



LONDON VOCATIONAL
BALLET SCHOOL

Special Education Needs and Disabilities (SEND) Policy

This policy has been written in conjunction with the requirements of the following legislation:

- Part 3 of Children and Families Act 2014; which relates to children and young people with SEN aged 0-25 years
- SEN Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

It has also been informed by the SEND Review: Right support, right place, right time, the Government consultation on the SEND and alternative provision system in England, March 2022.

What is Special Education 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.

Our quality first teaching of very small classes, with ample opportunities for differentiation and scaffolding, will meet the individual needs of the majority 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.

Aims and objectives

At LVBS, we aim to meet the needs of all our students and enable all to thrive. The achievements, attitudes, and wellbeing of every student matter. We recognise that students have different educational needs and abilities, and learn and acquire knowledge, skills and understanding in different ways and at varying rates. We recognise that all students have something to offer and that students have strengths and weaknesses in different areas. LVBS aims to make reasonable adjustments to adapt its provision to meet the needs of each individual.

We aim to:

- ensure that the special educational needs of students are identified early 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 academic and vocational 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 – including exploring and promoting the strengths and benefits that come with many learning differences
- 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.

We aim for students with SEND to be as fully integrated into the school as possible, with full access to the rich curriculum offered. We will wherever possible make reasonable adjustments to allow SEND students to access the full educational and learning experiences that the school provides.

All students will have full access to the Key Stage 3 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 needs individual students. It is occasionally felt to be in the interests of a student to drop a subject at Key Stage 4: 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 negative impact on their learning and progress; they are also encouraged to develop strategies to explore the positive impact of learning differences, following a strengths-based approach.

Implementation of SEND provision

Provision is made for students with any Special Educational Need, or disabilities, subject to the limit of our capability, based on the profile we build up of each child's strengths, weaknesses and needs. We build this profile from baseline testing (standardised tests in reading comprehension and spelling and Pearson Progression baseline tests in English and Mathematics), from teacher observations (including Learning Monitoring Forms), from parents, from reports received from students' previous schools and from students themselves.

Where appropriate, the Academic Director/SENCO may conduct Dyslexia Screening and Dyslexia Portfolio assessments to help identify areas of difficulty, as well as Visual Stress and Dyscalculia screening assessments.

The Academic Director compiles a list of students identified as needing Learning Support, working with the students, their parents and teachers to devise an Individual Education Plan (IEP), which details the student's needs, aims and the support plan.

These IEPs are shared with students, their families and teachers. They are reviewed on a regular basis (at least annually). All staff are aware of the Special Educational Needs of students from the Learning Support Register, IEPs and information shared in staff meetings. Academic staff complete Learning Monitoring Forms to help review and revise provision for students with SEND and to flag concerns with any student's learning.

Able, Gifted & Talented students may be similarly identified, together with some guidance on what they are particularly good at and how their needs might best be met in the classroom. LVBS recognises that students with SEND and students identified as Gifted & Talented are not discrete categories.

IEPs aim to support students while also helping to empower them and build confidence. Provision is tailored to individual student's specific needs; specific examples of that provision include, but are not limited to:

- Small group and one-to-one support/boost sessions
- Seating plans that take into consideration SEN students' needs
- Use of coloured paper and appropriate font size; use of coloured exercise books
- Use of coloured overlays and/or coloured reading rulers
- Use of word processors and laptops in class and assessments
- Individual students can adjust brightness of screen and size of tool bar buttons
- Differentiated/scaffolded classwork
- Differentiated examinations
- Extra time is given appropriately to students where possible in school exams, to prepare them for public exams.
- Use of a reader/scribe in examinations where appropriate
- For EAL students, one-to-one English lessons are arranged, if required
- Extra support with homework during supervised prep sessions
- Suggestions are regularly given to staff for strategies in dealing with the Special Educational Needs of the students

Policy written by Kate Blakeburn – Academic Director

Approval body: LVBS Trustees

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