



## Special Educational Needs and Disability Accessibility Policy

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### Introduction

The Special Educational Needs and Disability Act 2001 (SENDA) 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 current Action Plan runs from 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2018.

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) Prep
- e) Serving of School meals
- f) Interaction with peers
- g) Assessment and exam arrangements
- h) Behaviour Management
- 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

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 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. Some EAL students who enter the School at Key Stage 4 may not have sufficient language ability in order to undertake a full GCSE programme of study but every effort will be made to provide as much access as possible to the main curriculum.

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 Special Educational Needs Co-ordinators (SENCO) is 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) [also referred to as Educational & Health Care plans, EHC] for SEND students
- f) oversee and maintain all student files relating to SEND
- g) oversee INSET 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 the Dyslexia Institute on a regular basis to co-ordinate the additional provision for SEND students
- j) advise the staff at the School of the Dyslexia Action timetable on a weekly basis
- k) advise the Exams Officer of any additional time spent with support teachers to ensure that the SEND students have appropriate access arrangements for public exams
- l) co-ordinate the necessary arrangements re documentation for 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. Parents are informed of any tests, additional 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 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 whenever needed.

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## **INSET**

The School recognises the needs for staff INSET on issues of SENDA provision and incorporates this within the plans for full staff INSET as appropriate. In addition an awareness of SENDA issues is part of all new staff induction and addressed appropriately at regular staff and student assessment (progress) 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: WHITE LODGE ACADEMIC**

### **Organisation of Provision**

At the beginning of each academic year the 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. Every endeavour is made to accommodate each student without encroaching on other lessons. 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 at White Lodge 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 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 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 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 A Level subject
- b) differentiated teaching
- c) the provision of an option to take extra Btec units in the 2<sup>nd</sup> 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/EHC 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.

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## **SPECIAL EDUCATIONAL NEEDS: DANCE**

The Royal Ballet School accepts students into White Lodge 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 as regards 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, processing issues 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. 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.

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## **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 relevant School site
- d) If the student is not mobile, and needs to remain in school for any specific reason, the School Nurse and House staff 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 timetable to include watching relevant ballet classes. This is drawn up by discussion with all relevant staff by the 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 who 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, dance 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 recognised by the School and supported in their development.

The aim of the policy is to support students who are achieving or who have the potential to achieve significantly in their year group and to provide for the learning needs of these students in both academic and artistic classes.

### **Identification**

Identification is on-going. The following quantitative and qualitative methods will be used to assist identification:

- a) Feeder school information
- b) KS2 Levels
- c) MidYIS standardised tests
- d) Teacher identification
- e) Subject specific data: e.g. assessment data (academic tests or exams and the ballet assessment process)

### **Provision**

#### **Artistic**

All students at the School are Talented in Classical Ballet but ongoing teacher assessment and the annual ballet assessment process may identify some students with exceptional Talent as compared with the standards of the School. Differences in Talent at a given point in time may relate to previous training experience, physical maturity and growth and a number of other factors.

Teachers will provide differentiated teaching in the usual class structure to reflect this. Specially differentiated classes will occasionally be provided to enable more specifically targeted support to students at differing levels of development.

#### **Academic**

It is the responsibility of all teachers to differentiate provision to provide appropriate stretch and challenge for the most able students in their subject area and classes.

Teachers will take account of this need for differentiation in their lesson planning and in the specific provision of extension tasks in class and in prep. In some cases an exceptionally Gifted student may be able to undertake additional external examinations such as Additional Maths.

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**Monitoring of provision**

Regular artistic and academic staff meetings provide the opportunity to review students' development and progress. There are also termly formal Progress Meetings to ensure cross-departmental sharing of concerns or identification of exceptional Talent or academic Gift between teachers.

The Reporting & Assessment Policy, teacher mark books and progress recording also ensure that appropriate progress is being made by each student.

**Action Plan for 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2018**

Attached below.

