

Aurora Ryefields School

SEND policy and Information Report

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Applies to:	Schools
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	The Headteacher and Operations Director
Implementation date:	March 2026
Next review due by:	March 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.

Our Commitment to Supporting Students with SEND

Aurora Ryefields School is dedicated to providing a **specialist, nurturing, and inclusive** educational environment for young people with **communication needs and complex profiles associated with Autism Spectrum Condition (ASC)**. Nearly all students at our school have an **Education, Health and Care Plan (EHCP)** or are in the process of acquiring one. Our approach ensures that each student receives an education tailored to their **individual strengths, needs, and aspirations**.

Personalised Education and Learning Pathways

We offer a **dynamic and purposeful curriculum**, designed to accommodate the diverse needs of our students, including those with **uneven learning profiles, gaps in education, and past negative school experiences**. Our provision includes:

- **Small class sizes** to ensure **individualised attention and structured learning environments**.
- **Bespoke learning programmes**, including **Small Steps pathways, Primary learning models, and Secondary accreditation routes**.
- **Flexible classroom environments** that are **adapted to sensory, emotional, and learning needs**.

Our curriculum is **broad, balanced, and rich**, integrating **academic, vocational, and life skills** to prepare students for their future. Learning strategies are underpinned by **educational research and clinical interventions**, ensuring maximum engagement and progress.

Holistic and Therapeutic Approach

Our team consists of **highly experienced professionals**, skilled in devising strategies to **support engagement, overcome barriers to learning, and build confidence**. We prioritise **social and emotional development** through structured assessments and interventions, including:

- A **Clinical Assessment Tool** that forms the foundation of each student's learning plan, reviewed **termly and annually with full parental involvement**.

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- A **multi-disciplinary approach**, ensuring collaboration between **education and clinical teams** to support each student holistically.
- **Embedding therapeutic interventions** within the school day, both inside and outside the classroom.

Specialist Support and Interventions

To ensure the best possible outcomes for our students, we employ a range of specialist staff who work collaboratively across the school:

- **SENCo Leadership**: A qualified **Special Educational Needs Coordinator (SENCo)** oversees all **pupil-centred reviews**, supported by a **SEND administrator and HLTA Interventions Lead**.
- **Speech and Language Therapy (SaLT)**: A **dedicated SaLT (one to two days a week)** works alongside teaching and support staff to embed **communication strategies throughout the curriculum** and delivers targeted sessions for all age groups.
- **Occupational Therapy (OT)**: An **Occupational Therapist (one day a week)** provides guidance on **sensory processing, motor skills, and daily living tasks**, supported by a **HLTA trained in OT interventions and physical literacy**.
- **Clinical and Psychological Support**: Our **on-site Clinical Team**, led by a **qualified Psychologist**, includes an **Assistant Psychologist** and works to support students' **mental health and well-being**. The team delivers structured interventions on topics such as:
 - **Self-esteem and confidence building**
 - **Anxiety management and coping strategies**
 - **Diagnosis awareness and emotional regulation**
 - **Tolerance, acceptance, and peer relationships**
- Where necessary, the Clinical Team collaborates with **CAMHS and external professionals** for additional support on complex mental health concerns.

Staff Training and Professional Development

All staff receive **specialist training** tailored to the unique needs of our students, ensuring they are equipped to deliver high-quality teaching and support. This includes:

- **Regular CPD sessions** on **ASC, speech and language strategies, sensory processing, behaviour support, and de-escalation techniques**.
- **Guidance from the Clinical Team**, integrated into **individual Student Support Plans, Pupil Handling Plans, and EHCP documentation**.
- Ongoing **mentoring and collaboration** between teaching staff and therapists to develop consistent and effective interventions.

Monitoring, Review, and Parent Partnership

We believe in **transparency, collaboration, and continuous improvement** to provide the best outcomes for our students. Our SEND provision is **monitored and reviewed regularly**, ensuring:

- **Termly reviews of student progress and intervention effectiveness**.
- **Annual EHCP reviews**, with **parental engagement and multi-disciplinary input**.
- **Ongoing communication with families**, ensuring they are active partners in their child's education and well-being.

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 Ryefields School

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Andrea Phillippe.

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 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

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- 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

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, speech and language difficulties

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- 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

6.2 Consulting and involving pupils and parents

At Aurora Ryefields School, we prioritise **collaborative discussions** with pupils and their parents during the **transition process**. We ensure that every student receives a **personalised Individual Provision Plan (IPP)**, which is reviewed at **regular intervals** to reflect their evolving needs.

