



**Transforming  
Futures**  
TRUST



**ACE SCHOOLS**

## Special Educational Needs & Disability Policy

Policy Information	
Policy Owner	Headteacher
Issue Version	1
Approving Committee	Education & Outcomes Committee
Adopted Date	June 2021
Review Cycle	Annual
Last Review Date	June 2021
Next Review Date	June 2022

### Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

A handwritten signature in black ink, appearing to read 'Alison Jones', is written over a faint circular stamp.

Signed

(Chair of Trust)

Date: 07.07.21

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## 1. Introduction

Our Special Educational Needs and Disabilities (SEND) policy and 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 will work 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.

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 SEND provision.

## 2. Legislation and guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice (2015)** 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, SEND co-ordinators (SENDCos) and the SEND information report

### 3. Definition of Special Educational Needs and Disabilities (SEND)

The Children and Families Act 2014 and Revised SEND Code of Practice (2015) state:

“Children have special educational needs 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.”

Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the Equality Act and not have SEND, and vice versa. It is also possible to be both disabled under the Equality Act and have SEN. As advised in the, SEND Code of Practice 2015, the school accepts that a medical diagnosis may mean that a child is disabled but not necessarily have SEN. In this case DfE statutory guidance on 'Supporting Pupils with Medical Needs', will be followed ('Supporting Pupils with Medical Needs' please see separate policy).

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

## 4. Objectives of SEND Provision Within ACE

- To provide the best possible experience for all pupils, within a safe, caring, respectful and stimulating environment to reduce barriers to learning.
- To ensure maximum access and progress for all children.
- For all practitioners to be teachers of pupils with additional needs and to differentiate according to the needs of the children in their care.
- To meet the physical, emotional, mental health and intellectual needs of all our children.
- To involve parents and carers in the implementation of programmes of support.
- To involve external agencies as part of the school support system
- To monitor progress of all children in order to enable appropriate action to be taken.
- To use early identification, assessment and intervention as the key to meeting the needs of individual students.
- To involve children in decision making and problem solving through a person centred planning approach, listening to pupil voice wherever possible.
- To have due regard to the Revised SEN Code of Practice 2015, the Disability Discrimination Act, the Children and Families Act 2014, and other statutory guidance, and that these requirements are implemented effectively within the school.

## 5. Roles and responsibilities

### The SENDCO

ACE is privileged to have a number of SENDCOs to support across our bases.

Rachel Crozier has overall responsibility for SEND across the school and specifically oversees Plymouth learners. 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) .

Julie Chatterton is SENDCO with oversight of learners within our Exeter Base. Email address: [Julie.chatterton@transformingfutures.org.uk](mailto:Julie.chatterton@transformingfutures.org.uk) .

Xanthe Bulley is SENDCO who supports across our Plymouth bases. Email address: [Xanthe.bulley@transformingfutures.org.uk](mailto:Xanthe.bulley@transformingfutures.org.uk) .

They will:

- Work with the headteacher, SLT and provision leads to determine the strategic development of SEND support and provision across the school, ensuring the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support, high quality teaching and transitional support
- Advise on the graduated approach to providing SEND support as part of daily provision with appropriate resources to effectively meet needs.

## 6. SEND Information Report- Whole School

Students with SEN and/or disabilities could have difficulties with one or more of the following categories of need:

- **Cognition and Learning**, including specific literacy difficulties.
- **Communication and Interaction**, for example, autistic spectrum condition, speech and language difficulties, sensory processing disorder.
- **Social, emotional mental health**, including ADHD and a range of mental health conditions
- **Sensory and/or physical**, including hearing and visual impairments

### 6.1 Identification, assessment and monitoring progress for pupils with SEND

- When referred to our school, in consultation with parents, and if appropriate other professionals who may be involved, ACE will decide whether additional SEND support is required and carry out further assessment to identify barriers to learning and the nature of their difficulties if needed.
- ACE will pay regard to advice and information from students, parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches.
- The identification of a student's strengths and difficulties is part of our standard admissions procedures.
- ACE make use of a range of appropriate screenings and assessments to identify needs. If needed these will only be used by appropriately trained and qualified staff.
- We will seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc.
- Progress of all students across the Service, including those identified with SEND is regularly tracked, reviewed and monitored.

