

Aurora Severnside School

SEND Policy and Information Report

Policy Reference:	A140-SEV
Version Number:	4
Applies to:	Aurora Severnside School
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	Head Teacher / Operations Director
Implementation date:	January 2026
Next review due by:	January 2027
<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 students with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

We are ambitious for every child and young person at Aurora Severnside School.

We encourage high expectations from and for all our young people. From the very first day they walk through our doors, we are 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 Severnside School specialises in working with young people who have communication needs and complex profiles associated with ASC. All young people have an EHCP.

Our ethos is focused on removing barriers to education, whatever this may mean for the individual. Aurora Severnside School curriculum offers 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 breadth of learning opportunities which include core GCSEs, NOCN credit-based qualifications and Functional Skills in English and mathematics.

Aurora Severnside School has class sizes of no more than 8 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 pupil in school activities and opportunities to socialise with peers.

Aurora Severnside School staff 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.

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SEMH needs are addressed within EHCP framework and Clinical staff do not replace statutory health services

We use high quality teaching approaches, educational and clinical interventions that are supported by research /clinical evidence to improve all pupil's holistic engagement. We support students in finding their voice, student meetings support students to express emotions through work completed in the Incredible 5-point scale. Students engage in learning in the class and outside, for example Outdoor Education, this makes the teaching environment enjoyable.

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

All students should have Behaviour Support Plans and Individual Risk Assessments, which along with Individual Planning form the scaffold on which to build all other learning opportunities these are personal to everyone and reviewed termly.

We employ an experienced Therapy Team, consisting of Speech and Language, Occupational Therapy and Psychology working alongside the Headteacher, they oversee all pupil centred reviews.

The SaLT also delivers tailored group support in areas such as fine motor skills and mindfulness colouring.

The Clinical team support students' mental health and wellbeing working with the education staff to support lessons that specifically address key needs or themes within the school, for example self-esteem, anxiety management, diagnosis awareness, tolerance, and acceptance.

Supporting some mental health concerns, the team will support the work of local CAMHs teams or other external professionals to share information supporting this external work. They do not replace the need for CAMHs and will only take on specific 1:1 work as part of an agreed funded placement.

The school recognises that students with SEND may be more vulnerable to safeguarding risks and ensures that safeguarding practice is embedded across all SEND provision.

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Therapeutic staff provide training to all staff on site that is specific to the cohort of young people. These staff also provide guidance and information that is added to key documentation including individual Behaviour Support Plans and Individual Risk Assessments that include de-escalation and restorative strategies. They provide Clinical information and insight included in 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. Although Aurora Severnside School is a specialist provision, this definition is drawn from national legislation and provides the framework for identifying special educational needs

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students 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 coordinators (SENDCOs) and the SEN information report.
- [Equality Act 2010](#) - In line with the Equality Act 2010, the school anticipates the needs of disabled students and makes reasonable adjustments to prevent disadvantage.

3. Scope

This policy applies to all staff working at Aurora Severnside School.

4. Roles and responsibilities

4.1 The SENDCO

They will:

- Work with the headteacher and SLT to determine the strategic development of the SEN policy and provision in the school.
- Gather and analyse baseline data to inform intervention programs.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students 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 students with SEN receive appropriate support and high-quality teaching.
- Ensure that appropriate interventions and support are provided to students in line with the needs identified in their EHCPs. As well as any additional support in relation to their SEN deemed appropriate.
- Advise on the graduated approach to providing SEN support.

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- › Support students to avail of the appropriate access arrangements for exams using evidence gathered from class teachers.
- › Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- › Be a 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 students and their parents are informed about options and a smooth transition is planned.
- › Ensure the school keeps the records of all students with SEN up to date.

4.2 The Psychologist

The Psychologist supporting Aurora Severnside School will:

- › Work with the Headteacher, Deputy Headteachers and SENDCO to advise upon the strategic development of the SEN policy and provision in the school.
- › Work with the Headteacher and SENDCO in an advisory capacity through which incidents are reviewed and additional pupil support, above and beyond that stated in the EHCP, is reviewed.

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 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 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.

4.5 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class.
- › Work with the SENDCO to implement appropriate interventions for individual students.
- › 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 SLT 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 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 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 conditions, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).

6.2 Consulting and involving students and parents.

We hold taster days, induction meetings with the pupil and their parents when transitioning to the school. We will consult the pupil 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 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 about 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 students' 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 behavior.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data considers gaps in education.
- The views and experiences 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. These approaches are regularly review for effectiveness of support and interventions highlighting their impact on the pupil's progress.

6.4 Supporting students moving between phases and preparing for adulthood

During their final year, students will begin to look at transition options, forming part of the Annual Reviews for their EHCP. Where possible, students will have an induction session/s at their new placement.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and students 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 Severnside School. Supporting the success of the placement by developing good lines of communication, planned and professionally managed support and transitions to reduce anxiety.

6.5 Our approach to teaching students with SEN

Aurora Severnside School recognises all students come with previous experiences, both positive and negative. Taster days and initial placement assessments establish that we have a pupil centred approach. We acknowledge their feelings and create an introduction that

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addresses these and supports them in feeling they are in control of the pace at which they are introduced into Aurora Severnside School.

Teachers 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.
- Whole school literacy programmes.
- Educational interventions as directed by the SENDCO.
- Clinical interventions in a group or 1:1 as available dependent on need, e.g., self-esteem.
- Reading support.
- Phonics intervention.
- Dyslexia support.
- Writing support.
- Numeracy intervention.
- Zones of Regulation and Incredible 5-point scales.
- Thrive support for students on a 1:1, small group or class basis depending on need.

