Special Educational Needs and Disability (SEN&D) Policy

Ratified by FGB:

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Date Agreed	11th December 2025
Signed by Headteacher	N. Hirst
Signed (Chair of Governors)	E. Worthen
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Special Educational Needs and Disability (SEN&D) Policy

Aims

This document provides a framework to enable us to ensure that all of our children, regardless of background or circumstances, fulfil their potential within our Christian community. The school Christian Values of Respect, Friendship, Perseverance, Forgiveness, Compassion and Trust are applied when following this policy, and we will use this guidance to ensure that our children will be fully prepared for the future, with high self-esteem and having forged strong and respectful relationships with other people.

We want our children to be fully prepared for God's ever changing world.

Legislation and guidance

This policy is written in line with the requirements of:-
Children and Families Act 2014
SEN Code of Practice 2015
SI 2014 1530 Special Educational Needs and Disability Regulations 2014
Part 3 Duties on Schools – Special Educational Needs Co-ordinators
Schedule 1 regulation 51– Information to be included in the SEN information report
Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
Equality Act 2010
Schools Admissions Code, DfE 1 Feb 2012
SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

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Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p 16)*

Links with other policies

This policy should be read in conjunction with the following school policies:

- SEND information report
- Behaviour for Learning
- Anti-Bullying
- Complaints Procedure
- Homework
- Teaching and Learning
- Accessibility
- Child Protection.

At Ashford St Mary's we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyscalculia, dyspraxia, speech and language needs, Autistic Spectrum Disorder (ASD), ADHD, learning difficulties, physical and sensory needs and emotional or social difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs: autistic spectrum disorder, speech and language difficulties, and emotional difficulties. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

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In Ashford St Mary's the quality of teaching is judged to be good in our last Ofsted inspection. (April 2025)

We follow the Mainstream Core Standards (https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. individual work on speech and language programmes, individual phonics support, small group teaching, use of ICT software learning packages such as Clicker. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'.

Please see SEND Information Report for additional information.

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