



ROYAL  
BALLET  
SCHOOL

SETTING THE STANDARD

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEN/D) POLICY

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEN/D) POLICY

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### Introduction

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 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

### What are Special Education Needs and Disabilities?

The Special Educational Needs Code of Practice (2014) states that a child or young person has SEN/D 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.

Quality first teaching which is differentiated and personalised 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.

### Our Aims and Objectives

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.

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/D
- f) ensure that provision for students with SEN/D 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 adjustments to allow SEN/D 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 learning differences, to face them and, with the help of our staff, to develop strategies to help minimise the possible impact on their learning and progress.

## How do we identify students with Special Educational Needs?

All new students to the Lower School will undertake MidYIS testing as well as a baseline reading and spelling assessment. The results and reports generated from each assessment are then reviewed by the School SENCo. Any students who are identified as a concern may have a more detailed assessment undertaken by the SENCo.

Teachers monitor the progress of all students and regularly track/review their progress. The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support should enable the student to catch up and make progress. Students who have not been identified as having a special educational but do require a temporary intervention to enable equal progress will be detailed on the Learning Support Register.

Despite targeted quality first teaching, some students may continue to make insufficient progress. For these students, and in consultation with parents/carers, strengths and weaknesses are identified and used to create an Individual Education Plan (IEP). In many cases these underlying needs often explain inadequate progress.

At this stage, more detailed assessments may be undertaken by the SENCo to understand what additional resources and differentiated approaches are required to enable the student to make equal progress. With individual students it may be imperative to have an external professional assess their needs; when such a circumstance arises, the SENCO will consult with the parent/carer to discuss the individual student needs.

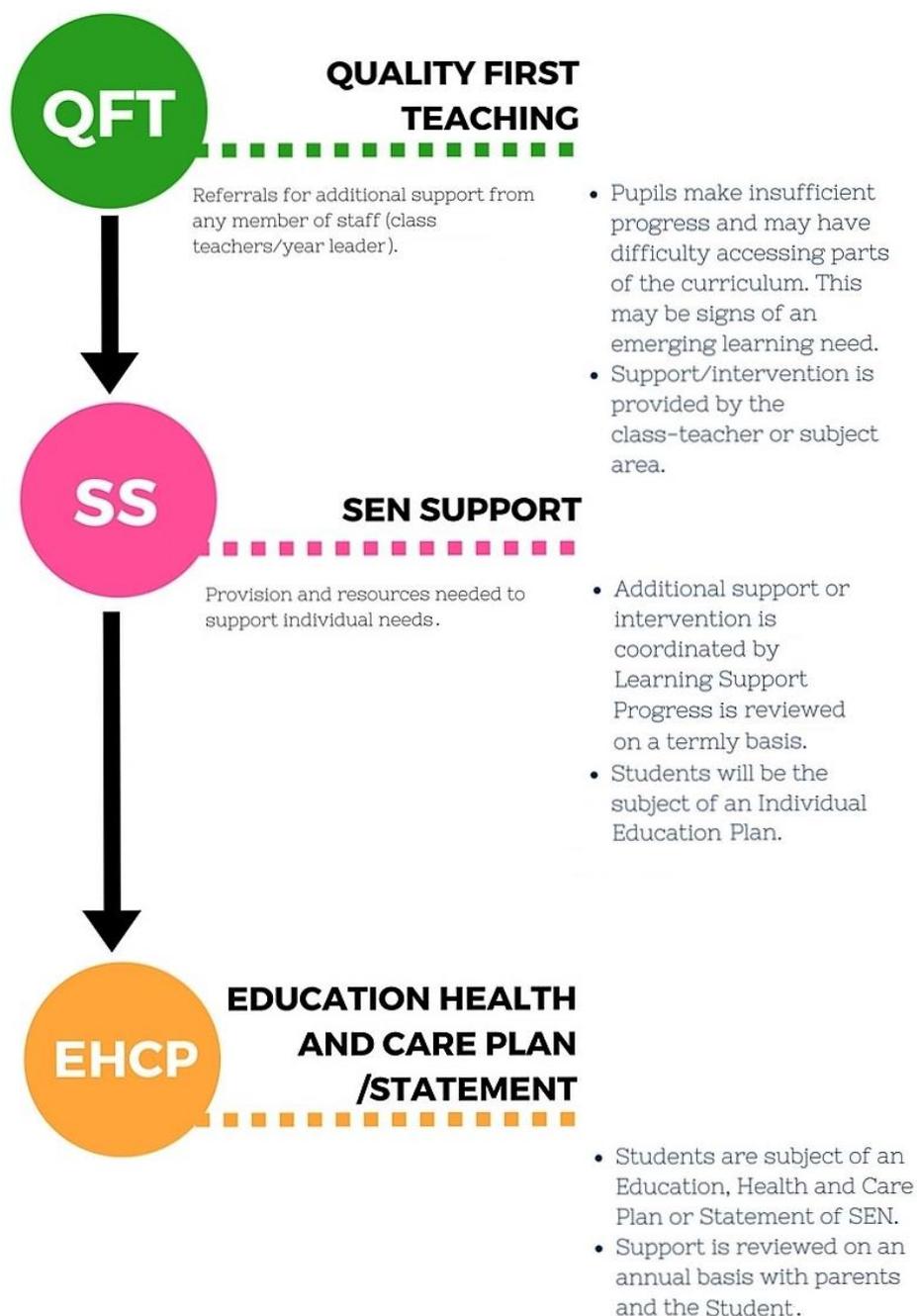
Upon further assessment the level of need, resources and differentiated approaches will be shared with teachers, students and parents through the IEP, and refined / revised (if necessary) at the beginning of every term. Because students who are the subject of an IEP may require additional and extra provision, these students will have been identified as having a special educational need/disability.

