

**English
National
Ballet
School**

**ENGLISH NATIONAL BALLET SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
POLICY AND PROCEDURES**

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Special Educational Needs and Disabilities Policy and Procedures Reviewed By

Head of Wellbeing and Safeguarding: Emma Morgan

Date: September 2023 (new in post, start date 1 September 2023)

SEND Coordinator: Katie Smith

Date: 13 April 2023

Executive Director: Amanda Skoog

Date: 13 April 2023

Artistic Director: Viviana Durante

Date: 13 April 2023

On behalf of the Board, Wellbeing and Safeguarding Sub-Committee: Juliet Hall

Date: 20 April 2023

Policy Statement

English National Ballet School works with children, young people, and their families as its core business. Whilst 'children' refers to those under the age of 18, for the purpose of this policy, 'children and young people' at English National Ballet School refers to ALL our students. We have an equal duty of care to ALL, regardless of age. The purpose of this policy is to:

- Ensure all students have equal access to the School's provisions regardless of learning needs
- Provide parents/guardians, staff and volunteers with the overarching principles that guide our approach to special educational needs and disabilities

Key Documents and Legislation

This policy has been written in conjunction with, but not limited to, requirements laid out in the following:

- Part 3 of Children and Families Act 2014
- SEN Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- Along with all other relevant legislation and statutory and non-statutory guidance

What are Special Educational Needs and Disabilities?

The Special Educational Needs Code of Practice (2015) states that a child or young person has SEND if they have a learning difference or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difference 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

Teaching which is differentiated and personalised will meet the individual needs of many of our students. Some of our students may require an educational provision that is additional to or different from this. This is considered as a special educational provision under Section 21 of the Children and Families Act 2014. We do our utmost to ensure that such provision is made available to those who need it.

The Equality Act 2010 requires schools not to treat disabled students less favourably, unless, in the case of indirect discrimination, it is a proportionate means of achieving a legitimate aim; and to take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of education, including making reasonable adjustments to provide auxiliary aids. The duty is always child and context specific.

Our Aims and Objectives

English National Ballet School aims to be an inclusive School, where the achievements, attitudes, and well-being of every student matter. The School recognises that the students have different educational needs and abilities, and learn and acquire knowledge, skills and understanding in different ways and at varying rates. The School also recognises that all students have something to offer and that students have strengths and weaknesses in different areas. The School aims to make reasonable adjustments to adapt its provision to meet the needs of each individual.

The School aims to:

- Ensure that the special educational needs of students are identified and assessed
- Create a learning environment that meets the special educational needs of each student and enables all students to have full access to all elements of the school curriculum
- Identify the roles and responsibilities of staff in providing for students with special educational needs
- Encourage a positive self-image for all students by recognising and recording strengths and successes
- Prevent victimisation of, or discrimination (either direct or indirect) against, disabled students or students with SEND
- Ensure that provision for students with SEND is central to curriculum planning

It is the policy of the School that any student with any type of special need should be as fully integrated into the School as possible. The School will, wherever possible, make reasonable adjustments to allow SEND students to access the full educational and learning experiences that the School provides. However, under the reasonable adjustments duty the School would also have to consider the:

- Need to maintain artistic, academic, musical and other standards
- Financial resources available to the School
- Health and Safety Requirements
- Interests of the other students and persons related to the School

All students will have full access to the curriculum unless special arrangements have been made after full consultation with all concerned. Differentiation of work or task may take place to ensure full access and, when possible, curriculum planning and teaching approaches will be varied or modified to consider the different learning styles and levels of ability of individual students. It is occasionally felt to be in the interests of a student to drop a subject: this decision is not made lightly and is only done after consultation with all relevant parties.

Students are encouraged to recognise their learning differences, to face them and, with the help of our staff, to develop strategies to help minimise the possible impact on their learning and progress.

How do we identify students with Special Educational Needs and Disabilities?

Identification of SEND in students is on-going. The following methods will be used to assist identification:

- Information from previous schools
- Regular student progress meetings between teachers, the healthcare team, and the student support team
- Subject specific data from academic tests/assignments or dance assessments

The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support should enable the student to catch up and make progress. Students who have not been identified as having a special educational need but do require a temporary intervention to enable equal progress will be detailed on the SEND Register.

