SEND Policy

SEND Policy - Athena Theatre Works & Productions Ltd (ATWP)

Introduction
At ATWP, we are committed to providing a nurturing, inclusive, and safe environment for all students, including those with Special Educational Needs and Disabilities (SEND). We recognise the diverse needs of our students and are dedicated to ensuring that every individual receives the support they need to reach their full potential. This policy outlines the principles, practices, and procedures for meeting the SEND needs of our students.

Our SEND Commitment:
- To ensure all students, regardless of their ability or disability, have access to the same opportunities.
- To identify and assess the SEND of students as early as possible.
- To provide the necessary support and adjustments to allow students to fully participate in all aspects of the ATWP curriculum and activities.
- To collaborate with parents, carers, and external agencies to ensure comprehensive and tailored support for SEND students.

1. Identification of SEND
At ATWP, we aim to identify students with SEND as early as possible. This process includes:
- Initial Assessments: All students are initially assessed during their enrolment process to identify any specific learning needs. Additional assessments may take place during the year as needed.
- Teacher Observations: Teachers monitor students' progress regularly and will identify any signs that may suggest a need for further support.
- Parental Input: Parents are encouraged to provide any relevant information about their child's SEND during the enrolment process and throughout their time at ATWP.
- Referrals: If a staff member suspects a student may have SEND, they will refer the matter to the designated SEND Leads for further investigation and action.

2. SEND Support Team
The SEND support at ATWP is managed by the following team:
- SEND Leads: Athena Burns & Abigail Gairdner
 - Roles: The SEND Leads are responsible for overseeing the provision of support for students with SEND. They will work directly with students, teachers, and parents to develop and implement individualised plans and strategies.
 - They are also responsible for liaising with external agencies when necessary and ensuring that all teachers and staff are trained and aware of the SEND provisions in place.
- Classroom Teachers: All teachers are responsible for ensuring they provide inclusive teaching strategies to support SEND students within their classes. Teachers will work closely with the SEND Leads to adapt lessons and activities to meet individual needs.

3. SEND Provision and Support
ATWP offers a range of provisions and support systems for students with SEND, including but not limited to:
- Individualised Learning Plans (ILPs): For students with SEND, we develop Individualised Learning Plans to provide a structured framework for their support. These plans outline specific goals, strategies, and any additional resources needed to support the student.
- Differentiated Teaching: Teachers will adapt lessons and activities to ensure that they are accessible to all students, including those with SEND. This may include offering alternative tasks, modifying teaching materials, or adjusting the pace of instruction.
- One-to-One Support: Where necessary, students may receive one-to-one support from teaching assistants or SEND-trained staff. This support may be tailored to assist with specific needs such as physical assistance, communication, or emotional support.
- Small Group Work: For students who benefit from a more focused learning environment, small group work may be arranged to target particular areas of development.
- External Agencies: ATWP works closely with external agencies such as educational psychologists, speech and language therapists, and other specialists to ensure students receive the best possible support.

4. Violence, Aggression, and Safety Concerns
While ATWP is dedicated to providing support and guidance to students with SEND, we must emphasise that any violent or aggressive behaviour towards staff or fellow students will not be tolerated under any circumstances. We understand that students with SEND may at times express frustration or anger, but physical harm to others is unacceptable.
- Monitoring Behaviour: Teachers and staff will monitor behaviour closely and will intervene when necessary to prevent harm or disruption. Behaviour plans will be implemented where needed to support students in managing their emotions and actions appropriately.
- Managing Aggression: If a student exhibits aggressive or violent behaviour that puts others at risk of harm, ATWP may need to remove the student from the class to ensure the safety of all involved.
- Zero Tolerance: ATWP operates a zero-tolerance policy towards physical violence. In the event of a serious incident involving physical harm, we reserve the right to suspend or expel the student, and this will be discussed with the parents or guardians.

5. Accessibility
We strive to make our premises fully accessible to students with physical disabilities. This includes:
- Accessible Venues: ATWP’s new studio space is designed with accessibility in mind, including ramps, wide doors, and accessible toilets.
- Classroom Adjustments: We will make adjustments to teaching and learning environments where necessary to ensure that students with SEND can participate in all activities safely and effectively.
- Flexible Scheduling: We are happy to offer flexible scheduling for students with SEND who may require additional time for tasks or specific breaks.

6. Partnership with Parents
We believe that communication between ATWP and parents is vital for the success of students with SEND. Therefore, we encourage:
- Regular Meetings: Parents are invited to meet with SEND Leads to discuss their child’s progress, review Individualised Learning Plans, and agree on any changes or updates to support strategies.
- Parent Involvement: Parents will be encouraged to actively participate in setting goals for their children and in reviewing the effectiveness of strategies.
- Open Lines of Communication: Parents can contact the SEND Leads at any time to discuss concerns, offer feedback, or ask questions about the support their child is receiving.

7. Staff Training
All staff members at ATWP will receive regular training on SEND awareness and best practices. This training includes:
- SEND Awareness Training: Ensuring all staff are knowledgeable about different types of SEND and how to best support students.
- Inclusive Teaching Strategies: Staff are trained in differentiation and inclusive teaching methods to ensure all students are included in lessons.
- First Aid & Safeguarding: All staff members are trained in first aid and safeguarding, with a focus on supporting students with SEND.

8. Monitoring and Review
The progress of SEND students will be monitored on an ongoing basis to ensure that the support they receive is effective. This includes:
- Regular Assessments: Teachers and SEND Leads will assess student progress against their Individualised Learning Plans.
- Annual Reviews: At least once a year, the progress of students with SEND will be reviewed to assess whether their needs are being met effectively and to identify any necessary changes in provision.
- Feedback from Parents: Parents will be invited to provide feedback on the support their child is receiving.

9. Complaints Procedure
If parents or students are dissatisfied with the support provided, they are encouraged to:
1. Speak to the SEND Leads: The first step is to speak directly with the SEND Leads to address the concern.
2. Formal Complaint: If the issue remains unresolved, a formal complaint can be made in writing to the Director, Athena Burns.

10. Conclusion
ATWP is committed to ensuring that students with SEND are provided with the necessary support to thrive in their dance education. We believe that with the right support, every student can reach their full potential. We continuously review our SEND practices to ensure we are providing the best possible service for all of our students.