

Special Education Needs and Disabilities Policy (SEND)

Review date: 01/08/25

Next Review date: 01/08/26

History of most recent changes

Date	Page	Change	Reason for Change
5/7/21	Whole Document	Various	Introduction of new SENCO and developments in provisions
11/12/24	Whole Document	Various	Staff changes upon review

Bristol School of Acting SEN Policy and Information Report 2024-25

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1 Aims

Our SEND policy and information report aims to:

- Set out how Bristol School of Acting will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Bristol School of Acting will endeavour to achieve the best possible outcomes for all young people (including those who are deemed to be vulnerable) and will maximise their opportunities for inclusion and promote equality of opportunity for all.

Bristol School of Acting are committed to a truly inclusive environment for all young people regardless of ability or disability, social or economic status. We are committed to motivating students who have difficulty engaging fully in their education. We prioritise the importance of inclusion and ensure these values are integral to our culture and ethos. We believe this will provide a safe and supportive learning environment whereby students can grow, develop and progress to their full potential. We seek to create a learning environment that promotes participation and remove barriers to learning and challenges students may face to ensure our students succeed to the highest level of their own personal achievement.

2 Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (DfE, 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

3 Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4 Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the Head of Diplomas and Learning and the Principal to determine the strategic development of the SEND policy and provision at Bristol School of Acting
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on adaptations to the behaviour policy to ensure the needs of students are met
- Advise on the deployment of the delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous and potential next providers of education, to ensure students and their parents/carers are informed about options for a smooth transition
- Work with the Head of Diplomas and Learning and the Principal to ensure that Bristol School of Acting meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure Bristol School of Acting keeps the records of all students with SEND up to date

4.2 The Head of Teaching and Learning

The Head of Teaching and Learning will:

- Work with the Principal, the SENCO and CLF SEND Academy Councillor to determine the strategic development of the SEND policy and provision in Bristol School of Acting
- Have direct responsibility for the line management of the SENCO
- Have direct responsibility for the provision and progress of learners with SEND and/or a disability

4.3 The Principal - *Digitech Studio School (DSS)*

The Principal will:

- Work with the Head of Teaching and Learning, the SENCO and CLF SEND Academy Councillor to determine the strategic development of the SEND policy and provision in Bristol School of Acting
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 The SEND Academy Councillor - *Cabot Learning Federation (CLF)*

The SEND Academy Councillor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the CLF Academy Council on this
- Work with Head of Teaching and Learning, the Principal and SENCO to determine the strategic development of the SEND policy and provision in Bristol School of Acting

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5 SEND information report

5.1 The kinds of SEN that are provided for

We currently provide additional and/or different provision for a range of needs, including:

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

5.2 Identifying students with SEND and assessing their needs

Bristol School of Acting work closely with schools and other agencies to identify the needs of each individual prior to them beginning their college career. Needs are identified at Transition meetings, Education Health & Care Plans (EHCP), discussion with professionals as well as family, carers and the young person themselves.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents or carers. We will use this to determine the support that is needed and whether we can provide support by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents/carers

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Everyone understands the agreed outcomes
- Everyone is clear on what the next steps are

We will notify parents/carers when it is decided that a student will receive SEND support. All SEND Support and EHCP students will have a dedicated keyworker, who is responsible for writing and updating our monitoring systems.

5.1 5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment
- Other teachers' assessments, where relevant, such as in Maths and English retake classes

- Impact of interventions provided through progress reports
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students' transitions, progression and preparing for adulthood

In addition to our open days and student inductions we offer visits to individual students to see our working environment and meet the teaching staff and SENCO if required. Interviews and auditions are held at the specific centres.

All students are introduced to a range of career options and opportunities as part of the curriculum. Career events and industry talks with professionals are paramount in our planning for enabling students to be industry ready and think like a professional.

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5.3 5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Our aim is to develop the independence and resilience of all learners including those with additional needs.

5.4 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, teaching style, content of the lesson and considerations to project work, etc.
- Adapting our resources and staffing
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual aids, offering alternative methods of recording, etc.