Despite this temporary intervention, some students may continue to make insufficient progress. For these students, and in consultation with parents/carers, strengths and weaknesses are identified and used to create an Individual Education Plan (IEP).

At this stage, more detailed assessments may be undertaken by the SENDCO to understand what additional resources and differentiated approaches are required to enable the student to make equal progress. With individual students it may be imperative to have an external professional assess their need. When such circumstances arise, the SENDCO will consult with the parent/carer to discuss the individual student's needs.

Upon further assessment the level of need, resources, and differentiated approaches will be shared with the relevant teachers, students, and parents through the IEP and SEND Register, and refined/revised (if necessary) at the beginning of every term. Because students who are the subject of an IEP may require additional and extra provision, these students will have been identified as having a special educational need/disability.

If the student makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need/disability. Some students will need specialist support and resources above and beyond those normally provided at school. In these cases, the school/parents may request a Statutory Assessment for an Educational Health Care Plan (EHCP) to be undertaken, formerly a 'Statement of Need'.

If a student is able to maintain good progress without the additional and different resources, they will not be identified as having a special educational need. However, these students may still be identified at a school level as requiring differentiation in teaching due to their specific learning style. We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. This information is included on the SEND Register which is shared with all staff annually and updated termly as needed.

All students who declare a special educational need / disability on enrolment will have a meeting with their parents and the SENDCO to discuss the support to be put in place by the school. Their case will then be monitored and reviewed as per the guidelines laid out above.

The role of SENDCO

The Special Educational Needs and Disability Co-ordinator (SENDCO) is Katie Smith. The SENDCO is expected to:

- Write and update the School's SEND policy document, considering changes in national educational policy and new initiatives
- Oversee the day-to-day running of the School's SEND policy, including all administration, record-keeping and correspondence
- Draw up, update, and monitor the School's SEND Register identifying students who have specific Special Educational Needs or Disabilities
- Undertake regular review of the progress and needs of all students on the SEND Register
- Write up and review on a termly basis the Individual Educational Plans (IEPs)
- Oversee and maintain all student files relating to SEND
- Oversee INSET training on SEND
- Correspond and communicate with both students and parents with regards to the student's SEND provision on a regular basis
- Ensure students have appropriate accommodations in both academic and artistic settings and that teachers are equipped to provide these
- Co-ordinate the necessary arrangements re documentation for external agencies relating to students with SEND including Educational Psychologists and local authorities if required
- Ensure the School meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

The role of Governors

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the School.
- Ensuring the School meets its duties in relation to supporting students with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the School.

The role of the Directors

The Directors are responsible for ensuring the School offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all students, including students with SEND.

In enacting this policy, the Directors will:

- Ensure the School holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.

- Ensure the School works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate.
- Ensure the School fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the School.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the School's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the School do not directly or indirectly discriminate against students with SEND.

Partnership with Parents/Carers

At all stages of the Special Educational Needs and Disabilities process, the School keeps parents fully informed and involved with the progress of their young person. Parents/Carers are informed of any assessments or outside intervention that may occur and will be provided with clear information relating to the student and their particular learning requirements. The School will always seek to consider the wishes, feelings, and knowledge of the parents/carers always and aim to share the process of decision making. Regular meetings, to review progress, will take place with parents, class teachers and students. Parents/Carers are welcome to contact the SENDCO whenever needed.

Staff training

The School recognises the need for staff training on SEND provision and incorporates this within the plans for full staff training days as appropriate. In addition, an awareness of the School SEND Register, policy and procedures are part of all new staff induction and addressed appropriately at regular staff and student assessment (progress) meetings. The SEND Register is distributed to all teaching staff at the start of the academic year and updated as required.

Organisation of provision: Academic

Our School currently provides additional and/or different provision for a range of needs including:

- Cognition and learning difficulties/differences
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs
- Processing difficulties

At the beginning of each year the SENDCO collates and circulates a SEND Register of Students requiring additional support, who have received support in the past years, or who give cause for concern. This is regularly updated throughout the year in consultation with the appropriate staff, parents, and students. Regular meetings are held for this purpose to discuss cases, and to impart information.

