



# THE ROYAL BALLET SCHOOL

## SENDA Policy

### 1 Introduction

The Special Educational Needs and Disability Act became law on 11th May 2001. The new act amended the existing Disability Discrimination Act 1995. The SENDA came into effect on January 2nd 2002.

The act defines a disability if a person 'has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities'. Special needs is defined as someone that has significantly greater difficulty in learning than the majority of pupils of his/her age.

Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils.

The act itself 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 needs.

There is a commitment for the Governing body of the school in their annual report to explain admissions procedures for SEN/disabled pupils and what the school provides in respect of equal access to learning.

### 2 Admission Policy

The School's Admissions Policy makes provision for the disclosure of disability and special needs and the commitment of the school to deal appropriately and supportively in the admissions assessment process. The school therefore fulfils an *anticipatory duty* as defined by the act. A failure of a parent to divulge SEN/disability at this time constitutes a *justification* under the act for discrimination. Where a parent requests confidentiality regarding a SEN/disability this request would limit what the school could provide in making *reasonable adjustments*. Under these circumstances the school has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

No child should be discriminated against on entry into the School, because of their individual needs.

The Royal Ballet School accepts pupils who are dyslexic, who have Specific Learning Difficulties and those for whom English is not their first language (ESOL).



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### 3 Appointment of Staff

The School is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination does not take place. (See Equal Opportunities Policy).

### 4 Education and associated services

The School has a duty under SENDA to ensure that *less favourable treatment* does not occur in the following areas:

1. curriculum
2. teaching and learning
3. timetabling
4. homework
5. serving of school meals
6. interaction with peers
7. assessment and exam arrangements
8. school discipline
9. exclusion/suspension procedures
10. preparation of pupils for their next phase of education

All of these are bound by the limits of *reasonable adjustment* as covered by SENDA as outlined below.

Co-ordinated by a member of the academic staff. The teaching is undertaken by a member of Dyslexia Action. A freelance specialist teaches the ESOL lessons.

### 5 Access to out of classroom activities

The School will wherever possible make *reasonable adjustment* to allow SEN/disabled pupils 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:

1. the need to maintain balletic, academic, musical, sporting and other standards
2. the financial resources available to the school
3. the health and safety requirements – SENDA does not override the School's duties under Health and Safety legislation.
4. the interests of the other pupils and persons who may be admitted to the school as pupils.



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### 6 Accessibility Strategies: Buildings

Under SENDA the school has a planning duty to audit access to buildings and facilities. Such an access audit has been completed (2004) and incorporated in the School's plans for future development.

### 7 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 pupil assessment meetings.

### 8 Review

The Royal Ballet School is committed to reviewing annually both admissions procedures and policies and issues of access to learning to ensure that a *continuous responsibility* is exercised. Other areas of policy and provision should in addition where appropriately be reviewed with SENDA in mind.

### 9 Claims of unlawful discrimination

Any claim for unlawful discrimination under SENDA must come from the parent not the child. In the first instance the complaint should be made to the school and follow the school's parental grievance 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.

### 10 Educational Inclusion

The School is an educationally inclusive School, where the teaching and learning achievements, attitudes and well being of every pupil matter.

Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language.

All pupils may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of



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their children and they will be fully informed when special education provision is made for their child.

### **11 Purpose**

1. This Policy will underpin all the other policies of this School.
2. This Policy will ensure that the provision of the SEN and Disability Act 2001 and Disability Discrimination Act 1995, and subsequent code of practice are put into place in this School. It will ensure that the Revised Code of Practice for SEN 2002 is implemented.
3. The Policy will ensure that the provision of the Race Relations (Amendment Act) 2000 together with the Race Relations Act 1976 and subsequent code of practice underpin all aspects of the School's work.

### **12 Aims and Objectives**

The aims of this policy are:

- To create a learning environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all involved in the process
- To identify the roles and responsibilities of staff in providing for these children with special educational needs
- To enable all children to have full access to all elements of the school curriculum

### **13 Broad Guidelines**

1. to recognise and record students' strengths and successes to encourage a positive self image.
2. everyone in the School must ensure that there is no victimisation, discrimination either direct or indirect against disabled pupils, pupils with SEN or on racial grounds.
3. to ensure that all pupils receive entitlement to a broad, balanced and relevant curriculum and that provision for pupils with SEN is central to curriculum planning.
4. everyone in the School must be familiar with the requirements of the Statutory Codes of Practice for SEN (Revised), Disability and Race and they must ensure that the codes underpin all aspects of their work.

### **14 Organisation of Provision**

At the beginning of each academic year a Register of Pupils requiring additional support, who have received support in the past years, or who give cause for concern, is collated and circulated. This is regularly updated throughout the year in consultation with the appropriate staff, parents and



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pupils. Regular meetings are held for this purpose to discuss cases, and to impart information.

The timetable is organised at the beginning of the Autumn Term, after discussion with pupils, parents and teachers. Every endeavour is made to accommodate each pupil without encroaching on other lessons.

Our timetable is not rigid and, when necessary, will be altered to suit the pupil and teachers, where possible. The needs of pupils 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 Preparatory School revolves mainly around literacy skills, mathematical skills, handwriting difficulties and memory programmes. Study and organisational skills are also developed as part of our special needs programme.

