

Aurora Peartree 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:	Head Teacher
Implementation date:	September 2026
Next review due by:	September 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 Peartree School.

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.

At Peartree School, we see every pupil as an individual with strengths, interests, and aspirations. Our aim is to provide a nurturing, therapeutic, and ambitious learning environment where young people can develop the confidence, skills, and independence needed for adulthood.

Peartree School is a specialist independent school within the Aurora Group, providing education for children and young people aged 5 to 19 years. All pupils entering the school will have an Education, Health and Care Plan (EHCP). The school specialises in supporting pupils with Autism Spectrum Condition (ASC) and associated needs, including social, emotional, and mental health needs where anxiety is the primary presenting need. We recognise that many pupils require additional support with communication, social interaction, emotional regulation, and sensory processing.

Our provision is underpinned by Aurora's values of being Caring, Ambitious, Collaborative, Trusting, and Innovative. Peartree School adopts a relationship-based and Thrive-informed approach to learning. We believe that positive relationships are the foundation of success and that pupils learn best when they feel safe, understood, valued, and regulated.

Our school operates a stage-not-age approach to education. Learning pathways are personalised to ensure that pupils are working at a level appropriate to their developmental, academic, social, and emotional needs, rather than solely according to their chronological age. Pupils will enjoy opportunities to participate in a rich enrichment programme throughout the school day, shaped by their interests and strengths.

Our pupils learn in small classes, enabling staff to deliver highly personalised learning programmes and therapeutic support throughout the day. Our purpose-built environment enhances our aims through separate primary and secondary provision, including quiet and low-arousal spaces. Pupils also have the opportunity to benefit from both indoor and outdoor sensory and quiet spaces. In addition, pupils will have opportunities to participate in literacy and numeracy support, and all pupils will be enrolled in our Active Citizenship Programme.

We employ a 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 SENDCO, who maintains oversight of both educational and clinical support.

A provision map is in place to capture the level and duration of educational support. This is accompanied by a clinical tracker/log that records all clinically specific interventions.

We have access to clinical support in the form of a Speech and Language Therapist (SaLT), who works with all teaching and teaching assistant teams to ensure that speech and language

strategies are embedded throughout the curriculum. The SaLT also delivers lessons specifically designed to support pupils of all ages and abilities.

We also have access to an Occupational Therapist (OT), who provides guidance and interventions across a wide range of needs, including sensory processing, emotional regulation, and dietary requirements.

As professionals, we see our role as helping every pupil maximise their strengths, develop resilience, and achieve positive outcomes that prepare them for successful adult lives.

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 coordinators (SENCOs) and the SEN information report.

3. Scope

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

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO is Charlotte Lawson.

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 provisions 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 Headteacher

The Headteacher is Nicola Readhead.

They 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 learning difficulties or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind 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 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:

Peartree School is a specialist setting for children and young people aged 5-19 years who have an Education, Health and Care Plan (EHCP).

Our school primarily provides for pupils with

- Autism Spectrum Condition (ASC).
- Social communication difficulties.
- Speech, language and communication needs.
- Sensory processing differences.
- Social, emotional and mental health needs, particularly anxiety-based presentations.
- Difficulties with emotional regulation and associated needs identified within EHCP's.

Many pupils require specialist support to develop communication skills, emotional regulation, independence and social understanding. Therapeutic support is integrated within the educational provision.

6.2 Consulting and involving pupils and parents

At Peartree School we believe strong partnerships with parents, carers and pupils are essential to achieving positive outcomes. Prior to admission, families are invited to participate in a structured transition process including a site visit. This enables all involved to gain a thorough understanding of the pupil's strengths, needs, interests and aspirations.

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

- Everyone develops a good understanding of the pupil's areas of strength and needs.
- Parents' views and concerns are listened to and considered.
- Pupil voice is central to planning.
- 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.

Individual Provision Plans will be reviewed regularly, and parents will be invited to contribute to this process.

Annual Reviews are conducted using a pupil-centred approach and actively seek the views, wishes and aspirations of both pupils and families.

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:

- EHCP outcomes.
- Baseline assessments.
- The teacher's assessment/ observations and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- 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.

Given the nature of our cohort, progress is measured through both academic and personal achievement, including communication, emotional regulation, independence, resilience and preparation for adulthood.

All provision is reviewed regularly by teaching staff, therapist and the SENDCO to ensure all interventions remain effective and responsive to need.

6.4 Supporting pupils moving between phases and preparing for adulthood

Transition is carefully planned to reduce anxiety and promote successful outcomes. Support may include;

- Enhances transition visits.
- Social stories and visual supports.
- Parent meetings.
- Multi-agency planning meetings.
- Visits from receiving provisions.
- Graduated induction programmes.

Preparation for adulthood is embedded throughout the curriculum, particularly from Year 9 onwards. This includes:

- Independent living skills.
- Community participation.
- Employability skills and careers education.
- Personal wellbeing.
- Further Education pathways.

