Day School and Sixth Form

SEND Policy Handbook

Handbook written:	January 2017
Policy written by:	Warren Turner/Holly Wingate
Policy reviewed by :	Warren Turner/Georgina Kent Sept 2019
Next review date:	September 2020

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Special Educational Needs and Disability Provision Policy

Statement of Intent
The ArtsEd 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; this will be reviewed once a term through the 'Assess, Plan, Do, Review' cycle
- To ensure that the SEND Department work with teachers and parents to implement the 'Graduated Approach' through Waves 1, 2 and 3 intervention
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- 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 ArtsEd, 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 Claire Parker-Wood (Deputy Head Teacher and Designated Safeguarding Lead) and expert support is provided by Georgina Kent, 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 SEND 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
- Analyse internal exams and GCSE data to assess and evaluate impact of learning support
- Liaise with parents/carers
- Speak with class teachers regularly about the progress of SEND students
- Ask teachers to flag up students with potential SEND to ensure early identification of need in all year groups
- 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);
- Analyse data from CATs and LUCID Exact 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;

- 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 (none at present time – September 2019);
- Advise and support other practitioners in the setting;
- Contribute to staff INSET (in-service education and training) on matters relating to SEND;
- Keep up to date with SEND regulation, government initiatives and resources that may benefit our pupils
- Ensure that appropriate records are kept, and that these records are reviewed and updated annually;
- 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 ArtsEd, 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, resources 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 ArtsEd, 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.

As a whole school approach, all staff and the SEND department will meet once a term to review the '*Graduated Approach*' of intervention for those pupils on our SEND register.

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 ArtsEd 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

Georgina Kent
Day School SENDCO and Deputy Designated Safeguarding Lead
Based in the SEND Hub (Room 132)
gkent@artsed.co.uk
Telephone Ext: 659

Warren Turner
Sixth Form SENDCO and Examination Access Arrangements Officer
Based in the SEND Hub (Room 132)
wturner@artsed.co.uk
Telephone Ext: 659

Claire Parker-Wood
Deputy Head and Designated Safeguarding Lead
cparker-wood@artsed.co.uk
Telephone Ext: 612

Background
In the 2016-17 academic year the SEND department at ArtsEd expanded to include a Sixth Form SENDCO to develop provision for post 16 students. During that year we expanded our information systems and began working to make as much SEND information as possible available via the school's network, SchoolBase and new shared, collaborative documentation.

September 2017 saw the arrival of Georgina Kent our new, full time, Day School SENDCo. With the arrival of this new full time department came the SEND Hub, the newly repurposed room 132, a work space for SEND mentoring, meetings and assessment.

Supporting students
If you are teaching students with SEN the first thing you should do is go onto Edukey https://edukeyapp.com/account/login to confirm the student's needs and to look for support strategies.

Please look at the 'Access All Areas' forms and plans on Edukey. 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.

There is also a SEND Toolkit on 'One Drive' where teachers and members of staff can learn more about specific SEND.

With regards to the 'Graduated Approach' and waves of intervention, this is tracked and shared with all staff in a spreadsheet format on the 'One Drive'.

In-class support
In-class support staffing is provided in a number of English lessons, with a particular focus on year 11, this academic year.

SEN information and key
Students on the SEN register should be highlighted in staff registers using the following colour key 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).
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.

Access Arrangements for Examinations
Please see our separate Examination Access Arrangement Policy for information relating to how we assess access arrangements for examinations within the SEND department.

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. The SEND line manager also attends these meetings on a fortnightly basis to address wider school issues and developments.

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. As of April 2019, parents can now view their child's plan on Edukey and are able to comment on these.

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.

Data Protection and Retention Policy
All hard copy SEND documents are kept in the SEND Hub (Room 132) which is locked whenever unattended.

SEND information records will be retained by the school until the student's 25th birthday. These records will include any documentation created by the school for intervention or assessment purposes e.g IEPs, in in the form of Access All Areas documents and Lucid test results. Confidential documentation provided by external agencies may be destroyed to maintain security. All archived SEND student leaver information is placed in a lockable cupboard located near the school admin office.