- Baseline assessment and school data is used to ensure appropriate target setting is in place so that lack of appropriate progress is identified.
- Good communication between staff is seen as vital and teachers are held responsible and accountable for pupil progress within their class.
- We review and evaluate provision regularly in the light of the information gathered following the **graduated approach** and the four-part cycle of **assess- plan- do- review**. We repeat this process throughout the year.
- Interventions and actions are then put in place and adjusted as appropriate.

## 6.2 Request for Statutory Assessment (An Education, Health and Care Plan)

If despite receiving individualized support and intervention, a student:

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of children of a similar age;
- has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;

-then it may be appropriate to consider, in consultation with parents and any outside agencies involved, whether a **statutory assessment** of need by the Local Authority (LA) may be beneficial.

- The LA will then consider the evidence submitted and may decide that they feel the student has need for special educational provision which cannot reasonably be provided within the resources normally available within school.
- The result of this process of assessment may be the issuing of an **Education, Health and Care Plan (EHCP)**.

An Education, Health and Care Plan will:

- Identify the desired outcomes and special educational provision necessary to meet these needs.
- Identify the type and name of the school where the provision is to be made.
- Include relevant information on the social and/ or health needs and provision (if this is already in place).

**Slow progress and low attainment does not automatically mean a pupil has SEND or requires an EHCP. There are sometimes multiple reasons that need to be considered.**

## 6.3 What support can ACE provide for pupils with SEND

ACE believe in an inclusive approach towards education for all children regardless of their abilities ensuring they have a sense of positive well-being and above all feel safe, respected and happy within our settings.

ACE believe that every child has the fundamental right to access a broad, creative and enjoyable education experience.



Students are placed within a particular base dependent on appropriate identification of their main areas of need or if appropriate, personalised 'bespoke' packages can be put in place to support more complex needs.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. **Quality First Teaching** is the first step in responding to pupils who have SEND. This will be differentiated for individual pupils. This sits alongside our whole school **trauma informed approach** to meeting needs.

In addition to this through the graduated approach:

- Additional key adult support is available to all students. This may be within their teaching groups, or provided as interventions outside of lessons.
- Class size and staffing ratios can vary dependent on the individual Base and needs of the student but tends to range from 4-10 students at most.
- Some students will have access to personalised packages of learning. This may include additional support from key adults at all times both in and out of lessons.
- We offer an alternative and flexible curriculum which is carefully created to try to meet the needs of our students in the first instance as part of our universal offer to all. We work closely with a wide range of external vocational providers and services to provide students as many curriculum options as possible.
- Suitable interventions and targeted or specialist additional support (school based and external) will be put in place as needed to meet a student's needs and enable progress to be made. This may be time limited or part of their continuous provision. For example; precision teaching, Lego therapy, trauma informed profiling and activities literacy interventions such as Read, Write, Inc, play therapy, music therapy, art therapy, sensory diets, access to counselling, social skills programmes and so on.
- We have a dedicated pastoral support team on every base who work supporting students, staff and parents as needed.
- We will seek to involve other professionals as appropriate with your permission and consent.
- All students at ACE have regular meetings with key staff and parents (at least once every half term) to monitor, review and evaluate progress. We are happy to continuously review and adapt provision and interventions as needed in order to best support the child or young person's needs.
- We will offer support within the transition into other settings – whether this is a return to a mainstream school, specialist provision or post 16 provision.

## 6.4 Access to additional external support

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children. Many of our students may also receive direct intervention from outside services. We therefore work closely with a range of organisations including:

- The Educational Psychology Service
- CAMHS
- Speech and Language Team
- Communication and Interaction Team (CIT)
- Sensory and Physical Outreach services
- School Counsellors
- Careers South West (CSW)
- Health
- Social Services
- Education Welfare Service
- Youth Service
- Family Psychotherapists
- Youth Offending Service
- Drug and alcohol support such as Harbour

Parents may also be encouraged to contact Independent Advice and Support services if felt it would be beneficial for them.

