SEND policy and information report

Aurora Charnwood School

Policy Reference:	A140-CWS
Version Number:	1
Applies to:	Schools
Associated documents:	Accessibility plan Positive Relationships and Engagement Support Equality information and objectives
Approved by:	The Head Teacher 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 SEND policy and information report aims:

● To ensure that Aurora Charnwood School complies with the requirements of the Children and Families Act 2014 and the SEND Code of Practice 2014 (updated for 2016/2017), the Equality Act 2010 and other relevant statutory guidance and that these requirements are implemented effectively within the school.

● To ensure that every learner with special educational needs:-

- achieves their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

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 Charnwood School places children and young people at the heart of their learning experience.

We focus on the needs of those with significant and complex additional needs who may be "lost to learning", at significant risk of exclusion, or out of school with a placement difficult to establish. This group is commonly categorised as having "Special Educational Needs".

It is important to recognise that at Aurora Charnwood School we work with the needs of the whole child, not just the special educational needs of our young people.

There are factors we consider that may not be categorised as Special Educational Needs such as:

● Disability

● Attendance and punctuality

● Health and Welfare

● Having English as an additional language (EAL)

● Being in receipt of pupil premium

● Being a child in care of the Local Authority

● Being the child of service personnel

We work with a range of children and young people for whom the learning experience has previously failed in either mainstream or special school.

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In order to reverse the identified pattern of failure, we promote a culture of respect alongside healthy and productive attitudes towards learning by developing an ethos of high expectations, high aspirations and high levels of achievement when compared with starting points, enabling each young person to achieve their potential.

A key to the success of this approach is the value we place on the nurturing of quality relationships in building trust for productive learning experiences.

In our work we are truly committed to re-thinking engagement and approaches to learning through the recruitment of staff fully committed to “going the extra mile”. This is embodied in a team of experienced, skilled and enthusiastic professionals, fully focused on empowering young people to prepare for their long term aspirations through a solution focused – “can do” – approach that will create realistic outcomes and appropriate pathways into adulthood, whether that be employment, training, further education or supported living.

We know that many young people and their families who engage with this approach initially have significantly poor self-esteem and aspirations.

By providing a vibrant and progressive culture and climate of continuous innovation, we “raise the bar” on achievement and attainment whilst building self-esteem, ambition and resilience. We take an explicit, evidence-based approach to fostering the development of the emotional health and well-being of our learners, which we begin at induction.

We draw on a range of approaches that have been shown to improve well-being, and we integrate these into our work in both explicit and indirect ways. We see this as a core element of our work.

We are focused upon a commitment to improvement, based on continuous and consistent professional evaluation and analysis of our performance and current and future needs. To achieve this, we actively seek the participation of all stakeholders in striving to secure continued improvement.

This policy sets out some of the structures and strategies we have in place to support our aims.

2. Legislation and statutory requirements

This Policy is updated annually and has been developed in line with the following legislation and guidance:

- SEND Code of Practice (2015)
- Equality Act (2010)
- The Children and Families Act (2014)
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)

The policy should be read in conjunction with the following policies:

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Policies:

- SEND Policy and Information Report
- Positive Relationships and Engagement Support
- Anti Bullying Policy
- Admissions Policy
- Marking and Feedback Policy
- Curriculum Policy
- Safeguarding Supervision Policy
- Accessibility Plan
- Health, Safety Group Policy
- Administration of Medication Policy

3. Scope

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

The aims of this policy are to ensure that the school complies with the requirements of the Children and Families Act 2014 and the SEND Code of Practice 2014 (updated for 2016/2017), the Equality Act 2010 and other relevant statutory guidance and that these requirements are implemented effectively within the school.

4. Roles and responsibilities

Site Lead, SENCO and Head Teacher:

● Having high expectations and aspirations for every learner on the school roll.

● Overseeing the day-to-day operation of the school's SEND policy.

● Implementing quality assurance procedures to ensure a high quality of education is offered to every learner.

● Ensuring site leads are supporting their staff with strategies to meet learner needs.

● Ensuring EHCP reviews are held within legal timeframes, unless there is an agreed reason why not from all professionals, parents and carers.

● Having high expectations and aspirations for every learner they manage.

● Coordinating provision for learners that will ensure high expectations and achievement.

● Overseeing and ensuring the records on all learners are accurate and up to date.

● Liaising with parents/carers of learners on a regular basis.

● Liaising with external agencies, including educational psychology services, careers services, medical and social services and voluntary bodies.

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● Making further referrals to specialists / other professionals where necessary.

