CAMBRIDGE SCHOOL OF VISUAL & PERFORMING ARTS

FE SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND PROCEDURE

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Key Staff	SENCo at CSVPA, Dean of Student Experience, Rector
Lead for Review	SENCo at CSVPA

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This policy should be read in conjunction with the following policies and documents:
Disability Discrimination and Accessibility
Admissions
Assessment and Reporting
Safeguarding and Child Protection
Student Behaviour
Mental Health and Wellbeing
Teaching and Learning
PSHE
GDPR
Curriculum Policy
Attendance and Engagement

1. AIM

At CSVPA, referred to as the 'School', we aim to provide all our students (Further and Higher Education) with the best opportunities to achieve. We want all our students to receive high quality teaching with appropriate support, so they make at least good or better progress and achieve their desired outcomes.

We know that our students arrive with a wide variety of education backgrounds and bring with them an enriching range of beliefs and experiences. We value this diversity and the unique qualities of each learner, recognising that learning takes place at different rates and for some there may be barriers which provide extra challenges to learning. Support for students, whether they join the school with an already identified learning need/disability or not, is offered.
We aim to be inclusive and accessible by design (Appendix 1 for example of this), which means we will proactively plan for differences, utilising the best evidence from research for affective teaching and learning. We recognise that what works well for all students is likely to be particularly helpful for those with Special Educational Needs (SEN).

The aim of this policy is to explain the responsibilities of the School, the support we provide and the responsibilities of parents and students, in relation to Special Educational Needs and Disability (SEN/D).

2. REGULATORY AND LEGISLATIVE CONTEXT

2.1 A student has a "learning difficulty" within the meaning of s.312(2) Education Act 1996, and as amended by the Children and Families Act 2014 if he/she:

- has a significantly greater difficulty in learning than the majority of age matched peers;
- or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for students of that age.

This forms the legal foundation for identifying and supporting students with learning difficulties and special educational needs.

2.2 A person is disabled if they have:
'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Equality Act 2010 section 6(1) (a) and (b)

The Equality Act 2010 that applies to SEND in schools is:

"A person (including a school) must not discriminate against a [student] because of a disability." *(Equality Act 2010, Section 85)*

This section makes it unlawful for schools to discriminate against disabled pupils in relation to:

- Admissions
- The provision of education
- Access to benefits, facilities, or services
- Exclusions or any other detriment

Additionally, schools have a **duty to make reasonable adjustments** to ensure that disabled pupils are not placed at a substantial disadvantage compared to their peers. This includes adjustments to policies, practices, and physical environments, as well as the provision of auxiliary aids and services

2.3 Although as an independent school, CSVPA is not legally required to adhere to the SEND Code of Practice (2015) we believe this is good practice and as such will adopt this as our approach to Special Educational Needs and Disabilities.

3. IDENTIFICATION OF STUDENTS WITH ADDITIONAL LEARNING NEEDS

3.1 Learning difficulties and disabilities may affect students who are of high underlying cognitive ability in the same way as those of lower ability. The expression "learning difficulty" covers a wide variety of conditions and may include, but is not restricted to, dyslexia, dyscalculia, dyspraxia and attention deficit hyperactivity disorder (ADHD). It may also include those students who have problems with sight, hearing or on the Autistic Spectrum. Parents are expected to give the School complete information about any learning difficulties identified and also provide the School with the relevant diagnostic assessment documentation.

We strongly encourage adult students to declare their needs on application (or when known) in order to provide the best possible support from the start.

