ASHLEY COLLEGE

SEND (SEN and Disability) Policy

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Introduction:

Our Ethos

"Building Confidence for the Future"

Working with parents/carers, mainstream schools, support agencies, clinicians and community to deliver individualised support and teaching & learning.

We strive for nothing short of excellence in all that we do and are never complacent about our achievements; we consistently challenge ourselves to look for ways to improve our practice further to ensure a high level of support and quality of education for the children and young people referred to our provision.

This policy complies with the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- The Tribunals, Courts and Enforcement Act 2007
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014
- Special Educational Needs and Disability code of practice: 0–25 years January 2015
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Supporting Pupils at School with Medical Conditions
- Counter-Terrorism and Security Act 2015

Ashley College Special Educational Needs and Disabilities (SEND) Policy 2025-2026

The education we provide at Ashley College for students with special educational needs contributes to the Brent Council vision to:

> *'ensure that all children and young people with SEND and their families have the fullest possible range of support and opportunities available to them to improve their life chances and realise their aspirations'*

At Ashley College our particular expertise is responding to individual young people's health and special educational needs - we remove barriers to learning and deliver high quality education to secure the best possible outcomes for students. This report sets out how we contribute to the Brent Local Offer

There is a special referral process for admitting students to Ashley College, more details about this can be found here

What Special Educational Needs and Disabilities (SEND) do we provide for?

A pupil is identified as having special educational needs and disabilities (SEND) when their learning difficulty or disability requires provision that is different from, or additional to, that which is normally available to pupils of the same age. At Ashley College, we have experience supporting students with a wide range of needs, including:

- Communication and interaction needs, such as autistic spectrum conditions, attention deficit hyperactivity disorder (ADHD), and developmental language disorders
- Cognition and learning needs, including literacy difficulties, numeracy difficulties, dyslexia, dyscalculia, and moderate learning difficulties
- Social, emotional, and mental health needs, such as schizophrenia, bipolar disorder, psychosis, anxiety, depression, emotionally based school avoidance, self-harm, suicidal ideation, separation anxiety, and attachment disorder
- Physical mobility needs, including developmental coordination disorder, epilepsy, and diabetes
- Visual impairment
- Hearing impairment
- A variety of medical conditions

Students referred to Ashley College are, in most cases, already attending a mainstream school where their needs are being met. Where a student's needs are very complex and we feel that Ashley College may not be able to meet those needs, we will advise through discussion with other agencies and parents or carers, whether they would be better supported in a special school. This will be carefully considered and discussed at the medical needs panel upon initial referral.

The 'graduated' approach

The accepted ('graduated') approach to support progress and good outcomes takes the form of a four-part cycle - earlier decisions and actions are revisited, refined and revised to match SEN interventions.

Identifying young people's SEND

Some of our students are identified with SEND before they arrive at Ashley College in their dual registered school. Some but not all will have an Education and Health Care Plan (EHCP) identifying their needs for support. Other students may have identified SEND but no EHCP. Some students are referred whose SEND become apparent during our initial assessment.

All children when they begin to attend Ashley College are placed on the SEND register, this is because their needs constitute provision which is over and above that which a mainstream school is able to provide at that time. The mainstream school may continue to retain the child on their SEND register when they transition back but this will be at the mainstream school's discretion.

Initial assessment

We start from a baseline assessment of the student's full range of needs – not just the academic need - with:

- information from previous educational providers and professional reports, including medical history
- reading age assessments
- baseline assessments in English, Maths and Science
- student observations during settling in period
- home visits to understand the views and concerns of students and their parents/carers, and any barriers to learning
- assessment of social and emotional aspects of learning known as 'The Personal Development Assessment'
- evidence of disability requiring reasonable adjustments

Slow progress and low attainment do not necessarily mean that a student has SEND but may indicate medical, social, or emotional or mental health difficulties. Most students who attend Ashley College have also missed large gaps of schooling due to poor attendance and this may also be the reason for slow progress and low attainment.

