

The Ace Academy

SEND Policy

1. Aims

This policy aims to:

- Ensure all pupils with SEND have access to high-quality, inclusive education.
- Promote early identification and intervention.
- Support pupils to achieve their full potential and prepare for adulthood.
- Work collaboratively with families, professionals, and external agencies.

2. Legal Framework

This policy is based on:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- Equality Act 2010
- Education Act 1996
- DfE SEND and AP Improvement Plan (2023)

3. Definition of SEND

A pupil has SEND if they:

- Have significantly greater difficulty in learning than peers.
- Have a disability that prevents or hinders access to mainstream education.

The four broad areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health (SEMH)
4. Sensory and/or physical needs

4. Identification and Assessment

The ACE Academy uses a graduated approach:

- Assess: Identify needs through observation, data, and specialist input.
- Plan: Develop support plans with SMART targets.
- Do: Implement interventions and monitor progress.
- Review: Evaluate impact and adjust support accordingly.

5. SEND Support and Provision

Support may include:

- Differentiated teaching and resources.
- One-to-one or small group interventions.
- Access to therapeutic services (e.g. speech and language, counselling).
- Assistive technology and adaptive equipment.
- Personalised timetables and vocational pathways.

6. Education, Health and Care Plans (EHCPs)

- Pupils with complex needs may require an EHCP.
- The academy works with families and the local authority to initiate and review EHCPs.
- EHCPs are reviewed annually with input from all stakeholders.

7. Roles and Responsibilities

7.1 SENCO

- Coordinates SEND provision and liaises with staff, families, and external agencies.
- Maintains SEND register and oversees EHCPs and support plans.

7.2 Teachers and Support Staff

- Deliver inclusive teaching and implement support strategies.
- Monitor progress and contribute to reviews.

7.3 Senior Leadership Team

- Ensure compliance with statutory duties.
- Allocate resources and support staff development.

7.4 Parents and Carers

- Engage in planning and review processes.
- Share insights and support learning at home.

8. Transition and Preparation for Adulthood

- Transition plans are developed for key stages (e.g. Year 11 to post-16).
- Pupils receive careers guidance, life skills education, and supported internships where appropriate.

9. Staff Training and Development

- Staff receive regular CPD on SEND strategies, inclusive teaching, and safeguarding.
- SENCOs may undertake NPQ qualifications.
- External specialists provide training on specific needs (e.g. autism, ADHD).

10. Monitoring and Evaluation

- SEND provision is reviewed termly.
- Pupil progress is tracked using academic, behavioural, and wellbeing data.
- Feedback from pupils, families, and staff informs improvements.

11. Complaints and Disputes

- Concerns about SEND provision should be raised with the SENCO or Headteacher.
- Formal complaints follow the academy's Complaints Policy.
- Disputes regarding EHCPs may be referred to the SEND Tribunal.

12. Links to Other Policies

- Safeguarding and Child Protection
- Behaviour and Anti-Bullying
- Equality and Diversity
- Accessibility Plan
- Curriculum Policy