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.
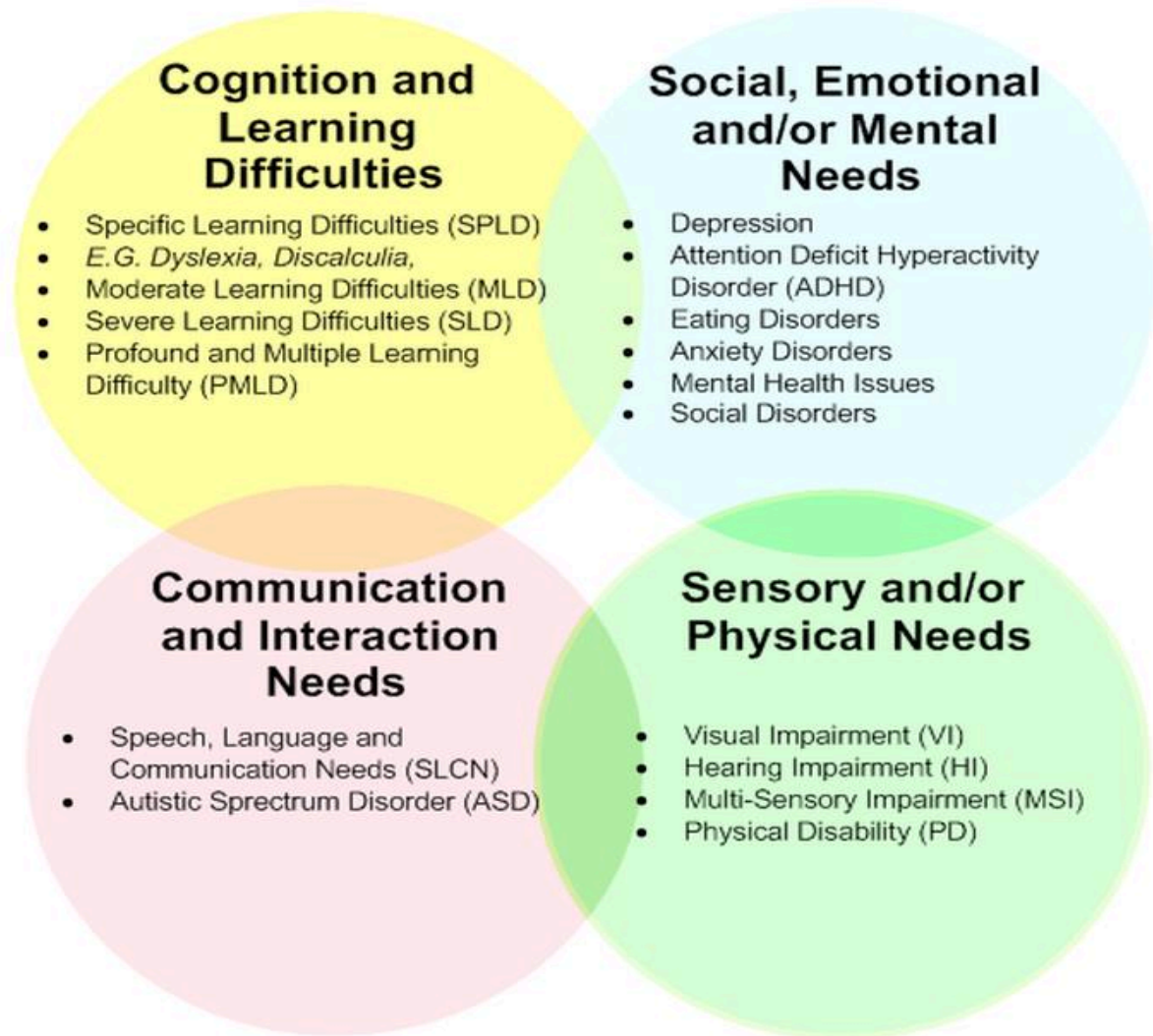
Access All Areas - *Arts Educational Schools London*

Teacher: Georgina Kent

Dave
Atkinson

Date of birth:
Year group: 10
Tutor group: 10

Learning Need

- Dyslexia

Examination Access Arrangements

- 25% extra time in exams
- To use a laptop

Priority

- Sit Dave at the front of the class and limit amount of copied text
- Ensure that Dave is using a laptop and reading ruler when in lessons

Subject Specific Information

- All subjects - Break questions and tasks down into manageable chunks to ensure Dave understand what is being asked
- Maths - Dave finds multi-step tasks difficult. Encourage him to record steps of key maths processes on revision cards
- All subjects - Dave finds it useful talking through his ideas before writing
- Dave finds it difficult to keep on top of deadlines and organisation - Dave is to use reminders and labels in school planner to help with organisation

Information About Me

- Educational Psychologist Report - April 2000
- Diagnosis of dyslexia - Dave has strong verbal skills but poor working memory and literary skills
- Dave received Learning Support in previous school

Strategies

- To see Learning Support department weekly
- Dave has a maths tutor out of school - SEND and Maths department to regular reivew progress with tutor
- Dave to use a blue reading ruler
- Dave to use mind maps and flash cards to aid with learning and revision

Student Comments

- I love Drama

Physical and Emotional Well-Being

- Dave is settling in well and is continuing to work on strategies that work for him

Appendix 2: Strategies and advice for working with SEN students

Please be aware that there are four broad categories of SEND under the **Special Educational Needs Code of Practice** **(2014) (see Venn diagram)**

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Discalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Sprectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

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.
- 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. Differentiate your marking for these students.

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- 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.
- If a child has Dyscalculia, refer to SEND toolkit and use hands on resources as much as possible

Students with SLCN – Speech, Language and Communication Needs

- 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 when 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
- Avoid using idioms when teaching, as pupils will often take literal meanings
- Encourage two way open answer conversations between pupil and their peers

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 interrupt to make his/her point
- Use timings e.g. in 10 minutes we will ……And let them know the timings within lesson

Students with SEMH - Social, Emotional and/or Mental Needs

- Staff to make themselves aware of the designated mental health first aiders in the school
- Some of these students will have information and strategies outlines on Edukey e.g. time out cards for sixth form

Appendix 3: SEN categories

MLD   Moderate Learning Difficulties - general difficulties
SPLD   Specific Learning Difficulties e.g. dyslexia
SLCN   Speech, Language and Communication Needs
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

Appendix 4: The Graduated Approach for SEN Support