

# Special Educational Needs and Disabilities (SEND) Policy



Emil Dale Academy (EDA)\*\*\* endorses the goals of diversity, inclusion and the principles of equal opportunity for all students and staff.

We are committed to equal treatment regardless of race, sex, disability, religion or belief, sexual orientation, special education needs ('SEN'), gender reassignment, marriage or civil partnership, and pregnancy or maternity ('protected characteristics').

*\*\*\*In this policy, the abbreviation of EDA will be used but covers all private sector hours of the Emil Dale Academy.*

## **1. Aims**

At EDA we aim to offer an inclusive curriculum to ensure the best possible progress for all of our full-time students, whatever their needs or abilities. All students, or learners, are valued equally, with access to a creative, project-based approach that is tailored to meet individual needs, in order that all learners can develop their technical abilities.

The specific objectives of our SEND Policy are as follows:

- To ensure a consistent, whole-school approach to students with SEND
- To identify students 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 reviewing; this will occur 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
- To provide students with the appropriate level of support from initial identification of need through to EHCPs
- To support staff in creating a learning environment that meets the special educational needs of each student
- To ensure that all students have equal access to a broad, balanced and differentiated curriculum
- To encourage students 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
- To ensure all teaching and support staff receive appropriate information and guidance to meet the needs of students with identified SEND.

## **2. Statutory & Legal Framework**

The legal and local framework for this policy is:

- Provisions of the SEND Code (2015)
- Provisions from the Children and Families Act 2014
- The Disability Discriminations Act 2005
- The Education Act 1996

## **3. Scope**

Students 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 students will have special educational needs (SEND) at

some time in their school career. Some students 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 students 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); each application for admission is considered in a fair and equal way, in accordance with EDA's selection criteria based on the applicant's ability and aptitude. However, before accepting a student 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 student and their parents, contact with their previous school, and a detailed examination of the report from the educational psychologist. EDA's Admissions Policy notes the process that should be followed if a student with a physical disability wants to join the school. Please note the section on 'Disability Access' below. EDA encourages an open dialogue between all applicants, and asks that any special circumstances that might affect the performance of a candidate, both at the audition and in training, be discussed in the first instance.

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

A child is considered to have long-term needs if their needs are deemed severe enough to affect them for a year or more. Students have a learning difficulty if they have significantly greater difficulty accessing or processing aspects of the curriculum than the majority of students.

## **5. Definitions**

### **Equality**

The state of being equal, especially in status, rights, or opportunities.

### **Diversity**

Understanding that each individual is unique, and recognising our individual differences.

### **Inclusion**

The action or state of including or of being included within a group or structure.

### **Discrimination**

The unjust or prejudicial treatment of different categories of people, especially on the grounds of protected characteristics.

### **EHCP**

Education, Health and Care Plan. It outlines any special educational needs a student has, and the provision a local authority must put in place to help them.

### **IEP**

Individualized Education Program - is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

### **SEN**

Special Educational Needs

### **SENDCO**

Special Educational Needs and Disability Coordinator

### **SEND**

Special Educational Needs and Disability

## 6. Policy

Emil Dale Academy is a welcoming environment where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of the protected characteristics.

We endeavour to promote positive relationships with parents, stakeholders and members of the wider community.

EDA encourages students 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).

The new Code of Practice defines young people with special educational needs only, but we recognise that some young people will have a disability but not special educational needs or vice versa. Some young people will have both special educational needs and a disability as recognised by the Equality Act 2010 (for example, autism).

### **There are 4 broad categories of needs outlined in the COP 2014 (SEND COP p.97 2014):**

*Communication and interaction* – This includes young people with speech, language and communication needs (SLCN) who have difficulty in communicating with others and may include young people with ASD.

*Cognition and learning* - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific learning difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.

*Social, emotional and mental health difficulties* - Young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

