

Special Educational Needs Policy

ShockOut Academy 2020/2021

Review: September 2021



ShockOut.

Academy

Who We Are

Shockout Academy consistently aims to build an inclusive and supportive culture of learning that inspires and challenges every individual to develop to their full potential and become active and responsible participants within the global performing arts community.

This document outlines the learning support provision at Stockout Academy. Its purpose is to inform students, parents and staff of the general arrangements we have in place to support those young people in our academy community who may need additional help to make the most of their time here with us. This

document can only provide the necessary information. Initially, those with queries or concerns around their learning are encouraged to discuss any issues or concerns about their child with the BTEC Course Coordinator. If you continue to have concerns around progress, you should speak to the Special Educational Needs (SEN) Lead. If you continue to have concerns, please contact the Principal.

The Principal of Shockout Academy is Dr Sue Luke Tel: 0161 833 9937 eMail: sue@shockoutarts.com	The BTEC Course Coordinator is: Mike Lowry Tel: 0161 833 9937 eMail: michaellowry@shockoutacademy.com	The Special Educational Needs Lead is Robert Croll Tel: 0161 833 9937 eMail: robertcroll@shockoutacademy.com
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What are Special Educational Needs?

At Shockout Academy, we follow best practice in defining special educational needs as being a learning difference that calls for special education provision to be made for them. We believe that such provision is additional to, and different from, the educational provision made generally for young people of the same age within the college. Such provision is required when a young person:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

This policy has been developed in compliance with the requirements of The SEND Code of Practice (0-25) 2014 and with reference to the following legislation and guidance:

- Children and Families Act (2014)
- Equalities Act (2010)
- Teachers' Standards (2011)
- Supporting pupils at school with medical conditions (2015)

How we ensure that we identify and assess students' additional needs as early as possible.

Early identification of needs helps to improve outcomes for our students, especially when support is integrated early in order to maximise its impact. The process of identification is provided below:

Admissions Procedure: As you would expect, our programs are physically demanding, and as such, it is important that disabilities and medical conditions are declared and discussed as early as possible during the application stage. Students and parents are actively encouraged to discuss any special educational needs, including Examination Access Arrangements as part of the admissions process. Any documentation and attainment data from previous schools should be shared with the admissions team to ensure that the needs of each individuals can be met as part of our program. Our admissions processes involve representation and advice from our strategic partners, Bolton College. Their early involvement helps to ensure that successful students' needs are recognised, shared with the appropriate teaching professionals and that targeted support is in place from the very start of the learning program.

Prospective students are encouraged to contact us and arrange to visit our studios and discuss, at an informal level, any individual needs before formal application.

Teacher Identification: Every professional practitioner at Shockout Academy is responsible and accountable for the progress and development of all students in their class, even where they access support from Learning Support Teachers or other specialist staff, within or outside of the class. In the first instance, teachers will aim to give students any additional support that they need to succeed in their learning and develop as a performing arts professional.

The BTEC Course Coordinator and teachers are expected to actively identify students who are making less than expected progress given their age and individual circumstances and seek additional support where necessary as well as set appropriate targets. As an organisation, we characterise a student as making less than expected progress when:

- Their progress is significantly slower than that of their peers when starting from the same baseline.
- They fail to match or better their previous rate of progress.
- They fail to close the attainment gap between their own attainment level and those of their peers.
- Or the attainment gap widens.

The SEN Lead, BTEC Course Tutor and Principle meet at least twice per semester to specifically discuss students who are not making sufficient progress, as defined above. At this meeting, suitable interventions from the academy's intervention map will be identified, and this information will be communicated to students & parents. Where these interventions do not impact on attainment, teachers will request additional assessment and additional learning support to assist in identifying areas of specific need in preparation for any request for external support. Teachers should also refer any student or parental concerns expressed to them to the Learning Support Lead, and BTEC Course Coordinator for follow up.

Individual Learning Plans: Only students with a formal special needs' diagnosis will be issued with Learning Support Plans as per good practice guidelines. Such Learning Support Plans will be reviewed annually by the Learning Support Lead, in consultation with the student and parents.

High Needs Identification - Sometimes, students will demonstrate social, communication, behavioural or mental health needs that are not necessary identified through analysis of attainment grades. In such circumstance's all staff should refer individuals to the Learning Support Department for further screening assessments and support through Bolton College.

