



POLICY ON SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Introduction

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 Royal Ballet School is committed under the terms of SENDA 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 Royal Ballet School 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 SEND
- f) 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 adjustment 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:

- 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.

The role of the SENCO

The Lower and Upper School Special Educational Needs Co-ordinators (SENCO) are expected to:

- a) write and update the School's SEND policy document, taking into account changes in national educational policy and new initiatives
- b) oversee the day to day running of the School's SEND policy, including all administration, record-keeping and correspondence
- c) draw up, update and monitor the School's SEND register identifying students who have specific Special Educational Needs or Disabilities
- d) undertake regular review of the progress and needs of all students on the SEND register
- e) write up and review on a twice yearly basis the Individual Educational Plans (IEPs) for SEND students
- f) oversee and maintain all student files relating to SEND
- g) oversee INSET and induction training on SEND
- h) correspond and communicate with both students and parents with regards to the student's SEND provision on a regular basis, including issuing termly reports from Lower school for Dyslexia Action
- i) liaise with
 - o the Dyslexia Institute on a regular basis to co-ordinate the additional provision for SEND students
 - o the staff at the School of the Dyslexia Action timetable on a weekly basis and to inform of any additional time spent with support teachers
 - o the exams officer to ensure that the SEND students have appropriate access arrangements for public exams and to co-ordinate the necessary arrangements required for documentation
 - o external agencies relating to students with SEND including Educational Psychologists and LEAs if required.

Partnership with Parents

At all stages of the Special Educational Needs and Disabilities 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. We would like to take into account the wishes, feelings and knowledge of the parents at all times and aim to share the process of decision

making. Regular meetings, to review progress, will take place with parents, class teachers and students. Parents are welcome to contact the SENCO.

INSET

The School recognises the needs for staff INSET on issues of SENDA provision and incorporates this within the plans for full staff INSET. In addition an awareness of SENDA issues is part of all new staff induction and addressed appropriately at regular staff and student assessment meetings.

Claims of unlawful discrimination

Any claim for unlawful discrimination under SENDA must come from the parent not the student. In the first instance the complaint should follow the School's Complaints Policy. However, parents have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.

SPECIAL EDUCATIONAL NEEDS: LOWER SCHOOL ACADEMIC

Organisation of Provision

At the beginning of each academic year the Lower School SENCO collates and circulates a 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 support by the Dyslexia Action Specialist teacher. Frequency and times of sessions will be discussed with all concerned parties. The timetable for additional support is organised at the beginning of the Autumn Term, after discussion with students, parents and teachers. Every endeavour is made to accommodate each student without encroaching on other lessons. 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 SEND 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. This intervention could, for instance, take the form of additional in-class support with a gap year student or the use of a personalised computer programme such as "Successmaker".

School Action Plus

Some students are identified as having more extreme needs. In these cases the SENCO asks for help from external services and teachers are provided with advice and support from outside specialists. This intervention is supervised and monitored by the SENCO and an IEP is drawn up. Dyslexia Action supplies specialised learning programmes for some students.

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.

SPECIAL EDUCATIONAL NEEDS: UPPER SCHOOL ACADEMIC

Organisation of Provision

At the beginning of each academic year the Academic and Pastoral Head, who acts as Upper School SENCO, collates and circulates a 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.

Students are individually supported as appropriate, through:

- a) their choice of subject
- b) differentiated teaching
- c) the provision of an option to take extra BTEC units in 2nd Year
- d) in-class support for EAL students in BTEC lessons.

The SENCO will put in place any additional support required by an individual student and devise an IEP for that student. Full access arrangements are organised for examinations.

Statement of Special Educational Needs

A student with a Statement requires very specific help with emotional and / or physical problems which require ongoing monitoring from outside agencies. At present the Royal Ballet School has no such students.

SPECIAL EDUCATIONAL NEEDS: DANCE

The Royal Ballet School accepts students into Lower and Upper Schools at varying levels of dance training. They also come with greatly differing training backgrounds and varying degrees of physical aptitude for dance. 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.

These students may present in a variety of ways including:

- a) physical difficulties in relation to dance training: e.g. limited hip rotation, inflexibility, rigid feet, stiff upper backs, etc.
- b) being slow learners from the point of view of picking up *enchainements*, retaining steps learned in repertoire, etc.
- c) lack of good quality previous dance training, leaving the student struggling to keep up with the standard of the class
- d) the student's self-perception and reaction to overcoming technical difficulties
- e) the dyslexic student's difficulties in dance: e.g. problems with reversing exercises, differentiating Right and Left, learning from a video, etc.

