

## SEN Policy and Information Report Aurora Cedars School

<b>Policy Reference:</b>	A140-CED
<b>Version Number:</b>	4
<b>Applies to:</b>	Aurora Cedars School
<b>Associated documents:</b>	Accessibility Plan Promoting Positive Behaviour Policy 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 our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students 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 Cedars School** specialises in working with young people who have Autistic Spectrum Conditions (ASC)/Social Emotional Mental Health (SEMH) or associated needs. All young people have an EHCP or are in the process of acquiring one.

Aurora Cedars 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. Our team are highly experienced in devising strategies to support each student 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 student'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 planned 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 use THRIVE to assess and track progress of emotional and social development.

We employ an experienced and qualified SENDCo to oversee all student-centred reviews. The SENDCo is supported by a full time SEND administrator. Interventions are managed across the site by the SENCo who has the overall picture of education and clinical support.

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 have access to clinical support in the form of a 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. The SaLT also delivers lessons that are specifically design to support all ages and abilities.

We have access to an Occupational Therapist (OT) to provide guidance and interventions on a wide range of needs from sensory processing to diet.

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The Clinical team are led by a qualified Psychologist, who will be supported by an Assistant Psychologist. The team support students' mental health and wellbeing in a wide range of ways. They 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 Behaviour Support Plans and Personalised Learning Plans that may also 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 students 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 (SENCOs) and the SEN information report

## 3. Scope

This policy applies to all staff working at Aurora Cedars School.

## 4. Roles and responsibilities

### 4.1 The SENDCo

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They will:

- Work with the Headteacher and 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 students 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.

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- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 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 students and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and Central board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN up to date.

## **4.2 The SEND Administrator**

They will:

- Support the SENCo to promote an inclusive approach to SEN across the whole school.
- Contribute to the Annual Review Process with the assistance of an administration assistant.
- Build key relationships with Local Authority EHCP Coordinators and all professionals in the field.
- Communicate effectively both verbally and in writing with colleagues and stakeholders to ensure that all relevant information regarding students is effectively communicated to support their development and wellbeing at all times.
- To manage and maintain Pathway plans, provision maps and any other documentation or tracking systems relevant to the role.

## **4.3 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

## **4.4 The Headteacher will:**

- Work with the SENDCo and Quality Assurance team to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## 4.5 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 towards their specified EHCP outcomes and decide on any changes to outcomes and provision.
- Ensuring they follow this SEN policy.

## 5. Definitions

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

They have a learning difficulty or disability if they have:

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

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

## 6. SEN Information

### 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.
- 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.
- Pupils suffering mental health and wellbeing issues.

## 6.2 Consulting and involving students and parents.

We will have discussions with the student and their parents when transitioning to the school. We will consult the student and parents to provide an individual plan that is reviewed at regular intervals. These conversations will make sure that:

- Everyone develops a good understanding of the student'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 student's record as part of the transition plan.

We will share the Personalised Learning Plans and Behaviour Support Plans and seek teacher, parent, and student input.

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

## 6.3 Assessing and reviewing students' 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 student's needs and support the objectives on the EHCP. This will draw on:

- The teacher's assessment/observations and experience of the student
- Previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data considering gaps in education.
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- Regular academic assessments to ensure students are challenged at appropriate levels with gaps in education reduced through quality first teaching and interventions where identified as appropriate.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student 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 student's progress.

## **6.4 Supporting students moving between phases and preparing for adulthood.**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. We will transition the students into a placement in the same way that they were transitioned into Aurora Cedars 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 students with SEN**

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 through carefully agreed and selected Thrive targets.

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

We also provide the following interventions, where necessary:

- SaLT session and support and training
- O.T observations, assessments, and interventions
- Whole school literacy and phonics programmes
- Whole school numeracy intervention programmes
- Educational interventions as directed by the SENDCo.
- Clinical interventions in a group or 1:1 as available dependent on need e.g. self-esteem
- Reading support
- Dyslexia support
- Emotional wellbeing and talking therapies.

