.

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 we work together with families and carers to do social stories, scripted learning, and zones of regulation.

Our medical and therapy team support with sensory regulation and social skills strategies as well as making referrals to external agencies such as CAMH, clinical psychology and Early help platforms.

6.13 Working with other agencies

Aurora Meldreth Manor 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 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

Information on our local offer can be found here: [SEND Information Hub \(Local Offer\)](https://www.cambridgeshire.gov.uk/SEND-Information-Hub-Local-Offer)
([cambridgeshire.gov.uk](https://www.cambridgeshire.gov.uk))

7. Monitoring arrangements

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