

## Aurora Hedgeway

### SEND policy and information report

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| <b>Policy Reference:</b>  | A140-HWS   |
| <b>Version Number:</b>  | 5  |
| <b>Applies to:</b>  | Hedgeway School  |
| <b>Associated documents:</b>  | Accessibility plan<br>Promoting Positive Behaviour policy<br>Equality information and objectives |
| <b>Approved by:</b>   | The Headteacher and Operations Director  |
| <b>Implementation date:</b>   | January 2026   |
| <b>Next review due by:</b>  | 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 Hedgeway School provides:**

Aurora Hedgeway school specialises in working with young people who have communication needs and complex profiles associated with ASC and SEMH. All young people have an EHCP (England) or IDP (Wales).

Aurora Hedgeway School offers dynamic and 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.

Across the cohort we offer small class sizes and a range of learning opportunities from small steps bespoke programmes, Primary learning models, and Secondary accreditation pathways. We consist of a small campus of buildings that allow us the flexibility to adjust the environment to suit **pupils'** needs. Our team are highly experienced in devising strategies to support each pupil and are able to 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.

A rich, relevant, broad and balanced curriculum is designed and personalised to meet each pupil's needs. We use teaching approaches, educational and clinical interventions that are supported by research /clinical evidence to improve engagement. Students engage in learning strategies and plan interventions that are evident both with in the class and outside, this makes the teaching environment enjoyable. The whole curriculum focus is based on assessing and providing learning opportunities to develop social and emotional development. We actively seek the engagement of home and families to support wider learning experiences and in turn support families with experiences that they may not access alone.

We employ a SENCo to oversee all pupil centred reviews. The SENCo is supported by a part- time SEND administrator.

A provision map is in place to capture the levels and length of educational support; this is accompanied by a clinical tracker /log that captures all clinical specific interventions.

We employ a full-time Speech and Language Therapist (SaLT), who works with all the Teaching and TA teams to ensure Speech and Language strategies are embedded in lessons throughout the curriculum in quality-first teaching at Wave 1. The SaLT also oversees or delivers small-group interventions at Wave 2 around social communication and delivers individual 1:1 intervention around speech fluency, conversation skills and interaction skills (Wave 3).

An Occupational Therapist (OT) is employed 5 days a week, to provide guidance and interventions on a wide range of needs from sensory processing, sensory integration, fine motor skills, gross motor skills and implementation of sensory diets, supported by an OT therapy assistant. When students have completed their programmes with the occupational therapist or therapy assistant, these are handed over to class teams to be continued either in the classroom or as individual interventions.

The school employs a clinical psychologist to deliver 1:1 session at Wave 3, focusing on children who require specific interventions around mental health, emerging personality disorders or other complex psychological needs. The clinical psychologist is supported by an assistant psychologist, who delivers some Wave 2 interventions around anger management and social relationships as well as individual sessions at Wave 3, supervised by the clinical psychologist. The clinical psychologist also signs off risk assessments where there is a risk of deliberate self-harm.

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Where there are high-end mental health concerns the team will link with CAMHs or other external professionals to share information for any outside 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.

All of the above key staff provide training to all staff on site that is specific to the cohort of young people.

The above staff also provide guidance and information that is added to key documentation including individual Pupil Positive Behaviour Support Plans. They provide Clinical information that is added to 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:

- [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 (SENCOs) and the SEN information report

## 3. Scope

This policy applies to all staff working at Aurora Hedgeway School

## 4. Roles and responsibilities

### 4.1 The SENDCO

The post holder is a qualified teacher and SENCO who will:

Work with the headteacher and **other members of SLT** to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Organise and chair EHCP reviews using a person-centred approach, ensuring full involvement of the parent and young person: considering their views, wishes and aspirations when making decisions.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The Operations Director will:

Help to raise awareness of SEN issues at governance meetings

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

#### 4.3 The 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

The Deputy Headteacher Pastoral will:

- Work with the Senco to advise and inform of Safeguarding and behaviour
  - Lead the High Priority Group meetings with the behaviour lead and clinical team to identify those students who require additional support
  - Coordinate the Pastoral response in collaboration with the Education response

The Deputy Headteacher Quality of Education will:

- Work with the Senco to plan appropriate CPD, training and support for class-based interventions
- Work with the Senco to identify through progress data, any students who may require additional support, assessment.
- Work closely with the SENDCO to monitor classroom provisions as outlined in the EHCP as well as the impact of any learning interventions delivered.

#### 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 most 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 is 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, Autism, Speech and Language and Communication needs
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Mental Health issues, anxiety disorder
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 6.2 Consulting and involving pupils and parents

We will have discussions with the pupil and their parents when transitioning to the school. We will consult the pupil and parents to ensure students' EHCP books have short term outcomes that are in line with their long-term outcomes and take into account parental/students' views. 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 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 EHCP books and seek teacher, parent and pupil input at the point of the Annual Review.

