

# ACE Schools SEND Information Report

## A Guide for parents- what can ACE offer?

### 2024-25



*All children and young people “deserve to get the support they need to thrive and prepare for happy, healthy and productive adulthoods. For children and young people with special educational needs and disabilities (SEND), or in alternative provision, this is especially vital” (Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan – The Green paper, March 2023).*

Our Special Educational Needs and Disabilities (SEND) information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in supporting pupils with SEND

As an Alternative Provision (AP) ACE works to ensure that the education students receive is tailored to meet their individual needs and designed to give them the skills to improve their chances in life whilst accessing as broad a curriculum as possible.

We aim to support the reintegration of students into full time education in school, further education or employment if possible and appropriate.

**Definition** “Children have special educational needs (SEN) if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty or disability* if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.” (*The SEND Code of Practice, 2015*).

All children and young people who attend ACE, have needs that could not be met through mainstream provision and require additional support in order to successfully access learning, meaning all our students are identified as requiring provision that is ‘different than or additional to’ what is ordinarily available.

This means we record **ALL** our students as having some sort of SEND although what these needs are, how they present and what provision they need differs across ages and bases.

For many of our students it can often be difficult to ‘unpick’ what is a ‘traditional’ SEND need, from what might be a trauma response, a mental health or medical need; or a behavioural need. For many of our students, all aspects are intertwined and we therefore take a holistic view of what the needs of the child are and put in place support, provision and intervention that best meets these needs- whatever this might be.

This is why supporting SEND underlies all aspects of our school provision- curriculum, pastoral or planning for the future. It is an intrinsic thread that runs through everything we do to support our students.

All staff at ACE are here to support students to access learning regardless of their needs. Every teacher is considered a teacher of Special Educational Needs. Every teacher is responsible and accountable for the progress of learners in their class, even where learners have access to Teaching Assistants (TAs). Quality First Teaching is differentiated to meet the needs of the majority of the learners. Some learners will need something additional to and different from what is provided. This is our SEND provision.

#### 4 broad SEND areas of need

All students identified with SEND are assigned a primary area of need. Many of our students within ACE are likely to have a number of identified difficulties as well as some that have gone undiagnosed. Many in more than one category.

The majority of our SEND cohort fall primarily under the category of **Social, Emotional and Mental Health** Needs. A high number also have identified **Communication and Interaction Needs** (often linked to a diagnosis of ASC or Speech and Language needs). This is in contrast to National Data which suggests that MLD and ASD are the most commonly identified primary area of need (January 2020) within most mainstream or specialist settings.

Communication and interaction	Cognition and learning	Social, Emotional & Mental Health	Sensory, physical & medical needs
Speech, language and communication needs (SLCN)	Specific Learning difficulties (SpLD) i.e. dyslexia/ dyspraxia	Social, emotional and mental health difficulties (SEMH)	Visual Impairment (VI)
Autistic spectrum Conditions (ASC) including Aspergers	Moderate Learning Difficulties (MLD)	ADHD	Hearing impairment (HI)
Sensory Processing Disorder (SPD)	Severe Learning Difficulties (SLD)	Trauma/ High ACES scores	Multi-Sensory Impairment (MSI)
Developmental Language Delay (DLD)	Profound and Multiple Learning Difficulties (PMLD)	Mental health difficulties i.e. anxiety, depression	Physical disability (PD) Medical
Other	Other	Other	Other

## What can ACE offer your child -Frequently asked questions

### I. Who should I contact if I'm concerned about my child's SEND? How do I find out more?

Parents are advised to speak to the relevant Base Lead, Pastoral Support staff or Learning Mentor in the first instance if there are any concerns.

