



ACE TIVERTON SCHOOL

Policy Information	
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Issue Version	3.0
Approving Committee	School Level Policy
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“Learning for Lifelong Success”

Our Vision:

- We are a learning family founded on strong relationships, a deep sense of belonging and high aspirations.
- We enable all members of our learning family to be the very best they can be in all areas of their lives.
- We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.

Our Values:

- **Respect:** We care for every student in our school family, supporting them to understand themselves, others, and the world around them
- **Personalise:** We empower every student to realise their academic and personal potential.
- **Inspire:** We challenge everyone in our school team to enjoy learning, take risks, discover new interests in a fair and safe environment.
- **Achieve:** We prepare each student to be a successful, independent, resilient, healthy citizen in our 21st century world.

All students at the school are offered a broad, balanced, stimulating, and relevant curriculum regardless of their background, culture, or ability. Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community.

Through the work we do across the school within the framework of our school values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship, and respect. Through this approach, **students** develop independence, confidence and integrity which prepares them for their future lives.

Rationale: ACE Tiverton Special School designated as a school for students who are identified as high functioning with a diagnosis of Autistic Spectrum Conditions and related Social, Emotional, and mental Health needs who are in receipt of an Education, Health, and Care Plans, as specified by the Education Reform Act 1981. Within that designation, we cater for the needs of students who are placed by Devon County Council’s 0-25 Team as part of placement request from professionals or parents/family within the annual review process. In addition to their

identified needs, students may also have transient or long-term needs in the areas of self-regulation, speech, language, and communication as well as other medical, sensory, or social needs.

Access to the National Curriculum is required for all our students, and the Dearing Report (1995) revised the Orders in each subject to facilitate this. Where necessary, staff are given the discretion to teach students from Programmes of Study of earlier Key Stages without recourse to formal modification or disapplication procedures, providing due consideration is given to age-appropriate learning contexts. This means that an 11-year-old student with identified learning delays or needs can be taught those aspects of subjects at Key Stage 3 which are relevant and can be rendered accessible, while at the same time continuing to work on suitable material in the programmes of study at Key Stage 3 and 4.

The staff at ACE Tiverton will always endeavour to meet the needs of all students within the school, but too wide a range of need, ability or aptitude within student cohorts will impact upon to students' progress and potential being underdeveloped.

Overview: In line with the school's Admission policy all students should be assessed as part of the consultation process prior to admission:

- Any student who appears to have additional special needs should be discussed with the local authority and placed on a trial basis, which should also be explained to the parents/family.
- Quality First Teaching is the primary vehicle by which student's needs are met in the classroom. Appendix A outlines the expectations of classroom staff further.
- In the event of a student's needs not being met within class the teacher should firstly consult with Custer or Pathway colleagues and then the whole staff for assistance.
- If the student's needs are still not being met the educational psychologist for the school should be consulted.
- All 'additional' special needs should initially be assessed, and objectives set for meeting those needs within the personalised learning programme.
- Concerns over a student's provision at the school should be discussed with the parents/family as soon as necessary by the Head of School and class teacher, in order to agree a strategy.
- Every student's Education, Health and Care plan is reviewed annually with the parents/family by all professionals involved with the student.
- The school has a named Trustee as a direct link, responsible for oversight of this policy.
- Student to staff ratio is maintained at 1:5, with class sizes if no more than 10 unless additional funding is available to support the additional staffing.

Definition of special educational needs: In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice

(updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
 - b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision: For children aged two or more, 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 or maintained nursery schools.

Legislation and guidance: This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health, and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

SEND Information Summary:

Assess: We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. When deciding whether further provision or enhanced support is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their family. We will use this to determine the support that is

needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Plan: Our transition process mirrors our significant engagement with families throughout students' time at ACE Tiverton. We will have an early discussion with the student and their parents/family when identifying whether they are well suited to a place with us, and regularly as progress is made or further enhanced support is required. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider the family concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the student's record and given to their family.

Do: Our approach to teaching:

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. Each student's EHCP is the foundation on which the personalised teaching and learning approach is taken for each student. We weave together the best strategies to suit the individual; these include but are not limited to specific ASC approaches e.g. TEACHH or Task Boxes/Lists. We also embed attachment and trauma informed strategies in our pedagogy as well as threading the nurture principles into our relational approach.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parent/family and students' which information will be shared as part of this. We undertake regular visits and contact with the most relevant people, as part of the personalised plan to support the student into their new setting. This may also include travel training, support planning for uniform purchasing, meet and greets etc.