● Monitoring the effectiveness of any SEND provision made for the learner, through the development and use of the Individual Support Plans

● Monitoring the impact of specific, tailored interventions.

● Securing relevant services for the learner where necessary.

● Ensuring that learners make progress in their engagement, learning, social skills and independence.

● Coordinating the work and planning of all staff working with the learner.

● Advising staff about differentiated teaching methods appropriate for the individual learner.

● Ensuring that any pupil premium is spent for the benefit of the learner and with a view of ensuring they meet the outcomes within the EHCP.

The team working with learners has specific responsibilities for:

● Delivering work within a subject, topic or theme.

● Differentiating the work set according to the needs and motivations of the learner.

● Advising team members of strategies and ideas that have worked or have not worked.

The team will have:

● Expertise in working with vulnerable children and those with severe emotional and behavioural difficulties.

● Training and experience in social and communication difficulties where necessary.

5. Definitions

A pupil has SEN if they have a learning difficulty and / or disability which calls for special educational provision to be made for them.

They have a learning difficulty and / 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

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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:

Provision for sensory and/or physical needs

● Links are made to appropriate specialist support as required for the specific needs of students. OT is sourced, from the Local Authority, where appropriate.

● Regular learning walks are conducted to audit the sensory environment to ensure it is appropriate for all learners. Learners themselves are invited to contribute to the learning walks and to comment on ways in which the learning environment can be improved.

● Our regular environmental audit also includes consideration of aspects of physical access as reflected in our accessibility plan (available to view on our website).

Provision for Communication and Interaction Difficulties

● Aurora Charnwood School employs the support of Autism specialists who provide training, advice and support to staff and to parents.

● Across the curriculum, staff ensure that visual supports for learning and communication are utilised as appropriate to ensure that barriers to learning are removed.

● A high degree of structure and predictability is in place for all learners to help them feel safe and secure and are in a good position to learn.

Provision for Cognition and Learning Difficulties

● Our curriculum at Aurora Charnwood School is designed along 4 different pathways to ensure that the widest range of needs are catered for well. The curriculum is adapted to ensure the level of access is appropriate to need.

● A small steps approach is taken which breaks learning down into smaller, manageable chunks to ensure success at each stage.

● Quality First teaching along is implemented to support learners to build on skills and knowledge in small steps.

● Regular opportunities are built into the curriculum to revisit, repeat and consolidate earlier learning with a view to ensure learning is embedded in long term memory.

Support for Social, Emotional and Mental Health Difficulties

● Aurora Charnwood School employs the support of a behaviour specialist to provide training and support to staff

● Aurora Charnwood School has developed a model of personal development and well-being, and all students have access to the enhanced provision team when appropriate (mental health and wellbeing, attendance, counselling)

● RSHE and PSHE are an integral part of our curriculum, with identified interventions for those learners who require additional support in this area.

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6.2 Consulting and involving pupils and parents

Aurora Charnwood School ensures that parents/carers/commissioners and learners are involved in decisions about what SEND provision should be made.

Parents/carers are encouraged to contact the site lead or designated point of contact if there are any concerns they wish to discuss.

We will have discussions with the pupil and their parents when transitioning to the school.

We will consult the pupil and parents to provide a Learner Profile 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 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 Learner Profiles 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 where available, 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.

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6.4 Supporting pupils moving between phases and preparing for adulthood

All pupils are supported when transitioning between phases, especially when leaving Aurora Charnwood School.

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 into Aurora Charnwood School and to support the success of the placement through developing good lines of communication, planned and well managed support and transitions to reduce anxiety.

6.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the social, emotional and academic progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils and personalised where possible.

We will also provide the following interventions:

- Phonics, reading and literacy programmes
- Educational interventions as directed by the SENCo
- Reading support
- Support from the Pastoral Lead

6.6 Adaptations to the curriculum and learning environment

Our curriculum at Aurora Charnwood School is designed with four pathways in mind in order to best meet the needs of a very diverse learner population.

This spans from pathway 1 which is aimed at re-engaging learners who have been out of education for a significant amount of time (possibly due to repeated exclusions or severe anxiety).

Pathway 4 provides a more formal learning pathway where learners are more likely to work in small groups and are on track to work towards formal external exams such as GCSE.

Curriculum Leads review and develop the curriculum and resources and provide support to tutors delivering their subject. They often look for new ideas and initiatives to make their subjects more interesting and motivating for our learners.

The curriculum is adapted to ensure the level of access is appropriate to need.

● A small steps approach is taken which breaks learning down into smaller, manageable chunks to ensure success at each stage.

