

Special Educational Needs and Disabilities (SEND) Policy

Nazene Danielle School of Performing Arts (NDSOPA)

1. Policy Statement

At Nazene Danielle School of Performing Arts (NDSOPA), we are committed to providing an inclusive education that meets the needs of all students, including those with special educational needs and disabilities (SEND). We aim to ensure that every student can achieve their full potential in a supportive and nurturing environment.

This policy outlines our approach to identifying, assessing, and supporting students with SEND in line with the Children and Families Act 2014 and the SEND Code of Practice 2015.

2. Objectives

Our objectives are to:

- Identify and assess students with SEND as early as possible.
 - Provide tailored support and interventions to meet individual needs.
 - Involve students and their families in decision-making about their education and support.
 - Foster a culture of inclusion where every student is valued and supported.
 - Ensure that staff are trained to meet the diverse needs of students with SEND.
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3. Definition of SEND

According to the SEND Code of Practice 2015, a child or young person has SEND if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or

- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

The four broad areas of need are:

1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Emotional, and Mental Health Difficulties
 4. Sensory and/or Physical Needs
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4. Roles and Responsibilities

4.1 The Principal:

- Has overall responsibility for ensuring the school meets its SEND obligations.

4.2 The SEND Coordinator (SENDCo):

- Oversees the day-to-day operation of the SEND policy.
- Coordinates support for students with SEND.
- Works with teachers, parents, and external agencies to develop and implement support plans.

4.3 Teaching Staff:

- Differentiate teaching to meet the needs of all students, including those with SEND.
- Identify and raise concerns about students who may have SEND.
- Implement strategies and interventions as advised by the SENDCo.

4.4 Parents/Guardians:

- Play an integral role in supporting their child's education.
 - Provide feedback and collaborate with the school on support strategies and interventions.
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5. Identification and Assessment

We identify students with SEND using a graduated approach:

1. Observation and Concerns: Teachers raise concerns based on observations or assessments.

2. Initial Assessment: The SENDCo conducts an initial assessment to determine specific needs.
 3. Plan-Do-Review Cycle: If necessary, an Individual Education Plan (IEP) or equivalent is created.
 4. External Support: When needed, we liaise with external agencies (e.g., educational psychologists, speech and language therapists) for additional assessments or interventions.
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6. Support and Provision

We provide a range of support, including:

- Differentiated teaching strategies.
 - Access to assistive technologies or resources.
 - Small group or one-on-one interventions.
 - Adjustments to the curriculum or learning environment.
 - Support from external professionals where necessary.
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7. Parental and Student Involvement

We value the input of parents and students in shaping their educational experiences. Regular meetings, consultations, and updates ensure that families are involved in:

- Setting targets and reviewing progress.
 - Understanding and contributing to their child's support plan.
 - Celebrating achievements and identifying areas for further development.
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8. Transition Support

We provide tailored support during key transition phases, such as:

- Moving between year groups.
 - Transitioning from primary to secondary education.
 - Preparing for further education or training.
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9. Accessibility

We ensure that our facilities and curriculum are accessible to students with SEND by:

- Making reasonable adjustments to the physical environment.
 - Providing additional aids and resources as needed.
 - Offering support for sensory or mobility challenges.
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10. Monitoring and Evaluation

The effectiveness of our SEND provision is monitored through:

- Regular reviews of students' progress and IEPs.
 - Feedback from students, parents, and staff.
 - Annual reviews of the SEND policy.
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11. Complaints

If parents or guardians have concerns about the SEND provision, they are encouraged to:

1. Discuss their concerns with the SENDCo.
 2. If unresolved, escalate to the Principal.
 3. Follow the school's formal complaints procedure if necessary.
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12. Review and Updates

This policy is reviewed annually to ensure compliance with current legislation and best practices.

Approved by: Nazene Langfield

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