If the student makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need/disability. Some students will need specialist support and resources above and beyond those normally provided at school. In these cases, the school/parents may request a Statutory Assessment for an EHCP to be undertaken, formerly a 'Statement of Need'.

Currently we do not have any students on our SEN/D register with an EHCP or a former 'Statement of Need'.

If a student is able to maintain good progress without the additional and different resources, he or she will not be identified as having a special educational need. However, these students may still be identified at a school level as requiring differentiation through quality first teaching. We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. This information is included on the electronic SEN/D Register which is shared with all staff and updated termly.

Our graduated approach to supporting students with additional needs is as follows:



## **The role of the SENCO**

The Special Educational Needs Co-coordinator (SENCO) is expected to:

- a) write and update the School's SEN/D policy document, taking into account changes in national educational policy and new initiatives
- b) oversee the day-to-day running of the School's SEN/D policy, including all administration, record-keeping and correspondence
- c) draw up, update and monitor the School's SEN/D 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 SEN/D register
- e) write up and review on a termly basis the Individual Educational Plans (IEPs)
- f) oversee and maintain all student files relating to SEN/D
- g) oversee INSET training on SEN/D
- h) correspond and communicate with both students and parents with regards to the student's SEN/D provision on a regular basis
- j) advise the staff at the School of the weekly SEN/D intervention timetable
- k) advise the Exams Officer of any additional time spent with support teachers to ensure that the SEN/D students have appropriate access arrangements for public exams
- l) co-ordinate the necessary arrangements re documentation for external agencies relating to students with SEN/D including Educational Psychologists and LAs if required.

## **Partnership with Parents/Carers**

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/Carers 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/carers 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/Carers are welcome to contact the SENCO whenever needed.

## **INSET**

The School recognises the need for staff INSET on the SEN/D provision and incorporates this within the plans for full staff INSET as appropriate. In addition an awareness of the School SEN/D register, policy and procedures are part of all new staff induction and addressed appropriately at regular staff and student assessment (progress) meetings.

## **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 weekly intervention lessons with the SEN/D 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 differences are met within the normal class situation under Quality First Teaching. Where necessary, teachers can consult the SENCO and will receive advice and materials to help: this information is also saved electronically on the SEN/D register.

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 SEN/D 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/carers. A close watch is kept throughout the student's academic life. His or her name remains on the register along with the details of differences, which have been experienced. An open door policy is maintained with ad hoc assistance being offered. Students are encouraged to seek help when required.

### **Quality First Teaching**

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 will be provided for that student to provide a framework for progress and target setting.

### **SEN/D Support**

When a student is identified as having a Specific Learning Difference (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 under Quality First Teaching. This intervention could, for instance, take the form of additional in-class support or within a 1-2-1 support lesson with the SEN/D teacher.

## **EHCP**

Some students are identified as having a more extreme level of need. In these cases the SENCO asks for support 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 EHCP is undertaken and devised. Once an EHCP is in place termly and yearly meetings will be held with School teachers and external professional bodies in order to ensure the student is making equal progress.

## **Individual Educational Plans (IEPs)**

Each student who receives individual help from the SEN/D 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/carers and from the student. The IEP will set out the nature of the difference, 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 where relevant
- b) quality first teaching – which is differentiated to meet individual need
- c) in-class support for EAL students in Degree lessons.
- d) the provision of an option to take a double degree course which will allow the student independent study time
- e) additional out of class EAL/LS lessons where appropriate

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

## **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 specialist within SEN/D.
- h) Special help if necessary (e.g. Psychologist).

Any concerns that staff may have concerning students should be raised with the SENCO and at staff/progress 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 and strength and conditioning team as appropriate
- 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 the Artistic Programme Manager, relevant health staff, house and academic staff.

## **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 or other 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 and/or Further Mathematics.

### 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.

### **Claims of unlawful discrimination**

Any claim for unlawful discrimination under SEN/D 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 (Special Educational Needs and Disability Tribunal) within six months of the date on which they believe unlawful discrimination has taken place.

You are able to contact SENDIST First-tier Tribunal general enquires via:

Email: [sendistqueries@hmcts.gsi.gov.uk](mailto:sendistqueries@hmcts.gsi.gov.uk)

Telephone: 01325 289 350

Address: First-tier Tribunal (Special Educational Needs and Disability), 1<sup>st</sup> Floor Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU