



Aspire AP Schools SEND Information Report

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1. Aspire Alternative Provision schools

Blueprint, CSEC and The Wycombe Grange are Alternative Provision schools for secondary aged students. We provide education for students who have been permanently excluded or who are at risk of permanent exclusion.

2. Our SENDCo's

Each AP School has a designated SENDCo or Senior Leader responsible for SEND, who is a member of the school's senior leadership team. They work collaboratively with the Head of School and executive team.

- **Blueprint:** Sarah Hassell, 01296 387600 shassell@aspireap.org.uk
- **CSEC:** Hannah Eley, 01494 358015 heley@aspireap.org.uk
- **The Wycombe Grange & Finding My Voice:** Mark Collins, 01494 445815 mcollins@aspireap.org.uk

3. What sort of needs do we support?

As providers of alternative provision, we work with students with a wide range of SEND. Any student who has been permanently excluded or who is at risk of permanent exclusion can be referred to us by the Local Authority or mainstream schools, and these students can have a range of SEND needs.

Generally, we find that we receive a large number of referrals for students with the following needs:

- Communication and interaction
- Cognition and learning
- Physical and sensory
- SEMH

Occasionally, students with complex learning needs, such as MLD, SLD, PMLD or other significant cognitive impairments, are referred to us. We know that an Alternative Provision setting will not be the best long-term setting for students with these needs. We will accept referrals for these students if it is for a short-term placement, if there is a plan to find provision that does meet their needs for the long term, and if we think that coming to us for a short-term placement is in the best interests of the student.

We can, in exceptional circumstances, agree to be named on an EHCP for a student in Key Stage 4, if we think that we can meet their needs in our school. It is not appropriate for us to be named on an EHCP for a student in Key Stage 3 (KS3). There is a lot more change in our KS3 cohort, with students moving in and out of our school constantly. This is often very difficult for students with complex SEND. Our focus for students in KS3 is to support them in returning to mainstream, or moving to a specialist setting where they can receive an education that meets their needs, with a consistent peer group in which their SEND needs can be supported.

Our Finding My Voice provision based at The Wycombe Grange, offers a 12-week placement to young people as an early intervention approach. This approach is not well suited to young people who already have their needs well documented in an EHCP. These young people should have their provision updated to reflect their current needs and the appropriate setting found for them.

4. How we identify students with SEND

The SEN Code of Practice defines SEND as *a learning difficulty or disability which calls for special educational provision that is additional to or different from that made generally for others the same age by mainstream schools*. Under this definition, almost all of our students will be entered on our SEND register as SEN Support.

We work closely with Buckinghamshire County Council to support students with SEND access appropriate provision within Aspire, but also within the local offer. (To view the local offer, please use this link [Local Offer for SEND in Buckinghamshire | Family Information Service](#)).

We take the following steps to identify students' learning and SEMH needs:

- Requesting full information from referring schools or the Local Authority, including previous school reports, reports from professionals, a completed Boxall assessment and risk assessment, and any other relevant information. This enables us to get as full a picture as possible before meeting a young person and helps us develop an initial personalised learning plan with appropriate targets and strategies.
- Working with CAMHS to identify whether full neurological assessments would be beneficial for a student.
- Using a range of baseline assessments for students when they arrive, including reading age and Boxall, so that we can identify needs and plan provision that meets them. For pupils accessing Finding My Voice a bespoke approach to baselining is completed, for more information please contact the above listed contact.

5. How we support young people with SEND

We use a graduated approach to SEND support at Aspire.

Our ordinarily available provision is designed to support students who have struggled in mainstream and who find it difficult to regulate their emotions and behaviour. We use the following strategies to support them:

- Quality first teaching
- Small class sizes of up to 6
- Mixed ability classes
- Mixed and integrated cohort at all times of the day
- Positive, relational approaches to behaviour and de-escalation
- A learner support team is always on call to support students who are struggling to focus or remain in class
- Morning meet and greet and emotional check-in
- All staff meetings before and after the school day
- Creating an inclusive and positive culture and, where needed, strongly addressing and challenging any reports of bullying.

Formal training and continuing professional development opportunities are provided for all staff through inset and twilight CPD sessions. Sometimes these sessions focus on topics like sensory needs, autism, or meeting the needs of students with an EHCP. SENDCos regularly lead a staff briefing where the implementation of special educational provisions is discussed. Each week SENDCos lead sessions for all staff on the asses-plan-do-review cycle and review individual education plans (IEPs).

For some of our students, the above strategies may not provide the full support that they require. For those students, we are able to provide additional support, such as:

- Additional one-to-one or small group sessions in literacy or numeracy
- Switch-On Reading intervention
- Inference intervention
- Mentoring
- Emotional Literacy Support Assistants (ELSA)
- Access to a de-escalation space
- Support from CAMHS
- Speech and Language Therapy
- Occupational Therapy
- Working closely with social care
- YOS workers
- Educational Psychologists
- SEMH interventions, for example, life or social skills work
- Support from the Mental Health Support Team

For a full, up-to-date intervention menu, please contact one of our SENDCos.

6. Our curriculum

Our curriculum is developmental, not chronological. This means that teachers start from where students are and help them make the next step in their learning. We don't talk about where students "should" be at any particular age or year group. We assess where they are and go from there. All of the students have PSHE lessons as part of their timetable to ensure there a clear approach to supporting their safety and development at school, home and in the community. For young people accessing the Finding My Voice provision, they have a structured curriculum across one term, which focuses on personal development.

For our KS4 students, we ensure they are entered for the most appropriate examinations in English, Maths and Science. This means that often, not only are they entered for a GCSE in these subjects, but also an Entry Level and Functional Skills qualification. This is to ensure our students have as many opportunities as possible to gain qualifications in these core areas. Or they might have more intervention time for their SEMH and study fewer exam subjects, to help them manage their mental health and anxiety. Our curriculum is personalised to each student.

7. Working with parents, carers and families

At Aspire, we believe in the power of relationships. We want to form strong, positive relationships with families so that we can all work together to support our young people. We maintain regular communication with parents, carers and outside agencies that support our students.

8. Consulting with students

We believe it is vital that a student has a say in their educational provision. Students are encouraged to reflect on their targets, assessments, interventions and day-to-day timetable. Student voice is considered to review all aspects of their provision and interventions.

9. Reviewing progress

We review progress regularly for all our students.

All students in our settings will always have a few personalised targets which are reviewed every 12 weeks. The staff team sets these with support from the SENDCo, and all staff work with students to enable them to achieve these targets. This process follows the system of; Assess-Plan-Do-Review, also known as an APDR cycle. Boxall profiles, reading age and other assessments are also updated every 12 weeks. This information, alongside learning walks and observations, is used to monitor the quality of our SEND provision.

Reviews with parents, mainstream schools and pupils are conducted at 6 and 12 weeks. Progress towards targets is discussed, and return to mainstream planned for. During these meetings, parents and students are encouraged to provide feedback to make plans that are best suited for that student. Our SENDCo will coordinate an end-of-placement report to support the mainstream school in implementing support and strategies for reintegration. Our Outreach team will work with mainstream school to support the reintegration.

A dedicated post-16 officer supports students in identifying and applying to appropriate further education, apprenticeships and traineeships, including courses suitable for SEND students. This support is given to all students moving from KS4 to KS5.

If students have been permanently excluded, or are with us for a longer period of time for any other reason, their progress will be reviewed in a slightly different way. We collect progress data from teachers for all students every half term, which the SENDCo and Head of School look at in order to change targets, support and/or intervention. As mentioned above, every 12 weeks, assessments are completed, and there is then a review to adjust targets. We consult with parents/carers and the student at this point so that their views on their targets, progress and needs are fully considered.

10. Complaints and concerns procedures

If you have any concerns or complaints regarding any of the above procedures, please go to our website and follow the Aspire Complaints Policy, www.aspireap.org.uk.