Key Principles of Transition and Planning:

These discussions ensure that:

- **A comprehensive understanding** of the pupil's strengths and challenges is established.
- **Parents' concerns and insights** are actively considered in decision-making.
- **Clear and achievable outcomes** are identified, aligned with the pupil's EHCP.
- **A structured support plan** is developed to meet the student's individual needs.
- **Defined next steps** are outlined to promote progression and development.

Collaborative Review and Communication:

- **IPPs will be shared** with teachers, parents, and pupils to ensure alignment and input from all key stakeholders.
- **Formal notifications** will be sent to parents and Local Authority Key Workers regarding **upcoming EHCP reviews**, ensuring timely engagement in the review process.

By maintaining **open communication and a structured review process**, we ensure that each pupil receives the **appropriate support and interventions** needed to thrive at Aurora Ryefields School.

6.3 Assessing and reviewing pupils' progress towards outcomes

Graduated Approach to SEND Support

Aurora Ryefields School follows a **graduated approach** using the **Assess, Plan, Do, Review cycle**, ensuring that all interventions and support strategies are regularly evaluated for effectiveness.

Assessing Needs

The **class or subject teacher**, in collaboration with the **SENCo**, will conduct a thorough analysis of the pupil's needs to inform their EHCP objectives. This process will consider:

- **Teacher assessments, observations, and experience of the pupil.**

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- **The pupil's previous progress, attainment, and behaviour.**
- **Assessments from other teachers**, where relevant.
- **Comparative development against peers and national data, acknowledging any gaps in education.**
- **The views and experiences of parents and carers.**
- **The pupil's own perspective on their learning and support needs.**
- **Input from external support services**, where applicable.

These assessments will be reviewed **regularly** to ensure a **responsive and adaptive approach**.

Planning and Implementation of Support

- **All teachers and support staff** working with the pupil will be informed of their specific needs, expected outcomes, and agreed-upon strategies.
- A **tailored support plan** will be put in place to address the identified areas of need and promote progress.
- **EHCP targets** will guide the structured interventions and support provided within the classroom and wider school environment.

Reviewing Effectiveness

- The **impact of support and interventions** will be **regularly reviewed** to ensure they remain effective and relevant.
- Adjustments will be made to the pupil's **support plan** based on ongoing assessment and feedback from staff, parents, and the pupil.
- **Formal EHCP reviews** will take place at designated intervals, ensuring continued alignment with the pupil's evolving needs.

6.4 Supporting pupils moving between phases and preparing for adulthood

Aurora Ryefields School is committed to ensuring that transitions to **new schools, colleges, or educational settings** are smooth and well-managed.

Transition Planning and Support

- We will **share relevant information** with the receiving school or setting to support continuity of provision.
- Parents and pupils will be involved in **deciding which information** should be shared as part of the transition process.
- Transitions will be planned with the **same level of care and support** as when a pupil initially joined Aurora Ryefields.

Ensuring a Successful Transition

- We will establish **clear and open communication** with the receiving school or setting.

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- A **structured transition plan** will be developed, including **visits, introductions, and familiarisation activities** to reduce anxiety.
- The pupil's **individual needs and EHCP outcomes** will be central to transition planning to ensure the best possible start in the new placement.
- Ongoing **support and monitoring** will be provided to help the pupil settle successfully into their new environment.

By **collaborating with pupils, families, and new settings**, we ensure that all transitions are **well-supported and positive experiences**, setting students up for continued success.

6.5 Our approach to teaching pupils with SEN

Teachers at Aurora Ryefields School are responsible for the **academic, social, and emotional development** of all pupils in their class. Progress is measured not only academically but also in relation to **social and emotional growth**, using carefully agreed and selected targets.

High-Quality Teaching and Personalised Support

- **High-quality teaching** is our **first response** in supporting pupils with SEND. Lessons are **differentiated** and, where possible, **personalised** to meet individual learning needs.
- A range of **additional interventions** are available to supplement classroom teaching and provide targeted support.

