

## Aurora Foxes

# SEND Policy and Information Report

<b>Policy Reference:</b>	A140-FOX
<b>Version Number:</b>	5
<b>Applies to:</b>	Colleges
<b>Associated documents:</b>	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
<b>Approved by:</b>	The Principal 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. Purpose and Scope

Aurora Foxes is a specialist further education college. All students attending Aurora Foxes have an Education, Health and Care Plan (EHCP) and identified Special Educational Needs and/or Disabilities (SEND).

This document sets out how Aurora Foxes meets its statutory duties under SEND legislation and explains, in clear and accessible terms, how SEND provision is delivered in practice. It functions as a combined SEND Policy and SEND Information Report, reflecting the specialist nature of the college.

The policy applies to all students, staff, volunteers and partners working with Aurora Foxes.

## 2. Legislation and statutory requirements

This policy is informed by, and complies with, the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Care Act 2014
- Keeping Children Safe in Education

## 3. Ethos and Vision

Aurora Foxes is committed to enabling young adults with SEND to develop independence, confidence and employability skills in preparation for adult life and to become truly 'work ready, life ready'. Our approach is founded on:

- High expectations for every student
- Personalised learning and support
- Integrated education, therapy and care
- A strong focus on Preparation for Adulthood outcomes

SEND is not an 'additional' element of provision at Aurora Foxes; it is the core design principle of the college

## 4. Roles and responsibilities

Clear roles and responsibilities ensure that SEND provision at Aurora Foxes is coordinated, consistent and effective.

### Principal

The Principal has overall accountability for SEND provision, quality, safeguarding and statutory compliance.

## **EHCP Co-ordinator**

The EHCP Co-ordinator is responsible for:

- Providing oversight of all EHCP documentation, including coordinating and managing the annual review process.
- Liaising effectively with Local Authorities to ensure compliance with statutory EHCP requirements and to support clear, timely communication.
- Supporting the implementation, monitoring and review of EHCP outcomes to ensure provision remains appropriate, personalised and aligned with student needs.
- Ensuring all statutory processes, timelines and regulatory obligations relating to EHCPs are met in accordance with SEND legislation and the SEND Code of Practice.

## **Admissions and Transitions Manager (Designated Safeguarding Lead)**

The Admissions and Transitions Manager also holds the role of Designated Safeguarding Lead (DSL).

The Admissions and Transitions Manager is responsible for:

- Providing strategic oversight of the admissions process, working collaboratively with the Admissions Officer and Local Authorities to ensure placements are appropriate and aligned with Aurora Foxes' specialist provision.
- Overseeing the evaluation of placement suitability to ensure that student needs can be met safely, effectively and in line with the Aurora Foxes provision.
- Providing strategic leadership for transition arrangements into, within and beyond the college, with operational coordination delivered by the Transition Officer.
- Supporting student progression and ensuring pathways are aligned with Preparation for Adulthood outcomes.
- Providing strategic oversight of safeguarding, with a particular focus on the specific vulnerabilities and safeguarding needs of young people with SEND.
- Ensuring safeguarding concerns are identified, responded to, escalated and reviewed in accordance with statutory requirements and college safeguarding procedures.

## **Education Staff**

Teachers and tutors are responsible for:

- Planning and delivering personalised learning programmes
- Embedding therapeutic strategies and reasonable adjustments
- Monitoring and evidencing progress against EHCP outcomes

## **Therapy Team**

The therapy team (including Speech and Language Therapy and Occupational Therapy) provides assessment, intervention and consultation, and contributes to EHCP reviews and multidisciplinary planning. The therapy team also provides direct and meaningful training to

al staff to ensure that they are empowered with the skills and knowledge on how best to support students in accessing the curriculum.

## Head of Care

The Head of Care has strategic responsibility for residential and care provision, ensuring that students' personal care, wellbeing, safety and independence are supported consistently across the 24-hour curriculum. The Head of Care works closely with education, therapy and safeguarding leads to ensure that Behaviour Support Plans, care plans and risk assessments are aligned and effectively implemented.

## Care and Support Teams

Care teams support students with personal care, medication and daily living needs in line with care plans, working closely with education and therapy staff.

## 5. Definitions

A student is considered to have SEND if they have a learning difficulty and/or disability that requires special educational provision to be made.

At Aurora Foxes, all students meet this definition and hold an EHCP. SEND provision therefore reflects a specialist universal offer, rather than support that is 'additional to' a mainstream setting.