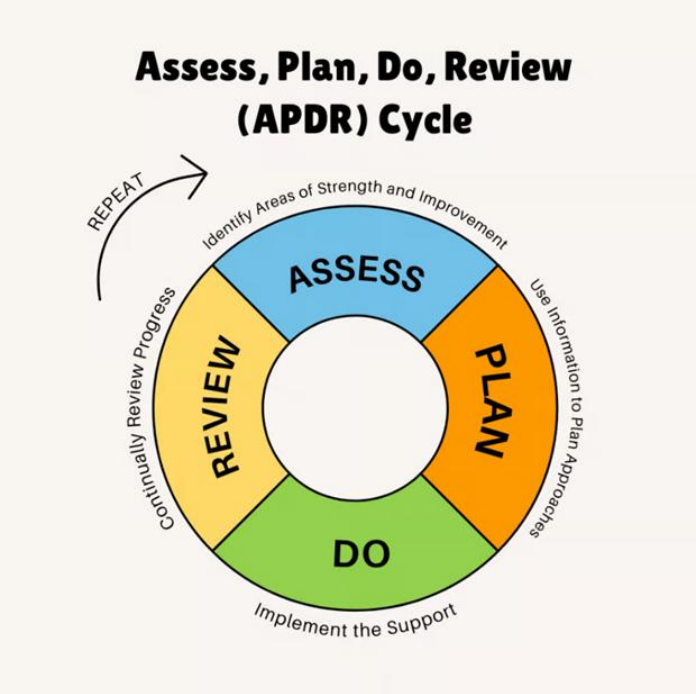
The law imposes on schools, in general, a responsibility for meeting the educational needs of student whilst in the care of the school. School must use their best efforts to ensure that the necessary provision is made for any individual who has SEND and that those students can engage on an equal basis alongside their peers.

It is important to note that students with English as an Additional Language (EAL) are not confused with having SEN/D, although they may have. Where students need additional English Language support because of EAL, this can be provided by the English Language Department.

Students usually come to the attention of the SENCo in one of five ways:

- Entry point assessments and/or screening.
- Referral by a teacher: teachers have the knowledge and skills to assess whether a student may need additional support. This will follow at least one cycle of Assess, Plan, Do, Review (APDR-see below) and after speaking with the student (Appendix 2 Referral Form)
- Self-referral: students recognise challenges in their studies and seek support to address them.
- Referral arising from a diagnosis by an external medical or educational professional: The student arrives at the college with a written report detailing a specific learning difficulty which is captured as part of the admissions process. OR a diagnosis is received from an external medical or educational professional once the student has enrolled.
- EHCP: This is usually seen at the admissions stage and will be reviewed to see if the school can meet need.

3.2 Assess, Plan, Do, Review



The APDR is the basis of the graduated approach for supporting students with SEN/D.
It involves a continuous process of identifying needs, planning support, implementing strategies, and evaluating their effectiveness. This cycle ensures that students receive appropriate and timely support to help them succeed in their chosen educational path

Stages of the APDR Cycle:

Assess:

This stage (in the first cycle, this is completed by the teacher often through formative assessments) involves gathering information about the students' needs and strengths. This will also include any

specific challenges related to their SEND. The assessment process should involve the student, (their parents/carers, if under 18 when they started their course at CSVPA), and relevant professional.

Plan:

Based on the assessment, a plan is developed to address the student's identified needs. This plan outlines specific strategies, interventions, and support measures that will be put in place. It should also include clear goals and expected outcomes.

These will be captured in the Individual Support Plan (ISP).

Do:

This stage involves implementing the planned support strategies. This may include providing differentiated instruction, using assistive technology, offering additional learning support, or making reasonable adjustments to the learning environment.

Review:

The effectiveness of the implemented support is regularly reviewed and evaluated. This review process involves assessing the student's progress against the planned goals and making adjustments to the plan as needed. This ensures that the support remains relevant and effective in meeting the student's needs.

The cycle is then repeated with further adjustments. A referral would be made to the SENCo if the planned implementation is having limited or no impact on progress. A referral may also be made if there is a need for ongoing support and monitoring that is additional to the usual classroom provision. It should also be noted that needs of students may change over time so flexibility in approach is needed.

To be most effective it is likely that collaboration between the student, their family, teachers, and relevant professionals is required but this is considered on an individual basis.

3.3. Education Health Care Plan (EHCP)

For students who study at CSVPA, with an EHCP, these will be reviewed in line with the SEND Code of Practice (2015). Please refer to Chapter 9, specifically paragraphs 9.166-9.178 of the SEND Code of Practice (2015)

3.4. Internal Screening follows a referral and helps to:

- Provide information to support recommendations for individual help and inclusive classroom practice.
- Determine whether the student may qualify for Exam Access Arrangements and other reasonable adjustments.
- Provide information to support a referral to other agencies and professionals (internally or externally.

