



# Arts Educational Schools Day School and Sixth Form **SEND Handbook**

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Policy written by:	Warren Turner/Holly Wingate
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# Special Educational Needs and Disability Provision Policy

## Statement of Intent

The Arts Educational Schools is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

Pupils have special educational needs if they have a learning difficulty or disability (LDD) which calls for special educational provision to be made for them. A proportion of pupils will have special educational needs (SEND) at some time in their school career. Some pupils require more support than others – some throughout their whole time at school, and others for short periods to help them overcome more temporary issues. If all pupils are to achieve their full potential, we must recognise this and plan accordingly.

Special educational needs and disabilities (SEND) is a broad term that covers a diversity of need. As a school, we do not discriminate on the basis of educational need (see the Admissions Policy); however, before accepting a pupil with an Educational Health and Care Plan, we would need to ensure that we were confident in our ability to be able to meet that level of need. That could be ascertained via meetings with the pupil and their parents, contact with their previous school, and a detailed examination of the report from the educational psychologist. The school's Admissions Policy notes the process that should be followed if a pupil with a physical disability wants to join the school. Please note the section on 'Disability access' below.

We have a number of pupils with SENDs, and the majority of pupils have diagnosed difficulties due to dyslexia. The majority of this policy addresses how we support the pupils we currently have on roll.

The school complies with the provisions of the *SEND Code (2015)*, provisions from the *Children and Families Act 2014*, the *Disability Discriminations Act 2005* and the *Education Act 1996*. A child is considered to have long-term needs if their needs are deemed severe enough to affect them for a year or more. Pupils have a learning difficulty if they have significantly greater difficulty accessing or processing aspects of the curriculum than the majority of pupils.

## Aims and objectives

The specific objectives of our SEND Policy are as follows:

- To ensure a consistent, whole-school approach to pupils with SEND;
- To identify pupils with learning difficulties or disabilities and/or special educational needs as early as possible, and ensure that the necessary support is provided through early intervention, tracking and review;
- To provide pupils with the appropriate level of support from initial identification of need through to EHCPs (previously known as statements);
- To support staff in creating a learning environment that meets the special educational needs of each pupil;

- To ensure that all pupils have equal access to a broad, balanced and differentiated curriculum;
- To encourage pupils to be fully involved in their learning and in developing the skills to monitor and review their own progress;
- To make clear the expectations of all partners when planning for and supporting the provision for special educational needs;
- To ensure parents are kept fully informed and are involved in supporting the school in meeting the needs of their child; and
- To ensure all teaching and support staff receive appropriate information and guidance to meet the needs of pupils with identified SEND.

## **Roles and responsibilities**

At Arts Educational Schools, we aim to promote a positive environment that enables all pupils (including those identified as having SEND) to develop as individuals and to ensure that, as learners, they make the best possible progress over time. We take each child's needs into account with regards to sanctions, admissions, school trips and exams (see respective policies).

SEND provision at the school is overseen by Rob Bannon (Director of Teaching and Learning) and expert support is provided by Holly Wingate, the Special Educational Needs and Disability Coordinator (SENDCO) for the Day School and Warren Turner, Sixth Form SENDCO. The SENDCOs deliver the day-to-day SEND programme of support at the school.

The SENDCOs:

- Oversee the day-to-day implementation of the school's SENDA Policy;
- Ensure that background information from the feeder schools of pupils identified as having SEND is collected, recorded, updated and communicated to the relevant members of staff;
- Analyse the data provided by educational psychologists to implement recommendations and to ensure that, where a need is identified, extra time is provided for public examinations;
- Liaise with parents/carers;
- Analyse data from CATs and Suffolk Reading Scale scores in order to investigate and possibly identify pupils who may have SEND;
- Create Individual Education Plans (IEPs) for each child identified as needing support, and communicates them to appropriate staff members;
- Annually review the IEPs and update them accordingly. These documents are located where all staff have easy access to them;
- Use information from subject staff to act as a trigger for pupil observation in class. (These pupils will have been identified as displaying behaviours associated with SEND that may not have been identified by their previous schools);
- Coordinate the monitoring and review of interventions/actions that have been introduced to support the pupil;
- Liaise with relevant external agencies;
- Annually review the EHC Plans of identified pupils;
- Advise and support other practitioners in the setting;
- Contribute to staff INSET (in-service education and training) on matters relating to SEND;
- Ensure that appropriate records are kept, and that these records are reviewed and updated annually; and

- Plan, deliver and review educational support for identified pupils.

