Special Educational Needs and Disabilities Information Report 2026-2027

Reviewed: September 2026
Next Review: September 2027
Reviewer: Louise Togher - Deputy Headteacher/SENDCo

1. Ashley College: What kinds of SEND are provided for?

We provide short-term education placements and home tuition for students with identified medical needs who are unable to attend their mainstream school. Ashley College is not a special school and therefore does not support students with the most complex needs. Instead, we meet the needs of learners who, with the right support, are able to access a mainstream school environment and curriculum.

Our service aims and ethos are guided by the statutory guidance "Education for children with health needs who cannot attend school" (2013) and Section 19 of the Education Act 1996. Referrals to Ashley College must be for students with a diagnosed physical or mental health need that prevents them from attending their mainstream school.

All referrals are considered by the Brent Health Needs Panel, which determines whether the referral meets the criteria for Ashley College and, if so, what package of support is most appropriate. Please refer to the Brent Policy for Supporting the Education of Children with Medical Needs for further information. Support may be provided for students with chronic or long-term illnesses. Students may also have additional special educational needs and/or disabilities alongside their health needs.

Parents/ Carers and students may also wish to consult the Brent Local Offer which can be found at Brent Local Offer for further information and advice about the provision for SEND students in Brent.

2. What is our policy for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO?

The vast majority of students who join Ashley College as either centre or home students are dual registered with a mainstream school. We ensure that a thorough handover process is adhered to so that we have a clear picture of the students need before they start lessons.

Sometimes students for one reason or another may have limited attendance at their mainstream school and there is a possibility needs have not been identified yet.

We start from a baseline assessment of the student's full range of needs with information from previous educational providers and professional reports, including:

- Medical history provided to the Health Needs panel with confirmation of diagnoses from relevant clinicians
- Information from an existing EHC Plan or SEND support plan
- Reports from current mainstream school
- Reports from external professionals
- Reading and spelling age assessments
- Baseline assessments in English, Maths and Science
- Home visits to understand the views and concerns of students and their parents/carers, the home environment and any barriers to learning
- Assessment of social and emotional aspects of learning through the Personal Development Assessment and parent/ student surveys
- Evidence of disability requiring reasonable adjustments.

Slow progress and low attainment do not necessarily indicate that a student has SEND; they may instead reflect medical, social, or emotional difficulties, as outlined in the 2015 Code of Practice. For students whose first language is not English, we take care to determine whether any lack of progress is due to language barriers or underlying special educational needs.

Our initial assessment of each student is documented in a Personal Learning Profile, which is made available to Ashley College teachers before tuition begins. This ensures that teachers can plan appropriate teaching strategies and interventions tailored to each student's needs.

We are committed to maintaining confidentiality regarding sensitive information and share details only on a need-to-know basis, in accordance with Brent's Data Protection Policy.

The SENDCO is: Louise Togher who can be contacted via the school office on 0208 937 3330.

Please refer to the schools SEND policy on the website:
http://www.ashleycollege.brent.sch.uk/college-info/policies/

3. What arrangements are in place for consulting parents of children with SEND and involving them in their child's education?

The Ashley College ethos is inclusive, and we work in partnership with parents/carers. We invite parent/carer views in home visits/induction meetings, student reviews, parent/carer review evenings, suggestions letterbox, and termly questionnaires. As well as the half-termly parents/carers evenings we hold six weekly review meetings with the mainstream school, other professionals and families.

We aim to secure parent/carer engagement in our approaches and see regular contact as strengthening the impact of our SEND support to students. Our discussions with parents/carers:

- Allow time to explore their views and share concerns
- Review progress, agree new targets, discuss the effectiveness of interventions and new needs and agree respective responsibilities
- Help school, in partnership with parents/carers and the student to identify any SEND needs, with the involvement of the Brent Educational Psychology Team, Brent Inclusion team and other external professionals
- Are led by teachers with good knowledge of the student's needs and attainment
- Always take account of student views
- Have agreed outcomes, action and support recorded and copied to relevant staff, and the parent/carer

We will also:

- Consult parent/carers about their child's termly PLP targets
- Send parent/carers end of term reports on their child's progress
- Ask parents/carers to complete a termly personal development / well-being questionnaire about the student.
- Discuss their concerns if their child is not making progress; and plan any extra support needed
- Draw on outside agencies help if necessary

How can parents/ carers let the school know they concerned about their child?

