

Aurora Wilden View School SEND Policy and Information Report

Policy Reference:	A140-WVS
Version Number:	4
Applies to:	Aurora Wilden View 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 Wilden View School provides:

Aurora Wilden View school specialises in working with young people who have social, emotional, mental health needs and/or autistic spectrum condition needs. All young people have an EHCP or are in the process of acquiring one.

Aurora Wilden View 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, Primary learning models, and Secondary accreditation pathways.

We consist of a large building with extensive grounds that allows us the flexibility to adjust the environment to suit pupil's needs. All of our classrooms and communal areas have been created to ensure our SEMH and ASC pupils will not become overwhelmed or over stimulated by bright colours, lights or loud noises. Displays are kept to a minimum and we encourage tidy areas to ensure our pupils can concentrate and stay on task without distractions. We have two therapy rooms which have been set up with a variety of sensory resources to support our pupils with high levels of anxiety, dysregulation or as a space for quiet and reflection linked with their SEMH and ASC needs.

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 to ensure social, communication, sensory, academic and developmental progress is made. Our team are highly experienced in devising strategies to support each pupil and are able to personalise work to engage reluctant learners. Staff teams are trained in recognising barriers to learning and adapt their teaching with specific ASC resources and/or strategies to support all development.

We use teaching approaches, educational and clinical interventions that are supported by research/clinical evidence to improve engagement. Specific sensory resources, OT plans, sensory diets and strategies can be put in place to meet individual ASC and SEMH needs. Students engage in learning strategies and planned interventions that are evident both within the class and outside; this makes the teaching environments enjoyable.

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Our curriculum focus is based upon assessing and providing learning opportunities to develop social and emotional development. We use the Thrive approach to form the scaffold on which to build all other learning opportunities.

We employ a SENDCo in the school and the SENDCo is supported by a full-time SEND administrator and SLT colleagues to undertake his role effectively.

First and foremost, we aim to ensure high quality teaching within our classrooms. All our teachers and support staff are trained in ASC and SEMH needs and support our young people to thrive and overcome their barriers to learning.

Interventions are managed across the site by the SENDCo and SLT who have the overall picture and by the Clinical Team.

A 'learner needs' document 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 Speech and Language Therapist (SaLT) for three days a week who works with all the Teaching and TA teams to ensure Speech and Language strategies are embedded in lessons throughout the curriculum. The SaLT also delivers sessions that are specifically designed to support all ages and abilities for pupils with SEMH and ASC.

An Occupational Therapist (OT) is employed three days a week to provide guidance and interventions on a wide range of needs from sensory processing to diet. Sensory diets, resources and strategies will be given to individual pupils to ensure their ASC and SEMH needs are being met in all areas of their day. The OT is supported by a Therapy Assistant five days a week.

The clinical team that are based on-site have clinical rooms from which to work from. The Clinical team are led by a qualified Psychologist, she is supported by an Assistant Psychologist. The team support pupils' mental health and wellbeing in a wide range of ways.

Our team design lessons that specifically address key needs or themes within the school, for example self-esteem, anxiety management, diagnosis awareness, tolerance and acceptance. These programmes, although written by a clinician may be delivered by a Teacher or a Teaching Assistant, the clinical team support delivery on a group or 1:1 basis.

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 Passports and Positive Behaviour Support Plans that include de-escalation and restorative strategies. 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 co-ordinators (SENDCOs) and the SEN information report

3. Scope

This policy applies to all staff working at Aurora Wilden View School

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Dan Dourass

They will:

- › Work with the headteacher and as part of SLT 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, ASC and SEMH needs 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.
- › Lead the Admissions and transitions process for new students at Aurora Wilden View.

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.

Autism Spectrum Condition (ASC) is a lifelong disability that affects how people communicate and interact with the world. It can be displayed in many different forms through anxiety levels, sensory needs, social awareness, communication difficulties and understanding of the world around them. It is a spectrum condition where people have strengths and needs individual to themselves.

SEMH stands for Social, Emotional and Mental Health. This can be experienced in a wide range of ways relating to peoples social and emotional difficulties and their own mental health. This can present as ADHD, past trauma, anxiety and challenging behaviour.

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, Asperger's Syndrome, speech and language difficulties

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

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 create an individual learner needs document; this 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 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 termly targets 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

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 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 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

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During their final years, pupils will begin to look at transition options, forming parts of their EHCP.