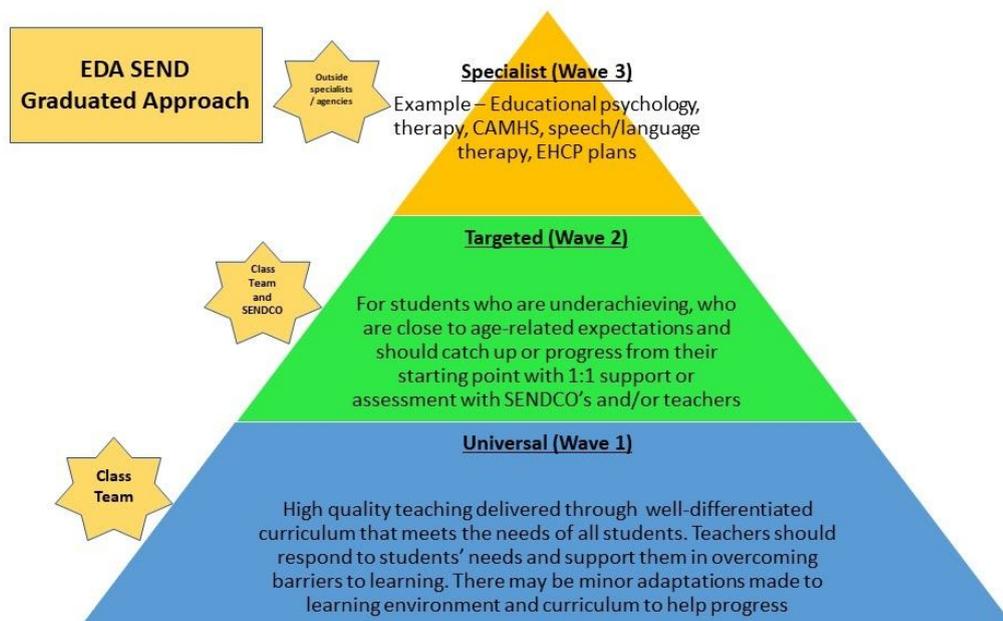
*Sensory and/or physical needs* - Young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

EDA monitors students with various issues outside the definitions above which can nevertheless impact on their progress. Such issues can include:

- Disability
- Poor attendance and punctuality
- Problems with health and welfare
- EAL
- Students in receipt of student premium funding
- Students who are looked after

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a student being recorded as having SEND

## Graduated Approach for SEN Support



All teachers at EDA are responsible and accountable for the progress and development of the students in their class.

It is the teacher who is responsible for allocating support from teaching assistants to students in their class. All class teachers provide quality teaching to meet the needs of each and every student each day. This means that they differentiate or personalise activities for different groups of students.

Teachers make arrangements designed to overcome any possible barriers to learning and make reasonable adjustments so that all students can learn. This level of support is part of our quality teaching and/or our making reasonable adjustments and is not described by the Code of Practice as SEND.



Through managing SEND provision we aim to strategically develop provision to match the assessed needs of students across the school and to insure the impact of that provision on student progress. The SENDCO representatives carefully monitor each individual's progress at the end of each term. The SENDCO will also:

- Provide Provision Maps for all young people identified as needing SEND support and information for Teachers.
- At the end of each term, monitor student progress across the school for those with SEND. Advise staff on alternative intervention strategies if current ones are not best effective. Oversee the matching of provision to needs to achieve the agreed outcomes.
- Provide training for staff in making provision for those with SEND.
- Maintain suitable resources from the SEND budget to enable the agreed provision to take place.
- Decide when to refer to outside agencies if needed and make these referrals. Liaise with outside agencies and enable class teachers to act on their advice. Be aware of provision available locally.
- Liaise with parents and students about how provision is going against agreed outcomes. Also offer advice to parents on meeting their child's educational needs at home, for example with homework.

- Inform parents about the work of outside agencies and what the process will look like.
- Signpost parents to organisations, for example charities who could support them in their parenting role or with their child's health needs.

**Supporting Students at School with Medical Conditions**

- EDA recognises that students at college with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some students with medical conditions may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

**Training and Resources**

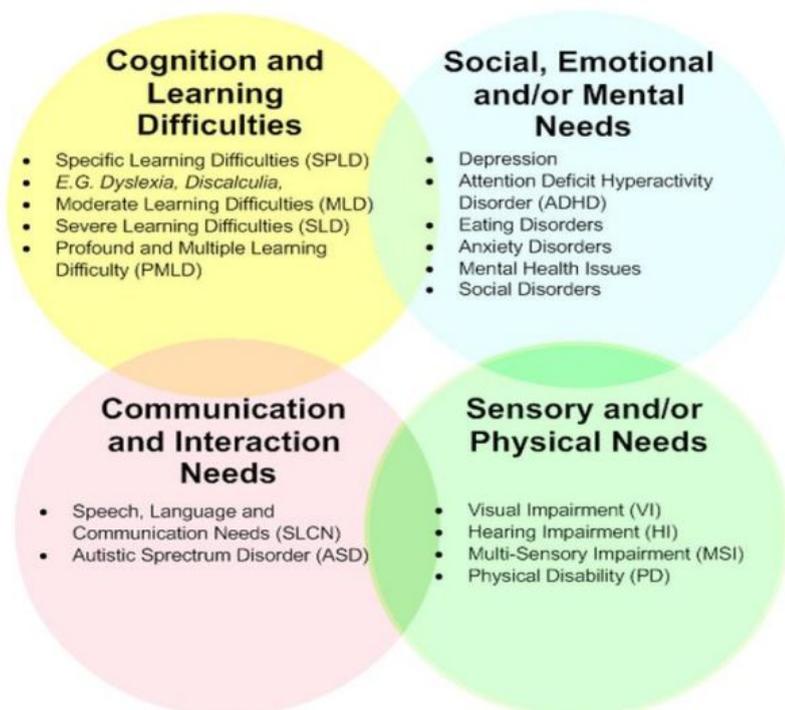
In exceptional circumstances, EDA can request that Knights Templar School (educational partner) apply to Hertfordshire Local Authority for an additional budget share known as Exceptional Needs Funding for our 6th Form Provision. The school needs to show why the learning needs of a particular student are so exceptional that this funding is required. This only applies to a small number of students with exceptional needs when compared with other young people across the county. Sometimes for students with an Educational and Health Care Plan there could be personalised funding available. The County Special Needs Officer will agree with the parents how this should be spent each year as part of the review of the Plan.

