A close up of a sign

Description automatically generated

**SUSI EARNSHAW THEATRE SCHOOL’S SEND OFFER**

|  |  |
| --- | --- |
| Last updated: August 2023 | Next review: August 2025 |
| Ratified by Leadership Team: Y | Date: 14th August 2024 |
| Status: Statutory | On Website: Y |

Our Headteacher, Mrs. Julia Hammond, our SENCo, Megan McNamara and our Proprietor, Susi Earnshaw, have overall responsibility for SEND and Inclusion; this means that SEND issues are regularly discussed and kept under review at senior level. Megan manages the day-to-day provision and keep an up-to-date SEND register of children with plans and others we identify as having a SEND. They work closely with subject teachers and play close attention to the recommendations and targets outlined in the EHCP/ Professionals’ reports to plan support for individuals and small groups of pupils with SEND.

You will be able to see a list of the provision we offer pupils in the Appendix of this document. You can also see it in our SEN Policy.

We will provide you a summary of the provision your child is being allocated upon your request. This is called a personal provision map and it shows the way we provide support for different needs, such as cognition and learning, communication and interaction, social emotional and mental health and sensory and/or physical needs.

**WHAT TO EXPECT IF YOUR CHILD HAS SEND.**

* We carefully monitor the progress and well-being of all the students, paying particular care to children and young people with SEND.
* We regularly evaluate the quality of our provision for students with SEND, including classroom teaching and support. For example, senior leaders observe lessons and hold discussions with teachers and support staff.
* We carefully monitor the progress and well-being of children with SEND and the quality of our provision, including teaching and support.
* If we think we can improve our provision, we change it. We describe such changes in our School Improvement Plan.
* We listen to the views of pupils, parents, professionals and our leaders when evaluating a programme or provision as well as carefully evaluating the progress of the learners who are enrolled.
* Our proprietor and The Governing Body challenge us to make sure we constantly improve the quality of provision for students with SEND and the outcomes that they achieve. Additionally, our SENCO makes visits to classrooms looking at teaching and learning and regularly supports and advises the teaching team to improve practice.

1. **IDENTIFICATION OF NEEDS AT SUSI EARNSHAW**
2. **How do we identify and assess students with Special Educational Needs and Disabilities, including you in the process?**

Our starting point is to work in partnership with feeder schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND. Where appropriate we contact those schools to discuss children’s transfer to Susi Earnshaw Theatre School and ensure that we have a full picture of the support that is needed.

Where there is significant concern for secondary school transition, for example if a student has been identified with a complex special educational need, the school may visit the pupil in their home or school. We may meet the young person and their parents at their transition Annual Review meeting or invite them to our site for an information exchange.

For very anxious young people or those who will need a longer period to adjust to the school and its routines, we offer and plan additional sessions at Susi Earnshaw Theatre School before their start. Transition support could involve a tour of the school, access to a skilled therapeutic TA, timetabled sessions with our SENCO and information about the clubs, lunchtime support and provisions they can tap into.

We also analyse a wide range of information from feeder schools about students’ needs prior to them starting, including:

* Professionals’ Reports
* SEN records
* Teacher feedback
* EHCPs
* IEPs/ Individual Plans

Upon entry to Susi Earnshaw Theatre School, your child’s previous academic achievements will be recorded and distributed to staff. Year 7 students on arrival sit Cognitive Attainment Tests (CATS) so that the school gets a good picture of where your child’s strengths lay and is also able to set realistic and achievable short, medium and long-term targets.

Our SENCO pays particular attention to discrepancies between different scores and can use this as an early indicator of who may require additional support, or who requires further assessment over and beyond our day-to-day provision. Every subject teacher completes regular assessments to be certain that good progress is being made.

As a new parent to Susi Earnshaw Theatre School, you will have the opportunity to have a meeting with a member of school staff so you can share with us all the information you feel we need, to provide the best possible education and care to them. In this meeting, it may be possible to agree a support programme or you will be given details of the relevant person with whom to discuss this with. We will make sure that the information you give us will be shared with all of your child’s teachers, should you wish.