## 6. Admissions and Suitability

Admissions are informed by a pre-placement assessment and EHCP consultation with Local Authorities to ensure that Aurora Foxes is an appropriate placement. Placement decisions consider:

- The compatibility of the student's needs with the Aurora Foxes specialist provision
- Identified health, care and therapy requirements
- The college's capacity to deliver the EHCP outcomes safely, effectively and in accordance with statutory duties

Enhanced transition planning is coordinated prior to entry to ensure students are supported to settle safely and successfully.

Further information can be found in the Aurora Foxes Admissions Policy.

## 7. Our Provision

Aurora Foxes delivers SEND provision through a graduated specialist provision that reflects how support operates in practice within a specialist college where all students have SEND.

Provision is structured as Universal Specialist Provision, with targeted and specialist layers added where increased intensity or individualisation is required. Aurora Foxes provision meets the full range of needs across communication, cognition, social-emotional and sensory/physical domains.

## Universal Specialist Provision

Universal provision represents the specialist baseline offer available to all students at Aurora Foxes and includes:

- Individual Behaviour Support Plan (PBS) in place for all students
- Trauma-informed practice embedded across education, therapy and care
- Integrated education, therapy and care
- Small group teaching and high staffing ratios
- Communication-friendly and structured learning environments
- Sensory friendly environment including bespoke areas of the college such as sensory room
- Initial Speech and Language Therapy and Occupational Therapy assessments
- Zones of Regulation training programme for all students as this is integrated throughout the college that can give students a voice and enable staff to carry out meaningful check ins with students around how they are feeling or coping on that day.
- Preparation for Adulthood curriculum embedded across learning
- Work Ready, Life Ready employability and vocational learning
- Safeguarding, wellbeing and regulation strategies embedded day to day

## Targeted Provision

Targeted provision is introduced following assessment and multidisciplinary discussion where increased intensity of support is required. This may include:

- Targeted group interventions led by education or therapy staff
- Group Speech and Language Therapy or Occupational Therapy sessions
- Targeted Zones of Regulation or Thrive-informed support
- Increased monitoring and review of PBS through MDT processes
- Additional learning, wellbeing or transition support

## Specialist Provision

Specialist provision represents the highest level of individualisation and support and may include:

- Specialist MDT-led intervention
- Individual Speech and Language Therapy or Occupational Therapy input
- Enhanced PBS input following escalation, complexity or increased risk
- Individual or small-group Thrive interventions following assessment
- Enhanced staffing, environmental adaptations or care arrangements
- Bespoke transition planning

A detailed provision map is maintained to evidence available support and is reviewed regularly.

## 8. Assess–Plan–Do–Review

All students follow a cyclical assess–plan–do–review process, informed by:

- EHCP outcomes
- Baseline and ongoing assessment
- Therapy input
- Progress and wellbeing data

This cycle is embedded within termly progress monitoring, EHCP reviews and multidisciplinary discussions to ensure provision remains responsive and outcome focused.

## 9. Curriculum Access and Reasonable Adjustments

Curriculum pathways are personalised and may include:

- Vocational qualifications
- Functional Skills
- Employability and transition learning
- Work experience and enterprise learning

Reasonable adjustments are embedded across teaching, assessment and the learning environment.

## 10. Therapy and Integrated Support

Therapy services are embedded within the college and include:

- Initial assessments
- Ongoing consultation and intervention
- Contribution to EHCP reviews and planning
- Therapy helpdesk
- Staff training

Therapy input may be universal, targeted or specialist.

## 11. Social, Emotional Wellbeing and Behaviour

Aurora Foxes adopts a trauma-informed, proactive approach to wellbeing and behaviour. Behaviour is understood as communication and support is personalised for every student.

All students at Aurora Foxes have an Individual Behaviour Support Plan (PBS) in place. PBS plans are informed by assessment, observation and multidisciplinary discussion, and are reviewed regularly.

Support may include:

- Zones of Regulation
- Thrive-informed practice

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- Bespoke OT and SaLT approaches and interventions

PBS plans guide consistent approaches across education, therapy and care settings and support students to develop self-regulation, emotional understanding and positive engagement.

## 12. Preparation for Adulthood

All provision is aligned to Preparation for Adulthood outcomes, including:

- Employment and employability
- Independent living skills
- Community inclusion
- Health and wellbeing

Transition planning is bespoke and coordinated by a dedicated team.

## 13. Working with Families and Partners

Aurora Foxes values partnership working with families, Local Authorities and professionals. Communication is regular, transparent and person-centred.

### **The local authority local offer**

Our local authority's local offer is published here: [Somerset's SEND Local Offer](#)

## 14. Monitoring arrangements

This policy and information report will be reviewed by the Principal every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Principal and Operations Director.