



## **Special Education Needs and Disabilities (SEND) Policy and Information Report**

## **Introduction**

This policy sets out how London Vocational Ballet School will support and make provision for students with special educational needs and disabilities (SEND).

LVBS is a diverse and inclusive community and we aim to inspire, educate and nurture all of our students. We recognise that every student is unique and will require differing levels of support to reach their full academic and vocational potential. Reasonable adjustments will be made to the learning environment in order to reduce any barriers to learning and assessment, while specific, targeted interventions will be offered to support students with special educational needs and/or disabilities where appropriate. We work hard to ensure that students with SEND are not treated less favourably than others and have access to a broad, balanced curriculum.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, the Independent Schools' Standards and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND Coordinators (SENDCOs) and the SEND information report.
- The Equality Act (2010), which legally protects people from discrimination in the workplace and in wider society.

It should be read in conjunction with Keeping Children Safe in Education 2026, the school's safeguarding policies, curriculum policy and teaching and learning policy.

## **Defining SEND**

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have either:

- A significantly greater difficulty in learning than the majority of the others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Roles and Responsibilities**

1. The SEND Lead is our Academic Director, Kate Blakeburn ([kate.blakeburn@londonvocationalballetschool.com](mailto:kate.blakeburn@londonvocationalballetschool.com)). They will:
  - Work with the SMT and Board of Trustees to determine the strategic development of the SEND policy and provision in the school
  - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC Plans.
  - Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
  - Advise on the graduated approach to providing SEND support.
  - Be the point of contact for external agencies, especially the local authority (LA) and its support services.
  - Ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
  - Ensure the school keeps the records of all students with SEND up to date.
  - Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
2. The Diversity, Equality and Inclusion (including SEND) Trustee (to be appointed 2026/27). They will:
  - Help to raise awareness of SEND issues at trustee board meetings.
  - Monitor the quality and effectiveness of SEND and disability provision within the school and update the trustee board on this.

- Work with the SMT and SEND Lead to determine the strategic development of the SEND policy and provision in the school.
3. The SMT (including Artistic Director, Louise Bennett; Business Manager & Bursar, Louise Ince; Designated Safeguarding Lead, Megan Webster-Shaw; Pastoral Lead, Kerry Williams) will:
    - Work with the SEND Lead and SEND Trustee to determine the strategic development of the SEND policy and provision within the school.
    - Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
  4. Academic & Vocational Teachers. Each teacher is responsible for:
    - The progress and development of every student in their class.
    - Working closely with the SEND Lead to plan and assess the impact of support and interventions, and how they can be linked to classroom/studio teaching.
    - Working with the SEND Lead to review each student's progress and development and decide on any changes to provision.
    - Ensuring they follow this SEND policy.

### **SEND Information Report**

London Vocational Ballet School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

### **Identifying students with SEND and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Our key screening assessments include;

- Baseline testing in English, Mathematics, Science
- NGRT - a standardised education assessment of reading comprehension
- British Spelling Test - a standardized educational assessment tool used in UK schools to evaluate and track students' spelling attainment and progress
- Dyslexia Portfolio - an in-depth, individual assessment that provides a comprehensive overview of a student's difficulties to inform intervention

- Class teachers will also make regular assessments of all students and identify those whose progress:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers
  - Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. Students will be added to Provision Map, where their Individual Learning Plan can be developed, with feedback from parents and students. These discussions will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns and opinions
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes from meetings with parents and students will be added to Provision Map. Parents will be able to track and contribute to each stage of SEND support.

### **Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Academic and vocational teachers will work with the SEND Lead to carry out a clear analysis of the student's needs. This will draw on:

- The teachers' assessment and experience of the student - including written reports, completion of Learning Monitoring Forms, responses to School Robins, weekly academic/vocational meetings
- Dyslexia Portfolio - an in-depth, individual assessment that provides a comprehensive overview of a student's difficulties to inform intervention
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This is done through the production and distribution of an **Individual Learning Plan** and '**Pupil Passport**' on Provision Map/Class Charts.

We regularly review the effectiveness of any support and interventions, and their impact on the student's progress.

### **Supporting students moving between phases and preparing for adulthood**

We recognise that transitions can be stressful times, particularly for students with additional needs and aim to make them as smooth as possible. We liaise regularly with primary/previous schools and offer induction days, summer masterclasses and additional visits to the school site ahead of a child's arrival with us.

Where students are leaving our setting, we will share information with the school, college, or other setting the student is moving to.

### **Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class and high-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- SNIP Literacy Programme - a targeted intervention for learners who have basic phonic knowledge but struggle with spelling, sight word recognition, and auditory blending
- Word Wasp – a structured multi-sensory one-to-one intervention that teaches reading and spelling rules and the phonic structure of English.
- EnglishType Junior/Senior - a structured and SEND friendly touch-typing programme, which builds reading and spelling skills and practice alongside touch-typing.
- Small group/individual teaching for core subjects, including English, Mathematics and Science

### **Adaptations to the curriculum and learning environment**

We firmly believe in Quality First Teaching (QFT) and the provision of an inclusive and high-quality learning environment for all students. Small class sizes mean that all our students, including those with SEND, receive individual attention in every lesson.

Our teachers use a range of teaching approaches and multisensory instruction to ensure that all learning styles are catered for in each lesson. Students are provided with high quality individual support to make progress in every subject.

We make the following adaptations to ensure all students' needs are met:

- Planning and appropriately scaffolding our curriculum to ensure all students are able to access it.
- Adapting our resources and staffing to reduce/remove barriers to learning.
- Using recommended aids, such as laptops, coloured overlays, larger font, and other appropriate technology.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and acting as a scribe for a student.