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.

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 social and emotional growth through carefully agreed and selected targets.

Peartree School believes that forming positive relationships is the most important role of every staff member and all staff will prioritise building and developing positive relations through relationship and social education to ensure academic learning takes place in a safe and nurturing environment.

Peartree school provides highly personalised learning through:

- Small class sizes with a Teacher and Teaching Assistant in every class.
- Relationship based approach.
- Stage not age curriculum planning.
- Thrive-informed approach.
- Sensory informed teaching strategies.
- Highly trained teachers.

High-quality teaching is enhanced through specialist therapeutic support including:

- Speech and Language Therapy.
- Occupational Therapy.
- Communication interventions.
- Emotional Regulation programmes.
- Social interaction support.
- Literacy and numeracy interventions.
- Preparation for Adulthood programmes.

6.6 Adaptations to the curriculum and learning environment

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

- Personalised timetables
- Flexible curriculum pathways
- Visual supports
- Sensory regulation opportunities
- Low arousal learning environments
- Structured teaching approaches
- Assistive technology, where required.

Our purpose built environment includes;

- Separate primary provision
- Quiet break out spaces
- Indoor and outdoor sensory areas
- Secure outdoor spaces and accessible playground
- Specialist teaching rooms for Science, Art and Design Technology.

- Multi-Use Games Area (MUCA)

The schools Accessibility Plan outlines how we continue to improve access to education, facilities and information.

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. 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 school, clinical support is also available to meet mental health needs.

Overall, 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. Support is determined through assessment, EHCP requirements and therapeutic recommendations.

6.8 Expertise and training of staff

Our SENDCo is Charlotte Lawson, who holds the National Professional Qualification for Special Educational Needs Coordinators (NPQ SENCO) and has worked in education for over 24 years. During the last five years, Charlotte has specialised in Special Educational Needs and Disabilities (SEND), working as both an Assistant SENDCo and Interim SENDCo within a secondary school setting.

In her previous role, Charlotte coordinated a wide range of evidence-based interventions, and worked closely with teaching staff, families, external agencies, and local authorities to ensure that pupils received effective and personalised support. Charlotte is employed full-time and is responsible for overseeing all aspects of SEND provision across the school.

Charlotte is supported by a dedicated SEND Administrator, who assists with the coordination of Education, Health and Care Plan (EHCP) reviews, annual review meetings, consultations, and the associated administrative processes.

We have a skilled team of Teaching Assistants, including two Higher Level Teaching Assistants (HLTAs), who are trained to deliver targeted SEND interventions and provide personalised support to pupils throughout the school day.

All staff receive regular professional development and mandatory training in areas including safeguarding, behaviour management, health and safety, first aid, and moving and handling. In addition, staff access specialist training tailored to the individual needs of pupils, ensuring they have the knowledge and skills required to support a diverse range of learning, communication, sensory, social, emotional, and mental health needs.

To further enhance our provision, we work collaboratively with specialist professionals, including Occupational Therapists (OTs), Speech and Language Therapists (SaLTs), and Clinical Psychologists, who provide assessment, advice, intervention, and training to support pupils' educational, communication, sensory, emotional, and mental health needs.

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 on their Individual Provision Plan (IPP)
- 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

Peartree School is committed to ensuring all pupils can participate fully in all aspects of school life. We believe 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. Our specialist facilities, therapeutic support and personalised planning enable pupils to access education, sporting, recreational and community opportunities safely and successfully. No pupil is excluded due to SEN or disability. The Accessibility Plan is available online and outlines how the school continues to improve

- The physical environment
- Access to the curriculum
- Access to information

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:

- Relationship based practice
- School council opportunities
- Dedicates pastoral lead and staff to monitor and support the wellbeing of pupils through structured and unstructured support.
- All staff trained in safeguarding and clear structures to support pupils.
- Enrichment activities
- Social skills development.

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 will have a strong Clinical team to provide a range of therapeutic interventions to 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.

Peartree School engages and liaises with a wide range of agencies including health and social care, local authorities support services and voluntary sector organizations, 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 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.

Parents can also contact their local SENDIASS team for independent SEND advice-

Hereford:

Our office opening hours are Monday to Friday from 8.30am to 4.00pm.

- phone: [01432 260955](tel:01432 260955)

Aurora

- email: sendiass@herefordshire.gov.uk
- address: 8 St Owen Street, Hereford, HR1 2PJ

Worcester:

Our office opening hours are Monday to Friday from 8.30am to 4.00pm.

- phone: [01905 768153](tel:01905768153)
- email: sendiass@worcestershire.gov.uk
- address: County Enterprise Workshop, St Paul's St, Worcester, WR1 2BA

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

Our local authority's local offer is published here: [SEND Local Offer | Worcestershire County Council](#)

7. Monitoring arrangements

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

The Head Teacher and Operations Director will approve it.