



Statement of Provision & Admission

Policy Information	
Policy Owner	Executive Headteacher
Issue Version	1.0
Approving Committee	
Adopted Date	June 2024
Review Cycle	Annual
Last Review Date	April 2025
Next Review Date	April 2026
Review Actions	
Review 1 – April 2025	No changes made to content, process or policy.

Adoption of the Policy

This Policy has been adopted and reviewed by the Local Governance Committee of ACE Tiverton Special School, on behalf of the Trustees of Transforming Futures Trust.

Signed

Date:

Context: ACE Tiverton is a purpose designed school, opened in September 2019, we educate students who have an Education, Health and Care (EHCP) plan linked to Autistic Spectrum Condition with related Social, Emotional, Mental Health, Communication and Interaction needs. Our school has been developed to ensure that students who have struggled accessing mainstream education are fully supported to succeed.

Our school has a PAN of 100, ranging from Year 7 to Year 11. Students have access to several curriculum pathways that deliver all of the core subjects, meaningful qualifications and therapeutic interventions that enable students to make progress. We provide students with opportunities to study off site and take part in outdoor educational activities, work experience and community-based work where appropriate.

Admissions: ACE Tiverton School is a special school which provides places for children in the age range 10-16 with a primary area of need linked to a diagnosis of Autistic Spectrum Condition and associated profile of needs linked to communication and interaction. We are committed to providing equality of opportunities for all children, irrespective of race, gender or culture. For a child to be admitted, the school must be named, by a local authority, in the child's Education, Health and Care plan ('EHCP').

Requesting a Place: Parents wishing their children to benefit from a place with us should request to name our school in their child's EHCP, as part of the annual review process. All requests for places will go through Devon County Council. The Local Authority's 0-25 Statutory SEND Team is responsible for placement with us.

Informal Visits: These visits are opportunities for parents, carers or families to look at the provision of special schools within the area. Discussion about placement will not take place during the visit. The child may accompany the parent/guardian on the visit. Any parent/guardian who would like to visit ACE Tiverton will be given the opportunity as this will help them to make an informed decision regarding their request for a placement to the Local Authority.

Formal Request: Occasionally a formal request for a place may be made by the Local Authority without a visit beforehand. As part of the consultation process, a relevant member of staff will meet the child and family members, and they have seen the school as well as participated in the assessment and admission process.

Education, Health and Care Plan: All students who attend ACE Tiverton should have an Education, Health and Care plan which makes it clear the child has ASC and related communication and interaction needs. If a child has a secondary need the Senior Leadership team and Devon County Council must feel confident that need can also be met by the school within the designation, core offer and resources available to the school.

Assessment Places: In certain exceptional circumstances, a Local Authority can also refer a child to the school to be assessed for an EHCP plan or after a change in the child's circumstances for their needs to be assessed or reassessed. Any assessment should be completed within the 20 weeks set out in the SEND Code. Children being assessed for an EHCP will be dual registered and return, full time, to their mainstream school if the LEA decides not to issue an EHCP.

Admission Date: When a child has been offered and accepted a place at ACE Tiverton the Head teacher will liaise directly with the parents to decide an appropriate start date and where necessary a transition period. Teaching and support staff will be given key information about the child prior to starting transition.

Additional Support: Once a place is formally confirmed by the placement panel, the school will engage all external agencies already involved or who need to be involved with the child.

School Capacity: ACE Tiverton School currently has places for 100 students. There may be situations when ACE Tiverton may not be deemed suitable. This is set out in the Code of Practice which states that when considering a child's school, it must:

1. Be appropriate to the child's needs, age, stage, ability or aptitude.

2. Be compatible with the efficient education of other children already on roll.
3. Be compatible with the efficient use of resources.

For further information on our school, and the process for obtaining a place here contact the Lead Administrator via the school office.

Our Designation, Our Students

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 working within age related expectations in the context of their educational experiences.
- Our students are at least of broadly average cognitive ability and can access an age appropriate curriculum.

Social Communication & Interaction:

- Our students can interact successfully in social situations with significant effort and adult led structure.
- 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 on a pathway to participate in mainstream post 16 learning, employment or training.
- We offer a blended academic and therapeutic curriculum personalised to the needs of each student.
- 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 within the framework of the national curriculum and KS4 qualification requirements.

Our Core Offer:

A full-time place at ACE Tiverton will provide:

- A school day from 8am to 2pm that provides a range of social, academic and personal development opportunities to stretch, challenge and engage students with a range of educational needs and areas of interest.
- Students are taught in groups of between 8 to 10 based upon their learning levels, needs and social interaction skills.
- The timetable is built to enable access to sensory breaks, withdrawal space and adult support outside of the classroom as required.
- Specialist classrooms for secondary science, design technology, cooking and art will be 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 alongside the challenge presented by puberty and teenage development.
- A regular and consistent input 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 ELSA therapy, , Lego Therapy, Homunculi, Talk Time, Breakfast Club, Student Leadership roles and the support of a highly skilled staff team.
- A broad and balanced curriculum that follows the national curriculum and KS4 qualification syllabi for all subjects offered.
- A personalised curriculum model that enhances skills, deepens knowledge and enables students to have a comprehensive range of qualifications, that prepares them successfully for adulthood.
- We teach students on a pathway to participate in mainstream post 16 learning, employment or training.
- A blended academic and therapeutic curriculum personalised to the needs of each student to include expert input from Occupational Health, Speech and Language Therapists; Educational Psychologists and Communication & Interaction Specialists.
- Therapeutic specialist environment and learning resources with all staff trained in de-escalation and specialist support strategies for students with additional needs related to an ASC diagnosis.
- 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 within the framework of the national curriculum and KS4 qualification requirements.
- Personalised and individual IT access for all students.
- If eligible for school transport, this will be provided by Devon County Council.