These may include using a range of tools such as:

- Special assessment of learning needs
- Examination access arrangements
- Technical equipment support
- Mentor support for social, emotional and mental health
- Communicator support
- Dyslexia support
- Help with English as a second language
- Help with English and Maths
- Support for individual or classwork
- Help with planning and organising as well as study skills.

In line with our legal responsibilities and in full consultation with parents, students who show difficulties in these areas maybe referred to outside specialists such as an Educational or Clinical Psychologist or Speech and Language Therapist for further specialist assessment and support.

How our educational philosophy links to learning support

Shockout Academy uses a multi-leveled system of support which offers students staged, collaboratively developed interventions, with close progress monitoring. This model reflects international best practice that is well supported by current research evidence and which allows us to be adaptive as we work with our students.

Level 1: Inclusive, High Quality Teaching - The educational philosophy at Shockout emphasises that every student is an individual and is taught with a differentiated and holistic approach. Such personalised learning is delivered as a result of the following characteristics:

- highly focused lesson designed with sharp objectives
- teaching that builds upon what a student already knows can do and understands
- high demands around student involvement and engagement with their learning
- high levels of interaction for all students
- appropriate use of professional practitioner questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for students to talk in both pairs and in groups
- teachers who are knowledgeable about the field and who know how to deliver contextually relevant content.
- an expectation that students will accept responsibility for their own learning and work independently
- teachers consistently apply the specific learning strategies recommended by the Learning Support Department
- regular use of encouragement and authentic praise to engage and motivate.

As part of Level 1 teaching, Shockout lecturers deliver high-quality lessons and instruction by focusing on six key areas:

PITCH

All of our teachers plan their lessons to ensure that students of all abilities, including those with additional needs, are able to access what is being taught while being suitably challenged. To facilitate this, teachers and Learning Support staff work together to meet the needs of individuals in the classroom. They use a variety of approaches and activities to meet a range of learning needs including extension tasks and more challenging questioning or activities for more able students. Similarly, work is set according to students' learning needs and are designed to build upon or consolidate learning at college.

Evidenced by:

- Targeted questioning & activities
- Individual needs met
- At the boundary of student's current knowledge and skills - Knowledge of the young person's skills and abilities.
- Targeted in-class support

BEHAVIOUR

Our ethos of mutual respect and high expectations result in an inclusive and orderly learning environment where all students have the opportunity to succeed. The academy has a clear policy for behaviour which is enforced consistently while paying due regard to the needs of individual students. Underpinning this is the strength of the relationships between students and teachers and amongst the students themselves.

Evidenced by:

- Consistent rewards & sanctions
- Routines evident
- Values led: mutual respect
- Punctual
- Positive relationships

EXPERT

Shockout Academy benefits from highly qualified and experienced teachers with the highest levels of subject knowledge. Our teachers seek to inspire and motivate all learners and create memorable learning experiences. We are committed to developing students' key skills in the performing arts across the entire curriculum.

Evidenced by:

- High expectations
- Excellent subject knowledge
- Crystal clear
- Enthuses and inspires
- Develops skills including reading, writing, communication and mathematics. - The "Wow Factor"

BUZZ

We believe that learning should be both engaging and enjoyable. Our teachers design lessons to include stimulating activities that promote high levels of engagement and provide students with opportunity to learn actively rather than passively. We seek to foster students' skills as independent learners as well as providing many opportunities to collaborate and learn with their peers.

Evidenced by:

- Talk is about learning - Thirst for learning
- Stimulating starter
- On-task and engrossed
- Time flies
- Fun & smiles
- Independent and active

ASSESSMENT

Effective assessment is at the heart of our practice. During classes our teachers use questioning and other strategies to elicit students' understanding, clarify any misconceptions and judge which students are ready to progress to the next stage in their learning. Students are assessed regularly and accurately. They are provided with clear feedback as to the level at which they are working, what they need to do to improve and how to do so. This may be given orally or through marking. We believe that feedback can be a powerful tool to improve the learning and so provide opportunities for students to reflect on their progress and respond to feedback given by their teachers and peers.