If there is a need for further support, the base will liaise with the SEND team. You are also welcome to contact them directly:

- Rachel Crozier has overall responsibility for SEND across all bases and specifically oversees Plymouth.  
Email address: [Rachel.crozier@transformingfutures.org.uk](mailto:Rachel.crozier@transformingfutures.org.uk)
- Roberta Lewin is SENDCo with oversight of learners within our Cornwall Bases.  
Email address: [Roberta.lewin@transformingfutures.org.uk](mailto:Roberta.lewin@transformingfutures.org.uk)
- Xanthe Bulley is SENDCo who supports across our Plymouth & Exeter bases.  
Email address: [Xanthe.bulley@transformingfutures.org.uk](mailto:Xanthe.bulley@transformingfutures.org.uk)
- Hannah Daragon is SENDCo who supports across our Plymouth & Exeter bases.  
Email address: [Hannah.daragon@transformingfutures.org.uk](mailto:Hannah.daragon@transformingfutures.org.uk)

Please also look on our website for more information about our approach to pupils with SEND [ACE Schools - SEND \(transformingfutures.org.uk\)](https://transformingfutures.org.uk)

Or at our latest inspection report- [ACE Schools Plymouth - Open - Find an Inspection Report - Ofsted](#)

## 2. How will you identify if my child has SEND or needs additional support?

All children and young people who attend ACE, have needs that could not be met through mainstream provision and require additional support in order to successfully access learning, meaning all our students are identified as requiring provision that is 'different than or additional to' what is ordinarily available. This means we record **ALL** our students as having some sort of SEND although what these needs are, how they present and what provision they need differs across ages and bases.

All of our pupils are supported through a **graduated and inclusive approach** to provision to achieve their potential through access to quality first teaching and appropriately personalised learning activities, interventions and approaches. It is up to us to ensure that we identify and offer **'the right support, at the right time, in the right place'** in order to create a culture of inclusion.

We make best use of prior information and data to identify children and young people who may need additional support as early as possible when they first join us and facilitate a plan to ensure the appropriate level of support, provision and intervention is in place for when they start, and that this is effectively shared with staff through the use of individual **pupil profiles and provision mapping**.

We ensure that teaching and support staff have appropriate guidance around identification of SEND. This may include access to appropriate checklists and information around the different SEND areas of need

We make use of a range of appropriate screenings and assessments to further identify and assess needs if there are concerns. These will only be used by appropriately trained and qualified staff.

In line with whole school policy, the academic **progress** of all students across the Service, including those identified with SEND is regularly tracked, reviewed and monitored using robust and clear tracking systems. Baseline assessment and school data is used to ensure appropriate target setting is in place.

We follow an **'ASSESS-PLAN-DO-REVIEW'** cycle at all bases for all children (**termly reviews**). All students at ACE have regular meetings with key staff and parents to monitor, review and evaluate progress. We are happy to continuously review and adapt provision and interventions as needed in order to best support your child's needs.

### 3. What can ACE offer to support my child?

We follow a **graduated approach** to provision, ensuring that ‘**universal**’ (**ordinarily available provision**) which is our core offer, provides an alternative curriculum that is not only broad and balanced but is flexible and adaptive to meet a range of needs. Teaching staff have ambitious expectations for all. All students have access to quality first teaching and appropriately personalised learning activities. Preparation for adulthood is a key feature of our curriculum.

We use a trauma informed, relational based approach to underly all provision, intervention and decision making regarding our students. We will advocate for what we believe is in our students best interests at all times.

We will ensure students requiring provision, interventions and approaches that are additional to the core offer, have access to **targeted or specialist** support as needed (through the graduated approach). This may include support from other professionals.

Students are placed within a particular base dependent on their Key Stage and appropriate identification of their main areas of need. Additional adult support is available at all bases. This additional support is sometimes targeted at individual pupils as well as groups of pupils. Class sizes can vary dependent on the individual Base and needs of the student but tends to range from 4-10 students. If appropriate, personalised ‘bespoke’ packages can be put in place for more complex individuals if felt suitable.

We have a dedicated pastoral support team who work supporting students, staff and parents as needed.

ACE looks to support the whole family in times of concern or need, this may result in the need for multi agency support to explore wider issues which may be affecting your child’s ability to access education. We will seek to involve other professionals as appropriate with your permission and consent.

We will offer support with transition into other settings- whether this is a return to a mainstream school, specialist or post 16 provision.

We will gather evidence around a student’s needs which may lead to a Request for Statutory Assessment and an Education, Health and Care Plan (EHCP) being put in place if felt appropriate.

