

# SEN(D) policy and information report

## Avenue Centre for Education



**Avenue**  
CENTRE FOR EDUCATION

**Approved by:** ACE SLT Team

**Date:** January 2025

**Last reviewed on:** January 2025

**Next review due by:** February 2026

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## 1a. Philosophy

At ACE we believe that all students have an equal right to high quality provision, tailored to their specific circumstances, needs and interests which is focused on successful transition to their next stage of education, employment or training. Student's entitlement to a secure, focused and relevant educational provision is irrespective of any learning, behaviour and / or disability needs or challenges.

## 1b. Aims

*All students at ACE have experienced personal barriers to successful engagement with mainstream educational provision and to this extent all students attending ACE (PRU) may be considered as requiring provision that is 'above and additional to' (SEND Code of Practice 2014).*

*Within ACE we define students with SEN interventions as those that require support and / or interventions 'above and beyond' the standard curriculum provision and support that would be provided to any student attending ACE and those students who have been referred to ACE and already flagged as 'SEN support' by the referring body.*

A number of students will have additional needs that have resulted in formal EHCP applications and status.

Many students have multiple services involved including Mental Health, Social Care and Medical and these add additional needs for the student which ACE seeks to support and address.

### Our SEND policy and information report aims to:

- Introduce the approach we take to assessing students' needs and interests when creating a individualised educational provision package
- Set out how we support and make provision for pupils with special educational needs and / or disability needs (SEND), including those with an Education and Health Care Plan (EHCP)
- Outline the roles and responsibilities of staff working within and for ACE in supporting all students.
- Outline our processes for tracking, reporting and evaluating students' progress to ensure the best possible outcomes for all

## 2. 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:

- Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities and associated regulations
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-coordinator (SENCOs) and the SEN information report
- The Equality Act of 2010 and Statutory Guidance for students with medical conditions (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Special Educational Needs and Disability Code of Practice 0 – 25 (DfE, 2014a);
- Schools SEN Information Report Regulations (2015) part of the special educational needs and Dis Regulations (2014)
- Schools Admissions Code (DfE, 2012).

This policy is updated annually and should be read in conjunction with the following school policies;

- Equal opportunities policy
- Administration of medication policy
- School visits & journeys policy
- Teaching and Learning Policy
- Safeguarding Policy
- Looked After Children Policy
- Disability, Access and Equality policy

### **3. Definitions**

#### **Definition of SEND**

By law, a child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her (Children and Families Act, 2014, Part 3, 20 (1)) and the educational provision that is required to meet the needs is 'special'. According to Children and Families Act 2014, Part 3, 20 (2), a young person has such difficulty if/he experiences

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

#### **Definition of disability**

A child or young person who has SEN may also have a disability under the Equality Act 2010. This is defined as 'a physical or mental impairment which has a substantial and long-term adverse effect on his / her ability to carry out normal day-to-day activities'. According to the SEN Code of Practice (DfE, 2014a: 5): 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include children and young people with long-term medical conditions for whom adjustments will be made as required by Equality Act, 2010.

***Within ACE we define students with SEN interventions as those that require support and / or interventions 'above and beyond' the standard curriculum provision and support that would be provided to any student attending ACE and those students who have been referred to ACE and already flagged as 'SEN support' by the referring body.***

### **4. Roles and responsibilities**

Provision for the pupils with SEND is a matter for Avenue center school as a whole.

#### **4.1 The SENDCO**

The SENDCo is Clare Murphy-Snape – SENDCO

##### **The SENDCO is responsible for:**

The day-to-day operation of the SEND policy

- Identifying student needs, maintaining the Additional Needs Register, and having an overview of SEND pupil records and sharing students' SEND information with staff
- Ensuring that SEND Support Plans are in place and checking that the appropriate staff are keeping different sections up to date.
- Monitoring, updating and improving procedures and resources for screening, assessment, interventions and administrative systems related to tracking SEND issues within ACE.
- Identifying specialist assessment needs and organising and/or carrying out specialist assessments
- Liaising with the Senior Leadership Team (SLT) regarding provision and time-tabling for students
- Liaising with and advising teachers, instructors and support staff
- Liaising with outside agencies, as required, e.g. Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Service (EPS), relevant staff and departments at Luton Borough Council, social services, other schools etc.
- Liaising with parents/carers in connection with any SEND issues or concerns around a student
- Writing reports when required for Luton Borough council and other relevant agencies and/or attending meetings they convene where appropriate to best support a student with SEND

- Participating in review meetings for all our students, when requested, in order to share information and aid their own review processes.
- Attending and/or organising and running a variety of SEND related meetings, e.g. Professionals meetings, Way Forward meetings, Personal Education Plan (PEP) meetings etc., as required
- Contributing to CPD training for all staff especially but not exclusively in the area of SEND provision

## 4.2 The SEN(D) Governor

The SEN(D) governor will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this through regular engagement visits
- Provide challenge to the ACE SLT to ensure that all students have equal opportunity to required support, interventions and opportunities
- Help to raise awareness of SEN(D) issues at governing board meetings
- Work with ACE SLT and indirectly Pupil Progress Team to determine the strategic development of the SEN(D) policy and provision on a year to year basis and to ensure provision reflects existing and anticipated needs across the local authority area.

## 4.3 The head teacher and SLT Team

- Ensure that the ACE SEN(D) policy and all associated policies (Curriculum, Pastoral, Rewards and Sanctions) are being consistently and fairly applied
- Ensure that ACE practice is aligned to ongoing best practice recommendations, is complaint to all relevant legislation and supports the work of staff in promoting students outcomes for all
- Monitor, quality control and challenge the internal data produced to ensure that all students, regardless of their specific needs are making appropriate levels of progress.
- Work with the SENCO and SEN(D) governor to determine the strategic development of the SEN(D) policy and provision in the school in anticipating current and future student cohorts and their needs
- Have overall responsibility for the provision and progress of learners with SEN and / or a disability

## 4.4 All staff (teachers, instructors, Behaviour Support Staff)

All staff are responsible for:

- The attendance, engagement and behaviour of all students
- In monitoring, tracking and reporting on the progress and development of every student
- In using data and personal knowledge of each student to effectively plan for targeted, relevant and appropriately challenging lessons
- To anticipate and react to the needs of students and support them in achieving, recognising and celebrating personal success and achievement.
- Ensuring that students with identified learning, behaviour, social, health and or disability needs have these taken into account in the planning and delivery of the curriculum and have equal opportunity to progress, succeed and achieve.
- Ensuring they follow this SEN(D) policy

## 5. SEN(D) information report

### 5.1 The kinds of SEN(D) that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), social and communication issues and those with self-esteem and self-regulation issues.

Due to the nature of the current building and site, and reflecting the operation of alternative venues, ACE does not cater for students with longstanding physical or sensory impairments but does make all necessary reasonable adjustments in catering for students where these maybe short term needs.

## 5.2 Identifying pupils with SEN and assessing their needs

Students are referred to ACE via mainstream schools, Admissions, Virtual School, Pupil placement Panel or SENAT and in all cases a detailed referral form is requested outlining past educational history, attainment and any previously identified learning, medical and / or disability needs. Each referral is discussed at the weekly Hub Allocation Meeting (HAM) to identify the most appropriate intervention for ACE to offer according to our published menu of services.

New students begin within the PACE unit for up to 6 weeks to allow for the PACE / Pupil Progress Team to undertake an assessment and induction process which includes:

- Interview with parents, students and their referring school
- Completion of baseline diagnostic assessments around literacy, numeracy, learning style and well-being
- Specialised screening assessments and the use of Educational Psychology service where standard assessments indicate a need
- Time spent with the student by the PACE, Teaching, Behaviour and Career's lead teams in order to develop a positive relationship and identify areas of strength, interest and need
- Discussion with the student around identifying the most appropriate plausible route to adulthood and what their individualised curriculum package therefore needs to contain
- Each student is then returned to the HAM panel for a final decision to approve and finalise their recommended educational provision plan
- Distribution of a Pupil Information Plan highlighting key information, sent to all staff when a new student joins ACE to assist staff in relationship building and appropriate provision planning.

## 5.3 Assessing and reviewing pupils' progress towards outcomes

All students are individually monitored and tracked via:

- Attendance and punctuality figures (SIMS)
- Individual staff marking, assessment and feedback (SMART)
- Rewards and Sanctions systems via SIMS (SMART)
- Pupil Progress Team (ACE Skills for Success) and Safeguarding Teams (CPOMS)
- By each student's nominated Coach (maintaining contact with parent / carers) (SMART)
- Weekly reports from schools / provisions that students are also attending (SMART)
- Access Arrangements, Reasonable Adjustments and Special Consideration for Examinations

The Pupil Progress Team holds responsibility for ensuring that all students are making progress towards their individual targets and over-see a range of additional interventions, both curriculum and personal development focused that can be accessed if appropriate. These include but are not limited to:

- Changes to an individual's timetable (CAM process)
- Change of pathway and / or use of alternative provision (HAM)
- Use of specialist interventions (Learning Support, Educational Psychology, CAMH etc. (HAM)
- In-house intervention projects (Mentoring, Outreach, alternative provisions) (HAM)

- Engagement of multi-agency working (Resolutions, Sexual Health, Social Care) (HAM)
- Use of in-house staff, flexibility of approach, individualised delivery, adjusted school timings (CAM)

For staff leading on the delivery of a curriculum based subject leading to recognised accreditations and qualifications, staff will work with the SENCO / Pupil Progress Team to carry out a clear analysis of the pupil's needs and appropriate support strategies to be implemented. This will include but not be limited to:

- Identification of appropriate and relevant accredited courses
- 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
- The pupil's own views
- Advice from external support services, if relevant
- Will take into account any appropriate exam dispensations to be applied for via the Exams Office

All staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required (via SMART). We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.4 Supporting Students to their best possible outcomes**

- All students are working on an identified pathway: Route Mainstream towards reintegration back into mainstream education or Route 19 into post Year 11 vocational and / or academic based learning
- All students access an individualised curriculum package between ACE / School or ACE / Provision which is based around their Individual Provision Plan (SMART)
- All staff are provided with detailed student information (Pupil Information Plan) prior to a student starting detailing key educational history and attainment (SMART)
- Where students are attending a school or provision placement, attendance, safeguarding and curriculum information is shared and joint reviews of progress held (CPOMS / SMART)
- Route Mainstream students access in-school support when undertaking a re-integration and Route 19 students receive individualised Careers support when planning for and undertaking transition to post 16 placements. (SMART)
- All teaching is within very small groups (max 1:4 ratio) and both students (via coach) and staff (via CAM) can request curriculum / timetable / grouping changes if required
- All students are allocated a personal coach to keep an overview of their progress, to maintain links with home and provide adult overview / guidance as required
- The Pupil Progress Team, including the functions of a SENCO roll, oversee all students to ensure that progress over time is made and to consider the use of specialised interventions as and when appropriate
- Weekly CAM meetings allow for adaptations to student's individual timetables to be made and for additional support and interventions to be built in
- Weekly HAM meetings allow for referrals to be made to external agencies to access additional and specialised support if required (Social Care, CamH, EP and Learning Support, ASD assessments, Early Help Assessments etc.)
- Where appropriate, an application for a EHC plan will be made
- ACE published an annual SEN(D) report (*available via website on or request from reception*) which indicates the SEN(D) services available to students and parent / carers and includes links to the Local Authority published SEN offer.

#### **5.5 Expertise and training of staff**

Staff at ACE, especially within the Pupil Progress Team are long standing and experienced practitioners. Individual staff training needs are identified via annual appraisal and staff are circulated with training opportunities which they may request to attend.

Partner agencies (Educational Psychology, Medical Services, SENAT, CAMH) are aware of the work of ACE and circulate staff training opportunities to ACE.

Specific training needs which may arise from changing cohorts are identified through internal processes and Pupil Progress / SEN Lead may commission specific training for staff to address these.

## **5.6 Complaints about SEN provision**

As with all students, complaints about provision (SEN(D) or otherwise) in ACE should be made initially to the students' coach who will arrange a meeting with a member of the Pupil Progress Team to discuss the nature of the complaint and try to resolve it amicably. If this is unsuccessful then the complaint will be handled by the SLT team and for those students with an EHC Plan, a member of the SENAT service.

Complaints regarding an EHC plan or decision must be made directly to SENAT via their own complaints procedure which can be requested directly from the EHC named SENAT link officer.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that ACE has discriminated against a student on the grounds of:

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

## **6. Working with Students with Medical Needs**

- Referral forms to the ACE service ask for a student's medical history and any known allergies, conditions and medications
- Interviews with parents / carers and the student also ask for medical information and this is all stored securely via SIMS and relevant and appropriate information shared by Pupil Progress with the wider staff team (i.e. allergies to the Food staff, medications to First Aiders, injuries to Sports leaders)
- ACE always has First Aid trained staff available both within the centre and on all trips and visits. Medications can be stored securely with the agreement of parents / carers and given to students as required
- For students with specific medical care needs, these would be discussed with parents / carers and appropriate measures put in place. ACE can call on the support of the School Nursing Service, Local NHS services and CAMH link worker where required
- For students with longer term and / or more complex needs, a Medical Tuition Service is offered via the Local Authority Behaviour Intervention Support Service (BISS) and they operate their own direct referral service which ACE can signpost to.

## **7. Policy Review**

This policy and the SEN(D) information report are reviewed annually by the SENDCo and Head teacher. The policy is submitted annually for approval to the ACE Management Committee and all changes and amendments are consulted on across the staff team and with the named SEN(D) Governor.

The policy and processes are updated if changes are made to national or local guidance, to reflect best practice and to ensure a close fit with the changing cohort of students ACE works with.

Approved by ACE Management Committee:

Policy Review Date:

February 2026

Lead Governor:  
SENDCO:  
SLT Link:  
Statutory Policy:

Danny Coppin  
Clare Murphy-Snape  
Jeremy Dodd  
Yes