- First speak to the child's class/subject teacher or link tutor.
- If they are not satisfied, speak to the teacher in charge of SEND – Louise Togher (SENDCO) on 0208 937 3330.
- If their concern is still not resolved, please contact the Headteacher on 0208 937 3330.

4. What arrangements are in place for consulting young people with SEND and involving them in their education?

Opportunities for students to discuss their opinions, wishes, concerns and requirements are afforded by:

- Weekly 1:1 meeting with link tutors.
- Weekly student voice meetings.
- A suggestions/concerns letter box.
- Six weekly review meetings face to face or online which students are encouraged to attend.
- Progress reviews each term with students and their parent/carers.
- Joint target setting with link tutor, student and parents/carers.
- Completion of termly personal development/well-being questionnaire.
- EHCP reviews once a year (usually hosted by mainstream school) including written student submissions.
- An open-door policy from teachers and Senior Leadership team.
- PEP, CP, CIN and LAC reviews where applicable.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

The information collected from our initial assessment is the basis for a Personal Learning Profile and targets for each student. If applicable information from the EHC Plan is incorporated. Before tuition starts, the Profile is circulated to all staff to inform their strategies and interventions. At Ashley College we have a termly review cycle using the ASSESS, PLAN, DO, REVIEW model for all our students.

The PLP records: adjustments, interventions, equipment and support to be put in place, expected outcomes, including targets that address the learning difficulties and teaching strategies or approaches required

How do we assess, plan for and review our SEND provision?

We:

- Hold daily staff briefings to discuss students' needs and current concerns.
- Weekly personalised subject and personal targets set and reviewed for all students.
- Invite students to review their progress constantly.
- Nurture a culture of personal responsibility for one's own learning.
- Make changes in provision, timetables, interventions in response to need
- Set and review academic and personal development targets each term with parent/carers.
- Students evaluate weekly targets with link tutors.
- Track student progress termly and send reports to parent/carers each term on progress and attainment, attendance and effort, behaviour and responses to interventions.
- Participate in annual EHCP reviews, face to face or online, providing evidence of outcomes.
- Assess staff needs and deliver training to ensure quality first teaching takes place.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught learning.
- Classroom observation by the senior leadership team, the SENDCO and/or external consultants.
- Planning discussions and audits in subject areas to ensure work is differentiated.

6. How do we support children and young people in moving between phases of education and in preparing for adulthood?

Our transition practices are aimed at reintegrating/transitioning students into full time education either at - their mainstream school, college, apprenticeships or employment.

Our guiding principle is 'Building Confidence for the Future' through core values of resilience, self-confidence, tolerance and respect so that our students feel equipped to move forward in their education and learning.

- We give students choices and encourage personal responsibility for one's own education. Students start with a personalised timetable based on their needs.
- Some students require a slow transition which we support with shared attendance at Ashley College and their mainstream school or next provision.
- We work with multi agency teams, parent/carers, the home school or can send our staff to support during re-integration or transition back into mainstream or next provision.
- We prepare students for post-16 transition with a PHSCE programme and regular Connexions sessions at Ashley College or at their home. This covers careers education, post-16 planning, 0-25 Local Offer, CV writing, job application letters and interview practice.
- We accompany students to careers fairs, 6th form and college familiarisation visits and we work with post-16 providers to support SEND students.
- We work with Connexions, 6th forms and FE colleges to ensure all our students are able access supported internships, traineeships and apprenticeships.
- Students and parent/carers are at the centre of all our planning considerations on transitions.

7. What is our approach to teaching children and young people with SEND and what support is there for improving the emotional and social development of students, and how do you prevent bullying?

- We are an inclusive school that welcomes and celebrates diversity.
- We believe that all behaviour is a form of communication.
- We believe that high self-esteem is crucial to students' wellbeing.
- We give high priority to students social and emotional development and preparing them for adult life; we help them develop friendships, social relationships, work skills, independent living and participation in society.
- We have a caring, understanding team looking after students' health and wellbeing.