Moreover, if your child has a medical condition or need, you will be invited to meet with a member of staff to complete and sign a Medical Information Plan. This will allow you to inform the school of your child’s specific medical needs, medication and other special arrangements the school will need to undertake, to ensure continuing good health. This form will be updated annually or as needed.

We identify and assess needs throughout a student’s time in our school through regular and rigorous whole school assessment procedures. For students joining us, we ask whether parents or carers have any concerns about their children, for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child as soon as they start school.

Finally, throughout the year, the SEND team will invite parents who have children identified with special educational needs to open sessions, where they can book an appointment and discuss their child’s provision, progress and any other concerns directly with a member of SEN staff. In line with the SEN Code of Practice (2014) all learners on the SEND register will have regular progress meetings, and those with EHCPs will have annual reviews to ensure their plan remains up to date.

1. **If I feel that my child has a SEN, who do I contact and where is the information recorded?**

Your first point of contact is the SEND Coordinator. They will always communicate with you about your concerns before there is an agreement that your child has a special educational need, before they go on our SEND register and before the school plans a programme of support. If it is agreed that a young person has additional needs, this will be recorded on our **SEND register.** Susi Earnshaw uses a graduated response to SEN and will refer to external agencies or seek statutory assessment for a learner who consistently fails to make the expected progress despite in-house intervention. Conversely, where a young person responds well to our interventions and progress is made, they can come off the SEN register. The school follows a rigorous identification process in order to accurately identify pupils who have special educational needs.

**The following broad areas are outlined in the SEN Code of Practice (2014) as areas of potential difficulty:**

* Cognition and Learning (C+L)
* Communication and Interaction (C+I)
* Social, Emotional and Mental Health Needs (SEMH)
* Physical and/or Sensory (P+S)

**In addition to these terms, we also use the following codes in our School**

* (N) – No Special Need
* (K) – SEN Support
* (E) – Education Health and Care Plan

1. **Will my child have an individual plan?**

If your child has an Educational Health Care Plan they will also have an Individual Education Plan. The information contained in the plan will focus on the most important areas of need, contain individual targets and will outline targets and strategies that should be used by school staff.

Individual plans are monitored by the SEND team including teachers, LSAs and the SENCO both within the classroom and during intervention sessions. Plans will also state which lessons pupils are being supported in, what interventions have been put in place and which members of staff are leading on these.

1. **How will you review my child’s progress?**

It is very important for our school that ALL of our students enjoy success and achievement and make good progress in learning. Subject teachers assess the progress of all students in their subjects at least once every half-term. You, as parents and carers, receive copies of your child’s progress reports at Parents’ Consultation Evenings and also as part of the SEN review process. At Susi Earnshaw, we understand that parents know their children and their needs best; we are a small, supportive school and we will endeavor to make time to meet with parents face to face wherever they have a concern.

No child with SEN will be unsupported. Each child on the SEN register will have their provision mapped on their care plan and each intervention will be carefully monitored. When there are two members of staff in a classroom, and if your child requires additional support, staff will formalise their working partnership and be explicit with their designated roles and responsibilities. When your child requires additional programmes of study, for example literacy or communication interventions, baseline assessments will be completed at the outset and another assessment at the end of the intervention. These results will be shared with you in an End of Intervention Evaluation. We will make sure that children and parents/carers always know these targets and the next steps for learning.

1. **TEACHING AND LEARNING – QUALITY FIRST TEACHING AT SUSI EARNSHAW**

We know that high quality teaching and skillful support will make a big difference to the progress of students with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders, including members in our SEN Team, do. We make sure that the guidance and advice of specialist services and experts informs teaching and learning. For example, our SENCO provides training and ongoing support to teachers to continually drive up standards and raise awareness of additional needs in the classroom.

