



ROYAL  
BALLET  
SCHOOL

SETTING THE STANDARD

**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY (SEND) POLICY**  
SEPTEMBER 2024

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) 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 SEND aged 0-25 years.
- SEN Code of Practice 2015
- 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 (2015) states that a child or young person (it applies to everyone aged 0 - 25 years) has SEND 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 SEND; and
- 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 adjustments 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 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 consider 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 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 online GL Assessment testing (CAT4). The Cognitive Abilities Test (CAT4) is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides an accurate analysis of potential student achievement. This information, together with reports from the previous school and parents, will be used to identify any students who may need additional support with their learning. The results and reports generated from each assessment are then reviewed by the School SENDCO.

Any students who are identified as a concern may have a more detailed assessment undertaken by the SENDCO. This information is included on the Learning Support Register which is shared with all academic, artistic and healthcare staff and updated regularly.

Teachers monitor the progress of all students following the graduated process and four-part cycle of assess, plan, do, review. 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 need but do require a temporary intervention to enable equal progress will be detailed on the Learning Support Register and monitored.

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).

At this stage, more detailed assessments may be undertaken by the SENDCO 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 SENDCO will consult with the parent/carer to discuss the individual student needs.

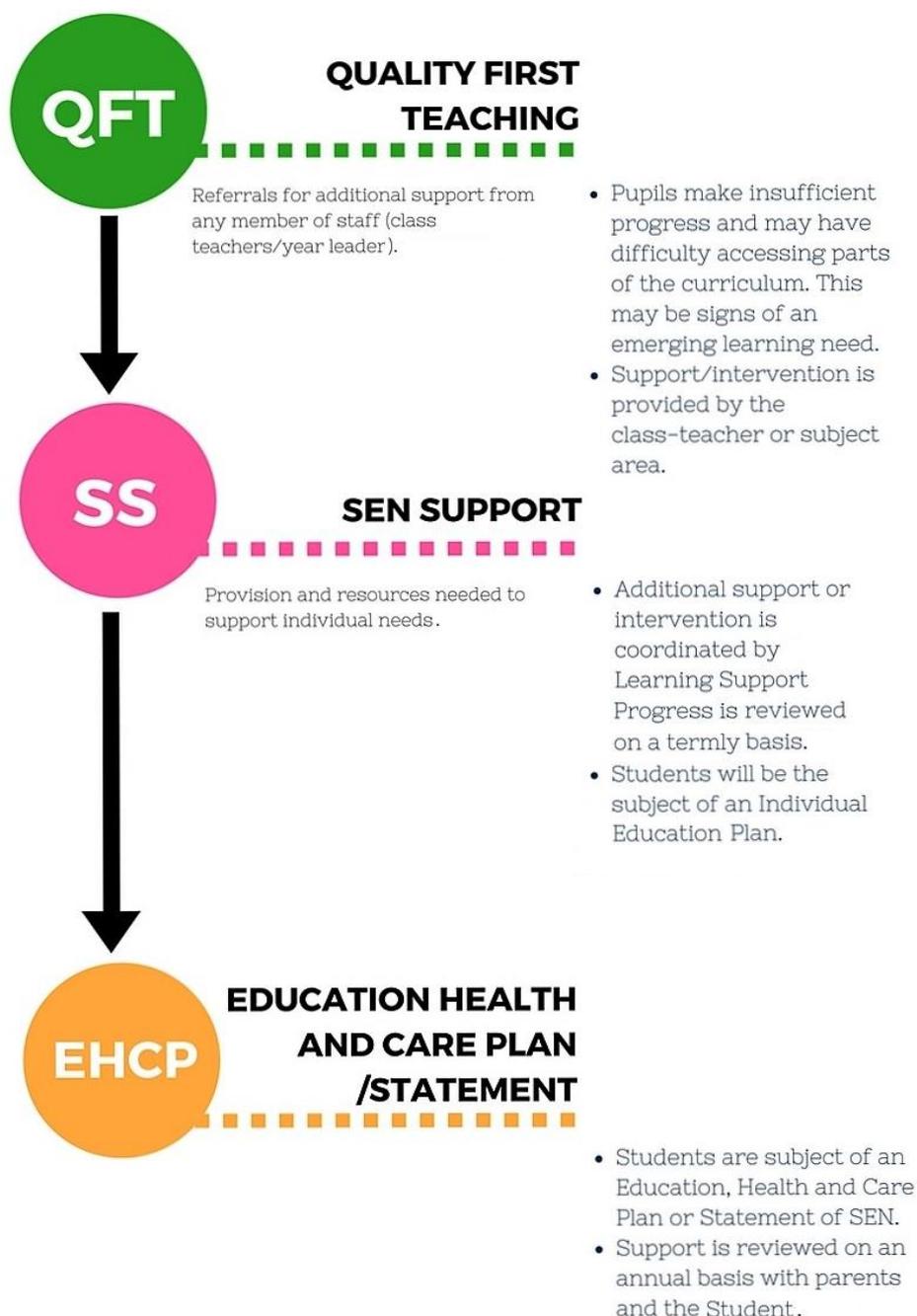
If the student makes good progress using additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need/disability.