Internal screening is carried out by the SENCo and in most cases uses the CAML+ELTwell tools which are specifically designed to be used with students who have English as their second/additional language. Other diagnostics, such as dyslexic checklists can also be used.

As there are often co-occurring conditions. E.g. ADHD and autism or Autism and medical conditions like anxiety, it is important to consider strengths and difficulties within this context and draw on the support and expertise of a range of professionals.

For students who are under18 (or who are already enrolled on a Further Education course at the School) the outcome of the screening test will be shared with parents. If the student is 18 +, the student's consent is required before the outcome is communicated to the student's parents.

3.5 The SENCo will recommend the next steps, which might be an **Individual Support Plan** (ISP) (Appendix 3). This outlines the specific needs and support strategies for the student, as well as inclusive classroom practice recommendations. The ISP will be reviewed at least termly by the SENCo, with the student, teacher and where relevant, the student's parents/carers and other professionals.

4. NATURE OF THE SUPPORT PROVIDED

The SEND Code of Practice (2015) states:
"Teachers are responsible and accountable for the progress and development of the [students] in their class, including where [students] access support from teaching assistants or specialist staff."

(SEND Code of Practice: 0 to 25 years, Section 6.36)

A Student has the right to refuse the offer of support, but it is hoped that students see the support offered as a benefit to them.

'High quality teaching, differentiated for individual pupils, is the first step in responding to [students] who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching' (SEND Code of Practice: 0 to 25 years, Section 6.37).

SEND support can range from providing advice and training to teachers and other staff, to bespoke technology and extended time for assignments. Some students may need a specific

evidence-based intervention that is delivered over a set period of time by the SENCo, whilst others may need long term adjustments.

Teachers may provide additional tutorials and adapted resources and extra reminders for assignments, as examples of other support.

Views of the students (sometimes referred to as pupil/student voice) are an important part of making sure the right support is provided.

All students with SEN/D or in need of additional support will be on the **SEND register** (see Record Keeping section) and may have an ISP. This will also help with the requests for Access Arrangements.

5. MONITORING AND ASSESSMENT OF STUDENT PROGRESS

Student progress monitoring and assessments sit within the APDR cycle.
The SENCo works with other professionals and students (and parents if under 18) to gather information about progress against outcomes and review any assessments. This can be formative, summative, qualitative or quantitative data and will inform 'next steps' planning. The purpose of this is to enable the School to continually assess their approach to SEND, ensuring that appropriate actions are taken to maximise the academic achievement of students

ISPs are reviewed at least termly with the student/ parents and relevant staff.

The SENCo analyses data over the course of the year to determine where resources should be deployed and provides reports as requested to other professionals.

6. RECORD KEEPING AND CONFIDENTIALITY

Students who have been identified as having a learning need and /or requiring additional support will be included on the SEN register. All students on the register. will have their own confidential file containing:

- Summary of needs and support provided (or recorded as no request for support)
- Assessment & screening records
- Correspondence
- Requests for Access Arrangements/Extension Times for coursework
- ISP: Record of need, support strategies and recommendations for inclusive classroom practice

7. ASSESSMENT ACCESS ARRANGEMENTS

The Equality Act 2020 requires an awarding body to make 'reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

This includes chronic medical conditions which might be variable in effect, or which might recur. For example, a student who has cancer, HIV, multiple sclerosis or mental health difficulties would also be entitled to reasonable adjustments under the Equality Act'.

‘The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties’

For **FE** courses that are through UAL, CSPVA follows their policy here

For **HE**, 4.2.1 of the JCQ Access Arrangements regulations states:

> ‘A student does not need a diagnosis to request reasonable adjustments for assessments as it based on the learning difficulty or disability of the individual and how that impacts on their ability to complete the assessments.’

If you would like to listen to a student in a different setting explain how Access Arrangements have helped them, you can listen here.

For students who need access arrangements for the **IELTS** assessments, the information can be found here. The SENCo and English Language department will work with the student to arrange this.

In some cases, external assessments, such as those conducted by a child psychologist, may be required.