For Plymouth families, please contact [Plymouth Information, Advice and Support for SEND - Supplying you with information, advice and support \(plymouthias.org.uk\)](http://plymouthias.org.uk)

For those families living in Devon, please contact [Home - Devon Information Advice & Support \(devonias.org.uk\)](http://devonias.org.uk)

For those families living in Cornwall, please contact [Home - SEND IASS - Cornwall \(cornwallsendiass.org.uk\)](http://cornwallsendiass.org.uk)

## 6.5 Involving Parents and Students

**Partnership with parents** plays a key role in enabling children and young people with SEND 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 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 (at least every half term) to discuss concerns, progress and to be involved in setting targets 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 have a unique knowledge of their own needs. They will be encouraged to participate in all decision-making processes and contribute to the assessment of their needs, the reviews and transition processes when appropriate.

ACE use a person centred planning approach whenever possible when working with a young person and believe that **student voice** is key to successful collaboration.

### 6.6 Appropriately Trained Staff

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

Therefore:

- All members of staff attend relevant training to meet the specific needs of the children within their cohort or particular role. For example, this may include supporting literacy/ASD/ Mental Health/ Child Protection etc.
- Specialist training is delivered on a regular basis by appropriately qualified staff (i.e. the SENDCo) or specialist external support services such as CAMHS as required.
- Individual needs of staff are also identified and audited regularly to ensure that all staff training needs are met.

### 6.7 What if you're not happy?

Parents should feel free to contact the school to discuss any concerns which will be dealt with appropriately and promptly. Please liaise with your relevant base in the first instance.

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.

Further details and a copy of the Complaints Policy can be found on the main Trust website [Trust Policies - Transforming Futures Trust](#)

Our **Head Teacher is Mr Matthew Bindon**. Please contact the main ACE office (on 01752 396 100) if you wish to arrange an appointment to see him or speak to him directly.

## **6.8 Where do I get more information?**

For further information, parents are advised to speak to the relevant Base Manager, Pastoral Support staff or learning mentor in the first instance.

ACE is privileged to have a number of SENDCos to support across our bases. You are welcome to contact any of them as below:

Rachel Crozier has overall responsibility for SEND across the school and specifically oversees Plymouth learners. 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) .

Julie Chatterton is SENDCo with oversight of learners within our Exeter Base. Email address: [Julie.chatterton@transformingfutures.org.uk](mailto:Julie.chatterton@transformingfutures.org.uk) .

Xanthe Bulley is SENDCo who supports across our Plymouth bases. Email address: [Xanthe.bulley@transformingfutures.org.uk](mailto:Xanthe.bulley@transformingfutures.org.uk) .

Please also look on our website- [ACE Schools - Home \(transformingfutures.org.uk\)](https://transformingfutures.org.uk)

Or at our latest inspection report – [ACE Schools - Inspections \(transformingfutures.org.uk\)](https://transformingfutures.org.uk)

## **6.9 The Local Authority's 'Local Offer'**

Local Authority's 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 within their locality are able to provide to children and young people with SEN.

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](#)

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 so far from a number of parents/ carers.

## 7. Monitoring and review

The policy is reviewed on a regular basis by the SEND Team and relevant staff in conjunction with the governing body and Trustees; any key changes made to this policy will be communicated to all members of staff.

### Appendix 1 – Version Control Amendments

Version No	Date	Summary of Changes
1	15 <sup>th</sup> June 2016	
2	24 <sup>th</sup> May 2021	

## Appendix 2

### ACE WRAP Cornwall: Our information report for Special Educational Needs and Disability (SEND)

ACE WRAP Cornwall works to ensure that the education pupils receive is tailored to meet their individual needs and designed to give them the skills to improve their chances in life. It aims to support the reintegration of pupils into full-time education in school, further education or employment. The development of pupils' personal integrity and self-esteem is central to all our work.

