



ARTS EDUCATIONAL SCHOOLS
Learning Development & SEND Policy

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Day School and Sixth Form Learning Development & SEND Policy

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1 Statement of Intent

- 1.1 ArtsEd is committed to providing an inclusive, ambitious and inspiring education in which every pupil can flourish. Guided by our values of *One ArtsEd*, *Excellence with Care*, *Courageous Creativity*, *Equity of Access and Opportunity*, and *Integrity and Stewardship*, we support all pupils, including those with Special Educational Needs and Disabilities (SEND), to participate fully in school life and achieve their potential.
- 1.1 We recognise the strong relationship between neurodiversity, creativity and talent within the performing arts. This is reflected in the proportion of pupils at ArtsEd with SEND or additional barriers to learning, which is significantly higher than the national average. We celebrate the strengths, individuality and perspectives that pupils bring to our community.
- 1.2 ArtsEd offers a distinctive and academically ambitious curriculum that combines rigorous academic study with high-level vocational training. The demands of this curriculum require independence, commitment and resilience. Through high-quality teaching, appropriate adjustments and targeted support, we enable pupils with SEND to engage successfully with these expectations and achieve excellence across both academic and vocational disciplines.
- 1.3 We are committed to creating a culture of belonging where difference is valued and barriers to learning are identified and addressed. We recognise that fairness does not always mean treating every pupil in the same way, and we make reasonable adjustments and provide individualised support where appropriate.
- 1.4 The school adopts the graduated approach of *Assess, Plan, Do, Review* and works in partnership with pupils, families and external professionals to secure the best possible outcomes.
- 1.5 ArtsEd complies with its duties under the *Children and Families Act 2014*, the *SEND Code of Practice: 0-25 Years (2015)*, the *Equality Act 2010*, the *Education Act 1996* and all other relevant legislation and statutory guidance relating to SEND.

1.6 Purpose

1.7 The purpose of this policy is to promote a responsive, flexible and inclusive whole-school approach to supporting pupils with SEND, and those experiencing health or other barriers to learning, so that all pupils can access and succeed within ArtsEd's ambitious curriculum.

1.8 ArtsEd aims to:

- identify additional needs as early as possible and provide timely, appropriate support through assessment, intervention, monitoring and review;
- empower pupils to understand their strengths, reflect on their progress and advocate for their needs where appropriate;
- support staff to create inclusive learning environments through effective teaching, reasonable adjustments and ongoing professional development;
- plan effectively for pupils joining ArtsEd with identified SEND, medical needs or other barriers to learning;
- identify pupils whose needs emerge during their time at the school;
- work in partnership with pupils, parents, carers and external professionals to plan, implement and review support;
- keep parents and carers informed and involved in decisions relating to their child's provision;
- monitor pupil progress and evaluate the impact of support and interventions;
- ensure that SEND provision reflects the needs, responsibilities and contributions of all members of the ArtsEd community.

1.9 Definition of SEND

2.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age. ArtsEd recognises the four broad areas of need identified within the SEND Code of Practice: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs.

1.10 LDD & SEND Roles and Organisation

- 2.2 SEND provision at the school is overseen by **Charlotte Swingler**, the Director of Teaching and Learning.
- 2.3 The Department is led by **Jane Louis-Wood**, the Head of Learning Development & SENDCo.
- 2.4 **Leigh Brennan** is the Learning Development Teacher. Leigh is also a Designated Safeguarding Lead and is the key support for those whose health and/or safeguarding needs impact their ability to impact the curriculum.
- 2.5 The Learning Development Department meets on a fortnightly basis to record issues arising within the department and to plan strategies for future development.
- 2.6 The Director of Teaching and Learning and Head of Learning development also meet fortnightly to discuss the day-to-day and strategic work of the department.

1.11 LDD & SEND Responsibilities

2.7 Admissions

- Please refer to the Admissions Policy for full details of the application and audition process.
- ArtsEd welcomes applications from pupils with SEND and is committed to ensuring equity of access throughout the admissions process.
- The Learning Development Department (LDD) works closely with the Admissions Team to identify and consider any additional needs, disabilities or barriers to learning that may require reasonable adjustments during the audition or admissions process.
- Before an offer is confirmed, the school will consider, in partnership with the pupil, parents/carers, previous schools and, where applicable, the local authority, whether ArtsEd can meet the pupil's needs effectively within its educational provision and available resources

2.8 SEND

- Parents/carers are encouraged to disclose any identified or suspected SEND, disabilities or Education, Health and Care Plans (EHCPs) at the earliest opportunity.
- Where a pupil has an Education, Health and Care Plan (EHCP), the school will work collaboratively with the local authority, parents/carers and relevant professionals to implement and review the provision identified within the plan. Annual reviews will be supported in accordance with statutory requirements.

