



Ashford School and Ashford Friars Preparatory School

SEN Policy

Ashford School Policy for Pupils with Learning Difficulties and/or Disabilities and Special Educational Needs

Statement of Intent

At Ashford School we believe that students have individual needs and that all concerned with the school have a responsibility for meeting these individual needs. Ashford School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. Every student is encouraged to achieve his/her maximum potential, and in accordance with our Equal Opportunities Policy, is treated equally without regard to ability, class, gender or race.

In accordance with the Special Educational Needs and Disability Act (SENDA), the school undertakes to:

- Ensure that pupils with learning difficulties and/or disabilities (LDD) and special educational needs (SEN) pupils (current and prospective) are not treated less favourably
- Take reasonable steps to avoid putting LDD/SEN pupils at a substantial disadvantage in matters of admission and education
- Have a three year plan which sets out: i) the extent to which LDD/SEN pupils can participate in the whole curriculum; ii) how written information is made accessible in a range of different ways for LDD/SEN pupils; iii) proposed developments in physical access to education and associated services

Definition of LDD/SEN

Pupils with Special Educational Needs (SEN) are pupils aged 5 – 16 who have Statements. Otherwise, such pupils are referred to as 'pupils with learning difficulties and/or disabilities (LDD).

A pupil has learning difficulties if he or she:

- Has significantly greater difficulty in learning than the majority of pupils of the same age; an example of this would be dyslexia;
- Has an identified and significant discrepancy between his or her ability and attainment;
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age; this would include students with physical disabilities;
- Has English as an additional language.

At Ashford School and Ashford Friars Prep School pupils in the above categories may have Statements, in which case the school will follow the procedures defined in the SEN Code of Practice (2001) for annual review of pupils with Statements and supply information to the responsible Local Education Authority.

Aims of SEN Provision

1. To ensure full access for LDD/SEN pupils to high quality education within a broad, balanced and relevant curriculum, appropriate to their age, which aims to promote intellectual, emotional social and physical development as well as personal qualities including safety awareness, perseverance, initiative and independence, so that they can progress, reach their full potential and enhance their confidence and self-esteem.
2. To educate LDD/SEN pupils, wherever possible, alongside their peers within the normal curriculum.
3. To stimulate and maintain student curiosity, interest and enjoyment in their own education.
4. To identify pupils with LDD/SEN as early and thoroughly as is possible and necessary.
5. To fully involve parents and pupils in the identification, assessment and delivery of LDD/SEN provision and to strive for close co-operation between any agencies concerned.

Identification of LDD/SEN Pupils

In addition to information from feeder schools and parents, all Ashford School teachers are responsible for alerting the SENCO to potential needs for different or additional support. Whether or not a pupil is making progress is seen as a significant factor in considering the need for LDD/SEN provision.

LDD/SEN Provision

The Special Educational Needs Co-ordinator for EYFS and the Prep School is **Wheezie Cottrell**. In the Senior School it is **Carol Pay**.

The main methods of provision made by Ashford School are:

- Additional help and support from the class/subject teacher, including differentiated learning
- Short periods of time to work with Learning Support Assistant/teacher in a small group or individually
- In class support with adult assistance
- A programme of support from external specialist to be practiced within class or as part of a withdrawal programme to work with a specialist at times best suited to the pupil

School Action

Where teachers decide that a pupil's learning is unsatisfactory, the Learning Support Co-ordinator is consulted. The SENCO informs the relevant Head of House and the teaching staff.

Parents/Guardians are informed through face to face meeting if possible. Individual assessment and observation take place; usually undertaken by the SENCO. Assessment details are recorded and information is fed back to parents.

SENCO may write Individual Education Plan (IEP) for the pupil, always where a pupil has significant learning difficulties or disabilities, giving a copy to parents.

The IEP will contain information on:

- Areas of difficulty and strength
- Targets if useful
- Teaching strategies
- Provision made
- Date for review

The IEP will record only that which is different from or additional to the normal differentiated curriculum. IEPs will be discussed with the pupil and parent/guardian. The pupil's performance and effectiveness of the IEP will be reviewed twice yearly with the parents.

School Action Plus

School Action Plus LDD pupils are withdrawn from some lessons for additional individualized support. They may receive additional specialist intervention. All will have IEPs.

Statemented Pupils (SEN pupils)

In addition to the provision outlined above for School Action and School Action Plus pupils, statemented pupils will be annually reviewed and information supplied to the responsible local education authority. Full details of educational and welfare provision for this group of students, and those for whom English is an additional language is made available to parents of current pupils and parents of those pupils admitted and soon to arrive.

Accessibility, Health and Safety and SENDA

The school is committed to ensuring reasonable access to all areas of the site for pupils with physical disabilities, including safe and comfortable entry and departure from the school site.

Emergency evacuation policies are reviewed half-termly to ensure that they can be accomplished safely for all pupils, including those with special needs.

The management of the timetable and room deployment takes into account appropriate allocation of classrooms to meet the needs of SEN pupils, including the appropriate furniture and fittings.

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May 2011	EW	