For anyone on the degree course, specific requests must be made to the University of Bedfordshire to ascertain whether any resource provisions are available for students.

Staff will be updated and where necessary trained on specific needs of SEND students.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

**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)

#### *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.
- Encourage them to word process and spell check as much work as possible
- 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 do next?
- In asking questions in class you may want to say to the student – 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 students will often take literal meanings
- Encourage two way open answer conversations between student 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 outlined on their student profiles

## **7. When does this policy apply?**

This policy applies to full-time students of EDA.

This policy must be read in conjunction with EDA's Admissions Policy and the Equal Opportunity Policy.

## **8. Management/ Staff Responsibilities**

EDA is committed to following this Policy.

SEND provision will be overseen by Sarah Moore (Business & Strategy Manager), Victoria Hammond (Deputy Head/ BTEC Course Leader), Debbie Steer (Welfare Manager) and Jonathan Hunt (Head of Academic Studies/ Degree Course Leader). Students with specific SEND requirements will be able to access any of these staff members who stands as the SENDCO for the Academy.

These nominated persons will:

- Oversee the day-to-day implementation of the school's SEND Policy
- Ensure that background information from the previous schools of students 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/ A Level 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 student observation in class. (These students will have been identified as displaying behaviours associated with SEND that may not have been identified by their previous schools)
- 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 student
- Liaise with relevant external agencies;
- Annually review the EHC Plans of identified students (none at present time – August 2020)
- 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 students
- Ensure that appropriate records are kept, and that these records are reviewed and updated annually
- Plan, deliver and review educational support for identified students.

The educational support provided by the SENDCO includes:

- 1) Alongside support in the subject classroom
- 2) Small group work on skills development
- 3) One-to-one bespoke support in a withdrawal setting

Each teacher has a responsibility to differentiate their teaching for students 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 student'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 students. The SENDCO is also available as an expert to provide staff with specific advice on a particular student.

### **Inclusive practice**

At EDA, we provide effective learning opportunities for all students by:

*A) Setting suitable learning challenges so that students experience:*

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

*B) Responding to students' 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 students' needs
- Setting appropriate learning objectives and assessment targets
- Creating effective learning environments
- Promoting and securing student motivation and concentration
- Providing equality of opportunity through approaches to classroom management and delivery of subject content
- Using appropriate tools, resources and language for assessment and tracking.

*C) Overcoming potential barriers to learning and assessment for individuals and groups of students by:*

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

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

At EDA, we expect all students with SEND to make good progress. The nature of the curriculum, with its particular emphasis on the arts, enables students 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 students with IEPs is monitored and recorded. A record of this data analysis is kept by a nominated 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 students with SEND to be an integral part of our school community.

## **10. Disability Access**

Emil Dale Academy is located on an industrial estate in Hitchin, where driven, cycling, pedestrian and public transport access is available.

We abide by our duty to make our academy increasingly accessible. We aim to improve the physical environment of the studios and remove barriers. Parents are invited to share their requirements under the Disability Act with us for themselves and their child when they enter the Academy.

Classrooms are accessible on first, second and third floors across two buildings. If it is necessary, the timetable can be scheduled to accommodate access on ground floor only.

During most days it is also necessary for a student to change into vocational clothing; there are accessible changing rooms located on the ground floor.

Due to the vocational nature of the Academy, 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 students 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 courses.

Currently, if a student 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, students 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.

Students with visual impairment needs could be assisted by enabling students to download teaching notes to enable the student to read using specialist software for visually impaired students at home. Larger print course notes could 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.

In any admissions case, we advise parents to make direct contact with the Admissions Manager (Kate Trautner - admissions@emildale.co.uk) prior to an audition. The Admissions Manager would consider the best way for the student to be supported in terms of effectively accessing the different elements of the audition process.

If a student were offered a place at the school, a member of the Senior Leadership Team would meet with the student and his/her parents/carers to explore whether or not and how the individual's access needs could be accommodated.

<b>Version Number</b>	<b>Date of Issue</b>	<b>Review Date</b>	<b>Author</b>	<b>Changes Made/ detail</b>
01	08.06.2020	08.06.2021	Sarah Moore	First draft