



Ashton House Preparatory School

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

<b>Policy Title:</b>	<b>Special Educational Needs including Children with Learning Difficulties and/or Disabilities Policy</b>
<b>Version:</b>	Aug 24
<b>Policy Summary:</b>	<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. <b>This policy covers the school and EYFS setting. It is written with due regard to:</b></p> <ul style="list-style-type: none"> <li>• <b>The Equality Act 2010</b></li> <li>• <b>The Children and Families Act 2014</b></li> <li>• <b>The Disability Discrimination Act 2005</b></li> <li>• <b>The SEND Code of Practice 2014</b></li> <li>• <b>The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report</b></li> </ul>
<b>Policy Owner:</b>	Wellbeing and Personal Development Lead
<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>	August 2025
<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>	Reviewed December 2017 Amended 16 <sup>th</sup> July 2018 – replacement of terminology ‘IEP’ with ‘Progress Targets’ Reviewed February 2019 – formatting changes made (font/page numbers) Reviewed March 2019 – Next Review date amended Reviewed March 2021 (KH) Reviewed October 2022 GMS and IB Approved: GMS 11/10/22 Reviewed March 2023 (AS) Reviewed GMS July 2023, GMS Aug 24 Reviewed CM Sept 24
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## **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 requirements laid out in the SEND Code of Practice (July 2014).

Additionally, references have also been made to the:

- Equality Act (2010)
- Children and Families Act 2014
- Disability Discrimination Act 2005
- Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

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.

## **Definitions**

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **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/carer 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, chrome books 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.

### **Roles and responsibilities**

This section explains how our team ensures quality provision for SEND pupils.

#### **The SENCO (SEND Co-Ordinator)**

The SENCO is Mrs Ceyda Mustafa

She can be contacted via the school office 020 8560 3902 or by email at

[cmustafa@ashtonhouse.com](mailto:cmustafa@ashtonhouse.com)

The SENCO will:

- Work with the Headmaster and SLT to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support the educational and welfare provision for individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The SLT**

The SLT will:

- Help to raise awareness of SEN issues at meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school
- Work with the Headmaster and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Headmaster**

The Headmaster will:

- Work with the SENCO and SLT to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

### **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 (part of the role of Wellbeing and Personal Development Lead)**

The SEND Co-Ordinator at Ashton House School and EYFS setting is Mrs Ceyda Mustafa. She can be contacted via the school office 020 8560 3902 or by email at [cmustafa@ashtonhouse.com](mailto:cmustafa@ashtonhouse.com)