

Special Educational Needs Policy

Introduction

Bodens College of Performing Arts is committed to inclusive learning and strives to meet Additional Learning Support (ALS) needs on an individual basis; the college takes its responsibilities under the Equality Act 2010 very seriously. This means that all applicants and students who have disabilities or learning difficulties are entitled to receive support to enable them to participate as fully as possible in college life, and to complete their programme of study successfully. ALS includes any activity providing direct support to an individual student over and above that provided in a standard Study Programme, and which leads to achievement of their qualifications and learning goals. Bodens College of Performing Arts values diversity and will make every effort to meet the individual needs of the student. The following system reflects our provision for students whose special educational needs deem them to be in need of learning support.

Identification of a student with Special Educational Needs

Before enrolment the Recruitment Team will provide the ALS Manager with a young person's application information where a learning difficulty or disability has been declared. The ALS Manager will then interview the learners with high needs and an appropriate support arrangement will be devised. In some instances the ALS Manager will arrange a further meeting with parents/carers or external agencies to gain a better understanding of the type of support required. Education, Health and Care Plans will be requested where available alongside the most recent Annual Review, or any other documentation which is recent or relevant. If an additional learning need is declared at the enrolment stage, the ALS Manager will meet with the learner to discuss the support that can be put in place.

Additional support is made available following an initial assessment by the ALS Manager. A judgement is made on an individual basis, and where appropriate in liaison with parents/carers and external agencies. This assessment may also consider literacy and numeracy test scores on entry. Where there is a requirement for reasonable adjustments to avoid a substantial disadvantage because of a disability or difficulty, these will be provided. Reasonable adjustments may include the provision of ALS or equipment, or changes to teaching or assessment arrangements, depending on the circumstances of the individual student, as initially assessed.

ALS may be provided in the form of:

1. In class 1:1 support (or 1:2 support) for –
 - note taking and scribing
 - literacy, numeracy, communication and comprehension difficulties
 - class engagement for neuro-diverse learners

- class engagement for learners with focus and concentration difficulties or social, emotional and behavioural difficulties

2. Specialist equipment
3. Exam access arrangements
4. 1:1 Literacy intervention classes
5. 1:1 learning guidance and strategy classes

The lead tutors may identify a student's special educational need and make a referral to the ALS Manager, who will gather information and take the initial actions. The ALS Manager will then take the lead responsibility for managing the student's special provision, working with the student and teachers. The ALS Manager will engage with outside agencies if appropriate.

Management of Special Educational Needs

The management of students with special educational needs is overseen by the ALS Manager who has the responsibility to:

- Organise appropriate transition arrangements for students with complex needs
- Refer learners to additional student services, i.e counsellor or mentor, where appropriate
- Ensure support is in place as close to the start of a learner's course as possible (funding permitting)
- Notify course tutors at the start of the academic year of all learners on their course requiring ALS and sharing with them recorded information on the SEN Tracking Document and within the profiles on the Arbor system
- Ensure the shared records are kept up-to-date and contain coherent strategies for support
- Receive referrals forms online from tutors throughout the academic year, about the previously undetected/undeclared ALS needs of learners in their groups and make adjustments to support plans as necessary
- Provide all classes with a short writing task within the first two weeks of the vocational courses in order to further identify literacy needs and provide ALS where necessary

It is the responsibility of the ALS Manager to ensure that learners needing support are identified, a support plan is created and they are invited to attend one-to-one learning strategy classes as soon as possible.

Regular contact is made between the ALS Manager and course teams throughout the year and the ALS Manager aims to contact course tutors by the end of week 1 to review the support plans of their learners. By the end of week 4, the ALS Manager aims to meet with the lead tutor again to ensure the support in place is satisfactory. Reviews are carried out termly throughout the year.

To implement additional learning support the ALS Manager will then;

- Match all High Needs Learners to a Support Tutor to support them in-class (and around college if required). This arrangement will be reviewed after a trial day to ensure learners take part in the decision of matching the best tutor to suit their specific needs
- Track High Needs Learners (those with EHCPs) through half termly reviews

- Review progress of any learner with additional needs and report back to parents/carers or support workers if they have requested this during initial assessment period
- Arrange assessments for access arrangements in order to plan exam conditions for HN/ALN Learners
- Secure access arrangements, maintain records and update learners with their entitlements for exams
- Arrange interventions where needed

Resources

The money to support students with SEN comes from a variety of sources:

- If there are learners that have support needs in excess of £6,000 the ALS Manager will be responsible for liaising with their home borough to secure funding.
- The ALS Manager receives a small capitation to resource the day to day running of the department.

Support for existing students

Upon inclusion on the Additional Needs register, each student is then provided with individual targets for progress and strategies for support are recorded. These targets are then regularly reviewed. Parents / carers may be involved in this process, as well as the learner and their support tutor.

Monitoring of High Needs Learners

For learners with High Needs, progress is tracked through routine and regular target-setting and recorded in their Support Plans. Detailed termly reviews will measure progress and impact of support and be recorded throughout their course. Tutors' views around ALS provision are gathered to ensure any such provision is meeting the needs of the learner as part of the termly review process.

For learners receiving literacy or speech & language intervention, the ALS Manager will regularly review detailed records written by the specialist teacher. These records will include information about the strengths and weaknesses of the learner as initially assessed, what has been carried out to address specific difficulties and how impact has been measured through progress indicators.

Support for staff

There is a commitment to provide access to quality training for all staff teaching students with SEN.

Outside Agencies

Where applicable Bodens College of Performing Arts works closely with outside agencies in order to provide high quality provision for students with SEN.

Management Committee

Bodens College of Performing Arts will have a named member of the management committee responsible for SEN provision.

Public Examinations

JCQ and examination boards publish the concessions available for SEN students when undertaking examinations. This may include additional time allowance, modified papers, readers and scribes. The ALS Manager will liaise with the Examination's Officer and will apply for all available access arrangements to support students (see Access Arrangements and Special Consideration Policy).

Objectives for students with SEN

All students, irrespective of ability, follow the same Curriculum subjects. In addition to the general and subject specific objectives the following assume great importance for students with SEN. Bodens College of Performing Arts ensures that all students with additional needs have access to and benefit from the Curriculum by:

- Raising levels of achievement by developing the learning skills and motivation necessary to benefit from their studies;
- Maximising language and numeracy skills;
- Developing students' ability to express themselves confidently and in a variety of ways.

Bodens College of Performing Arts improves students' self-esteem and image by:

- Providing immediate and continuous success;
- Praising good work and standards of behaviour;
- Displaying work publicly as often as possible;
- Demanding highly presentable work - not as an end in itself - to give students pride in their own achievements;
- Operating a classroom management approach to behaviour and achievement based on behaviour modification principles-reward, encouragement and modelling.

Contact with parents / carers

Bodens College of Performing Arts works closely with the parents / carers of students with SEN to support their young people. Regular liaison is encouraged.

Last updated	Next review	Person responsible
August 2025	August 2026	SENCO