



Ascent Autism Specialist College

The Autism Specialists

Special Educational Needs & Disability (SEND) Policy

October 2025

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Reviewer:	SENCO
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Updated:	October 2025
Next Review:	October 2026
Committee:	Ascent College Governors
Approved by the full Governing Body/Board of Trustees:	06.10.25

This policy should be read in conjunction with the following policies:	
1	Ascent Safeguarding Vulnerable Adults Policy (2024)
2	Ascent Teaching & Learning Policy (2024)
3	Ascent Medication Policy (2024)
4	Ascent Admissions Policy (2024)
5	Ascent Curriculum Policy (2024)
6	Remarkable Complaints Policy (2023)
7	Remarkable Behaviour Support Policy (2024)
8	Remarkable Health & Safety Policy (2024)
9	Remarkable Equality, Diversity & Inclusion Policy (2023)
10	Remarkable Accessibility Policy (2023)

Change History Record			
Current Version	Previous Version	Summary of changes made	Section Heading & Page Number
Sept 2024	Sept 2022	Full review and amendment from 'Wargrave House' to 'Ascent' policy requirements & template. Including changes to policy wording throughout the document.	All pages & sections.

October 2025	October 2024	Front page date changed to 'October 2025' Head/ Footer changed to 'October 2025' Appendix 1 SEND Information Report The College is rated as Good by Ofsted 2019, changed to The College is rated as Good by Ofsted 2025	Policy & Appendix 1 Appendix 1 Page 10 16 16.1
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Introduction

Ascent College aims to create a sense of community and belonging for all of our students in a high quality learning environment where all students can achieve and be the best they can be.

All students at Ascent College have additional learning needs associated with neurodiversity and their autism diagnosis, and some in relation to their co-occurring diagnosis. Provision in relation to curriculum, environment, resources, staffing structure and staff expertise are focused on meeting the individual needs of our students. Students are placed at Ascent College by their home Local Authority (LA) and have Education Health and Care Plans (EHCPs) written and monitored by their LA. Student's individual EHCPs are reviewed at least annually in line with the SEND Code of Practice guidance (2014). The outcomes identified in the EHCP provide a focus for planning and assessment for learning.

Policy

Purpose

Our SEND policy and information report aims to:

- Set out how our college will support and make provision for students with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Aims

Through the implementation of our policy we aim to:

- Support the specific needs of our learners.
- Promote effective partnership working with students, their parents/carers.
- Promote effective partnership working with the wide range of agencies and professionals who work with our students and their parents/carers.
- Promote a culture of equality and acceptance where all individuals are respected and valued.
- Create and maintain an environment which promotes aspirational outcomes, individual challenge and support which enables all students to be the best they can be.
- Promote the 'Preparation for Adulthood' agenda to enable students to be actively involved in making choices and decisions and in planning for their future.

Roles and Responsibilities

The SENCO will:

- Work with the Head of Adult Services and Ascent Governors to determine the strategic development of the SEND policy and provision in the College.
- Provide professional guidance to colleagues and liaise with parents/carers and other agencies to ensure that students with SEND receive appropriate support.
- Ensure that the Annual Review process for individual students is effective and informs future EHCP outcomes.
- Liaise with colleagues to ensure that EHCP outcomes inform personalised planning for students from entry and on transition.
- Be a point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with internal and external professionals and potential next providers to ensure that students and their parents/carers are informed about options and choices re. next steps.
- Liaise with the Head of Adult Services and SEND Governor to ensure that the College meets responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

Class Teachers will:

- Be responsible for the development of every student in their class.
- Work closely with the Teaching Support Assistants (TSA) and Therapy Team (where appropriate) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCO to review students EHCPs and identify any required changes to provision.
- Manage additional staff resources effectively to ensure students are appropriately supported in their learning.
- Refer to and follow this policy guidance.

The Admissions Officer:

- Will co-ordinate the expressions of interest and LA applications for College placements and the Ascent Placement Panel. Liaising with LAs re. applications and outcomes.
- Be a point of contact for parents/carers and external agencies to support students transitions on entry to Ascent College and will attend Annual Reviews where appropriate.
- Liaise with Head of Adult Services, LA SEND Teams and Remarkable Finance Manager re. the College funding application process (HNF) and

submit applications for individual students to LAs where continuation of placement or additional funding is being sought.

Family Liaison Officer will:

- Be a point of contact for parents/carers and external agencies to support students transitions when leaving Ascent College.
- Provide professional guidance to colleagues and liaise with parents/carers and other agencies, where requested, to ensure that students with SEND receive appropriate support outside of Ascent College.
- Liaise with internal and external professionals to ensure that students and their parents are informed about options and transition plans in place.
- Attend Annual and Transition Review meetings for students who are leaving Ascent College.

The Head of Adult Services will:

- Liaise with the CEO and Leadership Team to ensure that HNF, 1:1 funding and other resources are appropriately allocated to meet need.
- Work with the SENCO and Governor for SEND to determine the strategic development of the SEND policy and provision within Ascent College.
- Have overall responsibility for the provision and progress of student's with SEND.

Ascent Governors will:

- Raise awareness of SEND issues at Governing Body/committee meetings.
- Monitor the quality and effectiveness of SEND provision within the College and update the Governing Body/committees on this.
- Work with the Head of Adult Services and SENCO to determine the strategic development of the SEND policy and provision within the College.

Legal Context

The policy and the information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 years 2014 (updated 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out Colleges' responsibilities for students with SEN and Disabilities.
- The Special Educational Needs and Disability regulations 2014, which set out responsibilities for Education, Health and Care (EHC) Plans, SEN coordinators (SENCOs) and the SEND Information Report.

- The Equality Act 2010, which aims to protect people from discrimination in the workplace and in wider society.

Policy Impact

We have a rolling programme for reviewing our Company policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for students, service users, staff and parents.

Appendix 1 – SEND Information Report

The SEND Information Report explains in detail how our SEND policy is implemented. The purpose of the report is as follows:

- To explain how we support our students in all aspects of college life and remove barriers to learning and achievement.
- To explain how we work in close partnership with parents/carers and students.
- To explain how we make effective provision for all or our students with Special Educational Needs and Disabilities (SEND).

References and Further Resources

Department for Education (2014) *Children and Families Act*. London: The Department for Education.

Department for Education (2014) *Special Educational Needs and Disability Code of Practice 0 to 25 years*. London: The Department for Education.

Department for Education (2022) *Keeping Children Safe in Education*. London: The Department for Education

Government Equalities Office (2010) *Equality Act*. London:
<http://www.legislation.gov.uk>

The National Archives (2014) *Special Educational Needs and Disability Regulations*. London: <http://www.legislation.gov.uk>

The National Archives (2014) *The Care Act*. London: <http://www.legislation.gov.uk>

The National Archives (2005) *The Mental Capacity Act*. London:
<http://www.legislation.gov.uk>