Pupils receive help in literacy and mathematical skills, in memory techniques, in presentation and organisation of coursework and projects, and in study skills.

### ***Teacher Provision***

When a pupil is identified as having mild educational needs (eg. some problems with numeracy and literacy) then the class teacher will provide a differentiated curriculum for that pupil. An IEP (Individual Education Plan) may be provided for that pupil to provide a framework for progress and target setting.

### ***School Action***

When a pupil is identified as having SEN, subject teachers, in consultation with the SENCO devise interventions additional to and different from those already provided by the national curriculum. This intervention could take the form of additional in-class support eg. with gap year student or the use of a personalised computer programme to provide extra help eg. The Successmaker Programme.

### ***School Action Plus***

When a pupil is identified as having more extreme needs, the SENCO in conjunction with academic and pastoral staff ask 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. In the case of RBS Dyslexia Action provide a programme of specialised learning programmes for pupils.



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### ***Provision of Statement***

When a pupil requires very specific help with emotional and/or physical problems which require ongoing monitoring from outside agencies for example a child with Attention Deficit Disorder. At present the Royal Ballet School has no such pupils.

Pupils 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 pupil and parents. A close vigil is kept throughout the pupil'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.

Pupils are encouraged to seek help when required.

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

Each pupil who receives individual help from the SEN 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 pupil. 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 pupil will be disseminated to the appropriate staff, thereby helping staff to understand and meet the needs of each pupil.

### **16 Integration of SEN Pupils and Access to the Curriculum**

It is the Policy of the School that any pupil with any type of special need should be as fully integrated into the school as possible. They will have full access to the curriculum unless special arrangements have been made, in full consultation with all concerned. It is recognised that all pupils have something to offer to the School and that pupils have strengths and weaknesses in different areas.

It is our policy to recognise those areas of strength and to enhance them, exploiting them to the full, thereby building a feeling of worth and self esteem in each pupil. Concurrently, areas of weakness are targeted, in order to remedy problems.

Pupils are encouraged to recognise their problems, to face and to tackle them, but not to hide from them. Difficulties are not an excuse.

Differentiation of work or task may take place to ensure full access and, when possible, approaches will be varied or modified to take into account the different learning styles and levels of ability of individual pupils.



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It is occasionally felt to be in the interests of a pupil to drop a subject. This decision is not made lightly. It is only done after consultation with the Heads of School, the Tutor, the parents and the pupil. This strategy does sometimes reduce pressure for the pupil.

### **Provision during Injury**

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

### **17 Assessment and Review**

Throughout the School, pupils' progress is assessed and monitored on a regular basis.

Early identification of any difficulties is vital. Parents are immediately informed of any concerns, and active support in helping their child is sought. An assessment to identify areas of weakness may be offered and to suggest a remedial course.

Where it is felt necessary, pupils will be offered support by the Dyslexia Action Specialist teacher. Frequency and times of sessions will be discussed with all concerned parties. Regular meetings, to review progress, will take place with parents, class teachers and pupils. Parents are welcome to contact the SENCO Department.

Regular liaison involving appropriate staff takes place. The heads of School, Senior Management, Heads of Departments, tutors, teachers, parents and pupils are all kept informed of developments, as and when necessary.

### **18 Gifted and Talented Pupils**

The School recognises gifted and talented pupils as having special educational needs. The needs of those pupils are met by individual teachers and tutors who coach and supply differentiated work to meet the challenge.



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### 19 The role of the SENCO

The SENCO or Special Needs Co-ordinator has along with a teaching timetable the following duties:

- To write and update the school's SEN policy document, taking into account changes in national educational policy document and new initiatives
- To oversee the day to day running of the school SEN policy, including all administration and correspondence.
- To draw up, update and monitor the school's SEN register identifying pupils who have specific special needs and placing them accordingly.
- To liaise with the Dyslexia Institute on a regular basis to co-ordinate the additional provision for SEN pupils
- To liaise with and inform the staff at RBS of Dyslexia Action timetable on a weekly basis and to inform of any additional time spent with support teachers.
- To oversee and maintain all pupil files relating to SEN
- To write up and review on a twice yearly basis the Individual Educational Plans (IEPs) for SEN pupils.
- To liaise with the exams officer to ensure that the SEN pupils have additional time in public exams and to co-ordinate the necessary arrangements requires for documentation.
- To correspond and communicate with both pupils and parents with regards to the child's SEN provision on a regular basis including issuing termly reports for Dyslexia Action.
- To liaise with external agencies relating to pupils with SEN including Educational Psychologists and LEAs if required.

### 20 Partnership with Parents

At all stages of the special needs process, the school keeps parents fully informed and involved with the progress of their child. We would like to take into account the wishes, feelings and knowledge of the parents at all times and aims to share the process of decision making.

We would inform the parents of any tests, additional assessments or outside intervention that may occur and we would provide clear information relating to the child and their particular learning requirements.

20/11/09  
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*This document will be revised in line with changes in best practice and legislation. These changes will be notified to all concerned. Questions or comments should be directed to the appropriate member of the Senior Management Team.*