

## Aurora Woodlands

### SEND policy and Information Report

<b>Policy Reference:</b>	A140-WDS
<b>Version Number:</b>	6
<b>Applies to:</b>	Schools
<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>	May 2026
<b>Next review due by:</b>	May 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.**

At Aurora Woodlands, we work with people who have Social, Emotional and Mental Health needs (SEMH). All our young people have an EHCP with SEMH or ASC being their primary need. Aurora Woodlands School offers dynamic and purposeful educational programmes which are personalised to consider individual needs, missed periods in education and less than positive past experiences in education. When young people join us at Aurora Woodlands, they are welcomed with a fresh start into their education journey.

Our year groups are made up of small class sizes and a range of learning opportunities. Each year group is allocated a Teaching Assistant which enables students to develop a trusting relationship with a consistent staff member. The Teaching Assistant will support students throughout the day during transitions which can be a barrier for some of our students. We have a large school building which has recently been developed to provide new learning areas which have been designed with the needs of our students in mind. The variety we now have allows us the flexibility to adjust the environment to suit the needs of our young people.

Our team are highly experienced in devising strategies to support each pupil and can 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 pupil's needs. We use teaching approaches, educational and clinical interventions, and our core values to improve engagement.

We employ an experienced SENCo to oversee all pupil centred reviews. The SENCo is supported by a full time SEND Administrator and manages a team of HLTA intervention leads. Interventions are managed by the school's Therapy Coordinator, which are overseen by the SENCo. The SENCo liaises regularly with the Senior Leadership Team and external specialists to explore additional support and intervention. We work closely with an Educational Psychologist who is in school each half term to observe and assess individual students and deliver guidance and specific training to staff. We will be working with a team of clinical specialist's including a Speech and Language Therapist (SaLT), Occupational Therapist and a Counsellor. They are on site each week to work with the SENCo and teaching staff to identify students for additional support and intervention. The team will work with individual students and with Teachers, Teaching Assistants and HLTA's to provide guidance and ensure specific strategies are embedded in the students' learning experiences. Where there are high-end mental health concerns the team will link with CAMHS or other external professionals.

External professionals do not replace the need for CAMHS and will only take on specific 1:1 work as part of an agreed funded placement. All the above key staff provide training to all staff on site that is specific to the cohort of young people. They also provide guidance and information that is added to key documentation including Pupil Support Plan's and Student Risk Assessments that include de-escalation and restorative strategies.

## 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 (SENCo's) and the SEN information report

## 3. Scope

This policy applies to all staff working at Aurora Woodlands School

## 4. Roles and responsibilities

### 4.1 The SENCo

They will:

- Work with the Principal 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 regarding 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 Principal and SENCo to determine the strategic development of the SEN policy and provision in the school

## 4.3 The Principal will:

- › Work with the SENCo 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 SENCo 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 is made 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
- › Cognition and learning, for example, dyslexia, dyspraxia, MLD
- › 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

During our induction process, will have discussions with the pupil and their parents when transitioning to the school. We will consult the pupil and parents to create a One Page Profile that is reviewed at regular intervals. These conversations will make sure that:

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- Everyone develops a good understanding of the pupil's areas of strength and difficulty and previous educational experiences
- Staff have an awareness of individuals interests to form their planning
- We take into account 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 pupil's record as part of the transition plan.

We will share the One Page Profile and seek teacher, parent and pupil input.

We will formally notify parents and local Authority Key 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 liaise with and 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 into Woodlands and to support the success of the placement through developing good lines of communication, planned and well managed support and transitions and visit the setting with the student if necessary 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. This is not solely academic progress but is also social and emotional growth through soft skill assessments each term.

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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:

- OT observations, assessments and interventions
- Educational Psychology observation, assessments and interventions
- Educational interventions as directed by the SENCo
- Reading support
- Therapeutic interventions to support students who have experienced trauma and to support students to develop positive mental health and well-being
- Social interventions to support students to develop their social interaction skills.
- Numeracy intervention 1:1 and in small groups to support students to develop their knowledge of mental maths and become more confident with it.

## 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 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 alternative recording, coloured overlays, visual timetables, larger font, writing slopes etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, incorporating brain breaks etc.
- Working Walls to enable and support recall
- We have continued the developmental work of our learning environments. We have created Cedar, Spruce, Elder, Rowan, Maple and Fir which have been designed to provide different learning environments for our students to feel more relaxed in when engaging in different therapeutic interventions
- Our flexible sensory room meets the individual needs of our students. It is a warm and welcoming space where pupils can go if they need some time away from class. The equipment supports many of our students' sensory processing and regulation needs

## 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 with many complex needs. The support is needed to build relationships and trust as well as take the transition very slowly e.g. from initial meetings to sight, clinical support is also available to meet mental health needs.

Overall, Teaching Assistants support pupils in small groups and in 1:1 sessions. We have a team of Higher-Level Teaching Assistants who are trained in different areas to deliver targeted interventions both 1:1 and in small groups. We work closely with our Educational Psychologist who visits school each half term to observe/assess individual students and to work with staff to upskill them in certain areas that have been identified to support individuals.

## 6.8 Expertise and training of staff

Our SENCo has 6 years' experience in this role and is employed full time to manage SEN provision. The SENCo is supported by an administrative assistant who supports the EHCP reviews and meetings.

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We have a team of 33 Teaching Assistants (TA's), and 8 Higher Level Teaching Assistants (HLTA's) who are trained in different areas of SEN.

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 child's needs.

Staff are trained in Phonics, Pathological Demand Avoidance (PDA), Zones of Regulation, Trauma-Informed Care & Attachment, PREVENT, PBS strategies, and First Aid.

We use specialist staff for Occupational Therapy and Speech and Language 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
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCo
- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Assess, Plan, Do, Review reports
- Holding person-centred annual reviews for pupils with EHCP's

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 views at the meeting. They are also encouraged to discuss what is working well for them, as well as 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**

At Woodlands School, we believe that education in the community forms an essential aspect of learning and of being able to use and apply their formal learning in real contexts. Each year group is timetabled for one day a week on Outdoor Education in a different location. Students are encouraged to develop their social communication skills when engaging within the community.

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Each term, every year group is allocated an end of term school trip to a local venue. The locations are chosen when the student voice is gathered from our student leaders.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. The school nurse supports staff training and visits school regular to carry out drop-in sessions for individual students.

The accessibility plan is available on request from the school office, it outlines how we aim to improve the physical environment to enable disabled 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:

- Each term a team of student leaders are voted for by the students. The students meet regular and share the views for their form group with each other and senior leaders.
- Pupils are timetabled to take part in weekly THRIVE lessons to provide opportunities to promote teamwork/building friendships etc.
- We have a dedicated Pastoral Support Lead who monitors behaviour and welfare as well as a Mental Health First Aider.
- We link with the school nurse, social care, education support workers, Educational Psychologist and Clinical Psychologist and where needed ensure families and young people receive outside support.
- We devise drop down wellbeing/PSHE days which include activities relaxation activities such as yoga and dance.
- During break times all staff are on duty and students are encouraged to engage in different activities and games both indoor and outdoor to develop their social interaction skills.
- Students are allocated Lego Therapy Intervention, Draw and Talking therapy, ELSA and Nurture sessions to support their emotional and social development.
- We have Margot, our therapy dog on site 3-4 days each week and she is available for regular sessions as and when required. This is to support students with their emotional regulation.

We have a zero-tolerance approach to bullying and any issues are logged on Engage. We run a triage meeting at the end of each day where staff can raise any issues from that day. If we recognise any specific areas of needs or patterns in student behaviour, then it will be discussed further by the Senior Leadership Team to explore possible interventions required. We also work with external specialists who deliver whole school training to enable us to upskill staff in specific areas to meet the individual needs of our students.

## **6.13 Working with other agencies**

Aurora Woodlands 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 Principal in the first instance. The complainant 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 Key Worker will provide support service contacts should any parents wish to access services provided within their own Local Authority. Parents may also request services through the annual review process.

## 6.16 Contact details for raising concerns

When 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

[SEN and Disability | Blackburn with Darwen Local Offer \(bwd-localoffer.org.uk\)](https://www.bwd-localoffer.org.uk)

## 7. Monitoring arrangements

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

The Principal and Operations Director will approve it.