**Link to SEN & Disabilities policy:**

<http://www.aceschools.net/wp-content/uploads/2019/02/ACE-MAT-Special-Education-Needs-Disabilities-Policy-February-2019.pdf>

**Link to Equality and Diversity policy:**

<http://www.aceschools.net/wp-content/uploads/2018/06/Equality-and-Diversity-Policy.pdf>

**Link to Accessibility policy:**

<http://www.aceschools.net/wp-content/uploads/2018/06/Draft-Accessibility-Policy-and-Plan.pdf>

**Name of the Special Educational Needs/Disabilities Coordinator: Mrs Roberta Lewin**




**Contact details: SENDCo, ACE Cornwall, Transforming Futures Trust.**

**Tel: 07395 798136**




**Email: [roberta.lewin@transformingfutures.org.uk](mailto:roberta.lewin@transformingfutures.org.uk)**

## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people:




<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The views and opinions of all pupils are valued:</li> <li>• One to one keyworker mentoring.</li> <li>• All students have an EHC Plan – we will hold regular reviews of their provision to ensure we are meeting their learning, social, emotional and health needs.</li> <li>• Pupil views will be ascertained ahead of Annual Reviews.</li> <li>• All documentation is presented in a format that is accessible to the pupil e.g. My Views proforma.</li> <li>• Students have access to members of SLT at several points of the day (between lessons, lunchtime, at the end of the day) where they can share their thoughts/concerns.</li> <li>• Every student is encouraged to give verbal and written responses to staff</li> <li>• comments on homework during</li> <li>• ‘Dedicated improvement and response time’ in lessons.</li> <li>• Pupil views are regularly ascertained by questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>• Two to one keyworker mentoring</li> <li>• Additional provision is developed in light of pupil voice. For example, regular sessions at local gym.</li> <li>• Peer mentoring is offered to students who might benefit from talking with older peers, for a variety of reasons. The peer mentors are carefully selected and trained to provide ‘talking support’ to students.</li> <li>• We have dedicated Pastoral Leads at each base to support young people with safeguarding concerns and liaise with families.</li> <li>• There is also a Careers South West (CSW) adviser available to listen and sign post young people to services outside the college.</li> <li>• We identify able &amp; talented students and provide them with extended learning opportunities.</li> </ul>	<p>Individual support is responsive to the views of the pupil:</p> <ul style="list-style-type: none"> <li>• Students who have a TAC/Social Care involvement will have regular reviews of their provision to ensure we are meeting their learning, social, emotional and health needs.</li> <li>• Pupil’s views are an integral part of TAC meetings.</li> <li>• We work closely with external professional and partner settings to organize appropriate support for pupils as necessary, providing advocacy where required.</li> </ul>

## 2. Partnership with parents and carers:




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The academy works in partnership with all parents and carers:</p> <ul style="list-style-type: none"> <li>• Parents/Carers will be invited to yearly EHC reviews to ensure we are meeting their child's learning, social, emotional and health needs.</li> <li>• Parental views will be ascertained ahead of Annual Reviews and all documentation is presented in a format that is accessible to parents.</li> <li>• Parents/carers of students identified with a SEN are invited to contact the SENDCo with any concerns they have. Where a phone call is insufficient, appointments to meet and discuss concerns are made. In some cases, where there is a higher level of need, further dates are made for review meetings.</li> <li>• Parent/carers know exactly who to contact if they have any concerns and are able to contact at any time.</li> <li>• Parents/carers are welcome to ask for general meetings in base.</li> <li>• Information is shared via the college website, letters/emails, phone calls and texts.</li> <li>• Parents are encouraged to contact Lead Teachers and the SENDCo with any enquiries.</li> <li>• School reports are sent home once each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Base Pastoral Leads are available to work with family/carers to help support around education and signposting to other services/agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers are an integral part of TAC/Social Care reviews. Parents/carers are supported in attending and are actively involved in all meetings concerning their child. All documentation is presented in a format accessible to individual parents.</li> <li>• Advocacy is available to all parents, if required or requested.</li> </ul>






