



Ashton House School

**Special Educational Needs (including Children with  
Learning Difficulties and/disabilities)  
Policy**

<b>Policy Title:</b>	<b>Special Educational Needs including Children with Learning Difficulties and/or Disabilities Policy</b>
<b>Version:</b>	1.3
<b>Policy Summary:</b>	<p>This policy covers the school and EYFS setting.</p> <p>It is written with due regard to:</p> <p><b>The Equality Act 2010</b></p> <p><b>The Children and Families Act 2014</b></p> <p><b>The Disability Discrimination Act 2005</b></p> <p><b>The SEND Code of Practice 2014</b></p> <p>Ashton House School and the EYFS setting is committed to ensuring that the needs of every child are met, that they have access to the curriculum and are able to make progress, thrive and meet their full potential.</p>
<b>Policy Owner:</b>	Headteacher SEND Co-ordinator
<b>Relevant to:</b>	All staff, volunteers, contractors and service providers, parents and guardians
<b>Date introduced:</b>	December 2016
<b>Next review date:</b>	February 2021
<b>Related School Documents:</b>	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy</li> <li>• Anti- Bullying Policy</li> <li>• Complaints Policy</li> <li>• EAL Policy</li> <li>• Accessibility Plan</li> </ul>
<b>Date(s) modified/reviewed:</b>	<p>Reviewed December 2017</p> <p>Amended 16<sup>th</sup> July 2018 – replacement of terminology ‘IEP’ with ‘Progress Targets’</p> <p>Reviewed February 2019 – formatting changes made (font/page numbers)</p> <p>Reviewed March 2019 – Next Review date amended</p>

# **SPECIAL EDUCATIONAL NEEDS (INCLUDING CHILDREN WITH LEARNING DIFFICULTIES AND/OR DISABILITIES) POLICY**

## **Introduction**

Ashton House School and the EYFS setting is committed to ensuring that the needs of every child are met, that they have access to the curriculum and are able to make progress, thrive and meet their full potential.

High quality teaching, differentiated for individual pupils in the classroom, meets the needs of the majority of children. However, some children will need educational provision that is additional or different to this.

At Ashton House School we aim to meet these needs, ensuring that provision is met for those who require it including special arrangements for school trips and examinations.

## **Compliance and General Statement**

This policy complies with the relevant statutory requirements laid out in the SEND Code of Practice (July 2014). References have also been made to the Equality Act (2010).

The significant needs across the school are:

- Communication – including speech and language difficulties
- Cognition and Learning – including dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health
- Specific Medical Conditions

Some children will require support for a short period of time, others will require support throughout their whole time at Ashton House School.

## **Identification and assessment of need**

- In the Early Years Foundation Stage (EYFS) we track every child against the EYFS framework.
- In the rest of the school, class teachers monitor the progress of all children in all areas of the curriculum to review their progress and to inform planning.
- We also test half termly using standardized assessments and twice yearly hold externally marked standardized assessments.
- Teachers or parents who have a specific concern about a child can raise it with the SEND Co-ordinator.
- The SEND Co-ordinator will carry out appropriate observations and assessments. For example diagnostic tests such as the YARC assessment for early

reading/comprehension or the GL Assessment Dyslexia Screener from the end of Year 2 and above and discuss ways to improve access to the curriculum for the child.

- It may be necessary to involve outside agencies/specialists dependent on the individual's need.

### **Managing Students' Needs on the SEN Register**

Once needs have been identified an individual programme is put in place for the child. This might mean 1:1 work with a Teaching Assistant in class, small group intervention in class, differentiation of resources, 1:1 or small group work outside the classroom following a particular programme.

An entry is made on the Special Needs Register outlining the teacher's concerns and any interventions that are put in place. Children with specific needs are given progress targets (formerly IEP).

### **Planning and Monitoring**

- Progress Targets (formerly IEPs) are written by the SEND Co-ordinator and class teacher collaboratively, this is shared with the parents and child.
- Progress meetings take place regularly usually at the end of term between the SEND Co-ordinator and the class teacher
- Progress Targets (IEPs) are reviewed midway through the school year. Regular monitoring and review will focus on the extent to which focus areas and targets have been achieved. Targets can then be replaced/extended as appropriate.
- Parent/Teacher meetings are timetabled to discuss progress of children.

### **Education and Health Care Plan (EHC Plan)**

A request can be made by the school or by a parent/care to the Local Authority for a child to have an EHC Plan. This is a legal document which determines the SEN Provision for a pupil where resources and interventions available are insufficient or inappropriate to meet their needs. The Local Authority will require comprehensive information about all aspects of the child's SEN including any diagnostic assessments. The Local Authority will appoint a professional to assess the needs of the child.

### **Concerns or complaints**

In addition to the above, parents may make an appointment to meet with the class teacher, initially and/or the SEND Co-ordinator to voice any concerns, queries or complaints.

## **Facilities and Equipment**

The school and EYFS setting use a range of equipment and resources to support and aid learning: ipads, chromebooks and class pcs with appropriate software, structured programmes for dyslexia and dyspraxia, screening tests for reading and comprehension. We also have equipment such as movement cushions, sloping writing boards, pencil grips and a variety of educational games and activities.

## **Transition to the next class or other setting**

At the end of each academic year, teachers meet to discuss the transfer of children to the next class. All relevant information and records for the child is passed on and are available on the SEND register.

On leaving Ashton House School, we will provide information to the next setting.

## **Training**

In order to meet the needs of children with learning difficulties and/or disabilities, those with particular medical conditions or on EHC plans Ashton House School and EYFS setting will request that the agencies involved with a child's care provide the relevant training to staff.

Additionally CPD opportunities may be arranged during INSET days, staff meetings or staff may attend courses off site. Staff who attend courses are expected to share relevant and useful information with other staff.

Other external specialists are used where appropriate, for small group or whole staff training.

All staff receive training in Safeguarding and Child Protection.

## **Contact Details of the SEND Co-ordinator**

The SEND Co-ordinator at Ashton House School and EYFS setting is Mrs Angela Stewart.

She can be contacted via the school office 020 8560 3902 or by email at [astewart@ashtonhouse.com](mailto:astewart@ashtonhouse.com)