

Aurora Rowan School

SEND policy and information report

Policy Reference:	A140-RWN
Version Number:	4
Applies to:	Aurora Rowan School
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	The Headteacher and 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 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.

Aurora Rowan School specialises in working with pupils who have a diagnosis of ASD with severe learning difficulties. All pupils have an EHCP. Aurora Rowan offers a pupil centered play based approach to learning which takes into account the often-spikey learning profiles of our pupils.

Across the three pathways for learning we offer small classes with high levels of support, ensuring all staff know the pupils well and can support individual needs and next steps. The school set up allows us to be flexible in our approach and the ability to adjust the environment when required.

The staff are experienced and well-trained ensuring pupils benefit from a wide range of approaches to support their development. The curriculum ensures that pupils learn at an appropriate pace using teaching pedagogy suitable for their needs and preferred learning styles, but also have fun, developing confidence and security in their own ability.

The SENDCO ensures all pupils have access to the support, resources, and environment they need to thrive. They regularly check that interventions and individual strategies remain effective and are embedded into every program for each pupil.

The clinical team ensure that each pupils speech, physical, sensory, and emotional needs are met through individual, group and class-based sessions as required. They are part of the termly Team around the pupil (TAP) meeting and contribute to the development of all class programs to ensure the best outcome for pupils.

Pupils are assessed regularly against their own targets and individual short term learning goals broken down from the longer EHCP outcomes. Regular progress is recorded in the online assessment tool and shared with parents and professionals. Target setting each term is a collaborative process including all involved in the child's life and education.

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 coordinators (SENDCOs) and the SEN information report.

3. Scope

This policy applies to all staff working at Aurora Rowan School

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Emily Norton.

They will:

- Work with the headteacher and wider 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.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The Operations Director will:

Help to raise awareness of SEN issues at governance meetings.

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and quality assurance team to determine the strategic development of the SEN policy and provision within the school.

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants, HLTAs or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. SEN Information Report

6.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, Global Learning difficulties, (GLD) and SLD (Severe learning difficulties)
- 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 parents/carers, pupils (where appropriate) and any social care professionals when transitioning to the school. 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 initial paperwork 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

Aurora Rowan School will use its approach to assessment to:

- Enable staff to know their pupils well and to monitor progress and forward plan
- Give staff the language they need to describe achievement and progress, and thus engage in a constructive dialogue with each other, with pupils, where appropriate, and with parents and carers.
- Give subject leads a framework within which they can monitor and evaluate the impact of their schemes of work, and the progress made in their subjects.
- Give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation, and performance management.

Aurora Rowan School will also and particularly want its approach to assessment to:

- Provide a transparent and evidence-based picture of pupil progress in relation to behaviour and personal development, which is often if not always the starting point for wider progress. The school collects data on a daily basis; this is used to identify progress and inform review processes. This clearly identifies specific types of behaviour relating to learning, conduct and emotional regulation. This data allows the school to set effective targets for individual pupils to work towards.
- Describe comprehensively the "baseline" at which pupils who join the school start, and based on this, chart and report to parents, carers, and Local Authority the progress made by each pupil. This information will be used to support the decision on appropriate curriculum pathways for pupils.
- Gather together and triangulate the diverse evidence available of pupil development; ranging from in-class observations; from data on attendance and physical interventions to pupil voice sessions.
- Inform the IEP process and show progress in relation to the EHCP.
- Create coherence by drawing together the threads of pupil progress across the whole curriculum, and by enabling all staff to see academic and personal progress in relation to each other.

- Enable all staff who engage with pupils to contribute to the learning and assessment process, recognising the influential role of education support staff and therapy staff alongside teachers.

Assessment for Learning in the Classroom

Good assessment for learning in the classroom can enhance progress, engage pupils, and help them become better learners. At Aurora Rowan School it will be characterised by strategies such as:

- Objective-setting: making objectives clear through discussion; written or picture prompts around the room and/or in pupils' work; regular revisiting of objectives in relation to tasks and activities that punctuate the lesson.
- A focus on progress and outcomes: using pupil-friendly 'learning outcomes' and sharing the 'learning journey' through achievement checkers and rewards.
- Written, pictorial or oral feedback, which is not only positive, but also constructive, in that it tells the pupil what they have done well and what they can do to improve.
- Self- and peer- assessment: giving pupils the opportunity to evaluate their own and others work, where appropriate using the systems above.

Assessment Strategies

The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to "triangulate." Amongst the range at our disposal are:

- Observation of pupils engaged in a task.
- Verbal feedback.
- Review of learning with a class or group – for example in a plenary session at the end of a lesson.
- Next step marking which informs future progression.