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● Precision teaching is used to help learners learn multi-step tasks, mastering one step at a time and “chaining” them together

● Regular opportunities are built into the curriculum to revisit, repeat and consolidate earlier learning with a view to ensure learning is embedded in long term memory.

Staff help learners with SEND to access a balanced and broadly based curriculum by:

● Helping them improve their skills in core subjects in a manner that suits their learning style and needs

● Looking at other subjects they are interested in and trying to incorporate these into their individualised curriculum.

● Creating stimulating and exciting approaches to learning. These include frequent opportunities for ‘learning outside the classroom’.

● Adapting schemes of work.

● Providing alternative and appropriate teaching strategies and approaches.

● Providing interpreters where learners require this to be able to access lessons. (ie for learners whose first language is BSL or any other language)

6.7 Additional support for learning

Needs and provision for learners with an Education Health Care Plan are determined by the LA and are met through funding resources provided directly by the LA and from schools. When planning a programme of education for a child with an Education Health Care Plan, we make sure that it meets the requirements set out in the Plan.

Person centred reviews are held in a way appropriate to the individual learner needs, to ensure maximum participation from learners in their plan.

All staff at Aurora Charnwood School are equipped to support learners with SEN. All teachers and support staff receive in-service training in identifying and supporting learners who require an education offer that is additional to and different from their previous experiences in mainstream or special education.

Staff help learners with SEND to access a balanced and broadly based curriculum by:

● Helping them improve their skills in core subjects in a manner that suits their learning style and needs

● Looking at other subjects they are interested in and trying to incorporate these into their individualised curriculum.

● Creating stimulating and exciting approaches to learning. These include frequent opportunities for ‘learning outside the classroom’.

● Adapting schemes of work.

● Providing alternative and appropriate teaching strategies and approaches.

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● Providing interpreters where learners require this to be able to access lessons. (ie for learners whose first language is BSL or any other language)

We have small class sizes and a 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 a period of time. 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 site, clinical support is also available to meet mental health needs.

On the whole, Teaching assistants support pupils in small teaching groups or work 1:1 in the community.

6.8 Expertise and training of staff

The SENCO is employed full time to manage SEN provision.

Aurora Charnwood School is fully committed to ensuring staff are fully familiar with the latest developments and training in all areas of SEND and make regular training events available to all staff.

Steps are taken to ensure that training undertaken has a direct impact on the quality of teaching and learning.

The leadership team and Governors will do this through a combination of learning walks, lesson observations, learner voice and interviews.

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

Aurora Charnwood School evaluates the success of the education which is provided for children with SEND through:

● Annual self-evaluation and School Improvement plan.

● Regular monitoring and reviewing, using the site trackers to track progress in addition to other record keeping.

● Quality assurance including learning walks, work scrutiny, drop in visits, lesson visits and curriculum and site reviews

● SEND policy reviewed on an annual basis.

● Termly report to Governors

● Liaison with and quality assurance from the governor responsible for SEND.

● Learner centred EHCP reviews.

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- Learner Voice meetings.
- Regular liaison with parents/carers.

The Governing body measure impact of provision through:

- Aurora Charnwood School Leadership Team meetings.
- Weekly Operational meetings.
- Governor meetings
- SEND governor inspections.
- Learner voice meetings.
- Liaising with parents
- Reviewing pupils' individual progress towards their EHCP outcomes
- Reviewing the impact of interventions
- Pupil questionnaires
- Monitoring by the SENCO
- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Holding person-centred annual reviews for pupils with EHC plans

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

All pupils who attend Aurora Charnwood School have SEN and an EHCP.

The accessibility plan is available on our webstie.

This covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

6.12 Support for improving emotional and social development

Aurora Charnwood School employs the support of a behaviour specialist to provide training and support to staff

- Aurora Charnwood School has developed a model of personal development and well-being, aimed at supporting personal progress of students in this area.

- RSHE and PSHE are an integral part of our curriculum, with identified interventions for those learners who require additional support in this area.

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Aurora Charnwood School has a zero-tolerance approach to bullying and any issues are logged on our school engage 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.

6.13 Working with other agencies

Aurora Charnwood School 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:

- Provision of education and associated services
- Making reasonable adjustments, including the provision of any 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 offers are published here:

Nottinghamshire's SEND Local Offer | Nottinghamshire County Council

Home - Derbyshire Local Offer

Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory

What is the Local Offer | Leicestershire County Council

SEND local offer | LCC Family Hub

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7. Monitoring arrangements

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

It will be approved by the Operations Director

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