1. **How will ‘quality first teaching’ look for my child?**

Parents and carers can expect:

* carefully adapted, needs focused planning which ensures that all students can make progress
* teachers to be familiar with the SEN information available and to use this understanding to inform teaching and learning
* quality support and guidance from the management team for subject teachers, allowing them to take full responsibility for all learning and progress
* that teachers will be using a wide variety of teaching approaches, for example, guiding learning through demonstration, group and paired work and providing visual support materials
* that teachers will be providing a stimulating, rich and interactive classroom environment
* routine tracking of progress
* that teachers will be using regular, clear and rigorous assessments that help teachers to track pupils’ progress and identify gaps in their understanding
* the school to provide additional adult support where required either from the SENCO, Teaching Assistants or other specialist services
* that teachers will be making available specialist equipment where required to support access and participation in learning, for example, white boards and iPADs.

1. **SUPPORT FOR EXAMINATIONS AND ASSESSMENTS**
2. **How will you help my child in their exams**?

We ensure that all pupils have fair access to examinations by providing access arrangements for those that are legally entitled to them. We have developed a robust provision ensuring all pupils have their needs met for exams. Access arrangements are coordinated and managed by our SENCO, who identifies the pupils who could qualify for them and can arrange for specialist testing. Once the assessments have been completed, the SENCO applies for the concessions directly to the exam board. From that point, all pupils who qualify for access arrangements have this service offered to them for all formalised assessments.

1. **What provisions are available in an exam?**

The various access arrangements offered to our young people include:

* 25% or 50% extra time
* Rest breaks/ Prompts
* Access to word processor
* Access to coloured overlays
* Access to a Reader, a Scribe or, sometimes, both
* The option to take an assessment in a quieter area, where there is less chance of distraction or sensory overload

1. **THE SUSI EARNSHAW OFFER**
2. **How do you make sure that all students as well as those with SEN/D enjoy a broad and balanced curriculum?**

We are a successful theatre school and all pupils are selected to join us on the basis that they have clear potential or existing strengths in the performing arts. Despite our specialism, we also strive to provide a curriculum that is broad, balanced, motivating and accessible to all students. We want our exciting, creative curriculum to be one of the many reasons our students love coming to school. We work hard to ensure that all our students, including those with SEND, achieve in lots of different ways as well as in their academic and creative learning. We enrich our students’ experience by offering them opportunities and extra-curricular enrichment that will develop their skills in sport, music, dance and leadership as well as allowing them to take on responsibilities and support the wider community. We also arrange educational visits and journeys and make sure that all our students can take part. When necessary we will do a risk assessment and make reasonable adjustments to plans and arrangements.

1. **How do you ensure that all learners are included and can access the curriculum?**

In addition to Quality First Teaching, we ensure inclusion by offering additional specialist interventions to support learners and close gaps. We are confident that all the specialist interventions we run at Susi Earnshaw Theatre School are successful. These sessions are to help students who are not making expected progress in an area of their learning, for example, reading and/ or number skills. They run for a limited time and this time varies depending on the extent of need and the type of programme. These sessions are well taught by a qualified teacher, a teaching assistant or another specialist such as a speech and language therapist.

We take steps to include all students with SEND fully in our curriculum, by, for example:

* Providing a visual timetable and clear explanations for example, for a student identified with autism
* Providing assistive technology such as laptop, to ensure access to the curriculum, for example, for a learner with fine or gross motor difficulties or dyslexia
* Providing quiet time out for a student with severe anxiety and emotional needs
* Offering daily emotional support at lunch times
* Providing access to therapeutic and academic teaching assistants.
* Providing catch up sessions or targeted interventions for dyslexia, homework, emotional needs, literacy and numeracy and social skills
* Seeking external support and guidance where learners have more complex or enduring difficulties
* We keep all interventions under close review as part of our graduated response to identifying and meeting needs.

1. **How will my child get involved in extra-curricular activities?**

The curriculum includes a wide variety of clubs and activities that take place before and after school, and during break and lunch times. We monitor the attendance of our most vulnerable students at these activities.