#### **4. What if my child needs more help or isn't making progress?**

We follow an '**ASSESS-PLAN-DO-REVIEW**' cycle at all bases for all children (**termly reviews**). Staff working with the students at bases, along with relevant staff from the pastoral and SEND teams; other professionals, parents and the child, will monitor progress regularly against relevant targets and outcomes that are appropriate for the individual child. Reasonable adjustments, changes in provision or additional support will be identified as required.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of our students.

As a direct result of this, many of our students may receive additional outside support from services such as CAMHS, Harbour, School Counsellors, Careers South West (CSW), health, Social Services, the Educational Psychology Service, the Inclusion Attendance and Welfare Service (IAWS), Youth Service, 0-25 SEND Teams or the Youth Offending Service.

We also regularly access advice and involvement from specialist Sensory and Physical Outreach services, Communication and Interaction Team (CIT), Occupational Therapy and The Children's Speech and Language Service. These are just some examples.

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.

The external specialist may act in an advisory capacity towards staff and parents, provide additional specialist assessment or be involved in teaching the child or young person directly.

#### **5. How will you make sure my child and I are involved and know what's going on?**

Partnership with parents plays a key role in enabling children and young people to achieve their potential. ACE recognizes that parents hold key information and have valuable knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents will be treated as partners and supported to play an active and valued role in their children's education.

The majority of our parents/ carers have weekly, if not daily contact from key members of staff involved with their child.

Parents/carers are invited to participate in regular review meetings to discuss progress and to be involved in setting targets and outcomes with appropriate intervention strategies to help the student both in school and at home. Our staff will happily visit you at home if this is more appropriate.

Children and young people often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the reviews and transition processes when appropriate.

ACE use a **Person Centred Planning (PCP) approach** whenever possible when working with a young person

## **6. What training around SEND do your staff have?**

ACE work to the principle that all teachers are responsible for meeting the individual needs of all pupils that they work with, therefore all teachers and staff are equipped to deal with a diverse range of needs.

All members of staff attend relevant training to meet the specific needs of the children within their cohort or particular role.

Specialist training is delivered on a regular basis by appropriately qualified staff (i.e. the SEND team) or specialist external support services such as CAMHS, the Speech and Language Team or Educational Psychology Service as required.

Individual needs of staff are also identified and audited regularly to ensure that all staff training needs are met.



## 7. What if I'm not happy with the support my child is receiving?

In the first instance, talk to us! We welcome dialogue with parents/guardians and pride ourselves on good home/school communication. We encourage parents and carers to raise concerns with us so that we can quickly address and resolve them.

Parents should feel free to contact the school to discuss any concerns which will be dealt with appropriately and promptly.

Our **Head Teacher is Ruth Westwood**. Please contact the main ACE office (on 01752 396 100) if you wish to arrange to speak to her directly.

Any formal complaints or concerns that you as a parent may have regarding the provision available and in place for your child should be made in line with ACE's complaints policy [download.asp \(transformingfutures.org.uk\)](https://transformingfutures.org.uk/download.asp)

## 8. What is the Local Offer? How do I find out what support schools have available for my child?

Each Local Authority are obliged to set out their local offer regarding the special educational provision that all early years providers, schools, post -16 providers and other institutions are able to provide to children and young people with SEND.

For Plymouth- further information on this is available on [Plymouth Online Directory - Plymouth Online Directory](#)

For Devon- further information on this is available on [Special educational needs and disabilities \(SEND\) Local Offer - Education and Families \(devon.gov.uk\)](#)

For Cornwall- further information on this is available on [SEND Local Offer | Care and Support in Cornwall](#)

## What can ACE offer your child

**Intent:** All of our pupils at ACE are identified as having SEND (across a continuum) and are supported through a **graduated and inclusive approach** to provision to achieve their potential through access to quality first teaching and appropriately personalised learning activities, interventions and approaches. It is up to us to ensure that we identify and offer **‘the right support, at the right time, in the right place’** in order to create a culture of inclusion. We therefore aim:

- To place what is in the best interests of the child at the centre of all discussions and decisions
- To provide a broad and balanced curriculum and learning environment that is accessible for all students
- To ensure that the individual needs of pupils are identified as soon as possible so that appropriate support, provision and intervention is put in place following a graduated approach
- To follow a trauma informed approach that is focused on the importance of relational practice
- To ensure all pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress (assess-plan-do review cycle)
- To ensure pupils are prepared for adulthood and equipped for life in the wider community by promoting independence whenever possible, at whatever stage of development
- To gain the views of the child and enable them to have a voice
- To take into account the views, wishes and feelings of parents and carers and ensure they are involved in decision making, assessing progress and determining goals
- To provide training, advice and support for all staff working with pupils with SEND
- To identify and refer pupils to the appropriate services where a need has been identified and then work collaboratively with these services through a multi-agency lens.