Interventions Available

Aurora Ryefields School provides a variety of **targeted interventions** to address pupils' individual needs, including:

- **Speech and Language Therapy (SaLT)** – direct sessions, classroom support, and staff training.
- **Occupational Therapy (OT)** – observations, assessments, and personalised intervention plans.
- **Whole-school physical literacy programmes** to support motor development and coordination.
- **Educational interventions** – delivered as directed by the SENCo to support cognitive development.
- **Clinical interventions** – group or 1:1 support for areas such as **self-esteem, anxiety management, and social skills**.
- **Reading support programmes** – phonics-based interventions, guided reading, and literacy development.
- **Dyslexia support** – personalised strategies and structured interventions.
- **Emotional regulation and social skills programmes** – targeted interventions to support emotional wellbeing.
- **Sensory integration strategies** – personalised sensory diets and support plans.

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- **Mentoring and pastoral support** – 1:1 mentoring sessions focusing on confidence, resilience, and independence.

6.6 Adaptations to the curriculum and learning environment

Adapting the Curriculum and Learning Environment

At Aurora Ryefields School, we are committed to making the curriculum **accessible, engaging, and tailored** to meet the diverse needs of our pupils.

Our Approach:

- The curriculum is **differentiated and adapted** to align with each pupil's **EHCP outcomes**.
- Lessons incorporate **multi-sensory approaches, practical activities, and assistive technology** to enhance learning accessibility.
- Class sizes are **small**, and additional **1:1 support** is provided when necessary.
- The **physical environment** is adjusted to support sensory needs, including **quiet spaces, sensory rooms, and alternative learning areas**.
- Our **Accessibility Plan** outlines the school's commitment to increasing access to the curriculum for disabled pupils.

6.7 Additional support for learning

Aurora Ryefields School offers **small class sizes** and a **high level of teaching assistant support** to meet a wide range of complex needs. **1:1 support** is provided when a pupil has been out of education for a significant period, with carefully planned transition strategies, including **home visits and clinical support**, to rebuild trust and ease the transition.

Teaching assistants provide targeted support in **primary curriculum access, nurture settings for confidence-building, and social-emotional development** within the secondary setting. External placements, where beneficial, are facilitated in collaboration with parents and professionals to support individual needs effectively.

6.8 Expertise and training of staff

At Aurora Ryefields, we are committed to ensuring that all staff have the skills, knowledge, and expertise required to support pupils with Special Educational Needs (SEN) effectively. We invest in high-quality training and professional development to ensure that our team is well-equipped to meet the diverse needs of our pupils.

Specialist Training for Staff

Our staff receive ongoing training in key areas of SEN provision, including:

- **Autism Spectrum Condition (ASC) Awareness and Strategies** – Staff are trained to use structured approaches, visual supports, and communication strategies tailored to autistic pupils.

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- **Speech, Language, and Communication Needs (SLCN) Support** – Training provided by speech and language therapists (SALT) enables staff to implement strategies that enhance pupils' communication skills.
- **Dyslexia and Specific Learning Difficulties (SpLD)** – Staff are trained to use multi-sensory teaching methods and assistive technology to support pupils with literacy difficulties.
- **Social, Emotional, and Mental Health (SEMH) Needs** – Staff receive training in trauma-informed practice, emotional regulation techniques, and de-escalation strategies to support pupils' wellbeing.
- **Mental Health First Aid** – Key staff members are trained as Youth Mental Health First Aiders to provide early intervention and support for pupils experiencing emotional difficulties.
- **Safeguarding and Child Protection** – All staff receive regular safeguarding training to ensure the safety and welfare of our pupils.
- **Medical and Healthcare Training** – Staff are trained in managing medical conditions such as epilepsy, diabetes, and severe allergies, ensuring pupils' health needs are met safely.

Expertise of Our Staff

- **Special Educational Needs Coordinator (SENCO)** – Leads the school's SEN provision, ensuring that support strategies are effectively implemented and regularly reviewed.
- **Pastoral Support Lead** – Focuses on pupils' emotional wellbeing, behaviour support, and pastoral care.
- **Therapeutic and Clinical Approach** – We embed therapeutic strategies into our curriculum, working closely with external professionals such as educational psychologists, occupational therapists, and speech and language therapists.
- **Trained Teaching Assistants (TAs)** – Our TAs receive regular professional development to support individual learning needs, intervention programmes, and assistive technology use.

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

At Ryefields School, we are committed to ensuring that all pupils with Special Educational Needs (SEN) receive high-quality support that enables them to make progress and achieve their potential. To evaluate the effectiveness of our provision, we use a range of strategies, including:

- **Individual Progress Reviews:** Each term, we assess pupils' progress towards their Education, Health and Care Plan (EHCP) outcomes through their Individual Provision Plan (IPP).
- **Impact Assessments:** We review the effectiveness of interventions every 6–8 weeks to ensure they are meeting pupils' needs.

