

## Aurora Poppyfield

# SEND policy and information report

<b>Policy Reference:</b>	A140-POP
<b>Version Number:</b>	3
<b>Applies to:</b>	Schools
<b>Associated documents:</b>	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
<b>Approved by:</b>	The Headteacher 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.

Our SEN policy and information report aims to:

- Aurora Poppyfield School welcomes all young people who can make the most of the opportunities of what the school offers and can flourish in the caring environment of the school. Treating every pupil as an individual is important to us and, as such, we appreciate each student's primary need and their personal uniqueness.

### **Key SEND Staff**

Principal	David Thomas
Head of School	Emma Williams

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

For all students to make outstanding progress and live fulfilling and happy lives.

Our vision is for all of our students to reach their full potential and achieve greater independence, employment and further education. To achieve this we offer a bespoke and individualised curriculum that is highly differentiated, engaging and challenging based on their strengths, needs and interests.

Our secondary special school curriculum is accessed by our students 11-16 years old who experience a range of Special Educational needs, including Autism and associated behaviours, Moderate Learning Difficulties, or Specific Learning difficulties, such as Speech and Language and Communication Difficulties, Dyslexia, or Dyscalculia.

Some pupils will want to follow an academic route and others a more practical skills based approach, all of which will lead to greater independence employment, further education and positive contributions to society to fulfil their adult lives.

We offer the core national curriculum subjects which include English, Maths, Science, Humanities, P.E, PSHE, RE, ICT, Art and Food Technology and other programmes of study (e.g. multimedia including music ) with a theme-based learning overview which will balance the need of subject learning with pupil's strengths and interests, which will engage and inspire the pupils in that area of learning.

Our curriculum is layered: at the core the national curriculum subject offer

- › A support layer: that nurtures the development of the ‘whole person.’ Using EHCP targets and life skills for outcomes with intervention programmes and access to therapy and pastoral team support. We have a Clinical Psychologist, Counsellor, Occupational Therapist, Speech, and Language Therapist to provide bespoke therapy support.
- › An extension layer to expand and broaden experiences. Accessing community experiences, going out and about, outdoor learning, and careers advice – we have the Education Development Trust providing regular careers advice and services from year 7
- › An enrichment layer to provide extra curricula opportunities that foster a sense of enjoyment. Additional clubs, Field trips, award schemes such as Duke of Edinburgh
- › Micro-Enterprise Performing in a school show Volunteering in the community, Tasters’ at College/Sixth Form Travel training, Work Experience placements, Trips to another school or college.

We will also have a strong focus on the EHCP to encourage independence and life skills learning through real life activities.

At the heart of everything we do are relationships and building trusting, consistent relationships with all of our students. Building relationships is key to the engagement of our young people and getting to know them, what they like, do not like, needs and their preferences all support our young people’s learning and reduce anxieties.

We will treat our young people like young people. We will be using individual motivators for rewards and whole class point systems to encourage collaboration and peer support and whole group rewards such as trips out and visits to theme parks. We believe in looking for all opportunities to reward our children from being kind to a peer to trying hard in class. We will discuss and agree with parents and young people all individual behaviour support plans and risk assessments so staff ensure they do everything they can to recognise and support our young peoples anxieties before they reach crisis point. Our staff are fully trained in team teach in the event we need to physical intervene and support a child from harming themselves or others.

In addition to a total communication friendly environment, we offer bespoke Autism interventions and a specialist team. We have regular movement breaks and opportunities for personalised transitions to ensure our young people can develop their self regulation skills, make positive choices, feel confident and happy in our school environment.

Young people, parents and staff all be contribute to the development our school and work in partnership on our journey together.

## 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 Poppyfield School

### 4. Roles and responsibilities

#### 4.1 The SENDCO

They will: Work with the Principal 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 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

### 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 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 plans 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 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 Poppyfield 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
- O.T observations, assessments and interventions
- Literacy and numeracy 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
- › Regular movement breaks, sensory item access

## 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

**How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people:**

- › Annual CPD (Continuing Professional Development) programme.
- › Teacher and Performance appraisal programme.
- › Regular 1-hour twilight training sessions during academic year.
- › Weekly INSET programme of professional development for teachers.
- › Specialised training for minibus driving, lifesaving, Team Teach intervention, Moving & Handling, medical competencies, CEOP.
- › Whole staff training is organised for training days to progress School Improvement priorities.
- › Individual professional development priorities.
- › Moodle (online training and assessment) in Autism, Epilepsy, asthma, allergies and diabetes

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 Plan
- 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 experiences. 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 activities available to those in the school who do not have SEN

Aurora Poppyfield 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.

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.



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 to promote teamwork/building friendships etc.
- We have a dedicated Pastoral support lead who monitors behaviour and welfare
- We link with the, 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 and promote healthy exercise and eating.

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

We have a Clinical team who 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 Poppyfield 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 will support parents and sign post them with details to access support services for parents of pupils with SEN. Surrey County Council, the host authority can be contacted at [SENDAdvice@surreycc.gov.uk](mailto:SENDAdvice@surreycc.gov.uk) or telephone 01737 737200. Parents may also

request services or assistance through the annual review process. Families can contact [www.familyvoicesurrey.org.uk](http://www.familyvoicesurrey.org.uk) who will offer assistance or advise.

## **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**

The Surrey local Offer can be found by following the link: [Surrey Local Offer](http://Surrey Local Offer) or going to [www.surreylocaloffer.org.uk/](http://www.surreylocaloffer.org.uk/)

## **7. Monitoring arrangements**

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

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