

Aurora Boveridge College

SEND policy and information report

Policy Reference:	A140-BOC
Version Number:	4
Applies to:	Colleges
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	Principal / Operations Director (SW)
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 student at Aurora Boveridge College.

We encourage high expectations from and for all our student's.

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 Boveridge College specialises in working with student's who have communication needs and complex profiles associated with ASC. Nearly all student's have an EHCP or are in the process of acquiring one.

Our ethos is focused on removing barriers to education, whatever this may mean for the individual. The Aurora Boveridge College curriculum offers purposeful educational programmes which are individualised to take into account uneven learning profiles, missed periods in education and less than positive past experiences of education and care. Across the cohort we offer small class sizes and a range of learning opportunities which include a range of Functional Skills in English and mathematics, GCSE's, GCE's, vocational qualifications, AQA unit awards, individual short courses, work related activities, volunteering and work experience.

Boveridge College has a capacity of 86 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 student in College activities and opportunities to socialise with peers.

Boveridge College staff team are highly experienced in devising strategies to support each student and are able to personalise work to engage all learners. As professionals, we see our role as supporting and encouraging each student to maximise their skills and abilities in preparation for future life.

We use teaching approaches, educational and clinical interventions that are supported by research /clinical evidence to improve all students' holistic engagement.

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

All students have Behaviour Support Plans and Individual Risk Assessments, which along with Individual Progress, Attainment and Review document (IPARs) form the scaffold on which to build all other learning opportunities these are personal to each individual and reviewed half-termly/termly.

We employ an experienced Therapeutic Team, consisting of Speech and Language, Occupational Therapy, Psychology and Psychiatry, supporting and working alongside all the staff at the college.

The Therapeutic Team support students' mental health and wellbeing working with the education staff to support lessons that specifically address key needs or themes within the

College, 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 Psychiatrist, for some students, will take full professional responsibility for medication and treatment.

Therapeutic staff provide training to all staff on site that is specific to the cohort of students. These staff also formulate, review and provide guidance and information that is added to key documentation including individual Behaviour Support Plans and Individual Risk Assessments, which include de-escalation and restorative strategies. They provide Clinical information and incite included in the student'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 Student and Families Act 2014](#), which sets out Colleges' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out Colleges' 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 Boveridge College

4. Roles and responsibilities

4.1 The Psychiatrist / Psychologist

The Psychiatrist / Psychologist supporting Boveridge College

They will:

- Work with the Principal and SLT to advise upon the strategic development of the SEN policy and provision in the College
- Work with the Principal / SLT in an advisory capacity through which incidents are reviewed and additional student support, above and beyond that stated in the EHCP, is reviewed.

4.2 The Principal

The Principal is Lloyd Richards

They will:

- Ensure EHCP reviews are appropriately organised using a person-centred approach, ensuring full involvement of the student parent and Local Authority: 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

- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the College's budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Support liaison with potential next providers of education to ensure that the College 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 College keeps the records of all students with SEN up to date

4.3 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 College and update the governing board on this
- Work with the Principal and SLT to determine the strategic development of the SEN policy and provision in the College

4.4 Teachers/Lecturers/Tutors

Each teacher/tutor is responsible for:

- The progress and development of every student in their class
- Working closely with education Learning Support Practitioners, Higher Level eLSP's or other specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching
- Working with the Head of Education to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Definitions

A student 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 Colleges

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other student or students of the same age by mainstream Colleges.

6. SEN Information Report

6.1 The kinds of SEN that are provided for:

Our College 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),

6.2 Consulting and involving students and parents

We hold taster days, induction meetings, pre-admission meetings with the student and their parents when transitioning to the College. We will consult the student 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 student'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 student's EHCP outcomes
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record as part of the transition plan.

We will share the plans and seek teacher, parent and student input.

We will formally notify students, parents and Local Authority Key workers of when the EHCP is to be reviewed.

6.3 Assessing and reviewing students' progress towards outcomes

We use an Individual Progress, Attainment and Review document to record and monitor progress on EHCP targets (please see Assessment Procedures).

The tutor/subject teacher will work with the Head of Education to carry out a clear analysis of the student's needs and support the objectives on the EHCP.

This will draw on:

- The teacher's assessment/ observations and experience of the student
- Their previous progress, engagement, attendance, 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 student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly (at least half-termly) throughout the year.

All teachers and support staff who work with the student 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 student's progress.

6.4 Supporting students moving between phases and preparing for adulthood

During their final year students will begin a greater focus on their transition options and plan, forming part of their EHCP. Where possible students will have an induction session/s at their new educational establishments, place of work, apprenticeship provider and in some instances new living environments.

We will agree with students, parents as to 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 Boveridge College. Supporting the success of the placement by developing good lines of communication, planned and well managed support and transitions to reduce anxiety.

6.5 Our approach to teaching students with SEN

Boveridge College recognises all students come with previous experiences, both positive and negative. Taster days and initial placement assessments establish that we have a student centred approach. We acknowledge their feelings and create an introduction that addresses these and supports them in feeling they are in control of the pace at which they are introduced into Boveridge College.