1. **ENSURING ACCESSIBILITY**

**(For full details about accessibility, please also see our Accessibility Plan)**

1. **How do you make sure that classrooms are safe, accessible and stimulating?**

We work hard to make sure that our building and all classrooms are safe, stimulating and accessible. We promote positive images of disability and difference across the school and promote diversity in assemblies, in our shows and in our curriculum. Where there is a specific need, we will invite specialist services to advise us and promote inclusive practice.

We have an Accessibility Plan through which we are making improvements to the school environment over time, for example, we have installed a lift to serve key areas of the building and we have doors and multiple areas, including the theatre that are designed to accommodate visitors and pupils who may need to use a wheelchair or have other mobility issues. We undertake a regular review of the school site to ensure that the environment – building, playground and classrooms – remains safe and supports effective learning. Despite our best efforts, the considerable age of the building currently prohibits wheelchair access to some areas.

For some students with special educational needs, we provide specialist equipment including digital technology: for example, laptops and access to iPads. We can enlarge, simplify or illustrate texts according to pupil needs to ensure they can see, access and understand what is being covered in the lesson.

1. **RESOURCING PROVISION**
2. **What funding and resources does the School have for my child with SEND?**

We receive funding at the start of the financial year for supporting students with SEND. The amount of funding is designed by the local authority to reflect the different level of needs. As part of the consultation process, we will inform the LA whether we can make reasonable adjustments to support a child and we will also be transparent about the level of funding that is required to ensure they have access to all the services and provisions that are outlined in their EHCP.

1. **If a child has an exceptional level of need; can the school apply for additional funding?**

Yes, we can. If a student is presenting with an exceptional level of need, after careful monitoring of support and progress, we will engage with you in discussions about your concerns and ours. We will decide together the next course of action. This may lead to the school making an application to the Local Authority for an Educational Health Care Plan. The school then has to show that it is using existing resources effectively and the student is still not making adequate progress. If the borough agrees with the school’s and/or parents’/ carers’ assessment that additional funding is needed, the LA will carry out a Statutory Assessment. At the end of this assessment period, if the LA are in agreement, an Educational Health Care Plan will be published. This will outline areas of need, desired outcomes, provision and accord additional funding to the School.

Where a pupil is suspected of having exceptional needs and where we feel it may be necessary to request statutory assessment, we can request support from external professionals including:

|  |  |
| --- | --- |
| **Specialist Service** | **Examples of what they do** |
| Educational Psychologists: | Observation of children  Advice to staff, parents and children  Support for assessments |
| Speech, Language and Communication Professionals: | Observation of children  Advice to staff, parents and children  Target specific pupils with complex SLCN for intervention group  Support for assessments |
| Autism Support: | Observation of children  Advice to staff, parents and children  Support for assessments |
| CAMHS – supporting children with complex emotional needs: | CAMHS works with children and young people with SEMH and can provide a diagnostic service. |
| The Hearing and Visually Impaired Services: | Support and advice to parents, children, school staff on meeting the needs of pupils with hearing and/or visual impairments. |
| Occupational Therapists: | Support and advice to parents, children, school staff on meeting the needs of pupils with physical impairments and/or fine and gross motor difficulties. |
| Community Policing Team: | Support and advice to parents, children, school staff  Keeping our school community safe |
| Schools’ Health Team: | Support on health matters including vaccinations, hearing tests, child development and other medical concerns. |
| Physical Disability (PD) Outreach Service: | Available to support transition of pupils with physical disability |
| SENDIASS/ Parent Support Service: | There are several services that can offer support, mediation and practical advice to parents of children with special educational needs. |

These services share the responsibility for improving the well-being, inclusion and progress of each student they work with. They provide a range of support including:

* working one to one and with small groups of students
* providing training for teaching and support staff
* helping us to assess needs and plan next steps and review progress
* directly helping parents and carers.

You can find more information about specialist services who work with schools on the Local Authority website for your individual child.