### 3. The curriculum:

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>The curriculum is designed to ensure the inclusion of all pupils:</p> <ul style="list-style-type: none"> <li>• All students have an EHC Plan. Their curriculum is reviewed regularly to ascertain if it meets need.</li> <li>• The curriculum is delivered 1-1 or via small teaching groups. All Core subjects plus PHSE and PE are covered.</li> <li>• The curriculum includes qualifications to meet the needs of all pupils. This includes Entry Level and Functional Skills qualifications as well as GCSE courses.</li> <li>• Outdoor education opportunities are available each day during LOTC (Learning Outside the Centre).</li> <li>• Whole school literacy intervention (In place Jan 2021).</li> <li>• All students have frequent, timetabled sensory and movement breaks to support engagement with the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• A&amp;T pupils identified, and extension opportunities given.</li> <li>• A small number of pupils can access a bespoke Outreach curriculum.</li> <li>• Social Skills Cookery(Culinary Therapy) group for Primary aged children.</li> <li>• Lego Therapy Social Skills group for all Key Stages. (In place Dec 2020)</li> <li>• 1-1 ELSA intervention</li> <li>• 1-1 WeAreElephants – emotional literacy course (In place Dec 2020)</li> <li>• 1-1 Autism Champion sessions</li> <li>• 1-1 Precision teaching (In place Dec 2020)</li> <li>• 1-1 Draw ‘n’ Talk (In place Jan 2020)</li> <li>• 1-1 TIS sessions (In place Jan 2020)</li> <li>• 1-1 Literacy intervention with RWI or Fresh Start (In place by Jan 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice from external agencies such as Educational Psychology Service, ASD team, Speech and Language team etc to improve the curriculum for specific students.</li> <li>• Outdoor education opportunities are available via outside agencies such as the WAVE Project and BF Adventure.</li> </ul>




#### 4. Teaching and learning:

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The setting uses a 'dyslexia friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils.</li> <li>• Dyslexia Screening testing to be in place for all new starters by (Dec 2020)</li> <li>• Pupils' work should be regularly marked using positive feedback to facilitate progression e.g. 'what went well' and 'even better if' style comments to identify next steps and encourage reflection. DIRT (dedicated improvement reflective time) is used regularly to extend and deepen learning and to address key errors or misconceptions.</li> <li>• Pupils are provided with targets in their marked work feedback and in school reports.</li> <li>• English, Maths and Science are a priority for all staff: key vocabulary and key terms should be displayed and discussed.</li> <li>• Preferred learning styles are offered where appropriate.</li> <li>• Learning is built around pupils' interests where possible.</li> <li>• Independent pupil learning is supported by technology e.g. laptops, ipads etc.</li> <li>• Most teaching occurs 1-1 to: Facilitate engagement with learning. Facilitate learning and deep understanding. Support pupils to manage their SEMH needs.</li> <li>• Whole school literacy intervention (in place by Jan 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• A&amp;T identified, and extension opportunities given.</li> <li>• Precision Teaching (In place by Dec 2020)</li> <li>• 1-1 Literacy Intervention using RWI or Fresh Start (In place by Jan 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc).</li> <li>• Advice and support from specialists on teaching and learning such as the Educational Psychology Service.</li> </ul>




## 5. Self-help skills and independence:

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>Teachers plan for and encourage independent learning in lessons.</li> <li>Keyworkers, although 1-1, encourage and facilitate independence as much as possible.</li> <li>Visible keywords such as 'Word of the Week'.</li> <li>Pupils have access to PCs, laptops, tablets – this enables opportunities for independently led, interactive learning.</li> <li>Pupils have access to visible timetables, staff rotas and 3/5-point scales (where appropriate)</li> <li>Teachers use questioning skilfully to encourage thinking skills and independence in learning.</li> <li>All pupils are encouraged to be as independent as possible when on LOTC sessions. For example, by interacting appropriately with the general public and paying for items such as admission tickets.</li> </ul>	<ul style="list-style-type: none"> <li>Where required, pupils have access to:</li> <li>Individual targets displayed</li> <li>Traffic light learning understanding</li> <li>Prompt sheets/cards,</li> <li>Structured writing frames.</li> <li>Coloured overlays</li> <li>Pen grips/handwriting pens</li> <li>Reading pens</li> <li>Where stated on EHC plans, students will have additional opportunities to develop independent living skills by visiting banks to open an account, budgeting for a meal or visiting Post 16 destinations/providers.</li> </ul>	<ul style="list-style-type: none"> <li>Some pupils with receive support from external agencies such as ASD Team, School Nurse, Occupational Therapy to develop self-care/help skills.</li> </ul>