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 in to Aurora Wilden View School 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

Aurora Wilden View School recognises all pupils 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 addresses these and supports them in feeling they are in control of the pace at which they are introduced into Aurora Wilden View School.

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

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 with individual learning pathways developed for our students to make the best progress possible.

We will also provide the following interventions, when recommended within a pupils EHCP:

- Speech and Language assessments sessions and support and training for the staff team
- Occupational therapy observations, assessments and interventions
- Whole school physical literacy programmes
- Educational interventions as directed by the SLT
- Clinical interventions in a group or 1:1 as available dependent on need e.g. self-esteem
- Reading support
- Dyslexia support
- Zones of Regulation
- Social skills in small groups or bigger peer groups
- Life skills

6.6 Adaptations to the curriculum and learning environment

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 arrangements

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- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, amongst many others
- Signposting key parts of the lesson on the whiteboards in every room, keywords to be used, objectives for the lessons etc.
- Personalised timetables
- Visuals and kinaesthetic resources
- Sensory resources and adaptations in all classrooms
- Social stories
- Total communication approach throughout the school

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 including SEMH and ASC. For pupils needing specific 1:1 support, (as stipulated in their EHCP), for educational, social and emotional, or behavioural reasons, additional Teaching Assistants are present and they are trained to support all young people across SEMH and ASC.

The support is needed to build relationships and trust as well as take the transition very slowly e.g. from initial meetings to visit to site, clinical support is also available to meet specific needs and is allocated and decided upon a case by case basis.

All staff support pupils to access the school curriculum. We are a nurture led setting and aim to build confidence and fill gaps in learning or with social and emotional development in the setting.

6.8 Expertise and training of staff

The Head Teacher is an experienced Senior Leader in mainstream settings that has included SEN classes.

The Deputy Head Teacher is an experienced Senior Leader and SEN Teacher having taught in previous specialist settings for 4 – 19 year olds for pupils with ASC and SEMH for many years.

Our SENDCo has taught in specialist schools for a number of years and has extensive experience across the Aurora Wilden View School age range.

The SENDCo is employed full time to manage SEN provision for our students.

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

Our team of teachers are all trained in a therapeutically led approach to education provision and have many years' experience working in specialist settings supporting students with SEMH and/or ASC needs.

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We have a team of teaching assistants, who are trained to deliver SEN provision and all of our staff team whatever their role receive induction and training in respect to the needs of our students and how to meet their needs. Specifically in SEMH and ASC.

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.

All of our staff team complete PRICE training as part of their induction.

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

We also have a highly experienced Assistant Psychologist in our team.

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 Learner Needs document
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo and SLT
- 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. 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 Wilden View 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.

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:

- Students are encouraged to be part of the student council and to have a voice. Students are consulted through assemblies and can voice thoughts and opinions to TA's and Tutors.
- Pupils are also encouraged to take part in social activities to promote teamwork/building friendships etc. e.g. lego clubs, sports games 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 could truly state that we have an embedded clinical and therapeutic approach to learning and social development.
- We have specific areas within curriculums to support understanding, strategies and well-being that will be taught throughout the year in small groups or individualised if needed. This will form part of our PSHE and life-skills curriculum.
- We regularly hold incident review meetings where we analyse the emotional and social development of pupils. These are attended by our SLT, Therapeutic colleagues and other relevant staff where we identify patterns and explore strategies for supporting students more effectively.
- Where appropriate we link with the school nurse, social care, education support workers and where needed ensure families and young people receive outside support.
- We plan to devise wellbeing days to include visits from therapeutic organisations e.g., horses and promote healthy exercise and eating.

Across the whole school.

At Aurora Wilden View School we are utilising the THRIVE approach in school to underpin the curriculum. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. THRIVE draws on an understanding of six

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“building blocks” of development and growth that comes online sequentially and remains throughout life.

THRIVE assessments are completed termly and are shared with parents and carers to ensure a consistent approach to social and emotional development for all our pupils.

We have a HLTA that is our lead thrive practitioner who works with and supports the students across the school on a weekly timetabled basis. Our SENDCo is our Senior Leader for the THRIVE approach and we have THRIVE practitioners in primary and secondary who are trained to work with students and carry out interventions and support sessions.

6.13 Working with other agencies

Aurora Wilden View 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 Case 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 the 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 | Worcestershire County Council](#)

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.