- The LDD will liaise with families to understand the pupil's strengths, needs and access requirements and, where appropriate, arrange reasonable adjustments to enable equitable participation in the audition process.
- With parental consent, the school may seek information from previous schools, SENDCos, safeguarding leads, medical professionals or other relevant specialists to inform decision-making and transition planning.

2.9 EAL

- ArtsEd welcomes pupils from a wide range of linguistic and cultural backgrounds.
- To access the school's academic, vocational and pastoral provision successfully, pupils are expected to have a functional level of English appropriate to the demands of the curriculum.
- Teachers provide appropriate support for pupils with EAL through adaptive teaching and vocabulary development. Where additional language support is required, the school may recommend specialist EAL tuition.

2.10 Graduated Approach

- SEND support follows the Assess, Plan, Do, Review cycle. Information from teachers, parents/carers, pupils and relevant assessments informs identification of need. Appropriate support and adjustments are agreed, implemented and reviewed regularly. The cycle is repeated to ensure provision remains responsive to changing needs and secures positive outcomes.

2.11 Transition

- ArtsEd recognises that transition can present additional challenges for some pupils, particularly those with SEND or other identified needs.
- The school works closely with pupils, parents/carers, previous schools and, where appropriate, external professionals to gather information and plan effective support before entry.
- Relevant information is shared with teaching and pastoral staff to promote a positive, inclusive and successful transition into the ArtsEd community.

2.12 Teaching & Learning

- High-quality teaching is the primary means of supporting pupils with SEND.
- All teachers are responsible for the progress and inclusion of pupils in their care and are expected to adapt teaching and assessment appropriately to meet individual needs in line with the SEND Code of Practice.

- Staff recognise that needs may present differently across academic, vocational and performance settings and that adjustments should be responsive to context.
- Regular training and professional development ensure that staff are equipped with current research, practical strategies and pupil-specific guidance to support effective inclusion and participation.

2.13 The Learning Development Department will:

- support the early identification of pupils who may have SEND or additional barriers to learning;
- work with pupils, parents/carers, teachers and external professionals to assess need and review provision;
- observe pupils and gather information to inform support strategies and recommendations;
- coordinate Assess, Plan, Do, Review;
- maintain and share appropriate SEND information with staff, ensuring confidentiality and data protection requirements are met i.e. Learner Profiles for the DSSF;
- provide guidance and practical advice to teaching, pastoral and vocational staff;
- contribute to staff training and whole-school professional development relating to SEND and inclusion;
- collaborate with academic and vocational departments to monitor pupil progress and participation;
- coordinate and review interventions and reasonable adjustments to evaluate their effectiveness and impact on pupil outcomes;
- promote a culture of inclusion, belonging and equitable access across all areas of school life
- encouraged pupils to contribute actively to decisions regarding their support, adjustments and targets. Their views are considered during assessment, planning and review processes in accordance with their age and understanding.

2.14 The Headteacher and Trustees

- Maintain strategic oversight of SEND provision, ensuring that the school meets its statutory duties under the Equality Act 2010 and other relevant legislation and that appropriate resources are allocated to support pupils with SEND.

2.15 Absence

- In the event of staff absence, the Learning Development Department will endeavour to maintain continuity of provision wherever possible. Individual and group support sessions may be delivered by another suitably qualified member of staff or rescheduled to an alternative time. Priority will be given to pupils with the most significant needs and

to provision required to support access arrangements, examination preparation or statutory requirements.

1.12 LDD Learning Support

1.13 The Learning Development Department (LDD) provides targeted and personalised support for pupils with identified or emerging SEND, disabilities, medical needs, or other barriers to learning. Provision is informed by the graduated approach of Assess, Plan, Do, Review and is designed to promote independence, participation and progress across ArtsEd's academic, vocational and pastoral programmes.

1.14 Support may be short-term or long-term and will be tailored to individual need. It may include:

- regular one-to-one support, guidance and review meetings for pupils with significant or ongoing needs;
- short-term individual support to address temporary barriers to learning, including medical, pastoral or transitional needs;
- small-group interventions to develop specific learning, study, organisational or examination skills;
- targeted support to improve access to particular areas of the curriculum;
- extension and enrichment opportunities for pupils demonstrating particular strengths or talents e.g. Blues group for Gifted and Talented pupils.

2.16 The LDD works collaboratively with pupils, parents/carers, staff and, where appropriate, external professionals to ensure support remains effective, proportionate and responsive to changing needs.