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- **Pupil Voice:** We use pupil questionnaires to gather feedback on their experiences and support.
- **SENCO Monitoring:** Our SENCO conducts regular observations and reviews to assess the quality and impact of provision.
- **EHCP Outcome Tracking:** Evidence from EHCP reviews informs our EHCP outcomes tracker, ensuring a clear picture of progress.
- **Provision Mapping:** We use provision maps to measure and track progress across different types of support.
- **Annual Person-Centred Reviews:** Pupils with an EHCP take part in a structured review process that involves them, their families, and professionals who support them.

Our Person-Centred EHCP Review Approach

EHCP reviews at Ryefields School are designed to be person-centred, ensuring that the young person's voice is central to the discussion. During the review:

- The young person is encouraged to share their 'This Is Me' or 'Secondary Pathway' (depending on their age).
- They have the opportunity to discuss what is working well, any concerns they may have, and their longer-term aspirations.
- Progress towards their EHCP outcomes is reviewed, and the continued appropriateness of current outcomes and provision is assessed.
- Professional reports, assessments, and observations are considered to inform future planning.
- For pupils in Year 9 and above, discussions also focus on preparation for adulthood, including career aspirations and independence.
- Parents and carers are fully involved, providing input on all aspects of the review, including their hopes and aspirations for their child.
- Any necessary amendments to SEN needs, outcomes, or provision are discussed and agreed upon collaboratively.

6.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Aurora Ryefields, we are committed to ensuring that all pupils, regardless of their Special Educational Needs (SEN) or disabilities, have equal opportunities to participate in all aspects of school life. We strongly believe that learning extends beyond the classroom and that engaging with the wider community is essential for personal development, independence, and the practical application of skills.

To support this, we:

Encourage Community-Based Learning: Our staff regularly take class groups off-site to explore local towns, interact with people in shops, services, and businesses, and develop real-world communication and social skills.

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Deliver Accredited Independence Programmes: We offer The Prince's Trust Award and AQA Independent Living Skills, both of which help pupils build confidence, independence, and essential life skills in preparation for adulthood.

Ensure Full Inclusion in Activities: No pupil is excluded from any activity due to their SEN or disability. We make the necessary adaptations to ensure equal participation.

Provide Accessible Facilities: Our site includes a lift for access to upper floors and disabled toilets to support mobility needs.

Support Health & Wellbeing Needs: Our school nurse provides staff training and develops individual care plans for pupils requiring medication or support with medical conditions, including allergies.

Commit to Ongoing Accessibility Improvements: Our **Accessibility Plan**, available upon request from the school office, outlines how we continually enhance the physical environment, resources, and services to ensure all pupils can fully engage in education and school life.

Through these measures, we ensure that every pupil at Ryefields can access the same enriching experiences as their peers, fostering confidence, independence, and a sense of belonging.

6.12 Support for improving emotional and social development

At Aurora Ryefields, we recognize the importance of emotional and social development in enabling our pupils to thrive both academically and personally. We provide a structured, nurturing environment where pupils with Special Educational Needs (SEN) are supported to express themselves, build friendships, and develop resilience.

Listening to the Views of Pupils with SEN

We actively encourage our pupils to share their thoughts and experiences, ensuring they have a voice within the school community:

- **School Council Participation:** Pupils with SEN are encouraged to be part of the school council, allowing them to contribute to decision-making.
- **Open Communication Channels:** Students can voice their opinions during assemblies or directly to Teaching Assistants (TAs) and Tutors, ensuring they feel heard and valued.
- **Social and Emotional Development Activities:** Initiatives such as our **'Feel Good Friday' club** promote teamwork, friendship-building, and social confidence.

Emotional and Social Development Support

- **Specialist Support for ASC:** We have developed a structured approach to social and emotional development tailored to pupils with Autism Spectrum Condition (ASC), embedding clinical and therapeutic strategies into everyday learning.
- **Dedicated Pastoral Support:** Our **Pastoral Support Lead** monitors behavior and wellbeing, working alongside **Youth Mental Health First-Aiders** to provide direct emotional support.
- **Multi-Agency Collaboration:** We work closely with the **school nurse, social care teams, and education support workers**, ensuring families and pupils receive external support when needed.

