ASDAN Policy

Our Vision
Empowering students with values and skills to excel in a dynamic world.

Our Mission
To deliver high-quality, forward-thinking education that equips every student with the knowledge, skills, attitudes and global competencies to excel.
To create a nurturing, inclusive environment where all learners are enabled to contribute meaningfully to their communities and beyond.
To inspire a passion for discovery, nurture innovative mindsets.
To develop individuals to embrace every learning experience, build emotional and mental fortitude and a growth mindset to navigate challenges confidently.

Policy Statement

Our school is committed to providing an inclusive, meaningful, and practical education for students following the ASDAN Alternative Pathway. The ASDAN programme supports the development of independence, life skills, communication, and employability, preparing students for greater participation in school, community, and future pathways. This policy applies specifically to **students in Grade 3 and above who are working at ASDAN Level 3**.
It outlines how ASDAN is implemented, monitored, and reviewed to ensure high-quality outcomes for all learners.

Aims of the ASDAN Programme

The ASDAN programme in our school aims to:

- Support students with diverse learning needs (Grade 3+) to achieve meaningful, real-life outcomes.
- Develop independence, communication, social, and functional life skills.
- Provide accredited and structured learning pathways appropriate to individual needs.

- Support positive transitions to higher grades nad vocational pathways,
- Promote confidence, self-regulation, and active participation in school and community life.

Identification of Students

Students are placed on the ASDAN Alternative Pathway based on:

- Being in **Grade 3 or above and working at Level 3**.
- Individual learning needs identified through assessments and reviews.
- IEP targets and multidisciplinary recommendations.
- Consultation with parents, teachers, and support staff.
- Ongoing review of progress and suitability of the pathway.

Curriculum and Delivery

- The ASDAN programme is delivered through structured lessons, life-skills activities, and community-based learning.
- Learning is personalised through Individual Education Plans (IEPs) and ASDAN Level 3 targets.
- Teaching focuses on practical skills, functional academics of numeracy and literacy, communication, social development, and independence.
- Opportunities for work-related learning and community exposure are provided where appropriate.

Teaching and Support

- The programme is delivered by trained teachers with support from Learning Support Assistants (LSAs).
- LSAs receive regular training to ensure consistent strategies in behaviour support, sensory regulation, and skill development.
- Teaching strategies include visual supports, structured routines, task breakdown, and positive behaviour support approaches.

Assessment and Evidence

- Student progress is assessed continuously through observation, task completion, and skill demonstrations.
- Evidence for ASDAN portfolios includes photographs, checklists, work samples, and short written observations.
- Portfolios are regularly reviewed to ensure progress, quality, and alignment with **ASDAN Level 3 standards**.

Parent Partnership

- The school works closely with parents through regular communication and review meetings.
- Parents are guided on how to practise skills at home and contribute evidence to ASDAN portfolios.
- Workshops and support sessions are provided to help families understand the programme and use consistent strategies.

Community and External Partnerships

- The school develops links with community organisations, training providers, and support services.
- Students participate in structured community visits and work-related learning experiences.
- These opportunities support the generalisation of skills and preparation for adult life and vocational pathways.

Safeguarding and Wellbeing

- Student wellbeing is supported through emotional support strategies, sensory regulation plans, and positive behaviour support.
- Safety awareness and stress management are taught through daily routines, visual supports, calm spaces, and predictable structures.
- The school ensures a safe, supportive, and inclusive environment for all students.

Transition and Future Planning

- Transition planning is built into individual student plans.
- Students are prepared for movement to higher grades, vocational pathways, and post-school options where appropriate.
- Independence goals focus on daily living, communication, and social skills.
- Guidance and links to suitable post-school options are provided when applicable.

Collaboration with Other ASDAN Schools

- The school works in partnership with other ASDAN centres to share good practice, moderate standards, and improve provision.
- Staff participate in networking, training, and collaborative activities to enhance programme quality.

Monitoring and Review

- The ASDAN programme is monitored through portfolio reviews, student progress tracking, observations, and review meetings.
- The policy and programme are reviewed annually to ensure effectiveness, compliance, and continuous improvement.

13. Roles and Responsibilities

- **School Leadership:** Ensure quality implementation, resources, and staff training.
- **ASDAN Coordinator:** delivery of programme, assessment, portfolios, and compliance.
- **LSAs:** Deliver the programme and support student progress.
- **Parents:** Support learning at home and contribute evidence where possible.

Reviewed by:

Mrs.Clara Martin
Principal
Sabari Indian School

Mrs.Huraira Zaheen
Head of Inclusion
Sabari Indian School