Where it is felt necessary, students will be offered regular 1-1 sessions with the SENDCO to support their learning. Frequency and times of these sessions will be discussed with all parties concerned. Every endeavour is made to accommodate each student without encroaching on other lessons. The needs of students with mild differences are met within the classroom. Where necessary, teachers can consult the SENDCO and will receive advice and materials to help: this information is also saved electronically on the SEND Register.

Support at English National Ballet School will focus on academic skills needed such as literacy skills as well as study and organisational skills.

A student may not require support or intervention throughout their academic life however their name will remain on the SEND Register. An open-door policy is maintained with assistance being offered as needed. Students are encouraged to seek help when required.

SEND Support

When a student is identified as having a Special Educational Need, subject teachers, in consultation with the SENDCO, devise interventions additional to and different from those already provided in the classroom. This intervention could, for instance, take the form of additional in-class support or within a 1-1 support session with the SENDCO.

Educational Health Care Plans (EHCPs)

If a student requires more support than is available through additional in-class or 1-1 sessions with the SENDCO, then the SENDCO will seek advice from external services. Any interventions put in place are supervised and monitored by the SENDCO and an EHCP (Education Health Care Plan) may be applied for. As part of the EHC needs assessment, the School will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any School-specific information and evidence about the student's profile and educational progress.

· Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If an EHCP is granted this will be reviewed termly and yearly in meetings with teachers and external professional bodies in order to ensure the student is making the expected progress.

Individual Education Plans (IEPs)

Each student who receives individual help from the SEND department will have an IEP drawn up by the SENDCO. This will happen after information has been gathered from an assessment, from teachers, from parents/carers, and from the student. The IEP will set out the nature of the difference, the action that will be taken and details of recommended programmes to follow. Any further information about the student will be disseminated to the appropriate staff, thereby helping staff to understand and meet the needs of each student.

Organisation of provision: Artistic

English National Ballet School accepts students based purely on their artistic ability. Difficulties in academic learning could translate into artistic studies in a number of ways. These could include:

- Slower processing speeds
- Memory difficulties
- Issues picking up steps and/or retaining them
- Problems reversing exercises
- Difficulty differentiating right and left
- Difficulty learning from a video

Teachers must recognise that some students will require an increased level of support and understanding in order to maintain the required progress for their level of study.

Any concerns that artistic staff may have concerning students should be raised with the SENDCO and at staff/progress meetings and a plan of action will be agreed upon and implemented as soon as possible.

Highly Able Students

The School recognises that Highly Able Students have special educational needs. The needs of those students are met by individual teachers who supply differentiated work to meet the challenge. Students may be highly able in one or more academic subjects and all students will be highly able in Classical Ballet.

To provide the best possible education to meet the individual needs of all students and to help them develop to their potential, students who have abilities and are high achievers will be recognised by the School and supported in their development.

English as an Additional Language (EAL)

The School is aware that there may be students at the School for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when students EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different areas to establish whether the problems they have at School are due to limitations in their command of English or arise from SEND.

Safeguarding

The School recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The School recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Executive Director and governing board will ensure that the School's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Managing Complaints

The School will publish the Complaints Procedure Policy on the School website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the School will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The School is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information.

The School will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

INDIVIDUAL EDUCATION PLAN

Student Details

Student Name:	
Date of Birth:	
Parent Name:	
Address:	
Telephone:	

Key People in School

SEND Coordinator:	
Student Support Team Member:	
Psychologist/Counsellor:	
Tutor:	

Details of Special Educational Needs

Diagnoses (if applicable):	
Support Needs:	
External Support Being Accessed:	
Main Difficulties:	
Skills and Talents:	

Specific Goals

These goals should be SMART (specific, measurable, achievable, relevant and time-bound) and designed to enable the student to achieve their full potential in school.

Goal:	How we will work towards this goal:	Who will support this goal:	Progress updates:
Goal:	How we will work towards this goal:	Who will support this goal:	Progress updates:

Date:

Date to be reviewed:

Student Signature:

SENDCO Signature:

Document Change History

This is version 1.0 of English National Ballet School's **Special Educational Needs and Disabilities Policy and Procedures**. This policy is for internal and external use.

This policy is subject to regular revision and maintained electronically. Electronic copies are version controlled.

The most recent version is listed first.

Version: 1.0	Date of Change: 13/04/2023
Section Title:	Change:
Whole Document	Policy created
Approved by Board	20th April 2023