For assessment as outlined above to be successful and worthwhile certain other features need to be in play:

- Effective tracking of progress through subjects and personal development.
- Planned opportunities for moderation within and across subjects and with partner schools, based on systematically collected evidence.
- Long term planning for the area of learning to be clear about what we are assessing against: what strands of progression or assessment focuses are there; what are the steps of progression in relation to those strands of focuses.
- Medium term planning along with the Intervention plans which identify what aspects of learning are to be assessed in a particular lesson or group of lessons.

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/carers 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 into Rowan 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 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
- Whole school literacy programmes, including phonics 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
- Thrive sessions
- Pastoral 1:1 session

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, AAC devices and Communication books, visual timetables, etc.
- Differentiating our teaching, for example, giving longer processing times, reading instructions aloud, etc.
- Graduated play-based approaches supporting pupils independence, perseverance and problem solving

6.7 Additional support for learning

We have small class sizes and high levels of support for all pupils across the school and residential accommodation. The levels of support enable pupils to remain safe and feel supported in the environment, ensures pupils individual programmes to support learning, sensory and communication needs are robust and effective.

6.8 Expertise and training of staff

- Our SENDCO has many years' experience and many more years supporting pupils with SEND needs

They are employed to manage SEN provision.

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

We have a team of teaching assistants, including 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Members of staff receive regular training in mandatory areas such as safeguarding, lifting and handling, behaviour management, health and safety, and first aid. Where required, staff also access training for specific areas appropriate to the children's needs.

As part of their induction training, staff are trained in Autism, Safeguarding, TEAM TEACH, Thrive, The NAS SPELL approach and communication strategies including the use of AAC.

We use specialist staff for Occupational Therapy, Speech and Language and Educational 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 during a Team around the Pupil meeting (TAP)
- Reviewing the impact of interventions every term
- Using pupil questionnaires, differentiated for each pupil
- Monitoring by the SENDCO
- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Holding person-centred annual reviews for pupils with EHC plans

Our school EHCP reviews are conducted using a person-centred approach involving the pupil, their family and any other professionals who support them. The pupil is invited to share their thoughts through differentiated feedback forms, videos and presentations where appropriate. The remainder of the meeting focusses on the pupil 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 pupils 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 pupil. 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 Rowan has a strong belief that education in the community and environment forms an essential aspect of learning, generalising their 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 school has a disabled toilet and accessible toilets for those who require support with their intimate care needs. The Pastoral team supports staff training and the writing of individual care plans to support with medication and other illnesses including allergies.

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.

6.12 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to have a voice. Pupils are consulted through assemblies and can voice thoughts and opinions to all staff
- Pupils with SEN are also encouraged to take part in social activities, community days and school trips and events.
- Across the school we have developed a way to support social and emotional development specific to ASC. We aim to demonstrate that as an educational establishment we could truly state that we have an embedded clinical and therapeutic approach to learning and social development.
- We have a dedicated Pastoral support lead who monitors behaviour and welfare.
- We link with the social care, education support workers, residential teams and where needed ensure families and pupils receive outside support.
- We devise wellbeing days to include visits from therapeutic organisations e.g. therapy birds, sports days and farm visits
- The Pastoral and Clinical staff are able to support pupils and parents to devise better programmes to support a good night's sleep which ultimately impacts on wellbeing.

We have a zero-tolerance approach to bullying and any issues are logged on our school recording system. Bullying is rarely seen at Aurora Rowan, but when it does swift and supportive action is taken.

6.13 Working with other agencies.

Aurora Rowan engages and liaises with a wide range of agencies including health and social care, local authority support services and voluntary sector organisations, to meet pupils' individual needs and to support their families.

6.14 Complaints about SEN provision.

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.15 Contact details of support services for parents of pupils with SEN

The Local Authority SEN Support Key Worker will provide support service contacts should any parents wish to access services provided within their own Local Authority. Parents may also request services through the annual review process.

6.16 Contact details for raising concerns.

When pupils or parents have concerns about provision, they can speak to any member of staff who will ensure that the matter is dealt with and/or escalated, as necessary.

6.17 The local authority local offer

Aurora Rowan is situated on the border of Oxfordshire and Reading, although pupils attending the school come from a range of Local Authorities included in the list below.

Oxfordshire - [Oxfordshire SEND local offer | Oxfordshire County Council](#)

Reading (BFFC)- [Reading Directory | SEND Local Offer](#)

West Berkshire - [Special Educational Needs and Disability \(SEND\) Local Offer - West Berkshire Council](#)

Bracknell Forest - [Additional Needs Info Hub \(SEND Local Offer\) | Bracknell Forest Council \(bracknell-forest.gov.uk\)](#)

Residential Pupils may come from further afield and their local offers can be found by searching for (Name of Local Authority) SEND Local Offer

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.