2.17 The LDD maintains confidential pupil records in accordance with data protection requirements and statutory guidance. Records are reviewed regularly and used to inform personalised Learner Profiles and practical guidance shared with relevant teaching, pastoral and vocational staff to support consistent and inclusive practice across the school.

2.18 Through this provision, ArtsEd seeks to ensure that all pupils benefit from equitable access to learning opportunities and can participate fully in the life of the school while pursuing excellence in both academic and performing arts education.

2.19 Information about SEND provision, access arrangements and support available at ArtsEd is available through the Learning Development Department and published policies.

1.15 Professional Expertise

1.16 The Learning Development Department (LDD) maintains current knowledge of SEND legislation, statutory guidance and best practice to ensure that provision remains effective, inclusive and responsive to the needs of pupils within ArtsEd's unique academic and performing arts environment.

1.17 The LDD will:

- keep up to date with developments in SEND legislation, the SEND Code of Practice, the Equality Act 2010, educational research and best practice relating to neurodiversity and inclusion;
- provide guidance and advice to leaders, teachers and pastoral staff to support high-quality inclusive practice across the school;
- engage in ongoing professional development and share relevant expertise with colleagues through training and consultation;
- support the school's commitment to equitable access, participation and achievement for all pupils.
- seek (where necessary) advice from educational psychologists, specialist teachers, speech and language therapists, occupational therapists, medical professionals or mental health services to support assessment, planning and provision.

2.20 The LDD will also:

- provide information and reports to support external assessments, referrals and specialist involvement, where appropriate and with parental consent;
- work collaboratively with pupils, parents/carers, staff and external professionals to ensure support is informed, coordinated and effective;
- ensure information is shared appropriately and securely, in line with safeguarding, confidentiality and data protection requirements.

2.21 This work supports ArtsEd's commitment to inclusion, wellbeing and excellence across both academic and vocational learning.

2.22 The LDD will work with other relevant departments to review the school's arrangements for improving physical access, access to the curriculum and access to information which are detailed within the Accessibility Plan

1.18 School Health and Safety Policies and the Safeguarding Policy

- 1.19 The Learning Development Department (LDD) works in accordance with the school's Safeguarding, Health and Safety and Child Protection policies.
- 1.20 All LDD staff receive safeguarding training in line with statutory requirements, including *Keeping Children Safe in Education (KCSIE)* and the Prevent Duty. Where appropriate, staff undertake additional training relating to SEND, vulnerability, mental health and safeguarding to ensure that pupils with additional needs are identified, supported and safeguarded effectively.
- 1.21 Access Arrangements for Examinations
- 1.22 Arrangements for examinations are managed in accordance with the school's **Examination Access Arrangements Policy** and the regulations of the relevant awarding bodies.
- 1.23 The Learning Development Department is responsible for identifying, assessing and reviewing access arrangements, ensuring that any provision reflects the pupil's normal way of working and complies with current regulatory requirements.
- 1.24 Data Protection and Retention
- 1.25 The school processes and stores SEND information in accordance with UK data protection legislation and the school's Data Protection Policy.
- 1.26 Confidential SEND records, assessments and supporting documentation are stored securely and are accessible only to authorised staff. Relevant information, including recommended teaching strategies and support arrangements, may be shared with teaching, pastoral and vocational staff where necessary to support pupils effectively.
- 1.27 Records are retained and disposed of in accordance with the school's data retention procedures, statutory requirements and safeguarding obligations.

1.28 Monitoring the Effectiveness of this Policy

1.29 ArtsEd is committed to ensuring that pupils with SEND make strong progress, participate fully in school life and are able to achieve their potential across both academic and vocational learning.

1.30 The effectiveness of SEND provision will be monitored through:

- regular review of pupil progress, attainment, attendance and participation;
- evaluation of support strategies, interventions and reasonable adjustments;
- analysis of assessment data, including standardised and public examination outcomes;
- consultation with pupils, parents/carers, staff and external professionals, where appropriate;
- ongoing review of SEND provision to ensure it remains effective, equitable and responsive to pupils' needs.

2.23 Findings will inform departmental and whole-school improvement planning and support ArtsEd's commitment to inclusion, excellence and equitable access to opportunity.

2.24 Please refer to the school's Access Arrangements Policy for detailed information regarding the identification, assessment and provision of examination access arrangements and support for pupils requiring adjustments in examinations.

1.31 Complaints

1.32 ArtsEd aims to resolve concerns promptly and informally wherever possible.

1.33 Parents, carers or pupils with concerns relating to SEND provision should, in the first instance, contact the relevant member of staff. If the matter remains unresolved, it should be referred to the appropriate line manager and then addressed in accordance with the school's Complaints Policy. Information about the complaints process is available on the school website.