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- **Wellbeing-Focused Initiatives:** We organise **drop-down wellbeing days**, featuring therapeutic experiences such as **animal therapy (e.g., ponies), physical activities, and healthy living workshops** to promote overall wellbeing.

Preventing Bullying

We are committed to fostering a safe and inclusive environment where every pupil feels secure and respected. To prevent bullying, we:

- Maintain a **clear, zero-tolerance anti-bullying policy**, which is reinforced through assemblies, PSHE lessons, and regular staff training.
- Encourage a **culture of kindness and respect**, where pupils are supported in developing empathy and understanding differences.
- Have **clear reporting systems**, ensuring that any concerns are addressed promptly and effectively by our pastoral team.
- Provide **restorative approaches** to conflict resolution, helping pupils understand the impact of their actions and build positive relationships.

We have a zero-tolerance approach to bullying and any issues are logged on our school pod system. 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 Clinical team that includes a clinical and forensic psychologist as well as an assistant clinical psychologist. This team supports the writing of 'Mind Works' 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

At Aurora Ryefields, we recognize that meeting the needs of pupils with Special Educational Needs (SEN) requires a multi-agency approach. We actively engage with a wide range of external bodies, including health and social care services, local authority support teams, and voluntary sector organizations, to ensure a holistic and coordinated support system for both our pupils and their families.

How We Work with External Agencies

- **Health and Medical Support:**
 - We liaise closely with the **occupational therapists, physiotherapists, and speech and language therapists** to provide tailored interventions.
 - Our staff receive training on medical needs, including allergy management, epilepsy care, and mental health first aid, to ensure pupils' health needs are met safely.
 - Where necessary, we implement **Individual Healthcare Plans (IHPs)** to support pupils with medical conditions.
- **Social Care and Family Support:**

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- We work in partnership with **social workers, family support workers, and early help teams** to assist families facing challenges.
- When needed, we facilitate **Team Around the Child (TAC) and Team Around the Family (TAF) meetings** to coordinate multi-agency support.
- Our staff are trained to identify and respond to safeguarding concerns, ensuring timely intervention when necessary.
- **Local Authority Support Services:**
 - We collaborate with the **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** to guide families through the SEN process.
 - We work with **educational psychologists** and **specialist advisory teachers** to develop tailored learning plans and strategies.
 - We participate in **EHCP annual reviews**, ensuring that recommendations from professionals are incorporated into pupils' individual support plans.
- **Voluntary Sector and Community Organisations:**
 - We partner with **charities and community groups** to enhance pupils' learning experiences, such as through mentoring schemes and extracurricular activities.
 - Our school facilitates **parent workshops and support groups** in collaboration with voluntary organizations, providing advice on topics such as autism support, sleep strategies, and managing anxiety.

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

At Aurora Ryefields, we recognize the importance of providing comprehensive support to parents and carers of children with Special Educational Needs and Disabilities (SEND). To ensure families have access to the resources they need, we collaborate with various services available in the Derby area, including:

- **Derby SEND Information, Advice and Support Service (SENDIASS):** This service offers free, impartial, and confidential information, advice, and support to parents,

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carers, and young people regarding SEND-related matters.

[derbyandderbyshireemotionalhealthandwellbeing.uk+6Derby SEND Voice+6derbyshireiass.co.uk+6](http://derbyandderbyshireemotionalhealthandwellbeing.uk+6Derby%20SEND%20Voice+6derbyshireiass.co.uk+6)

- **Derbyshire Information, Advice and Support Service (DIASS):** For families residing in Derbyshire County, DIASS provides independent information, advice, and support tailored to children and young people with SEND, as well as their parents and carers. derbyshireiass.co.uk+2derbyshireiass.co.uk+2afc+2
- **Umbrella Derby:** This organization offers practical support and activities for children with SEND and their families, aiming to enhance their quality of life and provide opportunities for social engagement. [Derby SEND Voice](#)
- **Derby City Local Offer:** An online resource detailing the education, health, social care, and voluntary services available for children and young people with SEND and their families in Derby.

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

Derby City Local Offer: An online resource detailing the education, health, social care, and voluntary services available for children and young people with SEND and their families in Derby. [Joined Up Care Derbyshire](#)

Derbyshire County Local Offer: Similar to the Derby City Local Offer, this platform provides information on services and support for families in Derbyshire County. [Joined Up Care Derbyshire](#)

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.