## 6. Health, wellbeing and emotional support:

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Whole school nurturing approach - staff trained in basic TIS, Emotion Coaching and PACE.</li> <li>• Morning Meet &amp; Greet and regular opportunities throughout the day to discuss issues with staff.</li> <li>• Free lunch time school meal provided.</li> <li>• Healthy snacks, such as fruit, provided</li> <li>• PSHE lessons for all pupils.</li> <li>• PSHE lessons support pupil's health and emotional wellbeing by addressing and responding to current trends and themes that are relevant to the wellbeing of our pupils. This includes SRE and issues relating to mental health such as Self-esteem and stress.</li> <li>• All pupils have daily LOTC sessions and weekly PE sessions.</li> <li>• All pupils have a lead key worker who monitors self-esteem, wellbeing and behaviour.</li> <li>• All pupils have regular, timetabled sensory and movement breaks.</li> <li>• Risk assessments are made of all pupils and extra-curricular activities.</li> <li>• All pupils have access to the school nurse</li> <li>• Named Safeguarding Lead/Deputy at the base.</li> <li>• All staff have completed L2 Safeguarding and PREVENT training.</li> <li>• At least one member of staff at each base is L3 Safeguarding trained.</li> <li>• All bases have a designated School Nurse.</li> </ul>	<p>The following wellbeing interventions are offered at ACE Cornwall:</p> <ul style="list-style-type: none"> <li>• 1-1 ELSA intervention</li> <li>• 1-1 Autism Champion sessions</li> <li>• 1-1 WeAreElephants – emotional literacy course (In place Dec 2020)</li> <li>• 1-1 Draw 'n' Talk (In place Jan 2020)</li> <li>• 1-1 TIS sessions (In place at St. Austell, in place at Camborne &amp; Launceston from Jan 2020)</li> </ul> <p>The following health/wellbeing interventions are offered at ACE Cornwall:</p> <ul style="list-style-type: none"> <li>• 1-1 sessions at a local gym</li> <li>• 1-1 personal training sessions</li> <li>• Gardening sessions at base and a local allotment.</li> <li>• Swimming sessions for Primary pupils.</li> <li>• Outdoor learning sessions at local beauty spots such as Tehidy Woods.</li> <li>• LOTC sessions at places like the Eden Project, National Trust and Heligan Gardens.</li> <li>• Some staff at each base have completed basic Suicide Awareness training.</li> </ul>	<ul style="list-style-type: none"> <li>• We use a range of external agencies to support pupils' health, wellbeing and emotional needs:             <ul style="list-style-type: none"> <li>• Social care/MARU</li> <li>• CAMHS</li> <li>• Early Help Hub</li> <li>• White Gold</li> <li>• School Nurse/GP</li> <li>• Educational Psychology Service</li> <li>• SALT</li> <li>• ASD TEAM</li> </ul> </li> <li>• Professionals associated with the pupil or family are always invited to attend relevant meetings such as TACs and EHC Annual Reviews.</li> <li>• Outdoor education opportunities promoting both health and general wellbeing are available via outside agencies such as the WAVE Project, BF Adventure and Young People Cornwall.</li> </ul>




## 7. Social Interaction opportunities:

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• Pupils socially interact with their keyworker continuously throughout the day.</li> <li>• Pupils are encouraged to socialise with their peers and staff – a range of activities support this such as sports/card games/board games.</li> <li>• Where possible, pupils and staff eat lunch <i>en famille</i>.</li> <li>• PE lessons are often conducted as a whole school session.</li> <li>• When ready, pupils can access some paired or small group learning.</li> <li>• When ready, pupils can join up with other peers during LOTC sessions or reward trips.</li> <li>• Positive friendships between peers are encouraged and facilitated by staff when they occur.</li> </ul>	<p>The following Social Interaction interventions are offered at ACE Cornwall:</p> <ul style="list-style-type: none"> <li>• Culinary Therapy (In place at Camborne, further training to take place at all bases by Dec 2020)</li> <li>• Lego Therapy (In place by Dec 2020)</li> <li>• Peer mentoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor education opportunities promoting social skills and interaction are available via outside agencies such as the WAVE Project, BF Adventure and Young People Cornwall.</li> </ul>




