



*Barbara Speake Stage School*

## **Barbara Speake Stage School SEND – Special Educational Needs and Disability Policy**

### **Mission Statement:**

*We aim to provide every possible opportunity to develop the full potential of every child. Children with special educational needs and disabilities must be valued as individuals and should be encouraged to integrate with their peers, both socially, academically and artistically. We are committed to nurture, develop and fulfil each child's potential both academically and artistically while recognising their uniqueness. They should have access to the whole school curriculum. At all times, consideration will be given to maintaining and enhancing the self-esteem of children with special educational needs and disabilities.*

*In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations to all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:*

- *Have different educational and behavioural needs and aspirations;*
- *Require different strategies for learning;*
- *Acquire, assimilate and communicate information at different rates;*
- *Need a range of different teaching approaches and experiences.*

### **Statement**

In line with our mission statement above we strive to maintain a high quality of curricular provision for all pupils regardless of ability, race or gender.

A proportion of our pupils may have special educational needs at some stage during their time at *Barbara Speake Stage School*. These needs will be met through a flexible, appropriate and varied provision. The school confirms its commitment to promoting and improving the facilities and conditions for students and staff with disabilities. This policy applies to any present or potential student or member of staff who has additional needs arising from a disability; for example, through sensory or physical impairment, medical or specific learning difficulties.

We recognise that it is the responsibility of the school and individual teacher to help

all children gain full access to a broad, balanced curriculum, encouraging all pupils to reach their full potential.

This policy is based on the new national Code of Practice which came into effect July 2014, based on the Special Educational Needs and Disability Act 2001, Equality Act 2010. The Code sets out guidance on policies and procedures aimed at enabling pupils with Special Educational Needs & Disabilities (SEND) to reach their full potential and to be included fully in the school communities.

It also stresses the importance of the views of the child being taken into account and the vital role parents play in supporting the child's education.

Our SEND policy will take account of the anti-discrimination principles in the 2014 Code of Practice and will encompass the recommended best practice!

This school SEND policy also upholds the principles on inclusion, detailed in the DfES guidance, and the London Borough of Ealing's Strategic plan on developing inclusive approaches to education.

Other school policies that are closely linked with and compliment this SEND policy include those on Admission, Equal opportunities, SMSC, behaviour and Anti-bullying. This plan ensures that all pupils will have equal access to the curriculum, written information and the physical environment.

### **Admission for Students with Special Educational Needs/Disabilities**

The Barbara Speake Stage School is committed to treating all students fairly under the reasonable adjustments for disabled pupils Equality Act of 2010 (amended 2012). This includes students suffering from temporary disability as well as those suffering from long term impairment. The school seeks to ensure that disabled students are not put at a substantial disadvantage by making reasonable adjustments:

1. To our policies and practices
2. By providing auxiliary aids and services (i.e. additional support and assistance).

The Barbara Speake Stage School welcomes applications from students with SEN or disabilities. All students must show a potential for and/or ability in one or more vocational subjects: Singing, Dance or Drama. In addition, applicants must be able to access and benefit from the academic and vocational curriculum. The audition process is open to students regardless of physical ability, however it is important to note that the school's timetabled vocational classes are fully integrated and will include all three disciplines: Dance, Drama and Singing. However, no applicant will be refused place before an opportunity has been provided for full consideration of the specific support of facilities required.

## **Arrangements for Admissions**

Our policy is to offer all students with Additional Educational Needs and Disabilities equal opportunities to achieve, and to take reasonable adjustments on matters of admission and education.

There is a section on the application form which asks parents to state whether their child has a special learning requirement. This information is used to ensure that as part of the audition process full attention is given to the child's need and any reasonable adjustment is made to accommodate it. For example, should a child be requested to sight read and the parent has made a declaration of dyslexia, this will allow the school to make the reasonable adjustments to fully accommodate the applicant to not disadvantage the student's audition in any way.

Should it become apparent that it may be beneficial to discuss a student's learning needs prior to the audition process taking place, the parents/guardians and the child would be invited in for a meeting with the SEND coordinator.

This meeting would allow us to consider any reasonable adjustments that may need to be put in place to aid the applicant.

In the case of a child in possession of an Educational Health Care Plan, we must be sure that the school curriculum can appropriately address the needs of the child as outlined in the plan.

## **Additional Educational Needs: Students with a previous history of need.**

Students who have been diagnosed with Additional Educational Needs or Disabilities are usually identified at some point during the audition and/or admission process. On offer and acceptance of a place, parents and students are invited to meet the SEND Coordinator to discuss what types of support can be offered and teaching staff are informed of the nature of the student's needs. Parents will also be advised how to obtain a full Educational Psychology assessment for their child, which is vital for providing the school with detailed information necessary for applying later on for Exam Access arrangements. Educational psychology Assessments must be carried out in Year 7 and updated again in Year 9. In the case of students where learning need concerns only come to light at some point **after** audition and admission, and there is no previous history of need, the school will carry out dyslexia screening which highlights areas where a student may be experiencing difficulties. This screening will be carried out informally in school by the SEND coordinator with the student. This enables us to advise parents of the correct procedure to pursue a full assessment if deemed necessary.

Any child with an EHCP should have a Transitions Plan drawn up in Year 9 in conjunction with the LA to enable the student to receive the necessary support required when moving on to further education.