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.

## The role of the SENDCO

The

Special



Educational Needs & Disability Co-coordinator (SENDSCO) is expected to:

- a) write and update the School's SEND policy document, considering 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/Learning Support 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/Learning Support register;
- e) write up and review on a termly basis the Individual Educational Plans (IEPs);
- 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 and as often as necessary or appropriate;
- i) 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; and
- j) co-ordinate the necessary arrangements re documentation for external agencies relating to students with SEND including Educational Psychologists and Local Authorities if required.

### **The role of the Academic and Pastoral Principal**

The Academic & Pastoral Principal will work with the SENDCO to determine the strategic development of the SEND policy and provision within the school

### **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 consider the wishes, feelings and knowledge of the parents/carers at all times and aim to share the process of decision making. Parents/Carers are welcome to contact the SENDCO whenever needed.

### **Staff awareness**

An awareness of the School SEND register, policy and procedures are part of all new staff induction and addressed appropriately at regular staff and student assessment (progress) meetings. The SEND register is distributed to all teaching staff (Academic and Artistic) at the start of the academic year and updated as required.

## **SPECIAL EDUCATIONAL NEEDS: WHITE LODGE ACADEMIC**

### **Organisation of Provision and Support**

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

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

The needs of all students are met within the classroom under Quality First Teaching. Teachers use a wide range of teaching approaches to ensure all learning styles are catered for in each lesson:

- Planning and scaffolding the curriculum to ensure all students are able to access it;
- Adapting resources to reduce/remove barriers to learning;
- Using recommended aids such as iPads, laptops, coloured overlays and paper, visual timetables and scanning pens; and
- Differentiating our teaching, for example giving longer processing times, pre-teaching vocabulary or reading instructions aloud.

Where necessary, teachers can consult the SENDCO and will receive advice and materials to help: this information is also detailed on the Learning Support register.

Where it is felt necessary, students will be offered 1-1 intervention lessons with the SENDCO. 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.

A student may not require support or intervention throughout their academic life however their name will remain on the Learning Support Register during their time at RBS. An open-door policy is maintained with ad hoc assistance being offered. Students are encouraged to seek help when required.

### **Education Health and Care Plan (EHCP)**

If a student requires more support than is available through additional in-class or 1-1 lesson support, the SENDCO will seek advice from external services. Any interventions put in place are supervised and monitored by the SENDCO and an EHCP may be applied for. If an EHCP is granted this will be reviewed termly and yearly in meetings with teachers and external professional bodies in order to ensure the student is making the expected progress.

### **Access Arrangements**

Access arrangements are 'reasonable adjustments' for students who have a disability or a special educational need that significantly affects them in exams.

Access arrangements

- Do not change the skills or knowledge being tested
- Must not give an unfair advantage, but...
- Do give a level playing field so students can show their knowledge

There are a variety of access arrangements that can be provided, including:

- Support for reading (e.g. a reader, a reading pen)
- Support for writing (e.g. a scribe, a laptop)
- Support for working to time (e.g. 25% extra time, rest breaks, a prompter)

Any arrangements that are used in exams are based on the normal way of working in the classroom and in tests and exams. Wherever possible, access arrangements that enable a student to work independently are encouraged.

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

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

Testing takes place in school from Year 9 and is undertaken by the SENDCO or a qualified Access Arrangement Assessor.

Candidates may not require the same access arrangements in each specification and the SENDCO must consider the need for access arrangements on a subject-by-subject basis,

Students with a diagnosis of dyslexia will be automatically considered for testing although it should be noted that a diagnosis of dyslexia is **not** an automatic guarantee of exam concessions.

It should also be noted that if the SENDCO 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.

We will always seek to work with students and parents to ensure the most appropriate outcome for all students.

Please contact the school SENDCO if you have any concerns or questions.

## **SPECIAL EDUCATIONAL NEEDS: UPPER SCHOOL ACADEMIC**

### **Organisation of Provision**

At the beginning of each academic year the SENDCO, collates and circulates a Learning Support register 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 academic programme where relevant;
- b) Quality First Teaching – which is differentiated to meet individual need;
- c) in-class support for EAL students in Degree lessons; and
- d) additional out of class EAL and Learning Support lessons where appropriate.

The SENDCO 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.

## **HIGHLY ABLE STUDENTS**

### **Introduction**

The School recognises that Highly Able students have special educational needs. The needs of those students are met by individual teachers who supply differentiated work to meet the challenge. Students may be highly able in one or more academic subjects, others may have a special ability in art, music or drama. All Royal Ballet School students are Highly Able 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 abilities 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) parental information
- b) Feeder school information
- c) KS2 Levels
- d) GL Assessment (CAT4) or other standardised tests
- e) Teacher identification
- f) Subject specific data: e.g. assessment data (academic tests or exams and the ballet assessment process)

### **Provision**

#### **Artistic**

All students at the School are Highly able in Classical Ballet but ongoing teacher assessment and the annual ballet assessment process may identify some students with exceptional ability as compared with the standards of the School. Differences in ability 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 with advice from the SENDCO 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 Able 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.