## 8. The physical environment:

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• There is a named Designated Safeguarding Lead &amp; Deputy at each base.</li> <li>• Pupils feel safe in an environment where bullying, racism and homophobia is minimal and dealt with effectively.</li> <li>• Each base is regularly audited for safety and appropriate repairs made.</li> <li>• The learning environment is enhanced with learning displays.</li> <li>• Pupils have individual workspaces which have their support visuals, 'This is Me' displays and sensory equipment</li> <li>• Staff focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• All staff are MAPA trained using safe handling strategies and diffusing challenging behaviour positively.</li> <li>• Student lockers are available for safe storage belongings.</li> <li>• The bases are mostly accessible to disabled visitors.</li> <li>• Appropriate support and resources are provided to ensure that all pupils with an EHCP can fully access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Non slip, non-breakable equipment available in practical lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• ACE Cornwall receives advice from a range of external agencies on how to improve the physical environment for our learners.</li> </ul>

### 9. Transition from year to year and setting to setting:

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• Transition programmes are put in place for pupils entering and moving on from the setting.</li> <li>• Taster/introduction sessions are organised with link schools to enable positive reintegration.</li> <li>• Keyworkers are available to support the transition process.</li> <li>• Yr 11 pupils are supported with next step choices – Careers South West support for post 16 plans.</li> <li>• Keyworkers will attend Careers Fairs and events at local colleges with pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils identified as possibly struggling with transition will have additional visits/contact with link schools -an enhanced transition plan will be put in place; this can be supported by their keyworker.</li> </ul> <p>An enhanced transition package may include:</p> <ul style="list-style-type: none"> <li>• Visits to school/college with particular focus on key areas such as classroom, canteen, toilets etc</li> <li>• Meeting key staff including their future support staff, SENDCo, teacher and possible peers.</li> <li>• Future SENDCo to outline how EHC plan is to be met.</li> <li>• An induction meeting where ethos/expectations, routines and practicalities are outlined.</li> <li>• Phased or part-time return.</li> <li>• Supported by keyworker.</li> </ul>	<ul style="list-style-type: none"> <li>• External agencies like the ASD TEAM may also be requested to support pupil/family with transition.</li> </ul>

### 10. The SEND qualifications of, and SEND training attended by, our staff:

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All teachers are responsible for the progress of all students, by means of quality first teaching.</li> <li>• All teachers have Qualified Teacher Status (QTS) or are working towards achieving it.</li> <li>• All staff have regular training pertinent to SEND. Some recent 'in house' training examples include:             <ul style="list-style-type: none"> <li>• Sensory breaks</li> <li>• ADHD</li> <li>• ASD</li> <li>• TIS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Qualified SENDCo (holds SEN National Award)</li> <li>• Qualified specialist SEND teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The Education Psychology Service also provide training on SEND for ACE Cornwall. Some recent examples include:             <ul style="list-style-type: none"> <li>Emotion Coaching</li> <li>PACE</li> <li>Growth Mindset</li> <li>Precision Teaching</li> <li>Basic Suicide Awareness</li> </ul> </li> </ul>



## 11. A snapshot of the services and organisations we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
Autism Spectrum Team	Support pupils with ASD	Tel: 0300 1234 101
Careers South West	Gives independent and impartial information, advice, guidance and practical help in preparing for adult and working life	Tel: 01566 777672
Child and Adolescent Mental Health Services (CAMHS)	Support pupils with mental health issues.	<b>Tel:</b> 01872 221400 mailto:childrens.services@cornwall
Cornwall Dyslexia Service	Supports pupils on the dyslexia continuum ensuring successful inclusion	Tel: 01579 341268 dyslexiaservice@cornwall.gov.uk
Cornwall Family Information Service	On this site you will find information, advice and support available to families in Cornwall and the professionals working alongside them	<a href="http://www.supportincornwall.org.uk/localoffer">http://www.supportincornwall.org.uk/localoffer</a>
Educational Psychology Service	Support pupils who are having difficulty with their learning.	Tel: 01736 336810
Education Welfare Service	Provides help and advice on: school attendance issues, bullying, exclusions, child protection measures, advice and information	Tel: 01872 323400
School Nurse Service	Provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy.	<a href="http://www.cornwallfoundationtrust.nhs.uk/CFT/OurServices/ChildrenAndYoungPeople/FindingYourSchoolNurse.asp">http://www.cornwallfoundationtrust.nhs.uk/CFT/OurServices/ChildrenAndYoungPeople/FindingYourSchoolNurse.asp</a>
SEN Assessment and Provision Team	Carry out assessments for EHC plans and monitor their implementation.	Tel: 01872 324416
Social Care Services	Family and children support service.	Tel: 0300 1234 101
Virtual School Team	Support children in care to achieve their academic potential.	
Vision Support Team	Support pupils with visual difficulties.	Tel: 01872 323438 vision.support@cornwall.gov.uk
Youth Offending Team	Prevent anti-social behaviour, offending behaviour and re-offending by children and young people aged 10-17.	Tel: 01872 326782