## **Regulatory requirements for Professional Educational Assessors used by the school.**

In line with JCQ Access requirements, the Educational Psychologist carrying out any assessment must be registered with the Health & Care Professions Council (HCPC), the professional body overseeing standards and conduct for all those working in Medicine or health related areas. This information is obtained from the HCPC if the

psychologist or other professional is to be appointed.

### **The provision**

The school has a SEND Coordinator on site five days a week.

The SEND Coordinator will:

- Assess and plan for specific requirements of students with special needs and disabilities and make reasonable adjustments as appropriate.
- Advise on the purchase of necessary specialized equipment that will assist those with learning difficulties or disabilities.
- Monitor the progress of special needs and disabled students.
- Coordinate and monitor the provision by subject specialist teachers of small group work either as withdrawal or in-class to support the development of literacy/numeracy and study skills where such needs have been identified by an Educational Psychologist.
- Where a valid Educational Assessment has been obtained, and an appropriate History of Need recorded, apply for exam concessions/Access Arrangements for the student in the terminal exams.
- Follow up meetings will be held to ascertain the results of the decisions made and how successfully they have been implemented.

### **AIMS....**

- To promote an atmosphere of encouragement, acceptance and respect for achievement in which pupils can thrive.
- To develop sensitivity to and for the individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To identify a child with special educational needs as early as possible through the teacher and SEND-CO cooperation.
- To develop skills in identifying children with learning problems and construct a suitable programme of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To introduce a programme of support and referral that will enable children to receive the help they need quickly and effectively.
- To inform parents of the needs and progress of their child and to work in partnership with them.
- To take into account the wishes of the child relevant to their age and comprehension.

### **What are Special Educational Needs?**

Children with special needs may have difficulties in one or more of the following areas:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development

Difficulties will range from mild and temporary problems with acquiring literacy skills to more complex long-term problems such as dyslexia, dyscalculia, dyspraxia, speech and language or concentration difficulties. The school has a clear definition for:

- Early identification
- Assessment

Planning suitable intervention strategies based on the DfES recommended guidance.

Group and individual classroom support by a Teaching Assistant (TA) or SENCO.

- Regular review and evaluation of the pupil's progress, to ensure continuity and progression.

-Advice from external specialists, as and when necessary

### **The Special Education Needs Register**

All pupils who are identified as having special needs are placed on this register after consultation and permission from their parents.

SEN support (also known as 'Single Category') has replaced School Action and School Action Plus for supporting children with special educational needs.

The "Social, Mental and Emotional Health" area of need, replaces "Behaviour, Social and Emotional" as an area of need.

SEND support throughout the school is based on 4 types of action: -

- Plan
- Assess
- Do
- Review

### **Review for a Statutory Assessment**

A statutory assessment "EHCP" (Educational, Health and Care Plan) previously "Statement of Special Educational Needs", will be requested if a pupil's needs are more long term and require specific support.

### **Statement of Special Educational Needs**

If an EHCP is granted, the LEA will provide funding so that the school can employ a Teaching Assistant to work with the pupil, for a particular number of hours each week. There is an annual review in which the pupil's progress is fully monitored and future levels of support recommended. Parents are fully involved in this process.

## **Partnership with Parents**

This partnership plays a vital part in ensuring that the pupil's needs are met. Parents are always kept fully informed by the class teacher and are always welcome to take to the Special Educational Needs Coordinator (SENCO). Parents are involved throughout the process when requesting and EHCP.

## **Pupil Participation**

Pupils are involved in the process of their EHCP and monitoring their own success and achievements. Their views are always included on the annual reviews by being given the opportunity to voice their own opinions.

Building self-confidence and maintaining self-esteem is extremely important for all pupils experiencing and type of difficulty and the schools aims to deal sensitively with all special educational issues.

Pupils are given targets that are achievable and are encouraged to see that they are really making progress. Staff provide pastoral support to ensure that pupils feel that their strengths, aptitudes and achievements are fully valued.

## **Roles and Responsibilities**

The Head Teacher

The Head Teacher and form teachers are responsible for the day to day management of all aspects of the SEN provision and keeping the School Office fully informed and working closely with the SEND coordinator.

The designated SEND Co for both the Junior and Senior school is Miss Cassandra Elliott.

## **Teaching Staff**

All staff are involved in the development of the school's SEN policy and provision. They will use inclusive strategies to secure curriculum access to high quality first teaching for all pupils and endeavour to overcome potential barriers to learning and assessment.

In order to achieve this, they will:

- Provide suitable differentiation
- Set appropriate learning challenges
- Respond to pupil's diverse learning needs and individual learning styles

The Special Needs and Disability Coordinator (SEND-CO)

The SEND-CO working closely with the head teacher and colleagues will have responsibility for the day to day operation of the SEND policy and for coordinating provision for pupils.

## **Staff Development**

All staff including teaching assistants will continue to develop their knowledge of all aspects of Special Needs through a variety of training opportunities. The SEN portfolio provides an information resource and is continually enlarged and up-dated. Teaching assistant's (should they be employed) are a valued part of the school and work closely with class teachers in providing appropriate and effective support for pupils with Special Needs.

## **Resources**

A resource bank of equipment and materials is available for all staff to use with individual pupils or groups. Staff will ensure that SEN pupils have access to suitable ICT programmes and associated technology.

## **Liaison**

Class teachers, teaching assistants and the SENCO liaise regularly and are involved in planning together to provide suitable intervention strategies for all pupils with Special Needs.

There is also close liaison between external specialists, other agencies and the school staff.

Liaison also takes place when pupils transfer to and from schools.

## **Key Message**

**"Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with"**

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