## **6.6 Adaptations to the curriculum and learning environment.**

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

- Differentiating our curriculum to ensure all students 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.
- Consideration of individual needs and academic abilities when considering appropriate class groups.

## **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. Each classroom has a teacher and a teaching assistant to support young people. We offer additional 1:1 interventions and levels of therapeutic support to ensure our students can access the school and classroom and feel safe and confident to do so. The support is needed to build relationships and trust as well as take the transition very slowly e.g. from initial meetings to a visit to site, clinical support is also available to meet mental health needs.

On the whole, Teaching assistants support students 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.

## **6.8 Expertise and training of staff**

Our SENDCo is qualified and has worked as a SENDCo in other settings. She has worked within the SEN education system for a number of years as a teacher.

They are employed full time to manage SEN provision.

They are supported by an SENDCo administrator who will support the EHCP reviews and meetings.

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.**

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

## **6.10 Evaluating the effectiveness of SEN provision.**

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

- Reviewing students' individual progress towards their EHCP outcomes each term
- Reviewing the impact of interventions after 6-8 weeks
- Using student questionnaires
- Monitoring by the SENDCO
- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Using provision maps to measure progress
- Holding person-centred annual reviews

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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 students with SEN to engage in activities available to those in the school who do not have SEN.**

Aurora Cedars School 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 students to take part in off-site education as part of our Active Citizens programme, Active Citizens Life Skills programme, and our Pathways programme for those in upper school. This includes taking students offsite to take part in outdoor education activities, visits to places of worship and historical significance and to colleges and places of work. Our Active Citizens Life Skills works to support students with independent living skills with activities including navigating into towns and their local community, community programmes to engage and communicate with people in shops, services and businesses and bespoke careers visits to support careers and aspirations.

No student is ever excluded from taking part in these activities because of their SEN.

## **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 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.
- Students with SEN are also encouraged to take part in social activities to promote teamwork/building friendships etc.
- Across the school we have developed a way to support social and emotional development specific to ASC/SEMH. 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 link with the school nurse, social care, education support workers and where needed ensure families and young people receive outside support.
- We devise drop down wellbeing days to include visits from therapeutic organisations e.g., no pen days and promotion healthy exercise and eating.
- We encourage and support all our students to take part in Active Citizens.

## **Across the whole school**

At Aurora Cedars School we are utilising the THRIVE approach in school to underpin the curriculum with Thrive delivered as a morning session for every student. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. THRIVE draws on an understanding of six “building blocks” of development and growth that comes online sequentially and remains throughout life.

### **6.13 English as an Additional Language (EAL)**

In our school, the teaching and learning, achievements, attitudes, and wellbeing of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child’s life experiences and needs.

The term EAL includes those children for whom English is not the first language spoken at home and children who are bilingual. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

### **6.14 Equal Opportunities**

Staff are sensitive to the potential difficulties that new arrivals of children with EAL and their families may be facing, they understand the importance of gaining insight to the student’s background and experiences in order to fully meet the pupil’s language and SEN needs. We value and respect the cultural identities and experiences of all students, and these are celebrated through subject and school-based activities.

EAL students are entitled to access the full curriculum. We value and respect the cultural identities and experiences of all students, and these are celebrated through subject base and school activities.

We recognise that all children in school benefit from exposure to other languages and cultures and introduce this across the curriculum. We ensure that the displays around the school reflect language diversity and multiculturalism. We recognise that visual methods of supporting communication also support the understanding of language for EAL students.

We aim to ensure that all children with EAL are able to:

- Celebrate and share their first language, culture and identity.
- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Achieve their full potential.

### **6.15 Working with other agencies.**

Aurora Cedars School 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. We also welcome support from clinical support services such as CAMHs, SaLT and OT.

## **6.16 Complaints about SEN provision.**

Complaints about the SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred 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

## **6.17 Contact details of support services for parents of students with SEN**

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

The SENCO and Headteacher are responsible for ensuring that this policy is implemented.

## **6.18 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.

## **7. Support, Advice and Communication**

The SENDCo or Headteacher may be contacted should further information be required.

## **8. 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 Headteacher and Operations Director.