## **Answers to Frequently asked Questions:**

### **1. Who should I contact about my child's SEND?**

In the first instance, contact our SENDCO Roberta Lewin on (07395 798136).

### **2. Who is responsible for the progress and success of my child in school?**

We believe educational success comes from working in partnership. So, parents, teachers, the Senior Leadership Team and the student themselves are all responsible for progress and future success.

### **3. How do school staff support parents/families? How can you help me to support my child's learning?**

Each Cornwall base has a Pastoral Lead who supports families via telephone calls, home visits or referrals to appropriate agencies. On a day-to-day basis, we will speak to or meet with families at their request – our 'door' is always open because we know healthy families equals healthy, happy students.

### **4. How will I, and my child, know how well they are doing?**

Students are very much included in the monitoring of their own progress. They are encouraged to respond to teacher comments during DIRT and are involved in a constant dialogue of how they are currently doing and how they can make further progress. Parents also receive regular WRAP reports on the progress of their child. Progress will also be shared during EHC Annual Reviews. Where there is a higher level of need, more frequent review meetings are possible.

### **5. What support is there for my child's overall wellbeing?**

Promoting child wellbeing is at the heart of our nurturing approach at ACE Cornwall, to achieve this all staff aim to build positive relationships with each student, students will also have two keyworkers who work with them on an 'one to one' basis. Beyond this, we have our Pastoral team who work with students and their families to help facilitate general health and wellbeing. Base

managers will try to match bespoke activities such as surfing, swimming, outdoor adventure, Forest School, gym and gardening sessions with students who require additional input for their wellbeing.

We also refer to a range of external agencies like CAMHS, the ASD TEAM, School Nurse, Early Help Hub to provide families and pupils with further support around wellbeing.

## **6. How do I know that my child is safe in school?**

Safeguarding our students is our top priority; we achieve this by following all government legislation around procedures for child protection and safeguarding. Staff know to pass all safeguarding concerns onto the Designated Safeguarding Lead or Deputy, these are logged on our CPOMMS database and appropriate action is taken, where necessary. For further information, see the link to our Safeguarding policy on page 1 of this report.

## **7. How is my child included in activities outside the classroom including school trips?**

All school trips are planned and designed with accessibility in mind. This is an inclusive school and we plan for the needs of all students (in accordance with the Equality Act – 2010) before a school trip takes place.

## **8. How accessible is the school environment?**

See section 8 above and our Accessibility policy (link on page 1 on this report).

## **9. How will school prepare and support me/my child through the transition from key stage 4 to key stage 5?**

Each base works closely with Careers Southwest, local colleges and local employers to ensure the efficient exchange of information about each student. We arrange transition visits and events to familiarise and reassure students during these crucial periods of change.

## **10. How are the school's resources allocated and matched to pupils' special educational needs?**

In this school we make every effort to support our young people on a 'needs led' basis. When a need is identified, the level of need is assessed, and the necessary resources are allocated.

**11.If you wish to complain:**

In the first instance, talk to us – contact our SENDCo Roberta Lewin on (007395 798136) - 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. Additionally, to contact other members of the Senior Leadership Team, phone (01752) 396100.

Cornwall's SEND Local Offer is located on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>