### **Exam Access Arrangements**

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a student with SEND would be at a substantial disadvantage in undertaking an assessment in comparison to a candidate who does not have SEND. In such circumstances, the Awarding Body is required to take reasonable steps to avoid that disadvantage.

An application for access arrangements to the Joint Council for Qualification (JCQ) can only be made if the school can provide all of the following:

- A history of need (clear evidence of need over a period of time)
- A history of provision (additional support)
- A qualifying score from a recognised test carried out by a suitably qualified assessor (if required)

In addition to this, evidence of need and provision can be provided through:

- Diagnostic test results
- Professional reports
- Medical evidence
- Examples of classwork / past exam scripts

Students with a diagnosis of Dyslexia will be automatically considered for access arrangements although it should be noted that a diagnosis of Dyslexia is not an automatic guarantee of exam concessions.

In co-ordination with the Examinations Officer, The SEND Lead is responsible for completing the paperwork and supervising the processing of online applications to JCQ for both GCSE and GCE qualifications using the Access Arrangements Online tool. Candidates may not require the same access arrangements in each specification and

the SEND Lead must consider the need for access arrangements on a subject-by-subject basis.

It should also be noted that if the SEND Lead considers that the access arrangements have ceased to be the student's normal way of working they reserve the right to withdraw permission for that access arrangement. If a student prefers not to utilise their concession, they have the right to do so. Arrangements must always be approved before an examination or assessment takes place.

### **Expertise and training of staff**

London Vocational Ballet School is committed to furthering all teachers' understanding of and expertise in supporting students with SEND.

In the past year, vocational and academic staff have been trained in the following areas of SEND support:

- Neurodiversity & Performance Psychology: Embedded Approaches for Inclusive Dance Education
- Teaching and Supporting students with Dyslexia
- Identifying and Supporting students with Dyslexia
- Identifying and Supporting students with Dyscalculia
- Recognising and Supporting students with ADHD
- Better Instruction: training on explicit instruction and effective teaching
- ELSA (Emotional Literacy Support Assistant) training to provide direct individual and small group support to students with social, emotional or mental health difficulties (ongoing)

### **Evaluating SEND support**

We evaluate the effectiveness of provision for students with SEND by:

- Regular review of student progress with academic and vocational teaching staff
- Reviewing the impact of all interventions after 12 weeks
- Regular review and revision of Individual Learning Plans and Pupil Passport with students, parents and staff.
- Monitoring by the SEND Lead
- Holding annual reviews for students with EHC Plans
- Robust evaluation of policy and practice

### **Working with other agencies**

We work with the following agencies to provide support for students with SEND:

- [Hammersmith & Fulham Inclusion and Specialist Intervention Outreach Service \(Inspire\)](#)

- Child and Adolescent Mental Health Service (CAMHS)
- Independent Dyslexia Assessors
- Autism / ADHD Assessment Practitioners
- Speech and Language Therapists and Occupational Health Professionals

### **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SEND Lead. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of students with SEND**

#### **Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder**

- ADDISS – information and support: [www.addiss.co.uk](http://www.addiss.co.uk)
- ADHD UK <https://adhd.uk.co.uk/>

#### **Autism**

- Ambitious about Autism – services, awareness-raising, campaigns: [www.ambitiousaboutautism.org.uk/page/index.cfm](http://www.ambitiousaboutautism.org.uk/page/index.cfm)
- Curly Hair Project – information, support, training and resources on autism: [www.thegirlwiththecurlyhair.co.uk](http://www.thegirlwiththecurlyhair.co.uk)
- National Autistic Society – information, support and schools: [www.nas.org.uk](http://www.nas.org.uk)
- Research Autism – the only UK charity dedicated to research into interventions in autism: <http://researchautism.net/pages/welcome/home.ikml>
- Talk about Autism – a safe and friendly online community: [www.talkaboutautism.org.uk](http://www.talkaboutautism.org.uk)

#### **Dyslexia, dyscalculia and dyspraxia**

- Dyslexia-SpLD Trust (The) – a collaboration of voluntary and community organisations funded by the Department for Education to help children with dyslexia/SpLD succeed in school: [www.thedyslexiaspldtrust.org.uk/](http://www.thedyslexiaspldtrust.org.uk/)
- The Dyslexia Association <https://www.dyslexia.uk.net/>
- Helen Arkell Dyslexia Charity <https://helenarkell.org.uk/>
- Dyspraxia Foundation – books, suggestions, teen newsletter, and adult support group: [www.dyspraxiafoundation.org.uk/](http://www.dyspraxiafoundation.org.uk/)

#### Other support organisations

- Contact – national freephone helpline for educational issues for parents who have children with SEND: [www.contact.org.uk](http://www.contact.org.uk)
- SEND Gateway – wide range of links, downloads, and events: [www.sendgateway.org.uk](http://www.sendgateway.org.uk), eg leaflet for parents with questions they can ask school about how they support children with SEND
- SEND guide for parents and carers on the support system for children and young people with special educational needs and disability (SEND). [www.gov.uk/government/publications/sendguide-for-parents-and-carers](http://www.gov.uk/government/publications/sendguide-for-parents-and-carers)

#### Contact details for raising concerns

If you feel that your child may have a Special Educational Need or Disability, please don't hesitate to contact the SEND Lead, who will contact you as soon as possible [kate.blakeburn@londonvocationalballetschool.com](mailto:kate.blakeburn@londonvocationalballetschool.com)

#### Monitoring arrangements

This policy and information report will be reviewed by the SEND Lead every year. It will also be updated if any changes to the information are made during the year. It will also be approved by the trustee board.

Approval body: LVBS Trustees and Directors

Revised date: September 2026

Review Schedule: 1 year

Next review date: September 2027