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
- Educational interventions as directed by the Head of Education
- Clinical interventions in a group or 1:1 as available dependent on need, eg. self-esteem
- Opportunities to experience increasing rigour in work experience and work related learning opportunities
- Regular meetings with Independent Careers advice
- Regular meetings with Independent Advocate support (residential)
- Reading and writing support
- Embedded literacy and numeracy support
- Dyslexia support
- Zones of Regulation (therapy led programme)

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 are able to effectively access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Accessing a pre-learning diagnostic tools. Helping to plan for differentiated learning for particular students or aspects of a new unit, concept or skill.
- Adapting our resources and staffing.
- Planned sequencing of teaching and learning activities to stimulate and maintain engagement, creating links between lesson and learning. Minimising disruptions and facilitating a logical order and flow.

- Planning lessons that incorporate adjustments for content, process and product, supporting students to master a range of skills and learning objectives.
- Having students set goals for themselves to identify different learning levels, helping students understand what's expected of them for a particular task or topic and providing specific direction.
- 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, usually of no more than six. Education Learning Support Practitioners 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 student's across many complex needs.

This 1:1 support is needed to build relationships and trust as well as take the transition very slowly, eg. 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 their curriculum and facilitate positive communication, to build confidence and fill gaps in learning or with social and emotional development in the college setting.

6.8 Expertise and training of staff

The Senior Leadership team have extensive skills, knowledge, professional qualifications and industry experience, built over time, in both mainstream and specialist SEN schools, colleges and residential settings.

The teachers/lecturers have a broad range of skills and extensive experience of teaching SEN both in mainstream and specialist schools and colleges. All staff undertake training pertinent to their area of specialism, as well as extensive specialist training packages both internal and external. All staff receive regular training in mandatory areas such as safeguarding,(including regular meetings on updates, recapping and opportunities to discuss), lifting and handling, behaviour management, health and safety, and first aid. Where required, staff also access training for specific areas appropriate to the student's needs.

We use trained and registered (HCPC) specialist staff for Occupational Therapy, Speech and Language Therapy, Clinical Psychology and Psychiatric support.

6.9 Securing equipment and facilities

Students requiring specialist equipment/devices/software are identified at the transition stage, requests for resources are processed as required and this is regularly reviewed.

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 half-term in their Individual Progress, Attainment and Review document.

- Reviewing the IRA / BSP regularly
- Creating plans to support students with needs that arise that have not been identified in the above mentioned documentation.
- Using student questionnaires and Student Council platform – SLT provide regular and timely feedback
- Internal Audits
- Termly Governance reviews
- Holding person-centred annual reviews for students with EHC plans

Our College EHCP reviews are conducted using a person-centred approach involving the student, their family and any other professionals who support them. The student 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 transition / aspirational goals. The remainder of the meeting focuses on the student's progress towards their specified EHCP outcomes and the continued appropriateness of the current outcomes and provision. Professional reports, assessments and observations are discussed.

Parents/carers are given the opportunity to express their views about all aspects of the review, including their hopes and aspirations for the student. Any amendments that may be necessary, regarding identified SEN needs, outcomes met or new provision required are also clarified and agreed. Action points from previous review meetings are reviewed. All parties attending are asked if they feel the provision is meeting the needs of the EHCP for this student.

6.11 Enabling students with SEN to engage in activities available to those in the College who do not have SEN

Boveridge College 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 individuals and groups off-site, into towns and their local community to engage and communicate with people in shops, services and businesses. We deliver bespoke opportunities for students to engage in the local community, based on their need and ability.

No student is ever excluded from taking part in these activities because of their SEN or disability. We have staff who are trained first aiders and a trained Medical Representative. The therapy team provide training and write all Behaviour Support Plans, identifying further support if required with medication and other illnesses, including allergies. The plans also identify possible triggers for individuals when out in the community to enable the individual to access the community successfully. In addition, please see the College Accessibility plan which is available on request from the College upon request.

The College 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 Student Council and to have a voice. Students are consulted through meetings and can voice thoughts and opinions to tutors or student representatives.
- Students with SEN are also encouraged to take part in social activities such as clubs, (Chess, Harry Potter, Dungeons and Dragons, sports clubs, music club, film and reading clubs mindful colouring etc) to promote teamwork/building friendships etc.
- Across the college we have developed a way to support the social and emotional development of individuals 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. This includes the role of wellbeing champions.
- We have pastoral programmes that address the wide spectrum of social, behaviour, communication and welfare issues that can affect our students,
- We have lessons as part of our curriculum that address wellbeing e.g. promote healthy exercise and eating.
- We have animals on site that enable students to 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 ultimately impacts on wellbeing.
- We have a zero-tolerance approach to PoP Abuse and any issues are logged on MyConcern log and Schoolpod, enabling swift appropriate action. 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 is underpinned by the work of the PSHE / Tutorial programme. Around the College we have posters and discrete locations that encourage reporting of bullying or who they can talk to.

6.13 Working with other agencies

Boveridge College engages and liaises effectively with a wide range of local, regional and national agencies, including health, 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 College should be made to the Principal, Lloyd Richards, in the first instance. They will then be referred to the College'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 College has discriminated against their student. 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.

Help can also be found from:-

Diverse Abilities <https://diverseabilities.org.uk>

Autism Wessex [Autism Unlimited \(autism-unlimited.org\)](https://autism-unlimited.org)

Mind Your Head <https://dorsetmindyourhead.co.uk>

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.

7. Monitoring arrangements

This policy and information report will be reviewed by the Principal **each 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.