

S.E.N.D Policy

The Special Educational Needs and Disability Act 2001 requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disability or Special Educational Needs (SEND). 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.

The Act defines disability as a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities. Special Educational Needs and Disabilities (SEND) refer to any circumstances resulting in an individual student having significantly greater difficulty in learning than the majority of students of his/her age, and requiring additional or different help in order to take full advantage of the educational opportunities offered to students of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented students.

The Young Dancers Academy is committed under the terms of SEN to ensure that less favourable treatment does not occur in the following areas:

- a) Curriculum
- b) Teaching and learning
- c) Timetabling
- d) Homework
- e) Serving of School meals
- f) Interaction with peers
- g) Assessment and exam arrangements
- h) School discipline
- i) Exclusion/suspension procedures
- j) Preparation of students for their next phase of education. The Young Dancers Academy aims to be an inclusive School, where the achievements, attitudes and well being of every student matter.

The School recognises that 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.

Aims and Objectives

The School aims to:

- a) ensure that the special educational needs of students are identified and assessed
- b) 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
- c) identify the roles and responsibilities of staff in providing for students with special educational needs
- d) encourage a positive self image for all students by recognising and recording strengths and successes
- e) prevent victimisation of, or discrimination either direct or indirect against, disabled students or students with SEN
- f) ensure that provision for students with SEN 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 adjustment to allow SEN 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:

- a) need to maintain artistic, academic, musical, sporting and other standards
- b) financial resources available to the School
- c) health and safety requirements
- d) interests of the other students and persons who may be admitted to the School as students.

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 take into account 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 problems, to face and to tackle them, but not to hide from them. Difficulties are not an excuse.

Partnership with Parents

At all stages of the Special Educational Needs process, the School keeps parents fully informed and involved with the progress of their daughter or son. We will inform the parents of any tests, additional assessments or outside intervention that may occur and provide clear information relating to the student and their particular learning requirements.

Where it is felt necessary, students will be offered support by the Dyslexia Action Specialist Consultant. Frequency and times of sessions will be discussed with all concerned parties. Our timetable is not rigid and, when necessary, will be altered to suit the student and teachers, where possible. The needs of students with mild difficulties are met within the normal class situation. Where necessary, teachers can consult the SENCO and will receive advice and materials to help.

Work in the Lower School focuses especially on literacy skills, mathematical skills, handwriting difficulties and memory programmes. Study and organisational skills are also developed as part of our SEN programme. Students at all stages are gently weaned off support when it is felt to be appropriate. This decision is reached in consultation with all relevant teachers, the student and parents. A close watch is kept throughout the student's academic life. His or her name remains on the register along with the details of difficulties, which have been experienced. An open door policy is maintained with ad hoc assistance being offered. Students are encouraged to seek help when required.

Teacher Provision

When a student is identified as having mild educational needs (e.g. some problems with numeracy or literacy) then the class teacher will provide a differentiated curriculum for that student. An IEP (Individual Education Plan) may be provided for that student to provide a framework for progress and target setting.

School Action

When a student is identified as having Specific Learning Difficulties (for instance visual or auditory memory or processing difficulties, dyslexia or dyscalculia), subject teachers, in consultation with the SENCO, devise interventions additional to and different from those already provided by the national curriculum.

Individual Educational Plans (IEPs)

Each student who receives individual help from the SEND department will have an IEP drawn up by the SENCO. This will happen after information has been gathered from an assessment, from teachers, from parents and from the student. The IEP will set out the nature of the difficulty, 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.

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