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

### 6.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs and support the objectives on the EHCP. This will draw on:

- The teacher's assessment/ observations and experience of the pupil
- Their previous progress and attainment and 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 experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 6.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will transition the pupils into a placement in the same way that they were transitioned into Hedgeway and to support the success of the placement through developing good lines of communication, planned and well managed support and transitions to reduce anxiety.

## 6.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class, but this is not solely academic progress but is also social and emotional growth through carefully agreed and selected Vineland targets.

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

We will also provide the following interventions:

- Speech and language session and support and training
- O.T observations, assessments and interventions
- Whole school physical literacy programmes
- Educational interventions as directed by the SENCo
- Clinical interventions in a group or 1:1 as available dependent on need e.g. self-esteem
- Reading support
- Dyslexia support

While the student's statutory document is the starting point for the clinical provision (and funding for this) they will receive at school, clinicians may find through their observations and assessments that students can be discharged, or that direct 1:1 therapy via a trained therapist is no longer as appropriate for the student as interventions delivered by the class team or another member of staff. Once a programme is completed, the student will be discharged from therapy but may be monitored by the clinician on a termly or similar basis.

## 6.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

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- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Working Walls to enable and support recall

## 6.6a Communication Environment

Communication is at the core of our work with all pupils at Aurora Hedgeway, the importance of communication in empowering young people and ensuring access to the curriculum is recognised and fostered through embedded strategies of support. Aurora Hedgeway provides specialist support by creating a 'communication enabling environment' in which young people learn, play and develop their social language and skills, while taking part in everyday social activities as well as educational ones. Young people and staff are encouraged to use every available form of communication, with a particular emphasis on what is relevant to individuals.

At Aurora Hedgeway, all forms of communication are acknowledged and valued.

At Aurora Hedgeway we adopt a total communication approach throughout school by:

- Creating opportunities for communication throughout the whole curriculum.
- Supporting young people to develop good relationships with others.
  - Helping young people maintain a well-regulated emotional state for learning and interacting.
  - Helping young people to take part in daily life by developing their adaptive behaviours linked to communication.
  - Developing each young person's communication according to their individual needs to enable them to develop spontaneous and functional communication skills.
  - Embedding communication targets across the curriculum.
  - Adopting the Zones of Regulation to support young people to express their feeling and emotions to enable self-regulation-
  - At Aurora Hedgeway pupils' needs are assessed as and when required, using a combination of individual assessments, classroom observations and liaison between staff and family.
  - At Aurora Hedgeway, the following communication and social understanding approaches are used to help develop and support language development, communication and social skills:

| RESOURCE         | DESCRIPTION   |
|------------------|---|
| Visual Timetable | A visual timetable shows what is happening over a certain period in a visual way. It might use real photographs, cartoon pictures or symbols. It could show a short amount of time e.g. what is happening now and what is going to happen next, or it could show longer periods, such as the plan for part of, or all of the day. Simply, a visual timetable shows the plan, in pictures. |

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| Colourful Semantics/<br>Stories | Colourful semantics is an approach to support spoken and written language learning across the curriculum. It aims to help children develop skills when it comes to sentence development, understanding questions, developing narrative, understanding written text and developing vocabulary. Colourful semantics are often used to support children with speech and language difficulties, including those who have difficulties with word order, vocabulary difficulties or expressive and receptive language difficulties. It can also be helpful for children who have English as an additional language (EAL).   |
| Social Stories                  | <p>Social stories were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.</p> <p>Social stories can be used to:</p> <ul style="list-style-type: none"><li>• Develop self-care skills (for example, how to clean teeth, wash hands or get dressed), social skills (for example, sharing, asking for help, saying thank you, interrupting) and academic abilities.</li><li>• Help someone to understand how others might behave or respond in a particular situation.</li><li>• Help others understand the perspective of an autistic person and why they may respond or behave in a particular way.</li><li>• Help a person to cope with changes to routine and unexpected or distressing events (for example, absence of teacher, moving house, thunderstorms).</li><li>• Provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem.</li><li>• As a behavioural strategy (for example, what to do when angry, how to cope with obsessions).</li></ul> |
| Comic Strip Conversations       | <p>Comic strip conversations, created by Carol Gray, are simple visual representations of conversation. They can show:</p> <ul style="list-style-type: none"><li>• The things that are actually said in a conversation.</li><li>• How people might be feeling.</li><li>• What people's intentions might be.</li><li>•</li></ul> <p>Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.</p>  |
| Communication In Print          | Communicate In Print 3 is a desktop publishing program for creating symbol-supported resources for printing. It is a tool for anyone wanting to make accessible materials for their school, the symbols help to create materials that are visually accessible to all pupils.  |