## What can ACE offer your child

**Implementation:** Supporting SEND is a whole school responsibility. Through 'high quality joined up universal provision', early identification and collaboration between leaders, teachers, support staff, external agencies and families, all pupils will be supported to succeed. We will:

- Make best use of prior information and data to identify children and young people who may have additional needs as early as possible when they first join us and facilitate a plan to ensure the appropriate level of support, provision and intervention is in place for when they start, and that this is effectively shared with staff through the use of individual **pupil profiles and provision mapping**.
- Use a trauma informed, relational based approach to underly all provision, intervention and decision making regarding our students. We will advocate for what we believe is in our students best interests at all times.
- Follow an '**ASSESS-PLAN-DO-REVIEW**' cycle at all bases for all children (**termly reviews**). Staff working with the students at bases, along with relevant staff from the pastoral and SEND teams; other professionals, parents and the child, will monitor progress regularly against relevant targets and outcomes that are appropriate for the individual child. Reasonable adjustments, changes in provision or additional support will be identified as required.
- Follow a **graduated approach** to provision, ensuring that '**universal**' (**ordinarily available provision**) which is our core offer, provides an alternative curriculum that is not only broad and balanced but is flexible and adaptive to meet a range of needs. Teaching staff have ambitious expectations for all. All students have access to quality first teaching and appropriately personalised learning activities. Preparation for adulthood is a key feature of our curriculum.
- Ensure students requiring provision, interventions and approaches that are additional to the core offer, have access to **targeted or specialist** support as needed (through the graduated approach). This may include support from other professionals.
- Ensure staff initiate and support relevant processes for referrals to and support from other services and professionals such as CAMHS, EP, SALT; applications for funding or Education, Health and Care Plans (EHCPs) if felt this level of support is beneficial to the child.
- Ensure that all staff receive relevant, meaningful and ongoing training and CPD to allow them to best meet the SEND needs of individual students.

## What can ACE offer your child

**Impact:** As a trauma responsive and inclusive school, we place our students safety and emotional needs at the heart of all we do and ensure that all of our adults have the emotional capacity and skills to support our students in the very best way possible. This results in:

- Students that feel safe, happy and have their needs met within school. We have safe learning environments where respectful, positive and trusting relationships are evident.
- Students and families that feel they have a voice and are heard – they are involved in decisions made about themselves and their children
- Students who are enabled and encouraged to have high aspirations, ambitions and opportunities
- Staff who are empathic, supportive, compassionate, inclusive and knowledgeable, creating effective learning opportunities for all
- Students, who regardless of starting point, have access to the same opportunities and experiences as their peers. Relevant and beneficial support is put in place as early as possible to have the greatest impact. This support and progress is tracked, monitored, reviewed and updated as needed.
- Students who are identified as having complex SEND that requires specialist support (such as EHCP's) generally make at least good progress across subjects. When expected progress is not being made, additional support and provision is put in place, reviewed and monitored.
- Staff that feel knowledgeable and informed about the needs of their students and how best to support them – they ask for help when they need it and the school ensures they are fully supported through relevant CPD, discussion and supervision.
- Students who leave ACE with the relevant tools, strategies and confidence to be independent and resilient.



We greatly value the input that parents make to their child's education and aim to work closely with parents to provide the best support possible. We welcome feedback from parents and other key stakeholders.

If you would like to comment on the usefulness or clarity of information in the SEND Information Report which is also published as part of the LA's Local Offer, then please contact relevant ACE staff.

We are grateful for the contributions we have received from a number of parents/ carers  
(with particular mention to parents at our Dover Rd and North Hill bases 😊).