- We have a safeguarding and child protection policy in place to protect our students.
- We work closely with CAMHS and educational psychologists, where that support is needed, including a weekly counsellor in school who provides 1:1 sessions with students.
- All students are allocated a link tutor to address their pastoral needs.
- All staff liaise with our SENDCO where they see a need for additional support to address pastoral, medical or social welfare needs.
- Weekly well-being, resilience and mindfulness sessions run by trained staff.
- We teach weekly PHSCE sessions covering topics such as understanding Covid, social distancing and keeping safe, raising self-esteem, anti-bullying and building positive relationships with others.
- We continue to deliver the curriculum through a blended learning approach using centre-based lessons or home tuition alongside pupils being able to access live webcam lessons and Google Classrooms.
- Staff adhere to the online learning policy when delivering live webcam lessons. Students/ parents/carers are expected to adhere to the online code of conduct to ensure the safety and wellbeing of all.

8. How will the teaching and learning environment be adapted for my child with SEND?

- All our students have identified and significant health needs, and our special expertise is in adapting for individual needs identified in their care plans.
- Each student has a personal learning plan with targets and a personal timetable.
- Each student has an individualised healthcare plan co-constructed with the mainstream school, parents/carer and/or health professionals.
- Each student's plan details individually appropriate teaching approaches, strategies for learning and resources.
- The school has a risk assessment which is updated regularly and available from the office.
- The school environment and classrooms have been adapted to ensure we comply with health and safety guidelines.
- Where pupils experience high levels of anxiety and are unable to leave their home we may start with home tuition with the aim of supporting transition into centre based learning.
- We make special adaptations for individual needs (e.g. I-pads, scribes, special furniture for those uncomfortable with writing; therapeutic activities such as art, gardening, cooking, sewing, yoga and relaxation, guitar; 1:1 groups, special classroom positioning; voice recognition software and large font worksheets.
- The school building has been adapted to meet the needs of students with physical disabilities. It is on a ground floor level with a ramp leading into the portacabin.

9. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCO supports the class teacher to plan and deliver quality first teaching, that is differentiated and personalised to the students' needs.
- The school employs the services of a part-time therapist. They provide regular training to staff and offer more specialised expertise in social, emotional and mental health needs as well as communication and interaction needs.
- All our teachers and teaching assistants have experience in working with SEND students.
- Regular staff training has covered autistic spectrum disorders, first aid, visual impairment advice, anaphylaxis, use of computer software and Young Minds "mental health in schools training." SEND staff training is always high on the agenda.
- Professional staff supervision.

10. How do we evaluate the effectiveness of the provision made for young people with SEND?

- As part of our 'ASSESS-PLAN-DO-REVIEW' cycle we evaluate strategies implemented and identify next steps.
- We evaluate whole school policies regularly to ensure inclusion and progress for students with SEND and this evaluation takes account of:
- All teachers review student progress weekly, during 'Small step target setting' sessions, which is then shared with individual students.
- We have a robust system of monitoring student progress which includes:
  - Classroom observations by SENDCO and Leadership Team.
  - Monitoring against the students' baseline and reading assessments.
  - Focused book scrutinies and learning walks.
  - Termly data analysis to inform interventions followed by progress monitoring meeting with teachers.
  - Termly assessments of personal development and weekly monitoring of these by link tutors.

- Regular Assess Plan Do Review of individual students targets against EHCP outcomes

- Senior Leadership provide thorough impact reports on all of the above monitoring measures.
- Recorded outcomes and impacts (quantitative data and case study evidence) in the Personal Learning Plan (PLP) documents.
- Students with an EHCP will have a review with the Local Authority at least once every 12 months.

11. How is Ashley College accessible to students with SEND? How does the school ensure children and young people with SEND can engage in all activities available?