**Accessibility Three Year Action Plan 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2018**

Area - General	Action 2015	Action 2016	Action 2017	Responsible Person / Comment
School invitations (Open Days, performances) to include sentence requesting information in advance of any special requirement e.g. wheelchair access	Implemented for all events 2015/16 onwards. <u>Action for any new documentation sent out Development &amp; Administration – ongoing</u>	Development & Administration teams to review effectiveness of changes and consider further adjustments to any wording or special instructions. <u>SEC/SG to action Aug 2016</u>	Development & Administration teams to review effectiveness of existing documentation and consider further adjustments to any wording or special instructions. Consider adding special request to website notices for events as website developed. <u>SEC/SG to action Aug 2017</u>	School Admin / Development team to update standard documentation as required.
Audition letters to ask parents to inform the school of any diagnosed disability / medical condition for which special provision needs to be made.	Implement for 2015/16 onwards <u>Action Outreach team LT/GS Dec 2015</u>	Auditions and School admin to review effectiveness of change and reconsider further adjustments. Inform Operations team of any building changes required for repeating themes or needs identified. Update on proposed iSAMS online application process. <u>GS/LT/SG to action Sep 2016</u>	Auditions admin to review effectiveness of ongoing changes and reconsider further adjustments to any wording or special instructions. Inform Operations team of any building changes required for repeating themes or needs identified. Further develop use of iSAMS and website. <u>GS/LT/SG to action Sep 2017</u>	Auditions admin to update correspondence / application data for 2016/7 auditions invites
Publish Admissions Policy and SENDA policies on website.	Implement for 2015/16 onwards <u>Action KLD/AC Nov 2015</u>	Ensure updated/reviewed versions of policies posted to website – <u>Admissions Sep 2016 Action KLD/AC and SENDA Nov 2016 Action KLD/AW/AC</u>	Ensure updated/reviewed versions of policies posted to website – <u>Admissions Sep 2017 Action KLD/AC and SENDA Nov 2017 Action KLD/AW/AC</u>	APP/School Admin / Communications Manager to action

<b>Access by car/vehicle</b>				
Designate spaces for disabled parking / dropping off.	Head of Site Operations to implement on receipt of planning approval. <u>Action RA/Operations as soon as permission received.</u>	Consider need for any additional Disabled parking spaces and possible improved wheelchair ramp provision into Reception. <u>Action RA/Operations Aug 2016</u>	Review current provision and identify any possible improvements. <u>Action RA/Operations Aug 2017</u>	Planning application submitted to Richmond Borough Council in September 2015 for rationalisation of front areas.
Ensure that car park at White Lodge is well lit and surfaced.	Head of Site Operations to implement on receipt of planning approval <u>Action RA/Operations as soon as permission received.</u>	Ensure maintenance regimes are sufficient and check lighting and re-bulb as required. <u>Action Operations/RA Aug 2016 and ongoing</u>	Review current provision and identify any possible improvements. Ensure maintenance regimes are sufficient and check lighting and re-bulb as required. <u>Action Operations/RA Aug 2017</u>	Planning application submitted to Richmond Borough Council in September 2015 for rationalisation of front areas.
Review gate system at White Lodge to ensure access to disabled drivers.	Head of Site Operations to implement adjustments to height of call button on receipt of planning approval <u>Action RA/Operations as soon as permission received.</u>	Site team to monitor the effectiveness of any changes and make adjustments as needed. <u>Action Operations/RA Aug 2016 and ongoing</u>	Review provision and make adjustments as needed. <u>Action Operations/RA Aug 2017</u>	Planning application submitted to Richmond Borough Council in September 2015 for rationalisation of front areas.
<b>Events</b>				
Review installation of induction loops.	Include as part of theatre upgrade in 2015/16 as part of planned maintenance works programme. <u>Action JW/Operations</u>	Theatre Technician to maintain the system and regularly check it is in good working order. <u>Action JW Aug 2016.</u>	Theatre Technician to review any changes to available technology and update as needed. <u>Action JW Aug 2017.</u>	Head of Site Operations to coordinate with Theatre Technician
<b>Toilets – White Lodge</b>				
Provide accessible disabled toilet near Reception at White Lodge	Head of Site Operations to include in the 2015/16 works programme. <u>Action RA/Operations Dec 2015</u>	No further action required.	No further action required.	Head of Site Operations to coordinate project.



Emergency				
Emergency strategy and routes.	Head of Site Operations to ensure new routes and refuges designated in the Emergency Plan are signed, kept as clear ways and the grab bags (Upper School studios) and Emergency boxes (White Lodge external exits) are properly equipped and maintained. <u>Action Termly checks by Operations from Dec 2015</u>	Operations Site team to regularly monitor and check equipment and ensure refill grab bags and emergency boxes. Action Termly checks by Operations.  Annual review of emergency evacuation procedures and plan. <u>Action RA/CC Aug 2016 and ongoing</u>	Operations Site team to regularly monitor and check equipment and ensure refill grab bags and emergency boxes. Action Termly checks by Operations.  Annual review of emergency evacuation procedures and plan. <u>Action RA/CC Aug 2017 and ongoing</u>	New Emergency Plan/ policy in place – Head of Site Operations to oversee.
Provide emergency 'wheelchairs'.	Site Operations Coordinator to purchase new wheelchair for Upper School. <u>Action CC Nov 2015</u>	Check wheelchair in good working order. <u>Action CC Aug 2016</u>	Check wheelchair in good working order, replace if needed. <u>Action CC Aug 2017</u>	Site Operations Coordinator to implement.