Adaptations to the curriculum and learning environment: We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing choice of seating and physical learning spaces for students.

Additional support for learning: We have a large team of Student, Family and Teaching assistants who are trained to deliver interventions such as THRIVE, Precision Teaching, Lego Therapy, Mental Health First Aid, De-Escalation, Trauma Informed Practice. Teaching assistants will support students on a 1:1 basis when identified as part of a student's consultation and the subsequent additional funding requests have been made and approved. Teaching assistants will support students in small groups as part of our core offer all classes are staff with a specialist Teacher and a TA.

We work with the following agencies to provide support for students with SEN:

- The full range of Devon Education Services including the Communication and Interaction Team, Educational Psychologists and Educational Welfare Service.
- Anna Findlay: Occupational Therapist.
- Jess Clarke: Music Therapist.
- Claire Edmonson: Changing Behaviour UK (Literacy & Emotion Coaching)
- Teresa Povey :Speech & Language assessments

Review: We follow the graduated approach and the four-part cycle of assess, plan, do, review. The Learning Family Leader will work with staff to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/family.
- The student'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 student 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 student's progress. We use a Learning Family on a Page and individual risk assessment for each student. This is reviewed at least termly and forms a core part of our ADPR cycle. We evidence the need and impact of enhanced provision through Personalised Learning or Positive Support plans; these are reviewed more frequently in line with the profile of student need.

Expertise and training of staff: Our Senior Leadership Team have a comprehensive and deep range of specialist experience in independent and maintained schools across the age range. Our Extended Leadership Team lead whole staff training on Preparation for Adulthood, Nurture, Specialism and Evidence for Learning.

Staff have been trained and receive regular refreshers in several specialist strategies including Autism

Education Trust Awareness, trauma Informed Practice, Mental Health First Aid, Team Teach, AET and Attachment Theory alongside a broad range of De-Escalation and Behaviour training. We use specialist staff for student and family support interventions such as THRIVE, OT, SALT and counselling.

Securing equipment and facilities: We are a purpose refurbished school with a contained building that has features such as acoustic ceiling and daylight lighting through the main spaces. Alongside the EHCP contents, an OT assessment is done if needed, to match students with the most appropriate seating and physical resources to enable excellent progress.

Evaluating the effectiveness of SEN provision: We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions after 2-6 weeks, depending up on the intervention.
- Using student questionnaires.
- Monitoring by SLT.
- Using provision maps to measure progress.
- Holding annual reviews for students with EHC plans.

Enabling students with SEND to engage and participate: Our school culture values learning and new experiences. These are vital tools in developing confidence, trust and resilient. Students are actively encouraged to participate in new activities, in a planned, managed, and supported manner. Preparation and pace are important elements of meeting student's needs and building their desire to participate and thrive through learning in a range of different ways. No student is ever excluded from taking part in these activities because of their SEN or disability, we approach every student and situation with a 'how can we do this' mindset. Our accessibility plan is available through our website and on request from our

school office: info_atss@transformingfutures.org.uk. We have a trauma informed, attachment theory driven approach to behaviour and bullying and we dedicate a significant part of the school curriculum to education students about tolerance, relational interactions, good communication strategies and how to seek support for any worries or concerns they have in any area of their lives.

Working with other agencies: We work closely with a range of local, regional, and national agencies to provide professional development and training for our staff. Additionally, we source information and strategies for our students and families to provide them with the very best provision both in the school environment and at home.

Complaints or Concerns: Complaints about should be made to the Learning Family Lead Teacher or Lead Administrator, Sarah Dunn sarah.dunn@transformingfutures.org.uk in the first instance.

They will then be referred to the school's complaints policy and dealt with, within the published framework.

The families of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for families of students with SEN

We encourage all families to access services through Devon Pinpoint:

<https://www.pinpointdevon.co.uk/> and also the local branches of the National Autistic Society: <https://www.autism.org.uk/> .

Local Offer: We are a Devon school for Devon students, and we contribute to the SEN Local Offer. The local authority local offer can be found here:

<https://www.devon.gov.uk/educationandfamilies/specialeducational-needs-and-disability-send-local-offer>

Monitoring arrangements: This policy and information report will be reviewed by The Executive Headteacher and Head of School every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governing Body (LGB), as part of our governance structure,

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Positive Relationships (Behaviour)

APPENDIX A: Designation Overview

ACE Tiverton: Our Designation, Our Students “Learning for Lifelong Success”

When we are assessing a student for a place at ACE Tiverton, we look first for evidence of these key criteria:

Primary Need/Diagnosis: Identified Social, Communication and Interaction needs including a primary diagnosis of Autistic Spectrum Condition and/or related social, emotional, and mental health needs.