## **Learning support in action**

The educational support provided by the SENDCO includes:

- a) Alongside support in the subject classroom;
- b) Small group work on skills development; and
- c) One-to-one bespoke support in a withdrawal setting.

## **Staff in general**

Each teacher has a responsibility to differentiate their teaching for pupils with SEND in his/her subject classroom, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual pupil's special SEND needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. Regular training is provided for staff on the best ways to support SEND pupils. The SENDCO is also available as an expert to provide staff with specific advice on a particular pupil.

## **Inclusive practice**

At Arts Educational Schools, we provide effective learning opportunities for all pupils by:

### **A Setting suitable learning challenges so that pupils experience:**

- Success in their own learning;
- A flexibility of approach; and
- Suitably challenging work.

### **B Responding to pupils' diverse learning needs by:**

- Setting and communicating high expectations and opportunities for achievement for all;
- Planning and delivering lessons that reflect a range of learning and teaching styles, and a recognition of individual pupils' needs;
- Setting appropriate learning objectives and assessment targets;
- Creating effective learning environments;
- Promoting and securing pupil motivation and concentration;
- Providing equality of opportunity through approaches to classroom management and delivery of subject content; and
- Using appropriate tools and language for assessment and tracking.

### **C Overcoming potential barriers to learning and assessment for individuals and groups of pupils by:**

- Making provision for pupils to participate effectively in the curriculum; and
- Planning for SEND and providing access to learning for all pupils.

## **Monitoring the effectiveness of this policy**

At Arts Educational Schools, we expect all pupils with SEND to make good progress. The nature of the curriculum, with its particular emphasis on the arts, enables pupils with certain educational needs (dyslexia, for example) to have the experience of achieving at the highest level even if they struggle in subjects that require more reading and written work.

The progress of all pupils with IEPs is monitored and recorded. Each year the SENDCO reviews each child's progress against their predicted CAT grades as a way of evaluating the effectiveness of our SEN provision. A record of this data analysis is kept by the SENDCO.

If we feel that a child is not making progress commensurate with their ability, and if we feel that he/she may need extra time for exams or a scribe, we will advise their parents/carers to consult with an educational psychologist and to enlist their support in completing an evaluation if a specific barrier to learning exists.

We are fully committed to the principle of inclusion and to perpetuating the good practice that makes it possible. Our policy will enable pupils with SEND to be an integral part of our school community.

### **Disability access to the Day School and Sixth Form**

The Arts Educational Schools is located in a small city centre site in a listed building. Most of the classrooms and studios are based on the first floor and lift access is available. Within the school accommodation, the majority of the studios and classrooms are on the first floor, with two additional spaces on the ground floor. It is necessary for pupils to be able to move from classroom to studio, and from floor to floor. During most days it is also necessary for a pupil to change into vocational clothing; the changing rooms are located on the first floor.

The Governors' ongoing strategy is to ensure that any future conversion of rooms will ensure that disability access is taken into account.

Due to the vocational nature of the school, with its significant focus on the performing arts (and the emphasis on movement and dance), we have not, to date, received any applications from prospective pupils with significant physical disabilities. If we did receive such an application, in our overall assessment of the application we would see if any reasonable adjustments could be made that would enable the candidate to participate fully in our Curriculum Offer (see Admissions Policy). Currently, if a pupil is injured (for example, on crutches) the majority of their teaching and learning could still be accommodated within our existing physical environment. In case of fire, pupils on crutches or in a wheelchair are instructed to use the refuge points located around the building to be helped to the fire assembly point.

Pupils with visual impairment needs could be assisted due to the ongoing investment in interactive whiteboards. This technology allows images to be enlarged to benefit those with a visual impairment. It would also be possible to download teaching notes to enable the pupil to read using specialist software for visually impaired pupils at home. Larger print course notes and examination papers would also be introduced as and when required.

