

Aurora Chaldon School

SEND policy and information report

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Version Number:	4
Applies to:	Schools
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	Principal, Head of School and Operations Director
Implementation date:	February 2026
Next review due by:	February 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 Chaldon School specialises in working with young people who have Autism and associated needs related to social communication, emotional regulation and sensory processing. All young people have an EHCP.

Aurora Chaldon School offers dynamic and purposeful educational programmes which are individualised to take into account students' passions, interests, 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 individualised 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 pupil's 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 and young people 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 therapeutic interventions that are supported by research /clinical evidence to improve engagement and progress.

Students engage in learning strategies and planned interventions that are evident both within 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 the Thrive Framework to form the scaffold on which to build all other learning opportunities. These are personal to each individual and reviewed termly and tested Yearly with full parent engagement.

We employ two experienced and qualified SENCOs, supported by two SENDCo assistants to oversee all pupil centred reviews. The SENCOs are also supported by a full time SEND administrator and a team of intervention HLTAs. Interventions are managed across the site by the SENCOs, who have the overall picture, and by the Therapeutic Team and Pastoral Lead. 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 Speech and Language Therapist (SaLT) full time who works with all the Teaching and TA teams to ensure Speech and Language strategies are embedded in lessons and throughout the curriculum. The SaLT also delivers lessons that are specifically designed to support all ages and abilities. An Occupational Therapist (OT) is employed full time to provide guidance and interventions on a wide range of needs from sensory processing to diet. The

therapy team that are based on site and have a set of intervention rooms from which to work from. An Educational Psychologist is based at the school 3 days a week. They support pupils' mental health and wellbeing in a wide range of ways. They designed 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 Handling plans and Personal Support Passports 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 (SENCOs) and the SEN information report

3. Scope

This policy applies to all staff working at Aurora Chaldon School

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Jaidz Majasi

They will:

- Work with the Principal, Head of School 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 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 Principal and Head of School 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

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
- 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, sensory processing difficulties, epilepsy

6.2 Consulting and involving pupils and parents

We will have discussions with the pupil and their parents/carers when transitioning to the school. We will consult the pupil and parents to provide an individual transition plan that is agreed with the Local Authority and 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 parent/carer views
- 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 plan and seek teacher, parent and pupil input.

We will formally notify parents and Local Authority case 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 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

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 Chaldon 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 progress within the areas of need outlines in their EHCP

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:

- SaLT 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

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
- 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
- Verbal feedback during lessons to support pupil reflection on and engagement with learning.

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.

6.8 Expertise and training of staff

SENCoS are qualified and experienced. They are employed full time to manage SEN provision.

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

We have a team of 26 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people:

- › Annual CPD (Continuing Professional Development) programme.
- › Teacher and Performance appraisal programme.
- › Regular 1-hour twilight training sessions during academic year.
- › Weekly INSET programme of professional development for teachers.
- › Specialised training for minibus driving, lifesaving, Team Teach intervention, Moving & Handling, medical competencies, CEOP.
- › Whole staff training is organised for training days to progress School Improvement priorities.
- › Individual professional development priorities.
- › Moodle (online training and assessment) in Autism, Epilepsy, asthma, allergies and diabetes

We use specialist staff for Occupational Therapy, Speech and Language and Educational 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
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- 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 'This Is Me' or 'Secondary Pathway' (depending on their age). 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 Chaldon 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 The Duke of Edinburgh Award and SWEET Personal Progress 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 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:

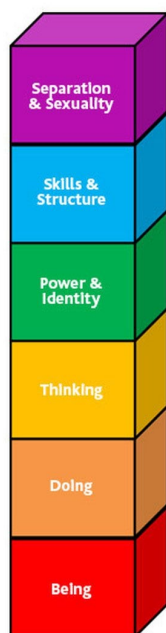
- Pupils with SEN are encouraged to be part of the school council and to have a voice. Students are consulted through assemblies and can voice thoughts and opinions to TA's and Tutors.
- Pupils with SEN are also encouraged to take part in social activities to promote teamwork/building friendships etc.
- 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 a dedicated Pastoral support lead who monitors behaviour and welfare
- We link with social care, education support workers and where needed ensure families and young people receive outside support.
- We devise wellbeing activities and experiences which include visits to or from therapeutic organisations e.g., therapy farm and promote healthy exercise and eating.

Across the whole school.

We use the Thrive framework

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?



The six developmental strands are:

1. Learning to be 0-6months
(Being)
2. Learning to do 6-18 months
(Doing)
3. Learning to think 18 months – 3 years
(Thinking)
4. Learning to be powerful and have an identity 3-7 years
(Power and identity)
5. Learning to be skilful and have structure 7-11 years
(Skills and structure)
6. Learning to be independent and secure in your sexual identity 11-18 years
(Separation and sexuality)

Organised into six stages, the model helps us to understand what healthy child development looks like in terms of behaviour and learning at each stage. The model also explains how the role of the adult in facilitating a child's development changes at each stage.

When combined with attachment theory, the Thrive developmental model provides a lens through which to look at and interpret children and young person's behaviour. When, for whatever reason, the adults in a child/young person's life are not able to meet the child/young person's needs and are unable to provide the necessary support and experiences for the child/young person's optimal development, the child/young person will have interruptions or gaps in their development.

These developmental interruptions, which all of us have to varying degrees, can mean that children and young people find it difficult to cope with events in their daily lives, and are more likely to display distressed behaviours as a result. The Thrive model enables us to identify the particular developmental gaps signalled by children and young people's behaviours and to choose appropriate, targeted interventions designed to meet their needs and fill the gaps.

We have a zero-tolerance approach to bullying and any issues are logged Via Engage. 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 therapy and pastoral team that includes an educational psychologist. This team supports the writing of sessions that 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.

6.13 Working with other agencies

Aurora Chaldon 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 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 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

[Surrey Local Offer - Surrey County Council](#)

[Local Offer - West Sussex 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.