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| Mind Maps | A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyse, comprehend, recall and generate new ideas. Mind maps enable pupils to see the “bigger picture”, make out relationships between individual pieces of information and understand hierarchy and connections. They can help students by enabling them to easily divide topics into clear and manageable chunks of information. |
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## 6.7 Additional support for learning

We have small class sizes and a high number of teaching assistants who are trained to support all young people across many complex needs. This is sometimes done on a 1:1 basis when a young person has previously been out of education for over a year or more. The support is needed to build relationships and trust as well as take the transition very slowly e.g. from initial meetings in the home to visit to sight, clinical support is also available to meet mental health needs.

On the whole, Teaching assistants support pupils in small teaching groups. This may be to access the primary curriculum and communication, in a nurture setting to build confidence and fill gaps in learning or with social and emotional development in the secondary setting.

**Additional, tailored interventions are in place to meet the needs of students with specific learning difficulties, including:**

| INTERVENTION/               | DESCRIPTION   |
|-----------------------------|---|
| KAZ- Touch Typing Programme | KAZ Touch Typing Programme is an inclusive and award-winning touch-typing software designed to teach typing skills efficiently. It is suitable for all ages and abilities, including neurodiverse learners. The program is accessible and accommodates various learning needs, such as dyslexia and special educational needs. It is Ofqual-certified, meaning it has met the high standards set by Ofqual. The KAZ Typing Tutor, SEN/Dyslexia Edition, is specifically designed to support learners with additional needs, using a multi-sensory approach to teach typing quickly and effectively. |
| Dynamo Maths                | Dynamo Maths is an award-winning, research and evidence-based inclusive programme proven to support students with dyscalculia and those not meeting age-related expectations. The programme consists of two components: Standardised Dyscalculia Assessment and Blended Intervention Programme.   |
| Read Write Inc Fresh Start  | Read Write Inc. Fresh Start is a proven phonics intervention for pupils aged nine to 13+ who have slipped through the reading net.<br><br>Pupils make as much as two years' progress in just two months, using the same tried-and-tested approach as Read Write Inc. Phonics.   |

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| Mathletics                          | Mathletics is an award-winning online mathematics program designed to enhance student learning through personalized experiences, engaging games, and mastery challenges.   |
| Language for Behaviour and Emotions | Language for Behaviour and Emotions" is a systematic approach designed to enhance emotional and communication skills, particularly for children and young people with social, emotional, and mental health needs (SEMH) and speech, language, and communication needs (SLCN) |

## 6.8 Expertise and training of staff

**Our SENCO has 3 years' experience in this role and has worked as a SENCO in mainstream and specialist provision, in primary and secondary schools.**

They are employed full time to manage SEN provision.

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

We have a team of 35 teaching assistants; who are all trained to deliver SEN provisions within the environment.

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.

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

## 6.9 Securing equipment and facilities

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

## 6.10 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their EHCP outcomes each term on their individual trackers and EHCP books.
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO

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- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Using provision maps to measure progress
- Holding person-centred annual reviews for pupils with EHC plans

Our school EHCP reviews are conducted using a person-centred approach involving the young person, their family and any other professionals who support them. The young person is invited to share their “My Future My Choice” booklet. They are also encouraged to discuss what is working well for them, any concerns they may have and longer-term aspirational goals. The remainder of the meeting focusses on the young person’s progress towards their specified EHCP outcomes and the continued appropriateness of the current outcomes and provision. Professional reports, assessments and observations are discussed. For all young people in year 9 and above the annual review also contains information about planning for adulthood and career aspirations. Parents/carers are given the opportunity to express their views about all aspects of the review, including their hopes and aspirations for the young person. Any amendments that may be necessary regarding identified SEN needs, outcomes met, or new provision are also clarified and agreed.

## **6.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

Aurora Hedgeway 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. We deliver Preparation for Adults skills to support the development of independence and preparation for the future.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We have a lift on site to support access the upper levels of the school along with disabled toilets. The school nurse 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 be part of the school council and to have a voice. Students are consulted through assemblies and can voice thoughts and opinions to TA’s and Tutors.
- Pupils with SEN are also encouraged to take part in social activities such as “Chill and chat clubs” to promote teamwork/building friendships.
- Across the school we have developed a way to support social and emotional development specific to Autism. 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.