1. **If my child receives an EHCP, how will you make sure I am involved in planning and reviewing?**

If your child receives an Educational Health Care Plan, they will be allocated a key worker from the SEN Team. That key worker will contact you at the beginning of the year to share your child’s provision and targets. We will formally review their progress towards outcomes yearly, during their SEN Annual Review. At any point during the year, if you would like to discuss their progress and provision, you can contact your child’s key worker or the school’s SENCO.

1. **Where can I find information about how the school works in partnership with parents and carers of children with SEND?**

You will find information and support in several places, for example:

* our SEN policy on the school’s website;
* our School’s Accessibility Plan;
* our School’s SEND Information Report

1. **TRANSITIONS**

At Susi Earnshaw we understand that transitions in and out of the school are very important, regardless of a pupil’s SEN status. When a child comes to the school in the middle of a term, we use CATS to assess starting points and liaise with feeder schools. We then plan a provision depending on the needs of each child.

1. **How do you help my child when it is time to move on?**

We provide advice and guidance for students on making the next choices at Key Stage 4. We provide specialist careers advice. Susi Earnshaw Theatre School advises on the best routes for employment, training or Further/Higher Education. This includes supporting students with:

* completing a Performing Arts CV;
* choosing appropriate college courses;
* arranging visits to colleges and 6th forms;
* preparing for auditions and interviews;
* organising staff to support those interviews, as needed.

1. **SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS**

At Susi Earnshaw we understand that many of our learners will be gifted and talented in areas associated with the performing arts. However, this does not preclude difficulties in other areas. Some of our students will have extremely high expectations of themselves or may struggle with feelings of worry, anxiety or perfectionism. The school takes the personal development and well-being of students very seriously. We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles. We also know that some students with SEND are particularly vulnerable when it comes to making and keeping friendships.

1. **How will you help my child to overcome fear or anxiety?**

* We encourage students to develop confidence and resilience through day-to-day teaching.
* We promote positive behaviour as part of our philosophy of learning, for example, through group and paired work.
* We have a zero tolerance of bullying. We discuss all aspects of bullying in assemblies, registration and lessons. We will take all allegations of bullying seriously, including cyber-bullying, and will thoroughly investigate and manage the reported incident until a positive resolution is reached.
* For pupils who need additional emotional support, it may be useful for them to access one of our interventions, such as accessing a therapeutic TA or seeking pastoral 1:1 support and lunchtime.
* We provide expert help for any child who is experiencing any difficulties with anxiety related behaviour or emotional regulation.
* We have robust safeguarding processes in place, for example to support children at risk of self-harm.

1. **COMPLAINTS AND CONCERNS**
2. **What if I am unhappy about my child’s provision or progress?**

We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through phone conversations, emails and/or face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website. If you would prefer to speak to an independent adviser, we could put you in touch with SENDIASS or another independent organisation that can offer support.

1. **What should I do if my child says that they do not want to come to school?**

Contact the SENCO as soon as possible. They will be able to talk through the issues and make suggestions of support. They will also be able to liaise with the wider team to ensure support for your child can be quickly put in place.

1. **How will you make sure that my child is safe in Susi Earnshaw Theatre School?**

Your child’s safety is our primary concern. We have many procedures and systems in place to ensure that they are safe. This includes ensuring that your child is supervised by an adult at all times when onsite, first aiders who can respond to emergency situations, and professionals with SEN knowledge and expertise. We also have strong links with outside support agencies, for example CAMHS and other Health Services. We have a zero-tolerance policy towards bullying; any issues of bullying will be discussed and immediately acted upon. We will not tolerate discrimination of any form; at Susi Earnshaw we work tirelessly to ensure that we comply with all aspects of the Disability Discrimination Act (2010) and that we are a truly inclusive and nurturing provision where all learners can feel valued and accepted.

If you have any specific questions regarding your child’s needs at Susi Earnshaw Theatre School, or you feel you need to speak to someone regarding a specific safety issue, parents and carers are advised to contact the SENCO or any member of the leadership team immediately and we will endeavour to resolve your issue.