



**Ashville College**  
**School Policies**

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# **SPECIAL EDUCATIONAL NEEDS POLICY**

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(including support staff in regular contact  
with students)

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# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **Introduction**

The College is committed to the development of the full potential of each individual pupil. In providing provision for pupils and prospective pupils with Special Educational Needs the College has to balance the needs of the individual against those of the whole community and the position and site of the buildings. Pupils who attend the College will need to be able to undertake an academic curriculum and work independently, even if they are receiving some additional support.

## **Definitions of Terms**

**College:** Ashville College, including the Boarding Houses, Pre-Prep, Junior and Senior Schools

**Head, Headteacher, Headmaster:**  
Headmaster of the College

**Pupils:** Pupils who attend the College including pupils in the Early Years Foundation Stage

## **Purpose**

The purpose of this policy is to ensure that pupils and prospective pupils are not treated less favourably than others. It sets out the steps that the College takes to ensure that they are not placed at a substantial disadvantage in matters of admission and education

## **Entrance**

Ashville College is an academically selective school and all assessments aim to assess potential rather than immediate attainment.

Pre-prep and Junior school entrance is determined by an interview with the Headteacher and informal/formal assessments which are age appropriate. These assessments are set out in the Admissions policy and provision is made to support applicants with learning difficulties, if the school is made aware of those difficulties in advance.

Senior School entrance examinations are formal and extra time is allowed for pupils who have a report identifying a specific learning difficulty.

## **Entry**

Before entry to the Pre-Prep School all children take a Dyslexia Early Screening Test which gives an indication of relative strength or weakness.

After entry, pupils are screened for learning difficulties in Year 1, Year 3 and Year 7 or at any other time after discussion with staff and parents.

## **Support**

The College provides teaching support for dyslexia, certain kinds of dyspraxia and provision for a variety of other specific learning needs. It can also provide appropriate teaching for academically very able students. Other needs may be assessed individually in discussion with parents, students and professional services and which may lead to an individual welfare plan and academic programme.

The College provides a specialist Learning Support Department staffed by qualified specialist teachers in a dedicated area that is easily accessible. Links with local support agencies are strong. Three levels of support are provided:

1. One-to-one tuition according to a specific programme. A charge is made for this provision.
2. Subject teachers are provided with specific guidance to incorporate within their lessons in order to meet their pupils' individual needs.
3. Informal drop-in centre where students may receive specialist help and support.

Pupils who have a statement of specific learning difficulties may be granted special concessions by exam boards for public exams. If this is the case, the College will make appropriate arrangements. If a pupil requires individual provision such as a reader or scribe, the College will pass on the costs of this provision to parents.

The most academic students will find extension through differentiation within the classroom and also through the Scholarship extension programme.

All students have access to a broad and balanced curriculum and will only be granted permission to drop a subject following agreement between the College, parents and, where appropriate, professional agencies.