

Ambleford School Special Educational Needs and Disabilities (SEND) Policy

Reviewed: September 2025

Next Review: August 2026 (or sooner if required by statutory updates)

1. Introduction

Ambleford School is committed to ensuring that every child has the opportunity to flourish in an inclusive, supportive, and nurturing environment. We believe that all pupils, regardless of their abilities or needs, are entitled to access a broad and balanced curriculum that enables them to achieve their potential and prepares them for the next stage of their education and life. This SEND Policy outlines our approach to identifying, assessing, and supporting pupils with special educational needs and disabilities, in line with the SEND Code of Practice (2015), Children and Families Act 2014, Equality Act 2010, KCSIE 2025, and Independent Schools Inspectorate (ISI) regulations.

2. Aims and Objectives

The aims of this policy are to ensure early identification and effective support for pupils with SEND; to provide a curriculum that is accessible, engaging, and challenging for all; and to foster independence, resilience, and confidence in every learner. We aim to remove barriers to learning, promote equality of opportunity, and develop strong partnerships with parents, carers, and external professionals.

3. Definition of SEND

A pupil is considered to have special educational needs if they have a significantly greater difficulty in learning than the majority of pupils of the same age, or if they have a disability that prevents or hinders them from making use of the facilities ordinarily available in school. SEND may relate to one or more of the following areas:

Communication and interaction.

Cognition and learning.

Social, emotional, and mental health.

Sensory and/or physical needs.

We also recognise that some pupils may have needs that fall outside these categories, and we remain committed to supporting every individual holistically.

4. Identification and Assessment

At Ambleford School, early identification of SEND is a priority. Concerns may be raised by teachers, parents, carers, or the pupils themselves. Staff observe pupils closely during lessons and outdoor activities, monitoring progress, engagement, and wellbeing. Where a possible SEND need is identified, the Special Educational Needs Coordinator (SENCO) will carry out assessments, gather evidence, and consult with parents. If appropriate, external specialists will be involved to ensure an accurate understanding of the pupil's needs.

Assessment is ongoing, and the school maintains clear records of pupils' progress and support strategies. We recognise that some needs may emerge over time, and staff are trained to remain alert to changes in pupils' development, behaviour, or learning.

5. Provision and Support

We provide high-quality, differentiated teaching as the first response to meeting the needs of all pupils. Where additional support is required, the SENCO works with teachers to design and implement personalised strategies, which may include adapted tasks, additional adult support, use of assistive technologies, or specific interventions.

For pupils requiring more structured support, Individual Education Plans (IEPs) are developed in consultation with parents, pupils, and relevant staff. These plans set out clear targets, strategies, and methods for monitoring progress. Outdoor education and project-based learning are adapted to ensure accessibility, and pupils are encouraged to develop their strengths while receiving targeted support for their areas of need.

6. Roles and Responsibilities

The Directors and Headteacher have overall responsibility for ensuring that SEND provision meets statutory and regulatory requirements. The SENCO has day-to-day responsibility for coordinating SEND provision, supporting staff, liaising with parents, and engaging external specialists. Teachers are responsible for the learning and progress of all pupils in their care, including those with SEND, and must adapt their teaching accordingly. Parents and carers play a vital role in supporting learning and sharing relevant information with the school. Pupils themselves are encouraged to contribute to their support plans, reflecting on what strategies help them succeed.

7. Working with Parents and Carers

We recognise the importance of building strong, trusting relationships with parents and carers. Communication is open, honest, and collaborative, with parents involved in every stage of the identification, assessment, and review process. Regular meetings provide opportunities to

review progress, celebrate achievements, and agree on next steps. The school also provides guidance to parents on supporting their child's learning at home.

8. Working with External Agencies

Where appropriate, Amblesford School works in partnership with external professionals, including educational psychologists, speech and language therapists, occupational therapists, mental health services, and local authority SEND teams. These partnerships ensure that pupils receive specialised support tailored to their individual needs.

9. Training and Development

All staff receive regular training on inclusive practice, differentiation, and strategies for supporting pupils with SEND. The SENCO provides ongoing guidance and resources, and training needs are reviewed annually to ensure staff remain confident and skilled in meeting diverse needs.

10. Accessibility

Amblesford School is committed to ensuring accessibility for all. The physical environment is reviewed regularly, and reasonable adjustments are made to enable pupils with disabilities to participate fully in school life. Communication is adapted as needed, and alternative formats or assistive technologies are provided where appropriate. Every effort is made to ensure that trips, extracurricular activities, and Forest School sessions are inclusive and accessible.

11. Safeguarding and Wellbeing

The welfare of pupils with SEND is central to our safeguarding responsibilities. We recognise that pupils with SEND may be more vulnerable to bullying, abuse, and mental health challenges. Staff are trained to remain vigilant, and all concerns are reported promptly to the DSL. Anti-bullying strategies, pastoral support, and restorative practices are used to ensure that pupils with SEND feel safe, respected, and supported.

12. Monitoring and Review

SEND provision is monitored closely through lesson observations, reviews of pupil progress, and regular meetings between the SENCO and teachers. Individual Education Plans are reviewed termly, and adjustments are made as needed. The SENCO reports annually to the Directors on the effectiveness of SEND provision. This policy is reviewed annually, or sooner if there are changes in statutory guidance.

13. Policy Availability

This SEND Policy is published on the school website and available in print on request. Parents are encouraged to read it and to familiarise themselves with the school's approach to inclusion and support.

Conclusion

Ambleford School is dedicated to ensuring that all pupils, regardless of their needs or abilities, are given the opportunity to thrive. Through early identification, tailored support, strong partnerships with families and external agencies, and a commitment to inclusivity, the school ensures that every child can access a rich, engaging, and meaningful education.