The provision of hearing loops has been considered, but the dispersed nature of the classrooms means it is not financially viable to install such a system. A hearing loop will be installed in the main theatre this year, but this is unlikely to be of significant use to a hearing-impaired pupil as no teaching takes place there outside of production rehearsals.

In any admissions case, we advise parents to make direct contact with the Admissions Secretary (Rosalie Jones) prior to an audition. The Admissions Secretary would consider the best way for the pupil to be supported in terms of effectively accessing the different elements of the audition process. If a pupil were offered a place at the school, a member of the Senior Leadership Team would meet with the pupil and his/her parents/carers to explore whether or not and how the individual's access needs could be accommodated.

## **The SEND Department Contact Information**

Holly Wingate  
Day School SENDCO (Monday-Thursday)  
Based in the SEND Office (Room 106)  
[hwingate@artsed.co.uk](mailto:hwingate@artsed.co.uk)  
Telephone Ext: 608

Warren Turner  
Sixth Form SENDCO  
Based in the Sixth Form Office  
[wturner@artsed.co.uk](mailto:wturner@artsed.co.uk)  
Telephone Ext:611

Marianne Beresford  
History and Learning Support Teacher (Friday)  
[mberesford@artsed.co.uk](mailto:mberesford@artsed.co.uk)

Rob Bannon  
SEND Line Manager  
Director of Teaching and Learning  
[rbannon@artsed.co.uk](mailto:rbannon@artsed.co.uk)  
Telephone Ext:

### **Background**

The 2016-17 academic year has been a time of great development and change in the SEND department at ArtsEd.

In September the department expanded to include a Sixth Form SENDCO to develop our provision for post 16 students. So far this year we have been expanding our information systems and are aiming to make as much SEND information as possible available via the school's network, SchoolBase and new shared, collaborative documentation.

### **Supporting students**

If you have concerns about a student the first thing you should do is go onto the Shared Area to confirm the student's needs and possible support strategies.

Please look at the Staff/Student Action Plan in the Day School or at the Access All Areas information for Sixth Form. These documents contain information on the



student, strategies to help you support the student and suggested tried and tested strategies from other staff.

If the student does not appear on the SEND register then please refer to the SEND staff for further investigation using the contact details listed above.

### **Inclass support**

Inclass support staffing is in the planning stage for September 2017.

### **SEN information and codings**

Students on the SEN register should be highlighted in staff registers using the following colour codings for the most common needs.

DYSLEXIA in yellow.

DYSPRAXIA in green.

DYSCALCULIA in red.

ADHD in blue.

Visual Stress in red ink.

Laptop use in blue ink.

### **Statements, EHCPs and Other Support Categories**

Students who have significant needs may be assessed and granted a status and extra provision. These used to be called Statements. These are now known as Education, Health and Care Plans EHCPs (E). At present no student at this school requires an EHCP.

The other big change in the new Code of Practice is that there will be only one formal stage of support on the SEN register – this support stage will, in effect, replace School Action and School Action Plus. This stage will now be known as K.

### **ICT**

ICT use around the school is developing year on year with the introduction of new Smart Boards. It is part of the school's development plan to continue adding these beneficial resources to support the learning of SEND students. ICT use is also encouraged in the classroom and supported as an examination access arrangement. Students who use a laptop as their usual way of working are able, following agreement, to do so in all our mock and public exams.

ICT is also employed in the SEND department for the purposes of testing students for educational needs using specialist software and for record keeping. In both cases data and information are stored on secure servers.

### **Continuing Professional Development (CPD)**

The SEND department regularly attend CPD courses to develop their skills and to keep abreast of educational and SEND developments and practices. This knowledge

is then shared within the department and often with the entire staff body so all may benefit from the experience.

### **Departmental Meetings**

The SEND department meet on a weekly basis to discuss any issues arising at school and to plan strategies for future development.

### **Contact with Parents**

Home school contact will take place in a number of forms in the SEND department. Student planners, emails and phone calls will be most commonly used on a daily basis with occasional meetings to take place, by prior arrangement, at Parent's Evenings, Academic Review Days or another mutually agreeable time.