We are careful to establish whether lack of progress in students whose first language is not English is due to language limitations or SEND.

Our initial assessment is recorded in a 'Pupil Profile' available to Ashley College teachers before the student begins to inform the teacher's planning. We maintain confidentiality over sensitive matters and share information on a need to know basis, in accordance with GDPR regulations.

Current SEND students

All of our students are placed on the SEND Support Register due to their health needs and the significant impact this has had on their previous attendance and attainment.

Many of our students come under the category of social, emotional and mental health in the Code of Practice (2014). Ashley College offers over and above the norm ordinarily available in a mainstream school.

As an interim provision our student cohort constantly changes. For academic year 2025-2026 around (on average because of the transient population) 40%- 60% of our pupils were in receipt of an EHCP. Considering that the national average in mainstream schools is 2.2% and 7.6% in PRU or AP our average is well above these.

Assessing and reviewing student progress

Assessment is continual. We track student progress termly and send reports to parents and the mainstream school each term on students':

- progress and attainment (against EHCPs if applicable)
- attendance and effort
- behaviour, social and emotional development
- responses to interventions

We regularly invite parents/carers feedback (see Consulting section below)

Teaching students with SEND

Teachers alongside the SENDCO develop Personal Learning Plans (PLPs) for all students which are written and reviewed termly from the 'Pupil Profile' and record:

- adjustments, interventions, equipment and support to be put in place
- expected outcomes, including targets that address the learning difficulties
- personalised learning strategies or approaches required
- PLP termly reviews by subject teachers and Link Tutors
- parental/carer support for homework

We provide high quality teaching personalised for individual student needs in small groups or if appropriate 1:1. Subject teachers are responsible for working with SEND students on a daily basis and lessons are planned alongside personalised subject targets. They work closely with other teachers and teaching assistants, to assess the impact of support. The SENDCO (see below) attends multi-agency meetings about the student and reports conclusions to subject teachers and link tutors. The SENDCO supports the class teacher in assessing strengths and weaknesses, in problem solving and advising on strategies. Termly drop ins allow the SENDCO to observe students using learning strategies, along with identifying areas of difficulty and implementing next steps to ensure EHCP outcomes are being worked towards and achieved where a student is with us more long term.

Evaluating effectiveness of SEND provision

We evaluate whole school policies regularly to insure inclusion and progress for students with SEND and this evaluation takes account of:

- Pupil reviews by all teachers concerned, with SENDCO feedback
- SENDCO reviews with multi-agency teams around a student
- teacher assessments of effectiveness
- classroom observation by SENDCO and SLT
- Personal Learning Plans and book scrutinies
- student interviews on targets

- attendance records and Education Welfare Service advice to address issues
- parent/carer feedback (see Consulting section below)

Students with an EHCP will have a review with the Local Authority at least once every 12 months. This is the responsibility of the mainstream school to organise and Ashley College attends providing updated evidence. Students' home schools hold responsibility for organising and setting dates for annual reviews, which Ashley College attend and contribute up to date information.

Adaptations to curriculum and learning environment

Ashley College is a single storey site with disabled toilet facilities and suitable for students with physical disabilities. The adaptations we can make to help students (with or without an EHCP) to achieve their expected outcomes may include changing:

- the learning and/or physical environment
- student group size
- teaching assistant support
- increased ICT or special resources
- specialist training of key staff
- curriculum materials
- special equipment

Recent adaptations we have made include:

- 360 video on website to support anxious students at point of entry
- reader and scribe support for lessons and examinations
- use of exam reader pens
- ~~blended learning approach using remote, online lessons via Google Meets and Google Classroom when medical needs prevent students from attending school. This has also been used for students who are required to self - isolate due to Covid 19. Teaching assistant are readily available and call students to ensure they are ready to log into "live" lessons.~~
- 1:1 focused literacy and numeracy to support gaps in learning being closed
- ~~iPads for students not comfortable with writing~~
- early morning and after school, teaching supported homework sessions
- weekly link tutor sessions to support students social, emotional and mental well being
- personalised homework schedules to support students in managing work load and independent learning
- special examination arrangements for all students
- special classroom positioning
- one-to-one teaching assistant support, voice recognition software (Dragonware), large font worksheets and learning materials for a visually impaired student
- regular rest breaks for students suffering from fatigue
- frequent access to toilets for students with medical need
- time out cards and therapeutic support to help manage anger
- therapeutic curriculum including gardening, yoga, relaxation, art, cookery, music lessons, cognitive behavioural therapy ~~or equine therapy~~ where need is identified, mentoring and twice weekly wellbeing activities such as Mindfulness and visualisation

- ~~coloured film to improve legibility for dyslexic students~~

We think ahead when we expect to welcome disabled students and make reasonable adjustments or provide aids/services to prevent any substantial disadvantage. Our accessibility policy and plan is available separately.

Expertise and training of staff

Our staff discuss and plan for individual students needs on a daily basis. All the adults working with our students provide quality first teaching and support.

Our staff are supported by an experienced SENDCO who holds the NASENCo qualification and a Master's degree in Specific Learning Difficulties. Our SENDCO is also fully qualified to assess learners for access arrangements and to diagnose dyslexia, ensuring that pupils receive the tailored support they need to succeed.

Recent training for staff has included provision on:

- Anaphylaxis
- Asthma
- Allergy awareness including Benedict's Law
- Defibrillation
- First Aid
- ASD Focused Teaching and Learning
- Using visual aids in the classroom
- Visual Impairment Team advice
- Hydrocortisone administration in adrenal crises
- Young Minds – mental health workshops
- Ongoing safeguarding training
- SEN code of practice - assess, plan, do, review
- Mindfulness
- Mental Health First Aid
- Understanding and supporting students to manage anxiety
- Psychosis
- Selective Mutism and developing communication strategies
- Developing a personalised and challenging curriculum
- De-escalating techniques
- Working with students with impaired hearing
- Understanding Trauma
- Emotionally Based School Avoidance including the WARMTH approach which we have adopted

SEND students and school activities

We aim for all students to be included in school trips and provide support needed to make it happen. Risk assessments for off-site activities ensure that health and safety is not compromised. We have also provided off site activities to promote social and emotional development, including Art gallery, Museum trips, University school workshops, anti-bullying conferences in Brent, Go Ape

High Ropes, visiting the local gym, climbing wall and equine care. We also provide 1:1 activities for individual students as identified by their need.

Support for emotional and social development

Personal Learning Plans for students with social, emotional and mental health needs promote active engagement in lessons and support self-esteem. Link Tutors are assigned to individual students specifically to support their personal development. The SENDCO has an open-door policy and encourages engagement.

We have a well-established PSHE program which draws on experts from the borough and outside agencies. Speakers at the school have covered: Knife crime, drug awareness, PREVENT, internet safety - such as understanding how to keep safe online when using social media, future careers and medical issues (Borough Nurse Service). Other subjects we offer to support emotional and social development include: cookery, art, music, yoga, cognitive behavioural or equine therapy where need is identified, mentoring and twice weekly wellbeing sessions including the use of virtual reality to support Mindfulness. Students also have opportunities to relax in our Zen/Sensory Garden.

We help students develop friendships, social relationships, group work skills and organise careers guidance to prepare them for higher education, employment, independent living and participation in society. We visit Careers Fairs and a special Connexions adviser supports us weekly. Where possible we try to arrange placements, or activities, where students have shown a particular interest they wish to pursue in the future e.g. visits to local nursery, attendance to an after school music club at another school.

One of our teaching assistants is an ELSA (Emotional Literacy Support Assistant) and can provide 1:1 support for pupils not receiving therapeutic through the school counsellor or via CAMHS.