Evidenced by:

- Clear success criteria
- Formative marking
- Monitor, check, support & reshape
- Know how to improve
- Inclusive assessment
- Hinge questions & mini-plenaries

PROGRESS

We expect all students to progress in their learning in every lesson on every day. This is achieved through pitching learning activities so that they meet the needs of all students, ensuring a positive climate for learning, designing learning experiences which engage students and using assessment effectively. Our teachers also ensure that class time is well used so that students can make rapid gains. Classes are designed so that students have opportunity to reflect on the progress that they have made towards learning objectives. We support all students in reaching their potential across the curriculum, helping them meet or exceed predictions.

Evidenced by:

- Probing questioning
- Students demonstrating learning
- All students meeting or exceeding targets
- No time wasted
- Penny-dropping moments
- Concluding activities that embed learning

Level 1 support is planned and delivered by teachers as part of their regular teaching. Informal discussion/consultation with the SEN Lead is advised at this stage. Where a student fails to respond to Level 1 support a formal referral to the SEN Lead should be considered and evidence of Level 1 support included to show a graduated approach to meeting the student's needs. Referrals to the SEN Lead should be made on the form SEN1.

Level 2: Catch-up provision – Students move to Level 2 when they do not make sufficient progress in response to Level 1 support provided by their teachers or their needs show evidence of needing intervention that is beyond what could be expected at Level 1. Level 2 focusses on short-term, targeted interventions that aim to address needs that could include the following:

- Referral to Learning Support - Targeted exercise programs
- Targeted dietary programs
- Access to extra-curricular activities
- Relevant rewards systems
- Targeted in-class support - In-class support
- Support with attendance

- Provision of additional study materials
- Language learning programs - Study skills intervention
- Referral to counselling
- Additional studio time
- Additional English and Maths support
- Coloured overlays
- Referral to Bolton College Learning Support Team considered

On receiving a complete teacher referral, the SEN Lead will meet with the student to discuss their needs and concerns and jointly complete a Learning Passport (Document SEN2), Agreement of Learning Support (Document SEN3) and Additional Support Plan (Document SEN4).

Level 3: Long-term, Individualised provision – Support at this level is intended for students who do not respond to Level 2 interventions. It is not assumed that a student who receives individualised support will always need such support. All provision is subject to regular review and students and parents are invited and expected to contribute to this review process by attending meetings, talking to your child's teachers and ensuring that Shockout Academy is kept informed of any changes to your child's needs.

At this stage, it is expected that the student will be referred to Bolton College for assessment and targeted learning support intervention.

- Individual literacy & numeracy support
- Multisensory dyslexia teaching assessment
- Modified timetable
- Counselling support
- Referral to specialist external services via Bolton College which may include one or more of the following:
 - Educational Psychologist
 - Speech & Language Therapist
 - Occupational Therapy
 - Art Therapy
 - Irlen Diagnostician

Where, despite Shockout Academy, having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the student has not made expected progress, we will in discussion and agreement with the parents/carers will consider requesting an Education, Health and Care (EHC) needs assessment. The evidence recorded and collated of all SEND provision made through the cycle of 'Assess, Plan, Do, Review' helps to support the Local Authority in determining whether a statutory assessment of needs is required.

Where a student has an Education, Health and Care (EHC) Plan put in place following the statutory assessment process, the academy will have due regard to their statutory responsibilities in regard to the special educational provision laid out in the plan. Shockout Academy will work in collaboration with the Manchester Local Authority to ensure that all recommendations in the plan are implemented and that the EHC Plan is formally reviewed once per year in collaboration with the LA, student and parent as part of a person-centred review.

How we communicate student's needs to staff

Students at Level 1 maybe issued with a Learning Passport. This is a document that is written by the student, with support if necessary, and shares with staff any information the student feels is important. This is a key document in supporting the student voice and in making information available to staff to inform their lesson planning.

The passports are shared with the student's family and can be reviewed at review conferences. Students are encouraged to take the lead in their own support by sharing their passports with professional practitioners, however, we recognise that some do not feel secure enough to do this and as such we ensure that electronic versions are maintained on the information system.

Students with needs that require higher, Level 2 & 3 support are provided with a Learning Support Plan (LSP) that sets out their assessed needs and the targeted strategies that teachers are expected to follow. Learning Support Plans use the assess-plan-do-review model set out in the SEND Code of Practice (2015) as their underpinning framework and are reviewed on an annual basis with the student and parents being at the heart of the process.