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 can effectively 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 and reading instructions aloud, amongst many other techniques.
- Signposting key parts of the lesson on the whiteboards in every room, keywords to be used, objectives for the lessons etc.
- Uncluttered visually coherent displays on classroom and corridor boards.

6.7 Additional support for learning

We have small class sizes of no more than eight. Teaching Assistants are funded for students needing specific 1:1 support, (as stipulated in their EHCP), for educational, social, and emotional, or behavioural reasons 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., including initial meetings in the home building up to visits to site, developing engagement in lessons. Clinical support is also available to meet mental health needs.

All staff support students to access the secondary 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 many years' experience and is supported by the Admission and Transition Manager and an administrative assistant who will support the EHCP reviews and meetings and, as outlined above, a psychologist.

We have a team of qualified teaching assistants. All TAs are supported and receive training to deliver SEN provision. Several staff are also carrying out a level three TA role within the school.

All staff receive regular training in mandatory areas such as safeguarding, (including regular meetings on updates, recapping and opportunities to discuss), 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 PDA approaches, Autism, Safeguarding, and PRICE (Protecting Rights in a Caring Environment) as well as many other areas.

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

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 SEN provision

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

- Reviewing students' individual progress towards their EHCP outcomes each term on their Individual Planning Reviewing and Recording Documents.
- Reviewing the Behaviour Support Plans termly.
- Reviewing the impact of interventions every 6-8 weeks.
- Using pupil questionnaires for example on the curriculum, safeguarding.
- Monitoring by the Headteacher, Deputy Headteacher and SENDCO.
- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Holding person-centred annual reviews for students with EHC plans.
- Meeting with the SENDCO three times yearly to evaluate interventions and progress for students
- Participate in the Quality assurance processes involved in ensuring that the school's SEN provision is fit for purpose and meets the needs of all the students in line with the code of practise.

In 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 thoughts. 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 year 10 and 11 students, we arrange several days with an independent career advisor to support and guide young people with their post-secondary education choices and work experience. This is an opportunity for students to engage with the world of work and explore further education opportunities. Information gained from these are fed into the annual review, adding further to the 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. Action points from previous review meetings are examined. All parties attending are asked if they feel the provision is meeting the needs of the EHCP for this young person.

6.11 Enabling students with SEN to engage in activities

Aurora Severnside School 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. We have ramp access to the school and a disabled toilet. We have staff who are trained first aiders. The therapy team provide training and support teachers in writing all Behaviour Support Plans, identifying further support if required with medication and other illnesses, including allergies. The plans also identify triggers for individuals when out in the community to enable the individual to access the community successfully. In addition, please see the School Accessibility plan which is available on request from the school.

The School Accessibility plan covers:

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

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 school council and to have a voice. Students are consulted through meetings and can voice thoughts and opinions to TA's and Tutors.
- Students with SEN are also encouraged to take part in social activities such as clubs, (sports, drama, candle making, Lego, I.T 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 can truly state that we a pastoral and therapeutic approach to learning and social development.
- We have pastoral programmes that address behaviour, and we have 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 lessons as part of our curriculum that address wellbeing e.g., promote healthy exercise and eating.
- We have therapy dogs on site that students can spend time with or bring into lessons.
- Our Therapy team support parents with Sleep Hygiene programmes, (our SaLT is currently working with our students on a pilot with NASS who have commissioned a digital agency to create an app that aids sleep). All staff support students in recognising the importance of sleep, (as well as being part of the PSHE programme), and that a good night's sleep impacts on wellbeing.
- We have a zero-tolerance approach to bullying, and any issues are logged on our Engage system. We address this contextually day to day by supporting students to see how their actions and words may be interpreted by others and the impact this may have. This underpins the work of the PSHCE programme.
- The staff at the school use PACE and Restorative processes to support the students to develop socially and emotionally.

6.13 Working with other agencies

Aurora Severnside School engages and liaises with a wide range of local and regional agencies, including health and 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 school should be made to the Headteacher, Rachel Lynch, in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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 students with SEN

The Local Authority SEN Support 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 students 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 Local offer Access for parents

Parents in Gloucestershire can access the Local Authority's **SEND Local Offer** by visiting the **GloSFamilies Directory** website. This online resource provides comprehensive, up-to-date information on education, health, and social care support services available for children and young people (ages 0–25) with Special Educational Needs and Disabilities (SEND). It includes clear guidance on eligibility criteria, how to apply, and contact details for further advice and support.

Parents in Bristol can access the Local Authority's **SEND Local Offer** by visiting the **Bristol City Council – SEND Local Offer** website at bristol.gov.uk/bristol-local-offer. This online platform offers comprehensive, up-to-date information on education, health, and social care services for children and young people (ages 0–25) with Special Educational Needs and Disabilities (SEND), along with guidance for parents, carers, and professionals

Parents in South Gloucestershire can access the Local Authority's **SEND Local Offer** by visiting the **South Glos LIFE** website. This platform provides comprehensive, up-to-date information on education, health, social care, and community services for children and young people (ages 0–25) with Special Educational Needs and Disabilities (SEND). It also offers guidance on how to use the online portal, including explanatory videos and options to provide feedback.

7. Monitoring arrangements

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

It will be approved by the Headteacher and Operations Director.