- We make any reasonable adjustment to meet their needs ahead of their arrival where relevant.
- The buildings are on a single storey site. All areas are accessible to those with physical disabilities, with disabled toilets.
- We adapt the learning and physical environment to student needs – e.g. low arousal décor, special classroom positioning, special furniture for medical conditions. This also includes the use of blended learning via webcam lessons and Goggle Classrooms.
- Personal development target setting and reviews with students and parent/carers.
- Teacher CPD reviews.
- SENDCO reviews with multi-agency teams around a student.
- Attendance records and Education Welfare Service advice to address issues.
- Parent/carer feedback.
- At Ashley College we organise events and trips to ensure students are able to participate. Where a student is unable to participate alternative activities are sought
- We carry out risk assessments and put in place necessary support.
- Click here for our accessibility policy and plans.
- Our accessibility plan is committed to:
  - Increasing the extent to which students with disabilities can participate in the curriculum
  - Improving Ashley College's physical environment to increase the extent to which students with disabilities can take advantage of the education, benefits, facilities or services you provide or offer
  - Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

12. How does the school manage the administration of medicines?

- Our policy sets out in detail arrangements for administering prescription and non-prescription medicines (click here for Managing Medicines arrangements)
- We have trained First Aiders, who administer medication as per individual students Health Care Plan.

13. What support is there for behaviour, avoiding exclusion and increasing attendance?

- At Ashley College we have very few incidences of poor behaviour, most of which are minor and dealt with immediately.
- We have built a nurturing environment and see poor behaviour as a significant barrier to learning and regard good behaviour as the norm.
- Our Behaviour Policy and Procedures sets out our behaviour standards.
- Students sign a Code of Conduct.
- Parents agree to our standards in a Home-School agreement [click here].
- We reward good behaviour and sanction poor conduct
- Fixed term or permanent exclusions are rare and a last resort.
- The Education Welfare Service works with poor attendees to improve attendance.
- We reward good attendance and punctuality with half termly certificates and/or voucher depending on percentages as well end of term reward trips/events.
- We make daily early morning phone calls to all students and continuous follow-up for those not in on time. We continue until we contact the parent/carer. Calls to EWO or social care, if necessary.
- We provide breakfast club every morning.
- We provide free school lunches for all students.
- We deliver 'Attendance Matters' presentation to parents/ carers.
- We run a regular face to face, or online parent/ carers support group.
- If necessary, we collect students from their home or enlist support from social services.
- We ensure each care plan is drawn up with input from medical professionals which supports maximum attendance.

14. How are the school's resources allocated and matched to children's SEND needs?

- Students' individual needs are assessed on entry and support/provision is provided as necessary.
- Resources are employed according to individual student needs within the limits of the budget.
- Some of the resources provided may be outside the normal school day, such as equine therapy.

15. Who are the other people providing services to children with SEND in the school?

We work closely with different services to support your child's needs, including:

- Anna Freud Centre Team
- Family Solutions
- Locality Social Work Teams
- Education Welfare Service
- CAMHS
- Educational Psychology team
- Brent Outreach Autism Team
- Brent Deaf and Hearing-Impaired Service
- Brent Visual Impairment Service
- Youth offending team
- Complex Needs Consultant
- Speech and Language Therapists (for those with an EHCP).
- School Nurse Service
- National Autistic Society
- REACH
- Connexions Intensive support worker
- Hospitals
- Potential Mentoring
- Brent Learning Zone
- Learning with Horses Equine Therapy Centre
- Kooth Online

16. What if I need to complain?

Parents have rights of redress if the school, governors or the Local Authority fail in their duty to provide or if the parent disagrees with a decision or feels there is discriminatory practice; via

- Ashley College complaints procedure.
- The disagreement resolution service (disagreements between parents/young people and the Local Authority or parents/young people and the education provider).
- Complaints to OFSTED (about whole SEN provision, not individual students and where the complaints procedure has not resolved the issue).
- An appeal to SEND First-Tier Tribunal about EHC Assessments/plans and /or disability discrimination. This must follow mediation unless it is over the naming of a school placement.
- Complaint to the Local Authority ombudsman (if not resolved through the Local Authority complaints procedure).
- Complaint to the Secretary of State (against schools or Local Authority).

Ashley College will advise parents/carers on where and how to pursue any complaint.