### **Staff Absence**

In the event of staff absence, 1-2-1 and small group work will be cancelled and students will attend their usual curriculum based lesson. If it is deemed possible or appropriate these sessions may be covered within the SEND department.

### **School Health and Safety Policies and the Safeguarding Policy**

As per the whole school CPD policy, staff are equipped with current knowledge of KCSIE and Prevent training standards. In addition SEND staff are aware of the increased likelihood of disclosures relating to safeguarding issues in the 1-2-1 and small group setting and respond accordingly.

### **Complaints**

Where possible any issues or complaints should be directed to the member of staff concerned. If further action is required or this does not seem appropriate the issue should be taken to the department line manager as specified within the SEND department contact information.

## Appendix 1: Staff/Student Action Plan Template

<b>Staff/Pupil Action Plan</b>					
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<b>Pupil</b>		<b>Tutor group</b>	<b>Year</b>	<b>Date</b>	
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**This document is based on: intervention by the Learning Inclusion Department, the above pupil's development of positive learning skills, collaborative discussions with the above pupil, and classroom observations where best practice has been identified.**

**Specific learning difficulties:**

**Achievable targets the pupil is working towards:**

**Successful best practice identified in the classroom:**

**The pupil's ongoing involvement with the Learning Inclusion Department:**



Appendix 2: Access All Areas Document Template



**'Access All Areas'**

Name:	Tutor Group:	Need:	Access:

<b>Information About Student:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Subjects:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Strategies:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Student Comments:</b>
<b>Further Information:</b>
<b>Intervention Record:</b>

Issued by:	Date:
Warren Turner	October 2016



### **Appendix 3: Strategies and advice for working with SEN students**

#### Students with a low reading age (R.A.) and MLD moderate learning difficulties

- Please be aware of the difficulty of the text you are using. They may be unable to read this alone. (This may apply to a class)
- Don't ask them to read out loud. (They may have a note in their diary for this.)
- Be aware that they cannot just dip into the text and get answers – it would be helpful to ask or set out the questions before you read the text so they know what they are looking out for as you read.

#### Students with SPLD - Specific Learning Difficulties e.g. dyslexia

- Make sure that you know who these students are. It is very discouraging for them if you make a remark and compare their written work negatively to their oral contributions
- Encourage them to word process and spell check as much work as possible
- Please do not give them long lists of words to learn in spellings. They simply will not be able to do this. But do give them new vocab before they start a topic.

#### Students with SCL - Speech Communication and Language difficulties

- These students may have age appropriate reading and spelling skills but be aware they may not be processing information
- When you want to check if they have understood instructions do not ask if they have understood, but ask a question e.g. What are you going to next?
- In asking questions in class you may want to say to the pupil – I am going to ask you this question in a few minutes – so you allow them time to formulate their answer.

#### Students with ASD – On the Autistic Spectrum Disorder

- Direct rather than invite tasks to be done. These students work better with instructions than choice
- Prepare them for change if possible. If you are going to be in a different classroom or change the way you run the lesson – let them know in advance.
- Encourage eye contact but do not insist on this as this can cause distress

#### Students with ADHD Attention Deficit Hyperactivity Disorder

- If possible, place student at the front of the class and away from distractions like windows and doors ( to cut down on stimuli)
- If possible the student should have a tiny notebook to jot down a word to remember what he wants to say so he does not have to butt in to make his point

- Use timings e.g. in 10 minutes we will .....And let them know the timings within lesson

#### Appendix 4: SEN categories

**MLD** Moderate Learning Difficulties - general difficulties  
**SPLD** Specific Learning Difficulties e.g. dyslexia

The above 2 categories are sometimes put together and called **cognition and learning**

**SLC** Speech, Communication and Language  
**SEMH** Social, emotional and mental health problems. – these should be identified by a professional  
**AD(H)D** Not a formal label- subset of above  
 Attention Deficit (Hyperactivity) Disorder  
**ASD** Autistic Spectrum Disorder includes Asperger's Syndrome  
**P/I** Physical Impairment subsets of -  
**H/I** Hearing Impaired  
**V/I** Visually Impaired