

Aurora Eccles

SEND policy and Information Report

Policy Reference:	A140-ECS
Version Number:	4
Applies to:	Aurora Eccles School
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives Curriculum Policies
Approved by:	The Principal and Operations Director
Implementation date:	January 2025
Next review due by:	January 2026
<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 SEND policy and information report aims to:

- Set out how we will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

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.

School Context

Aurora Eccles School welcomes all young people who can make the most of the opportunities that the schools offer and can flourish in the caring environment of the school. Treating every student as an individual is important to us. All our learners have additional learning needs and the primary need of each student is unique to themselves.

Many children with special educational needs have co-occurring physical disabilities, e.g. sensory sensitivities and/or impairments, or mobility difficulties. The schools audit the premises to ensure that, wherever possible, reasonable adjustments are made to allow free and unlimited access to the school site.

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 students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

3. Scope

This policy applies to all staff working at Aurora Eccles School

4. Roles and responsibilities

4.1 The SENDCO

The SENDCOs are Jane Negal and Sonia Myhill.

They will:

- Work with the Senior Leadership Team (SLT) and middle leaders to ensure that all students who require the different interventions named above are identified.
- Ensure that all staff involved within the intervention are clear with their roles and responsibilities
- Work with the SLT and class teams to ensure that student progress towards EHCP outcomes is reported in a timely and effective manner.
- Work with the SLT to ensure that all staff (including teaching and support staff) are provided with training on working with students who have additional needs.
- Ensure education staff (teachers and in class support staff) receive training on meeting the learning needs of students with SEND and are given access to relevant documentation for all students that they teach.
- Work with SLT to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Organise and chair allocated 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 students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- 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 exam access arrangements
- Ensure students and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all students with SEND up to date

4.2 The Operations Director

The Operations Director will:

- Help to raise awareness of SEND issues at governance meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

4.3 The Principal

- Monitor the quality and effectiveness of SEND and disability provision within the school
- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school

4.4 The Headteacher

The Headteacher will:

- Work with the senior leader responsible for SEND and quality assurance team to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.5 Middle Leaders

Middle leaders will:

- ensure that staff are assessing appropriately within their subject areas to support with the intervention identification process.

4.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND Policy
- Liaising with the SENDCO and Intervention teachers to ensure that information about student progress and student needs are communicated and acted upon appropriately, whether this action is to be carried out in subject lessons, intervention lessons or both.

4.7 HLTA/TA

Staff delivering academic and personal development interventions will:

- Plan and deliver intervention, monitoring its effectiveness
- Report to their line manager evaluating student progress

5. Definitions

A student has SEND 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. SEND Information Report

6.1 The kinds of SEND that are provided for:

Our schools currently provide 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, epilepsy

6.2 Consulting and involving students and parents

Within Aurora Eccles School, we value the importance of working alongside parents and students and this forms the centre of all aspects of our work. In addition to regular feedback from class teams regarding progress made within school, parents are involved at the end of each term reviewing progress towards EHCP outcomes.

Students are encouraged to attend their EHCP annual review and termly progress review meeting, if they are not able to attend, their class team will share the view of the child in a review meeting.

In addition to the above, parents can request a meeting with their child's class team at any point.

If a parent has a concern, they can contact the school and ask to speak to the SENDCO.

6.3 Assessing and reviewing students' progress towards outcomes

Information received from point of transition alongside our own assessment upon entry are used to assess the progress made by students.

Teaching staff will use curriculum assessment tools to record and monitor the progress made by students in subjects.

Progress towards EHCP outcomes is recorded by class teams and shared with parents termly.

Where there are concerns regarding progress the following steps may be taken:

- Referral to school multidisciplinary team
- Referral to external agency – clinical psychology, CAMHS, educational psychology, other therapists, etc
- Invited to meet with class team and family
- Interim EHCP review

6.4 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this and will support the transition.

6.5 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class but this is not solely academic progress but is also social and emotional growth through targets derived from clinical assessments, Thrive profiling and EHCPs.

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

Support for students is focussed around their needs and provision in relation to their personal development as well as their academic progress. For this reason to ensure the efficient and effective running of the school we operate a class zone structure:

- Yellow – Y7 - Primary based model
- Pink – Y8-Y9 – Traditional secondary model with staff transitioning to students
- Green – Y10-Y11 – Traditional secondary model with staff transitioning to students with guided options for qualifications
- Purple – Y7-Y9 and Y10-Y11 mixed classes – Nurture based classes taught through a primary model
- Orange – Y7-Y9 and Y10-Y11 mixed classes – Nurture based classes taught through a primary model for students with more complex SEMH and communication profiles

Our students are supported using the practices that can be found within:

- Thrive
- Eklan
- Trauma Informed Practice
- Team Teach

We may also provide the following interventions:

- SaLT session and support and training
- OT observations, assessments and interventions
- Whole school physical literacy programmes
- 1:1 and small group emotional literacy programmes
- Educational interventions as directed by the SENDCO
- Clinical interventions in a group or 1:1 as available and dependent on need
- Reading support
- Dyslexia support

6.6 Adaptations to the curriculum and learning environment

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 occasionally done on a 1:1 basis funded by the local authority or as a short term provision due to emerging 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.