Our Graduated Response to Special Educational Needs

Each of our students is an individual and as such will need varying levels of support at different times in the course. Our graduated approach to support is summarised in the Diagram 1 below where the level of support is shown to increase across time and is dependent on need.

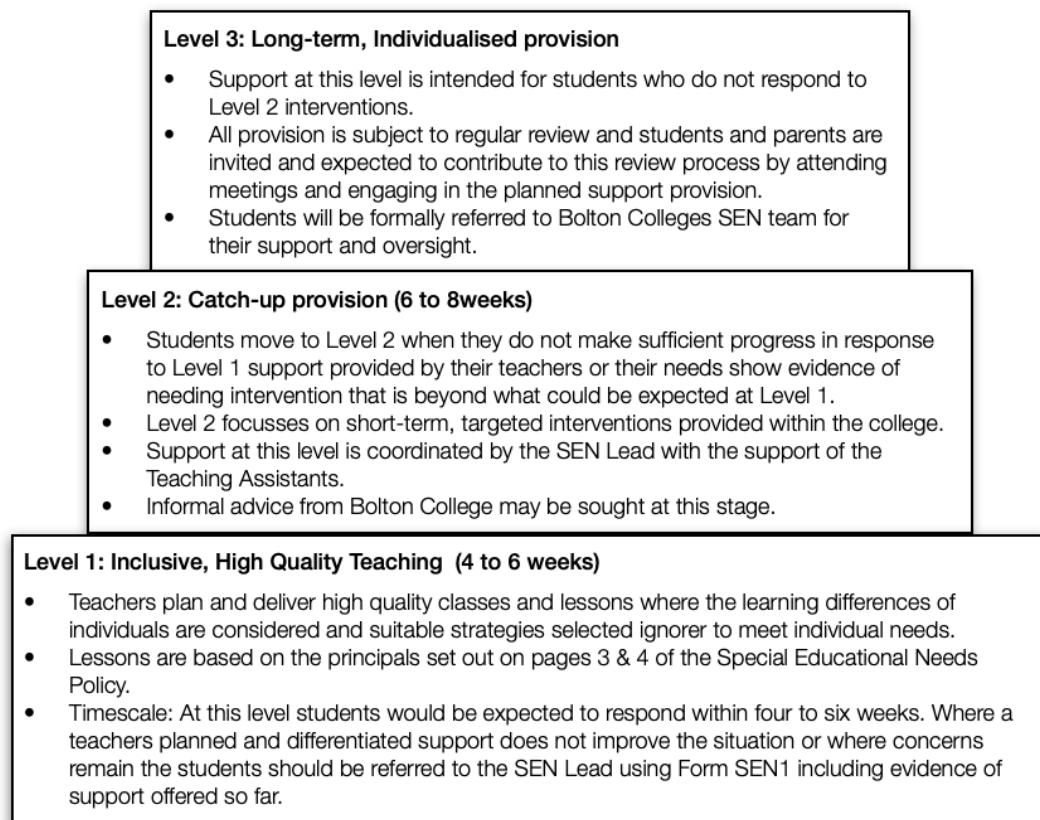


Diagram 1: Shockout Academy Graduated Response

Attendance of students with Additional Needs

A high level of attendance is essential to a student making good progress at Shockout Academy. High levels of absence make it difficult for students to cover the full range of the curriculum as well as causing potential social difficulties and a limited sense of belonging and connectedness. We expect students to attend for a minimum of 95% of days. Attendance at this level allows for up to 10 days of authorised absence and illness across the academic year.

In addition to the academy's usual attendance procedures, the Learning Support Department specifically monitors the attendance of students who are on the Learning Support Register. Any in-class support is significantly disrupted through avoidable absence, students whose attendance falls below 95% will be referred to the pastoral team and support reviewed to prioritise attendance.

Working with Students and their Families

In line with the Code of Practice (2014) the college seeks to use a '*person centred approach*' to the planning of provision for students with SEND. The young person's views and that of parents/carers are vital to the planning of SEND provision, and they will be consulted at every stage of planning for SEND support as well as in the monitoring and evaluation of the effectiveness of that support.