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- We have a dedicated Pastoral Team who monitors behaviour and welfare as well as 4 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 Safeguarding system (My Concern). Many issues do however result from a lack of empathy and understanding of others and their needs.
- To better educate and support this understanding, we have a reactive curriculum approach as well as a planned curriculum. This allows us to respond to emerging issues through group education, exploration and learning in direct response to any incident.
- We have a strong Clinical team that includes a clinical and forensic psychologist as well as an assistant psychologist and an Emotional Learning Support Assistant (ELSA). This team supports the students through group sessions or individual interventions which enable students to address and understand a range of issues related to their diagnosis, self-esteem, resilience and anxiety. They support safety and welfare through linked work with the DSL's e.g. self-harm, and where appropriate liaise with outside agencies including CAMHs.

## 6.12b – Sensory Curriculum Introduction

Sensory processing is a person's ability to organise and process incoming sensory information from our senses. Sensory modulation is a person's ability to interpret sensory input and to respond appropriately.

At Aurora Hedgeway, we appreciate the continuous need to interpret and respond to sensory experiences. The aim is to support students' sensory needs across the school day, in a variety of ways, to have a 'just right' challenge.

We are all familiar with the five basic sensory systems; sight, sound, taste, smell and touch (tactile). These basic senses or 'far senses' respond to external stimuli from the environment. However, less familiar sensory systems exist within our bodies called:

- ***Interoceptive***: Sensory system of the internal organs (e.g. heart rate, hunger, digestion, state of arousal, mood, etc.,)
- ***Vestibular Sense***: Processing information about movement, gravity and balance, primarily through the inner ear. It provides information about speed of our movements, maintains and regulates postural one, triggers balance reactions and gives us a postural core. It also helps us to maintain a table visual field and adequate spatial awareness.
- ***Proprioceptive Sense (body scheme)***: Processing information about body position received through the muscles, ligaments and joints. It allows us to control the speed and force of movement, efficient motor planning, allows us to use our bodies without having visual cues, and it is vital for fine motor dexterity.

The school's Occupational Therapist provides sensory training for all school staff with recommendations for:

- Environmental adaptation and resources
- Universal and targeted sensory strategies provided by the class teams with guidance from the school occupational therapist.
- Specific individual sensory plans are developed and monitored by the occupational therapist and delivered by the class teams.

Universal strategies are embedded in the school curriculum to prepare and support students learning and development. For example, calming/alerting movements prepare, lighting adjusted between dim or bright and student positioning/location in the room to aid focus and maximise engagement.

### Initial factors we consider

Lighting – natural and artificial

Sound

Furniture – size in relation to students

Temperature

Space and number of people

Décor – colour of wall paint and displays

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Location of students and staff in the room

## Strategies we may implement

Use of blinds to dim the natural light, gel covers on ceiling lights to defuse lighting

Use of music to calm and alert students as appropriate.

Use of soft furnishings defuse sound

Zoning of classrooms

Changing the size of the furniture to accommodate taller or smaller students

Managing the heat/cold from radiator or open windows and students' alertness

Use of physical boundaries or open space to enable students to feel secure

Limiting the displays according to students' stimulation needs.

Dial up and down displays as appropriate

## **Across the whole school.**

We use the Vineland Behaviour Scales 3.

Part of this assessment involves the parent and requires them to be involved in supporting the objectives and progress seen in school.

## **What is it?**

- Vineland is the leading assessment tool for assessing adaptive behavior. It is particularly relevant to our cohort of young people with Communication and Interaction needs. I thought that if we could really address the four adaptive domains, we would start to build resilience and reduce social anxiety.
- Adaptive behaviour is NOT the capacity or repertoire of skills. **It is an independent and functional application of skills to daily contexts and routines.**
- The assessment focuses not on what the child/person CAN does (so after lots of questions a parent may say 'well, yes, I think he can do that'), it asks what **DO** they do- what percentage of the time do they ACTUALLY do it in context).

|                       |                     |               |                      |
|-----------------------|---------------------|---------------|----------------------|
| Four adaptive domains |                     |               | 6 yrs and below only |
| Communication         | Daily Living Skills | Socialization | Motor Skills         |
| 11 Subdomains         |                     |               | 6 yrs and below only |
| Communication         | Daily Living Skills | Socialization | Motor Skills         |
| Receptive             | Personal            | Interpersonal | Gross Motor          |
| Expressive            | Domestic            | Play/Leisure  | Fine Motor           |
| Written               | Community           | Coping Skills |                      |

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

We have a strong Clinical team that includes a clinical psychologist as well as an assistant clinical psychologist. They support safety and welfare through linked work with the DSL's e.g. self-harm, and where appropriate liaise with outside agencies including CAMHs.

## 6.13 Working with other agencies

Aurora Hedgeway 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 with in 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

Our local authority's local offer is published here: [SEND Local Offer | South Gloucestershire \(southglos.gov.uk\)](https://www.southglos.gov.uk)

## 7. Monitoring arrangements

This policy and information report will be reviewed by 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.