5.8 Additional support for Learning

Each class has a ratio of 1 teacher to 15 students who work closely with the SENCO for the most effective use of their time and skills to support identified students as well as impact on the progress of all learners.

5.9 Expertise and training of staff

Our SEN Lead brings 20 years of experience in teaching, pastoral care, and Special Educational Needs (SEN) within the education sector, supported by an accredited qualification in Solution-Focused Brief Therapy.

5.10 Evaluating the effectiveness of our SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using student feedback
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Learning walks, observations and looking through students work

5.11 Enabling equal opportunities for those with SEND

All students are given the opportunity to engage in industry-based projects, both internally and externally.

Students with SEND are encouraged to take part in extra-curricular activities and trips.

No student is ever excluded from taking part in any activities because of their SEND.

5.12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Timetabled programmes for all students to enhance teamwork, presentation and performance skills.
- Identified students are offered additional in-class support in curriculum-based group work, presentations and performances.
- Students with SEND are encouraged to take part in our enrichment activities, clubs and trips.
- All students are offered the opportunity to participate in Togetherall, a 24/7 community support service.
- Students are encouraged to meet with their key worker and share concerns they may have.
- Students are identified and offered Solution Focused 1:1 or group sessions to build self-esteem.

5.13 Working with other agencies

At Bristol School of Acting, we have Learning Support Mentors and Staff with knowledge and experience of supporting students with a wide range of Special Educational Needs and Disabilities.

We also work with external services that include:

- Autism Education Trust
- Togetherall, Off the Record, Creative Youth Network, NAOS
- Family Based Solutions
- CAMHS, AMHS, FYPS
- Impact Mentoring, Jo Chew Mentoring

Our relationships with some of these external services are quite unique, where students and staff have collaborated on creative projects, often with our SEND students taking a lead role.

5.14 Complaints about SEND provision

Complaints about SEND provision in any of our settings, should be made initially to the person responsible to the teacher or SENCO in the first instance.

If you are not satisfied that your concerns have been addressed, then please ask for the Head of Teaching and Learning Luke Fazackerley. If you still feel the issues are unresolved, the Principal Lis Jolley will arrange a meeting with the Chair of the Academy Council. Please contact Digitech Studio school for this to be arranged.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that Bristol School of Acting have discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of students with SEND

Lisa Wellsford SEN Lead
lisa.wellsford@bristolschoolofacting.com

Sam Bridges, Head of Teaching and Learning/Diplomas, Bristol School of Acting
sam.bridges@bristolschoolofacting.com

Carolyne Goh, SENCO, Digitech Studio School
carolyne.goh@clf.uk

Simon Jones Principal, Digitech Studio School
simon.jones@clf.uk

5.16 The Local Authority Local Offer

A Local Offer gives young people (from 0 to 25 years) with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area.

Bristol: <https://www.bristol.gov.uk/web/bristol-local-offer>

South Gloucestershire:

<https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/localoffer/>

Bath & North East Somerset:

<https://beta.bathnes.gov.uk/local-offer-care-leavers-aged-18-21-years-old>

Wiltshire: <https://www.wiltshire.gov.uk/local-offer>

North Somerset:

<https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>

Additional information, advice and support can be found at Supportive Parents:

www.supportiveparents.org.uk 0117 989 7725

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7 Additional information

There are also websites that offer support which are run by national charities. Examples are:

- The British Dyslexia Association.- <http://www.bdadyslexia.org.uk/>
- The National Autistic Society- <http://www.autism.org.uk/>
- The Dyspraxia Foundation- <http://www.dyspraxiafoundation.org.uk/>
- The ADHD Foundation- <http://www.adhdfoundation.org.uk/>
- The Social Communication Trust-http:-
<http://www.thecommunicationtrust.org.uk/>

8 Monitoring arrangements

This policy and information report will be reviewed by Lisa Wellsford, SEN Lead every year. It will also be updated if any changes to the information are made during the year.

It will be approved by Sam Bridges, Head of Teaching.