

Aurora Meldreth Manor School SEND policy and information report

Policy Reference:	A140-MM
Version Number:	5
Applies to:	Schools
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	The Head of School 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 SEND policy and information report aims to:

- Set out how we will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

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.

School context

Meldreth Manor School welcomes all young people who can make the most of the opportunities that the school offers and can flourish in the caring environment. Treating every student as an individual is important to us.

All our students have additional learning needs and the primary need of each student is unique. Many have co-occurring physical disabilities, e.g. sensory sensitivities and/or impairments, or mobility difficulties. The school audits the premises to ensure that, wherever possible, reasonable adjustments are made to allow free and unlimited access to the school site.

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 students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Scope

This policy applies to all staff working at Meldreth Manor School

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO

They will:

- Work with senior leadership team (SLT) to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND.

- Organise and chair EHCP reviews using a person-centred approach, ensuring full involvement of parents, carers, professionals and the young person: considering their views, wishes and aspirations when making decisions.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated 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.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure students and their parents are informed about options and that a smooth transition is planned.
- Ensure the school keeps records of all students with SEND up to date.

4.2 The Operations Director will:

- Help to raise awareness of SEND issues at governance meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the head of school and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head of School

The Head of School will:

- Work with the SENDCO and quality assurance team to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of students with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. Definitions

A student has SEND 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. SEND Information Report

6.1 The kinds of SEND 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 (ASD), 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),
 - Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
 - Physical disabilities inclusive of physical impairments, wheelchair users and those with degenerating physical conditions.
- Comorbid- disabilities that exist alongside other diagnoses.

6.2 Consulting and involving students and parents/carers.

Within Aurora Meldreth Manor School, we value the importance of working alongside parents, carers and students and this forms the centre of all aspects of our work. In addition to regular feedback from class teams regarding progress made within school, parents/carers are involved at the end of each term reviewing progress towards EHCP outcomes.

Students are encouraged to attend their EHCP annual reviews and termly progress meetings, if they are not able to attend, their class team will share the views of the student.

In addition to the above, parents can request a meeting with their child's class team at any point.

If a parent has a concern, they can contact the school and ask to speak to the SENDCO.

6.3 Assessing and reviewing students' progress towards outcomes

Information received from point of transition alongside our own assessment upon entry is used to assess the progress made by students.

Teaching staff will use curriculum assessment tools to record and monitor the progress made by students in subjects.

Progress towards EHCP outcomes is recorded by class teams and shared with parents termly.

Where there are concerns regarding progress the following steps may be taken:

- Referral to school multidisciplinary team
- Referral to external agencies – clinical psychology, CAMHS, educational psychology,

other therapists, etc

- Invitation to meet with class team and family
- Interim EHCP annual review

6.4 Supporting students moving between phases and preparing for adulthood

We will agree with parents/carers and students which information will be shared as part of this and will support the transition.

We will share information with school, college, or other setting the student is moving to.

6.5 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class, but this is not solely academic progress but is also social and emotional growth, sensory and physical development through carefully agreed and selected targets based on their allocated curriculum pathways and assessments.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual student where possible.

Our students are supported using the practices that can be found within:

- Thrive
- Elklan
- Trauma Informed Practice
- Positive Behaviour Support
- PRICE
- Attention Autism

6.6 Adaptations to the curriculum and learning environment

We have small class sizes and access to 1:1 support for all students across the school. This enables students to remain safe, feel supported, and ensure access to individualised programmes to support learning, sensory and communication needs. We encourage our students to develop their resilience and independent skills.

At Meldreth Manor School:

We work in partnership with parents/carers, Local Authorities and other agencies to provide a caring, nurturing and supportive environment in which everybody feels valued and is able to meet their full potential.

We offer a broad, balanced, relevant curriculum adapted to individual's learning profile.

We provide therapeutic provisions/interventions in line with needs identified on the Education, Health and Care Plan and/or assessments carried out by therapy team.

We ensure classes are adapted to the learning profiles of our students and as our universal offer we provide:

- low arousal spaces
- outdoor gym equipment
- music garden
- access to sensory rooms / soft zone
- movement breaks with access to learning bags

- communication passports
- social skills programmes
- resilience building activities
- life skills teaching
- community activities
- visual timetables

6.7 Additional support for learning

Our students also have access to specialist provisions provided by our clinical teams, where appropriate:

- hydrotherapy
- rebound therapy
- physiotherapy
- specific structured teaching methods e.g. TEACCH, attention autism
- speech and language therapy
- social stories/scripts/Comic strip conversations
- occupational therapy

6.8 Expertise and training of staff

Key SEND Staff

Principal	Denise Grayston
Head of School	Narges Gonzalez
Assistant Headteacher	Sharada Sabu
Assistant Headteacher	Luke Sweetland
SENDCo	Jing Chen

We have class teachers, HLTAs and Teaching Assistants with a variety of specialist training to deliver targeted support for students.

We may also provide the following interventions in line with provision required in EHCP:

- whole school physical literacy programmes
- educational interventions as directed by the SENDCo
- social interventions for developing communication skills and managing anxieties.
- life skills learning for personal hygiene, RSE and managing personal medication.

6.9 Securing equipment and facilities

Students requiring equipment are identified at transition and this is reviewed regularly by clinical teams. Requests for resources are processed on individual needs basis.

6.10 Evaluating the effectiveness of SEND provision

The successful application of this Policy will be monitored, although this is not an exhaustive list:

- academic progress
- student progress towards short term targets
- student progress towards long term EHCP objectives
- behaviour data
- attendance data

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

- reviewing students' individual progress towards their EHCP outcomes every term on their SEND individual support plan
- reviewing the impact of interventions after 6-8 weeks and tracking assessment data termly
- using students' surveys and pupil voice documents
- monitoring by the SENDCO and therapy auditing
- using evidence from EHCP reviews
- holding person-centred EHCP annual reviews
- holding individualised TAYP -Team Around Young Person and PBS - Positive Behaviour Support plan meetings

6.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Aurora Meldreth Manor 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 student is ever excluded from taking part in these activities because of their SEND.

Clinical teams support staff training and the writing of individual care plans to support with medication and other illness including allergies, intimate care plans, etc. Class teachers plan learning activities to enable participation by all students.

The accessibility plan is available on request from the school office. It outlines how we aim to improve the physical environment to enable disabled students to take advantage of the facilities and services we provide.

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 are encouraged to be part of school council and to have a voice.
- Students are consulted through house activities and can voice their thoughts and opinions to TAs and teachers.
- We deliver THRIVE workshops and interventions based on students' needs.

- Students are also encouraged to take part in social activities, mixed class competitions, clubs, social skill programs and various inter sports and athletics to promote teamwork and building friendships.
- Across the school we have developed a way to support social and emotional development specific to ASD. We aim to demonstrate that as an educational establishment that we have an embedded clinical and therapeutic approach to learning and social development. We have worked on this by achieving our NAS full accreditation.
- We have a dedicated Positive Behaviour Support specialist as well as Mental Health First aiders.
- We link with the school clinical teams, social care, and education support workers where needed, to ensure families and young people receive support outside school.
- We actively promote exercise and healthy eating.
- We have a programme of training for parents, carers, taxi drivers and personal assistants, which are delivered by our school specialists to support with concerns such as sleeping, behaviour, puberty and travelling to/from school.

Across the whole school

We use positive behaviour support techniques, intensive interaction, and sensory integration to promote positive behaviour well-being and learning. Our curriculum pathways and preparing for adulthood pathways help to embed routines and learning across the school day whilst including life skills, leisure, and positive mental health.

We have a zero-tolerance approach to bullying and any issues are logged on our Engage system. To better educate and support this understanding we work together with families and carers to do social stories, scripted learning and restorative work.

The SENDCO and clinical teams support with sensory regulation and social skills strategies as well as making referrals to external agencies such as CAMHs, clinical psychology and Early help platforms.

6.13 Working with other agencies

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

6.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head of School in the first instance. They will then be directed to the school's complaints policy.

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

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

6.15 Contact details of support services for parents of students with SEND

The Local Authority SEND 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 students or parents have concerns about provision they can speak to any member of staff who will ensure that the matter is dealt with and/or escalated as necessary.

6.17 The local authority local offer

Information on our local offer can be found here: [SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk/SEND-Information-Hub-Local-Offer)

7. Monitoring arrangements

This policy and information report will be reviewed by the Head of School **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 of School and Operations Director.