Aurora Fairway

SEND policy and information report

Policy Reference:	A140-FWS
Version Number:	5
Applies to:	Aurora Fairway School
Associated documents:	Accessibility plan Promoting Positive Behaviour policy Equality information and objectives
Approved by:	The Headteacher and Operations Director
Implementation date:	September 2026
Next review due by:	September 2027
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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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 Fairway is a special school which caters for children who are 11-16 yrs old, primarily with social emotional and mental health issues and autism, yet we have other complex needs identified as being in their presentation.

All our young people have an EHCP. Aurora Fairway School offers dynamic and purposeful educational programmes which are individualised to consider 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 Nurture learning models, and Secondary accreditation pathways.

We consist of a small campus that allows 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 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 pupil's needs. We use teaching approaches, educational and **therapeutic** interventions that are supported by research /clinical evidence to improve engagement. Students engage in learning strategies and planned interventions that are evident both with in the class and outside, this makes the teaching environment enjoyable.

There is a curriculum focus that is based on assessing and providing learning opportunities to develop social and emotional development. We use assessment to form the scaffold on which we build all other learning opportunities these are personal to each individual and reviewed termly and assessed with full parent engagement.

The SENCO is supported by a Full Time Assistant SENCO and Pastoral lead.

Interventions are managed across the site by the SENCO team who coordinate with the Clinical Team and Interventions 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) for 2 days a week who works alongside the staff to ensure Speech and Language strategies are understood and embedded in lessons throughout the curriculum. The SALT also delivers targeted and individual interventions alongside the universal support levels throughout the school.

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An Occupational Therapist (OT) is employed one day a week to provide guidance and interventions on a wide range of needs from sensory processing to diet. The OT works alongside the staff to ensure their is understanding and strategies to support learners with sensory difficulties access a wide range of curricular activities. The OT also delivers targeted and individual interventions within school.

The clinical team that are based on site an are led by a Clinical Psychologist/Drama therapist.

The team support pupils' mental health and wellbeing in a wide range of ways. They design interventions that specifically address key needs or themes within the school, for example self-esteem, anxiety management, diagnosis awareness, tolerance and acceptance. These programmes may be delivered by support staff and overseen and guided by the therapeutic team and SENCo team.

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. The above staff also provide guidance and information that is added to key documentation 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 (SENCOs) and the SEN information report

3. Scope

This policy applies to all staff working at Aurora Fairway School

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Frederica Monk

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.

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- 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 a 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher 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

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- 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

(p15-16, Special Educational Needs and Disability Code of Practice 0 to 25 Years)

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 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,
- 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

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 difficulty
- We consider the parents' views and opinions.
- 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

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- 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 IPPs and reflect upon 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 behavior
- Other staff observations and shared practice.
- 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 Fairway and to support the success of the placement through developing good lines of communication, planned and well managed support and transitions to reduce anxiety.

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6.5 Our approach to teaching pupils with SEN

All staff are responsible and accountable for the progress and development of all the pupils but this is not solely academic progress but is also social and emotional growth through carefully considered IPP's and other documentation. `

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 literacy programmes
- Educational interventions as directed by the SENCo team.
- Clinical interventions in a group or 1:1 as available dependent on need
- Reading support
- Dyslexia support
- Literacy Interventions
- Numeracy interventions

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.
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Working Walls to enable and support recall
- Added acoustic panels to soften volume and vibration aiding sensory need.
- Dogs in school to support regulation.
- We have an intervention classroom for individual and group regulation and support.
- A rolling programme to develop a sensory garden specifically for our Year 7 nurture group.
- Fidget toys available with some that are bespoke to students on advice from the occupation therapist.
- Overlays for as and when required.
- Communication strategies for non-verbal learners..

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- Equipment for hypermobile learners on advice from the occupational therapist
- Offsite activities that support motor skills as well as social emotional and wellbeing development.

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. This may be to access the 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.

Additional support is provided with a high staff to learner ratio in each class.

6.8 Expertise and training of staff

Our SENCO has over 5 years' experience working within SEMH provisions ranging from providing support within the classroom to leading a subject.

They are supported by an Admissions, Transitions and Community Co-Ordinator who will support the EHCP reviews and meetings as well as the Pastoral Team and Tutor staff.

We have a team of 18 teaching assistants, including 9 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Members of staff receive regular training in mandatory areas such as safeguarding, PACE, behaviour management, health and safety, and first aid.

Where required, staff also access training for specific areas appropriate to the children's needs.

We use specialist staff for Occupational Therapy, Speech and Language and Clinical Psychology support.

6.9 Securing equipment and facilities

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:

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- Reviewing pupils' individual progress towards their EHCP outcomes each term on their Individual Provision Plan (IPP)
- Reviewing the impact of interventions termly
- 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 voice.

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 Fairway 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 AQA awards and BTECs surrounding independent living skills to support the development of independence and preparation for the future.

No pupil is ever excluded from taking part in these activities due to SEN.

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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 staff.
- Pupils with SEN are also encouraged to take part in social activities, lunch clubs and Personal Development Friday to promote teamwork/building friendships etc.
- 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 as well as safeguarding.

Across the whole school.

We have a zero-tolerance approach to bullying and all issues are logged. 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 Speech and Language Therapist, Occupational Therapist, and a Dramatherapist. They support safety and welfare through linked work with the DSL's e.g. self-harm, and where appropriate liaise with outside agencies such as CAMHs.

6.13 Working with other agencies

Aurora Fairway 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

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- 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 with in 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

Our local authority's local offer is published here: SEND Information Hub (Local Offer) | What is the SEND Information Hub (Local Offer) (cambridgeshire.gov.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 are made during the year.

It will be approved by the Head Teacher and Operations Director.

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