- f) the uncoordinated student who struggles with flow of movement.

It is important that teachers recognise and identify any of the above problems in the students and take action to assist them in every possible way both within and beyond the classroom. Students' difficulties should be recorded in their personal data file to assist all the teachers who come into contact with these students.

Other ways of helping would include:

- a) Additional coaching and/or counselling
- b) Modification of technical and physical demands to suit the individual at that point in time
- c) Specific exercise programme set
- d) Physiotherapy
- e) Body conditioning
- f) Additional understanding and time allowed for memorising repertoire, etc.
- g) Advice and support from specialists in Dyslexia and other SLDs.
- h) Special help if necessary (e.g. Psychologist).

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

Provision during Injury

- a) All students will receive support from our physiotherapist.
- b) If the student is mobile a 'buddy' will be allocated to help them move from location to location, carry books etc.
- c) If the student is not mobile, they will remain at home until they are able to negotiate the White Lodge site.
- d) If the student is not mobile, and needs to remain in school, the school Nurse and House Parent will provide care and over-see school work.
- e) All relevant staff will be informed.
- f) Extra resources may be provided e.g. Laptop computer.
- g) Whilst recovering, students will receive a special t/t to include watching a ballet class. This is drawn up by their Tutor.

GIFTED AND TALENTED STUDENTS

Introduction

The School recognises that Gifted and Talented students have special educational needs. The needs of those students are met by individual teachers and tutors who coach and supply differentiated work to meet the challenge.

'Gifted' learners are those with a special ability in one or more subjects in the school curriculum.

'Talented' learners are those with a special ability in art, music, PE and drama. All Royal Ballet School students are Talented in Classical Ballet.

Overall aim

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 particular gifts and talents and are potential high achievers will be recognized by the School and supported in their development.

Aims

The aim of the policy is to identify students who are achieving or who have the potential to achieve significantly in their year group; to hold a central register of these students; and to provide for the learning needs of these students and a broad range of additional learning opportunities that will benefit these students.

Independent Educational Plans (IEPs) should be identified for each student on the register, and the students' progress monitored.

Identification

Identification is on-going and a review of the register takes place each term. The following quantitative and qualitative methods will be used to assist identification:

- a) Feeder school information
- b) KS2 Levels
- c) MidYIS standardized tests
- d) Teacher nomination
- e) Subject specific data: e.g. Maths Challenge Gold Award
- f) GCSE results.

Provision

Heads of Departments will be responsible for producing strategies for teaching Gifted and Talented students in their subject area. They will guide the student towards participation in School activities that could extend them further: magazine contributions, plays, debates, quizzes, gallery trips, theatre visits.

The gifted and talented will normally work within their peer cohort but specific opportunities will be given to them. These will include:

- a) opportunities to work with their intellectual or artistic peers
- b) extension tasks and opportunities to complete extra challenges eg national competitions
- c) acceleration of curriculum in order to take early GCSEs or A level.

Monitoring, assessment and evaluation

Heads of Department will monitor the progress of each student. This will be in terms of outcome e.g. value added, internal and external exam results and also by participation and motivation.

At Lower School Heads of Departments will:

- a) discuss provision for each Gifted and Talented student in departmental and progress meetings
- b) ensure that individual students are aware of their IEP and that this is reviewed with each student on a termly basis
- c) give each student on their Gifted and Talented list a card which will be used record specific achievements. They will encourage the student to work towards the reward incentives outlined on the card by issuing and recording credits for each achievement. The Head of Lower School is responsible for approving the exchange of credits for a reward.

At Upper School the Academic and Pastoral Head, who acts as the Upper School Gifted and Talented Co-coordinator, will work with teachers to ensure that Gifted and Talented students are offered appropriate opportunities for extension.

The Role of the Lower School Gifted and Talented Co-coordinator

The Gifted and Talented coordinator will champion the needs of the more able and ensure that:

- a) the Gifted and Talented Register is maintained and reviewed each term
- b) Teachers are supported in their development of effective teaching strategies by recommending extension activities and relevant resources; demonstrate and disseminate good classroom practice in teaching the more able; and provide mentoring support for those on the register.

ENGLISH FOR THOSE STUDENTS FOR WHOM IT IS NOT A NATIVE LANGUAGE

The EAL policy gives details of how the School supports these students.