We will endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active part and valued role in planning for their child's education and support for SEND
- Understand procedures and documentation
- Make their views and opinions known about how their child should be supported
- Have access to information, advice and support during assessment and any related decision making process about special educational provision

Parents are encouraged to seek help and advice from Independent Information Advice and Support Services, including Manchester ISA. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents are also encouraged to visit the Manchester Council Website for details on their Local Offer. The Local Offer provides valuable information about different agencies, services and resources for children and young people with SEND and their families in addition to Shockout Academy resources and information.

Student Voice

It is our belief that the opinions and experience of students are held in the highest regard. We recognise the importance of gaining students' views in how we plan our provision and promote the best outcomes for all of our students. With this aim we provide a number of opportunities to share views individually and collectively. These views are welcome at any time but are specifically sought as part of any statutory review process and at the end of a targeted interventions.

Funding

It is the expectation that Shockout Academy provides support for SEND students from the overall budget and through the partnership arrangements with Bolton College.

Students with Education, Health, and Care Plans (EHCP) may have access to funding to SEND support through personal budgets. Funding can be made available to parents/carers as a personal budget for them to commission their SEND provision for their child under certain conditions. Parents/carers who would like to enquire about using the personal budget facility should speak in the first instance to the college Learning Support Lead.

Roles and Responsibilities

The provision put in place for students with special educational needs and the quality of that provision is the responsibility of the Principal. However, on a day-to-day basis, the management of this provision is delegated to the SEND Lead. All teachers are teachers of special educational needs in line with the Teacher Standards (2014).

The Governing Body follows the guidelines as laid down in the SEND Code of Practice 2014 to:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- Ensure that students with SEND engage in the activities of the broader college alongside those students who have no particular educational need or disability
- Designate an experienced professional to be responsible for coordinating SEND provision – the SEND Lead

The Principal has responsibility for the day-to-day management of all aspects of the college's work, including provision for students with SEND. The Principal works closely with our SEND Lead (who is also a member of the Senior Leadership Team).

In collaboration with the Principal and Senior Leadership Team, the SEND Lead determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SEND Lead takes day to day responsibility for the implementation of the SEND policy and with support from the Teaching Assistants. They co-ordinate the provision for individual students, working closely with staff, parents/carers, students and external agencies. The SEND Lead provides relevant professional guidance to colleagues, or signposts them to such guidance, with the aim of securing high quality teaching for students with SEND.

The main responsibilities of the SEND Lead include:

- Overseeing the day-to-day implementation of the SEND policy
- Co-ordinating provision for SEND students and reporting on their progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the college's delegated SEND budget and other resources to meet students' needs effectively
- Planning, monitoring and evaluating SEND training for staff
- Overseeing the records of all SEND students and ensuring they are maintained accurately and are kept up to date
- Liaising with parents/carers of SEND students
- Being the main point of contact for external support services and agencies.
- Being the main point of contact for the Local Authority with regard to SEND provision and students with EHC Plans
- Liaising with other schools, FE providers and training providers to ensure transitions for SEND students are planned well and implemented effectively
- Monitoring and evaluating the impact of interventions provided for students with SEND
- Providing relevant information on the individual needs of SEND students to ensure that teachers can plan appropriate in class support for mainstream provision
- To lead on the strategic development of high-quality SEND provision as an integral part of the Shockout Academy development plan
- Ensuring that the college meets its statutory obligations under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

All teaching staff and Learning Support Staff

- All staff need to be aware of the Shockout Academy SEND policy and the procedures for identifying, assessing and making provision for students with SEND
- All teaching staff must adhere to the relevant Teacher Standards with regard to the provisions made for SEND students as follows:
 - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support student's education at different stages of their development.
 - Have a clear understanding of the needs of all pupils, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them.
 - Develop effective professional relationships with colleagues, knowing how and when to draw on specialist advice and support – Deploy support staff effectively.
- Teaching assistants and session teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review)

Meeting Medical Needs

The Children and Families Act (2014) places a duty on educational providers to make arrangements to support students with medical conditions. We recognise that students at the college with medical conditions should be adequately supported so that they have full access to education, including external trips and visits and physical education provision.

Some young people with medical conditions may have a disability and where this is the case that Shockout Academy complies with its duties under the Equality Act 2010.