The SENCo in collaboration with Pathway Leaders and teachers will ensure that students who need access arrangements have these provided:

- That centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- That candidates are aware of the access arrangements that are in place for their assessments.
- All students have the required access arrangement for all assessments and exams

HE students may be able to apply for Disability Students Allowance (DSA). The School can support with the process. A short video about the process can be found here.

Appendix 1 Accessible Design

Accessible design

For teachers & schools

v1 APR25

✓ Do...	× Avoid...
• Use sans serif fonts (eg. Arial) • Use generous line spacing (eg. 1.5) • Use left-aligned text	• Avoid styled fonts (eg. Comic Sans) • Avoid underlining, italics & upper case • Use bold sparingly DON'T DO THIS
• Use dark text on pale backgrounds • Keep handwriting legible and big enough to read Aa	• Avoid coloured font on coloured, textured, or smudged backgrounds (esp red/green combos) Aa
• Use consistent slide/booklet design • Highlight key points & use hierarchy • Use whitespace liberally	• Avoid large blocks of text on slides • Remove redundant words and images (eg. decorative graphics)
• Speak at a measured pace • Use economy of language, pauses for processing & repetition for memory	• Avoid using ambiguous or complex language (eg. idioms) • Don't digress
• Use simple & predictable pedagogical patterns (eg. I-We-You) • Chunk instructions	• Don't force students to hold instructions in their heads • Reduce distractions For more, visit **pepsmccrea.com**

Appendix 2 Referral Form

Referral to SENCo

Student Name:

Student CEG No:	Course:
	Tutors:
Date Completed:	Completed By:

Please use this list as a guide that will help inform screening and support

Presenting Difficulties	Y/N	Additional Comments (Optional)
Noise, light, heat or other environmental factors can affect engagement in learning/ cause discomfort		
Consistently late or behind with work, despite having opportunities to catch up		
Forgetting to complete homework, despite reminders		
Focusing on the wrong aspect of learning		
Hyper focus		
Avoiding writing		
Writing not meeting expectation of course requirements		
Forgetting previously made arrangements		
Forgetting equipment and materials regularly		
Forgetting information very quickly		
Frequent lapses in concentration and attention/keeping to a task		
Working very slowly		
Remembering verbal instructions		
Understanding verbal instructions		
Listening and processing information		
Reading and understanding what is required from written text		
Persistent lack of progress		
Consistently late to class or missing class frequently		
Frequently disorganised		

FOR TUTORS (if referring)

1.Summarise the adaptions/support you have already made

2.Assessment Data (most recent, include date and outcome):

3.Support in place (include from other professionals / organisations):

Outcomes of support (what worked well/ didn't work):

4.Overview of main concerns:

5.Has the student agreed to this referral?
If no, explain why not:

6.Any other relevant information:

FOR STUDENT (if self-referring)

1. What support (if any) is already in place? This can include other professionals and outside agencies. Example might be, extra tutorials, regular mental health support.

2.If there is already support in place, is this helpful? Provide some explanation.

3.Assessment Data (most recent, include date and outcome):

4.What are your most effective strategies for self-support/ overcoming difficulties? An example might be, taking regular 5-minute breaks.

5.What are your main concerns/ why are you making a self-referral?

6.Provide any other relevant information:

To be completed by SENCo

Date Received	
Actions	

Appendix 3 ISP

Individual Support Plan

Name CEG Number: Date started:	Course Tutor (s):	Date started ISP:

Strengths

Areas of Difficulty

XXX is diagnosed withxx

Specific Strategies and Recommendations for Teachers to Provide

(examples)

- Allow extra thinking/processing time
- Wherever possible provide written details of deadlines, tips on completing work and items required to aide organisational skills
- Breaks of 15-20 mins
- Where possible shorter sessions of learning 45-50 mins
- Use of IT for reading and writing
- Structured and chunked learning
- Scaffolded reading and writing
- Refer to Accessible Design within the SEND Policy for supportive strategies
- Environments that have limited distractions

Specific Strategies the Student Will Use

(examples)

- IT to support reading and writing
- 15-20 minute regular breaks from learning

Individual Support Plan

Other Information:

Reviews: per term

Other professionals: