



**Aston Community  
Education Trust**

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# **Special Educational Needs and Disabilities Policy (Inclusive Education)**

**DATE: November 2025**

**POLICY LEAD: Executive Principal SEND and Inclusion**

***Academy SENDCo***

**APPROVED BY: LGB**



DOCUMENT CONTROL		POLICY LEVEL	
<b>APPROVED BY</b>	LGB	<b>APPROVED DATE</b>	October 2025
<b>LEAD</b>	Executive Principal SEND and Inclusion Academy KS3 SENDCo Academy KS4 SENDCo	<b>AUTHOR</b>	Executive Principal SEND and Inclusion Academy KS3 SENDCo Academy KS4 SENDCo
<b>NEXT REVIEW DATE</b>	October 2026	<b>FREQUENCY</b>	Annual
VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
V1.2	12-11-2024	Updated staffing details, ensured gender neutral language, minor grammatical/presentation adaptations	
V1.3	(LGB Date autumn 1)	Change of policy Lead Updated parent/carer and student participation Updated staffing and qualifications Updated SEND Governor	

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## **MISSION STATEMENT**

At Aston we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

All adults in academy have a responsibility to safeguard and promote the welfare of children. With your commitment we will make a difference.

'Aston Academy aims to be part of a CARING COMMUNITY by PROVIDING EVERYONE with the opportunity to fulfil their potential in life, whatever their age, ability, gender or ethnicity' Our commitment is to equip young people to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood and take their place in an ever-changing society.

## 1. Objectives

It is the objective of the academy to provide an inclusive educational environment for each student with the opportunity to fulfil their potential using best endeavours to secure special educational provision.

We therefore believe that:

- All teachers have high expectations of students with SEND, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality provision to meet the needs of children and young people with SEND.
- We operate a zero-tolerance policy on bullying.
- We identify and assess students with SEND as early as possible and provide a flexible and staged structure of provision to meet all identified needs.
- We collaborate with education, health and social care services to provide resources to meet the needs of students.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- All staff develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is adapted to ensure continuing progress.
- All students with SEND to be actively involved in the decision making process and be allowed to express their views, wishes and feelings. These views will be taken into account and recorded and shared with staff through their Grid for Learning
- Parents/Carers to be involved as partners in the education of their children and provided with the information and support as necessary to enable participation in decision making.
- All children and young people have rights (The Children's Act 1989 and Equality Act 2012) to ensure that children and young people with SEND engage in the activities of the academy alongside students who do not have SEND.
- All students should be valued equally as individuals taking into consideration other factors which contribute to learning, behaviour, wellbeing and state of mind.

## 2. Responsibility for the Co-ordination of SEND Provision

The qualified teachers designated as SEND Coordinators (SENDCo) for the academy is Cheryl Barquero (Acting KS4 SENDCo) and Ms Fran Haywood (Acting KS3 SENDCo). The named governor for SEND is Mr Dave Lennox. The SENDCO is responsible for:

- Determining the strategic development of SEND policy and provision within the academy
- Day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision to support students with SEND, including those who have Education, Health and Care plans (EHC) plans
- Providing professional guidance to colleagues on the graduated approach to providing SEND support and working closely with staff, parents and other agencies together with an awareness of the provision in the Local Offer.
- Advising on the deployment of the academy's delegated budget and other resources to meet students' needs effectively.
- Ensuring that the academy keeps the records of all students with SEND up to date.
- Liaising with parents/carers of students with SEND
- Liaising with the local authority (LA) and its support services, other academies, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers in education for a smooth, planned transition.
- Liaising with the Local Governing Body via the named Governors for SEND and the relevant Designated Teacher where a looked after child has SEND.
- Working with the Principal and Governors to meet the academy's responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

## Experience and Qualifications of SEND Staff

<b>Ms F Haywood</b> <b>Vice Principal Inclusion</b> <b>Acting KS3 SENDCo</b>	QTS PGCE Secondary Education, English BA (Hons) English with Creative Writing Post Graduate Certificate in Special Educational Needs (National Award in Special Educational Needs Advanced Senior Mental Health Lead 16 years teaching experience
<b>Mrs C Barquero</b> <b>Acting KS4 SENDCO</b> <b>ACET Strategic Lead - SEND</b>	QTS Post Graduate Certificate in Special Educational Needs (National Award in Special Educational Needs BA(Hons) English Language and Literature Certificate in Psychometric Testing, Assessment and Access Arrangements (Level 7 Specialist Assessor) 15 years teaching experience
<b>Ms B Bird</b> <b>Assistant SENDCo</b>	QTS – Secondary Art and Design BA (Hons) Childhood Studies – specialising in Autism and Behaviours that Challenge 6 years teaching experience

### 3. Arrangements for Co-ordinating SEND Provision

The academy intends that:-

- Having considered all the information gathered from within the academy about a student’s progress alongside national data and expectations of progress, each teacher together with the SENDCo, will make the decision whether to make special educational provision.
- The SEND Governor will meet with the SENDCo to discuss policies and procedures for meeting the needs of students. Outcomes will be shared at relevant ACET Local Governing Body meetings.

### 4. Overview of the SEN Information Report

The Local Governing Body has published information on the academy website for students with SEND. This includes;

- The kinds of SEND which are provided for
- Identification and assessment of children and young people with
- Arrangements for consulting parents/carers of children and young people with SEND
- Arrangements for consulting children and young people with SEND
- Arrangements for assessing and revising progress towards outcome
- Arrangements for supporting children and young people in transition
- The approach to teaching children and young people with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND including access
- The expertise and training of staff to support children and young people with SEND • Evaluating the effectiveness of provision made for children and young people with
- SEND
- How children and young people with SEND are enabled to engage in activities within the academy
- Support available for improving emotional and social development
- How the academy works with other bodies
- Arrangements for handling complaints for children and young people with SEND
- Funding

## 5. Complaints Procedure

The local governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children and young people with SEND, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parents/carers who wishes to discuss or make observations about the Special Needs provision for their child at Aston Academy should: -

- a) Telephone or make an informal appointment to see the SENDCo who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- b) If the parent/carer remains dissatisfied the complaint should be submitted formally in writing to the Principal who will investigate the complaint and arrange a discussion within 5 working days.
- c) Parents/carers have the right to complain: -
  - i. To the Chairman of the Local Governing Body via the academy (Tel. 0114 2872171) or the Principal.
  - ii. To the LA, (Education and Health Care Assessment Team), Tel. 01709 822660
- d) If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted can consider complaints about the educational provision of the academy (not individual cases) when a complainant has tried to resolve the complaint through the academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, they could ask the Department for Education's Academy Complaints Unit to take up the matter.

This policy is reviewed annually and should be read in conjunction with the academy's;

- Accessibility plan
- Child Protection and Safeguarding policy
- Children in Public Care policy
- Equality policy
- SEN Information Report