On the whole, Teaching assistants support students 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.

Students with low levels of literacy/numeracy

To ensure that the school supports children to reach their full potential, literacy/numeracy interventions are implemented following the graduated approach. We recognise as a school that where a student has literacy and/or numeracy difficulties that they will experience significant difficulty in accessing the wider curriculum and making progress.

Literacy Intervention

Students receiving literacy intervention will receive additional sessions based upon the table above. The sessions could take place within their timetabled English lessons or at another point of the day. All students accessing intervention will be assessed at the start and again at the end to ensure the effectiveness of the intervention. Interventions will vary in length dependent on the individual needs of the student.

In addition to the baseline reading assessment, intervention may also take place as a result of:

- Students who are below expected progress within English following their first full term
- Referral by class teachers as a result of subject assessment information

Numeracy Intervention

Students receiving numeracy intervention will receive additional sessions based upon the table above. The sessions could take place within their timetabled Maths lessons or at another point of the day. All students accessing intervention will be assessed at the start and again at the end to ensure the effectiveness of the intervention. Interventions will vary in length dependent on the individual needs of the student.

6.8 Expertise and training of staff

Key SEND Staff

Principal	Arabella Hardy
Headteacher	Chris MacKinnon
Deputy Headteacher	Paula Myhill
SENDCo	Jane Negal, Sonia Myhill
Clinical Lead	Marina Kruger

We have class teams of teaching assistants, including Higher Level Teaching Assistants (HLTAs) and Level 3/2 TAs who are trained to deliver.

We use specialist staff for Occupational Therapy, Speech and Language and Clinical Psychology support where this is appropriately funded by the local authority.

6.9 Securing equipment and facilities

Students requiring equipment are identified at transition and this is reviewed regularly. Requests for resources are processed as required.

6.10 Evaluating the effectiveness of SEND provision

Impact

The successful application of this Policy will be monitored through the below although this is not an exhaustive list:

- Academic progress
- Student progress towards short term targets
- Student progress towards long term EHCP objectives
- Behaviour data
- Attendance data
- Thrive Profiles
- Emotional Wellbeing Scales

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their EHCP outcomes each term on their medium and short term target.
- Reviewing the impact of interventions after 6-8 weeks
- Reviewing academic progress data with middle leaders.
- Holding person-centred annual reviews for students with EHCPs
- Holding Team Around the Child (TAC) meetings where provision requires adjusting

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'. 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 SEND needs, outcomes met, or new provision are also clarified and agreed.

6.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

No student is ever excluded from taking part in these activities because of their SEND or disability. The school nurse supports staff training and the writing of individual care plans to support with medication and other illnesses including allergies, intimate care plans, etc.

Middle leaders and class teachers plan learning activities to enable participation by all students.

The accessibility plan is available on request from the school office, it outlines how we aim to improve the physical environment to enable disabled students 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 students.

6.12 Support for improving emotional and social development

Therapeutic Provision

The intention for the clinical (therapy) team at Aurora Eccles School is to deliver an integrated therapy approach that embeds therapeutic strategies throughout the student's day. The aim is to engage a range of strategies that will improve a student's ability to actively engaging in their academic and social environments by developing their emotional regulation and social communication skills. The integrated approach also aims to support students to generalise skills learnt and then apply them to real-time situations with the help of skilled staff who are able to apply individual targets and strategies throughout daily school life. In turn, this will enable students to experience success, build positive self-esteem and confidence, develop and maintain a range of positive relationships with peers and adults, and greater levels of independence.

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

- Students with SEND 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 Form Tutor/Class Teacher.
- Students with SEND are also encouraged to take part in clubs to promote teamwork/building friendships etc.
- Across the school we have developed a way to support social and emotional development specific to Autism.
- We have a dedicated Engagement Team who monitor 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 have a zero-tolerance approach to bullying and any issues are logged on our MIS. 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 Eccles School engage and liaise with a wide range of agencies including health and social care, local authority support services and voluntary sector organisations, to meet students' individual needs and to support their families.

Further details of agencies who can support families can be found at:

Norfolk Resident - [SEND Local Offer - Norfolk County Council](#)

Suffolk Resident - [Suffolk SEND Local Offer | Community Directory](#)

6.14 Complaints about SEND provision.

Tell us as soon as you can! We actively aim to work with families on a termly basis, however things may change sooner than this. We are always happy to meet with families and would encourage you to speak to your child's form tutor in the first instance.

If they are not able to resolve your query and contact has not been made from staff, any complaints would follow the standard complaints procedure for the school - <https://www.theauroragroup.co.uk/attachments/download.asp?bcs-agent-scanner=eb0c12a6-fc6e-c243-a4d8-7d2e919072c3>

7. Monitoring arrangements

This policy and information report will be reviewed by the Deputy Headteacher **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.