Outside Agencies

At Ashley College we work with a variety of outside agencies to ensure we give the best possible support to our students and their families. These include:

- Anna Freud Centre
- BOAT
- Brent CAMHS
- Brent Carers Association
- Brent Community Nursing Team
- Brent Disability Team
- Brent Educational Psychology Service
- Brent Inclusions Team
- Brent SEND Parent Forum
- Brent Speech and Language Therapy Team
- GOSH and other hospitals
- ~~Learning with Horses Equine Therapy Centre~~
- Mental Health First Aid UK
- Papyrus Suicide Prevention
- ~~Safer Schools Officer~~
- School Attendance Support Officer
- Several other charitable support organisations
- Young Minds

Consulting and involving parents/carers

The Ashley College ethos is inclusive, and we actively welcome engagement with parents and carers in reviewing, updating, and implementing our policy. We invite parent and carer views during home visits, meetings, six-weekly student reviews, weekly link tutor calls and termly questionnaires. We believe that regular communication strengthens the impact of our SEND support and helps secure meaningful engagement in our approaches.

Our discussions with parents and carers:

- allow time to explore their views and share any concerns
- set outcomes, review progress, discuss activities and support, and clarify respective responsibilities
- identify the impact of SEND support outside of school
- are led by teachers who have a thorough understanding of the student's needs and attainment
- always consider the student's views
- ensure that agreed outcomes, actions, and support are recorded and shared with relevant staff and the parent or carer

Roles and responsibilities

Management Committee and Head – responsible for oversight of strategic decisions about SEND and school SEND arrangements, including regular review of:

- how expertise and resources for SEND build school improvement
- quality of SEND teaching and pupil progress
- this policy and report (ever year)

Management Committee member responsible for SEND – Richard Sternberg

Headteacher – Ms Ranjna Shiyani

Email: admin@ashleycollege.brent.sch.uk

Phone: **0208 937 3330, 07737 408622**

SENDCO - The SEN Coordinator (SENDCO), with the head teacher and management committee, determines the strategic development of SEND policy and provision. Key responsibilities are:

- overseeing day to day operation of the school SEND policy
- coordinating provision for students with SEND
- contact with the Designated teacher for looked after children with SEND
- advising on SEND support approaches
- contacts with SEND students parent/carers
- contacts with mainstream schools and professionals and organisations providing SEND support
- contributing to smooth transition arrangements with next providers and informing pupils and parent/carers
- ensuring up to date records for students with SEND

SENDCo –Louise Togher

Email: ltogher@ashleycollege.brent.sch.uk

Phone: 0208 937 3336, 07735 826382

Involving other bodies in meeting SEND and family needs

Our network is wide and we have strong links with an extensive range of organisations supporting SEND. Relevant organisations are invited to review meetings, transition meetings and other planning for students with SEN. We have regular meetings of teams around individual students, including child protection and multi-agency teams. We contact voluntary organisations, sometimes at the request of families. The Brent 'Local Offer' and our contribution to it set out the full range of organisations and services on whom we call (link).

We work closely with mainstream schools, colleges and other support agencies others to ensure a smooth transition for students to and from Ashley College, and organise familiarisation visits and counselling where appropriate. We always provide full information to other bodies in respect of students with EHCPs.

Where a looked after child (LAC) has SEND our Designated Teacher works closely with the child, social worker, carer and the relevant LAC Virtual School Team to ensure effective communication and the best possible outcomes for the child.

Complaints

Parents have rights of redress if they feel the management committee or school has failed in its duties to provide, or if they disagree with a decision or feel there is discriminatory practice, via:

- Ashley College Complaints Procedure
- Disagreement resolution service
- appeal to the SEN and Disability Tribunal after mediation
- complaint to OFSTED
- complaint to the LA Ombudsman
- complaint to the Secretary of State

Further Information [links to]

Department for Education Special Educational Needs and Disability Code of Practice 0 – 25 years.

Department for Education Special Educational Needs and Disabilities; A guide for parents and carers.

Brent Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) – Link

Brent Local Offer for children and young people with special educational needs and disabilities – brent.gov.uk/local offer