Cognition & Learning:

- Our students are at least of broadly average cognitive ability and can access, with scaffolding and support, an age-appropriate curriculum in most subject areas.
- Our students, with the right strategies and scaffolding, can learn independently with the aspiration to achieve level two qualifications in some or all subjects by the end of Year 11.

Social Communication & Interaction:

- Our students can successfully interact independently in a range of learning and social situations with suitable adult support and structure as needed.
- Our students, with access to appropriate information and strategies, aspire to be an independent member of society. **Physical & Sensory:**
- Our students are mostly independent regarding their intimate and personal care.
- Our students have sensory need(s) that can only be met with specialist adaptation or resourcing. **Social, Emotional and Mental Health:**
- Our students can regulate themselves in some structured situations with significant effort or adult support.

- Our students can be enabled to manage their emotions to maintain socially appropriate behaviour and communication in a range of situations and setting.

This is not an exhaustive or fully comprehensive list but communicates the focus of our school setting:

- We educate pre-teen and teenage students with social communication needs linked to ASC alongside the challenge presented by puberty and teenage development.
- We follow the national curriculum and KS4 qualification syllabi for all subjects offered in our curriculum.
- We teach students who are on a pathway to independent or supported post 16 learning, employment, or training.
- We offer a blended academic and therapeutic curriculum personalised to the needs of each student, within the context of the year and school cohort.
- We educate students in groups with a minimum adult/student ratio of 1:5.
- We make all possible adjustments to our physical environment and learning resources to meet the needs of students to access and achieve within the framework of the national curriculum and KS4 qualification requirements.

Appendix B:

Statement of Provision 2022-23 "Learning for Lifelong Success"

A full-time place at ACE Tiverton will provide:

- A school day from 8am to 2pm that provides a broad and balanced range of social, academic, and personal development opportunities to stretch, challenge and engage students with a range of educational ability, aptitude, needs and areas of interest.
- Students are broadly taught in groups of between 8 to 10 based upon their learning levels, needs and social interaction skills; each group will have a minimum adult/student ratio of 1:5 and individual IT access for all students.
- A group timetable personalised to enable access to sensory breaks, withdrawal space and adult support outside of the classroom as required.
- Specialist classrooms for nurture support, secondary science, design technology, cooking, and art as an integral part of the curriculum delivery.

- High expectations regarding learning and social behaviours with a focus on developing skills and strategies to thrive independently in a real-world setting.
- Social language and interaction strategies, in the context of a cohort of pre-teen and teenage students with social communication needs linked to ASC.
- A regular and consistent curriculum strand focused on wellbeing, physical and mental health, relationships, safety, and citizenship is threaded throughout every curriculum area.
- Targeted provision to support students throughout their time at ACE Tiverton includes access to a range of therapeutic interventions such as music therapy, emotion-based therapy, Talk Time, Breakfast Club, Student Leadership roles and the support of trained peer mentors.
- A broad and balanced curriculum that follows the national curriculum and KS4 qualification syllabi for all subjects offered, in the context of students' prior learning, ability, aptitude and profile of need.
- A tailored curriculum model, in the context of the age, stage and development of individual students and the year and school cohorts, that enhances skills, deepens knowledge, and enables students to have a comprehensive range of qualifications, successfully preparing them for adulthood.
- Students with a pathway to enable transition to mainstream or supported post 16 learning, employment, or training.
- A blended academic and therapeutic curriculum tailored to the needs of each student to include input from commissioned Occupational Health, Speech and Language Therapist, Educational Psychologist and Communication & Interaction Specialists.
- Therapeutic environment and resources with all staff trained in de-escalation and specialist support strategies for students with additional needs related to an ASC diagnosis.
- All possible adjustments to our physical environment and resources to meet the needs of students enabling them to achieve within the framework of our curriculum and KS4 qualification requirements.
- If eligible for school transport, this will be provided by Devon County Council.

Further Information:

ACE Tiverton Website: [ACE Tiverton](#)

SEN Code of Practice: [SEN CoP \(DfE\)](#)

Devon County Council: [Local Offer](#)

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