

SEND

Special Educational Needs and Disability Policy
Incorporating Reasonable Adjustment Arrangements

Effective September 2019
Next Review Date August 2020

SEND

Purpose/Scope

This policy pertains to the protection of learners who suffer from a disability or learning difficulty (SEND learners).

SEM will provide any students who have a disability or learning difficulty with reasonable support to enable them to achieve on their programme.

SEM will make reasonable adjustment in line with the guidelines provided by the awarding bodies.

In the event of any uncertainty about the scope of this policy or who to contact in the first instance, the Head of Student Services and Administration will be happy to help with any advice or support needed:

Lawrence Allen
School of Electronic Music
Bexley Chambers
Manchester
M3 6DB
Tel: 0161 833 4722
E-mail: lawrence@semmanchester.com

Definition of Special Educational Needs and Learning Difficulty

Special Educational Needs

- A person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

Learning Difficulty

- A person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age.
- A child who has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Compliance

This policy has been written with due regard to the following:

- Special Educational Needs and Disability Code of Practice 0 to 25 years January 2015.
- Special Educational Needs and Disability Regulations 2014.
- Children and Families Act 2014.
- The Equality Act 2010.
- Supporting students at School with Medical Conditions statutory guidance.
- It references the "Managing reasonable adjustments in higher education" document compiled by the Equality Challenge Unit.

Objectives

- To identify students with special educational needs and/or a physical disability (SEND) at the earliest opportunity.
- To support all students with SEND to ensure that they have full access to education with the best teaching and support available.
- To ensure all SEND students have the ability to take full participation in the activities of the School as far as is possible.
- To actively engage SEND students in all decisions regarding SEND educational provision and support requirements.
- To ensure compliance with SEM's equality and diversity duties to SEND students.
- To support any medical conditions of SEND students.

Overview of SEND Responsibilities

- Ultimate responsibility for compliance with this policy lies with the Directors. The Head of Student Support and the Building and Resources Manager are responsible for SEND compliance, implementation and any delegation of responsibilities on a day to day basis.
- The School will have a SEND Co-ordinator (Head of Student Services) who will report to the Principal or member of the senior leadership team with responsibility for SEND. The HoSS will be responsible for the day to day operation of this policy.
- The HoSS will work with the tutors to ensure adequate implementation of this policy for the teaching of each specific area of the School curriculum.
- The HoSS will work closely with all members of staff to analyse data collected by the School on students' progress alongside national data and expectations of progress.
- The HoSS will also ensure that any students with an Educational Health and Care Plan have their assessed needs met.
- All members of teaching staff have a responsibility for compliance with this policy in their lesson planning, execution and administration. They are also responsible for tracking the progress and development of students in their class.
- All other staff at the School have a responsibility to comply with this policy in the exercise of their duties.

Admissions

- The Schools's admissions criteria will not discriminate against those students with SEND
- Students with a EHCP, which names the School as the educational provider, will be given priority under the admissions criteria.

Identification and Assessment

- Identification of SEND will be built into the School's overall approach to monitoring the progress and development of all students.
- Upon entry into the School all students will be assessed to identify their current skills and level of attainment. The data from these assessments will be collated and considered by the Head of Student Services with relevant teaching staff and senior leadership.
- Regular assessments will be carried out to monitor the progress of all students, ensuring that any pupil with SEND is identified.
- Particular care will be taken when assessing students whose first language is not English.
- The Head of Student Services will work closely with staff at all levels in order to recognise any student behaviours which would indicate SEN during their academic performance.
- Any decision regarding a student's SEND will be communicated student, and where relevant the parent or guardian.

SEND Provision

The broad areas of need that will be planned for are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

The School maintains a high quality of teaching to ensure the best access to education is available for all students:

- The Head of Student Services will work closely with students, teaching staff, and where relevant, parent/carers to identify any areas of strength and difficulty, any concerns, any agreed outcomes to be met for the student and what the next steps will be in order to achieve the outcomes.
- Outcomes will be reviewed regularly by the Head of Student Services alongside teaching staff.
- SEM provides both core and additional learning resources via an online VLE in as broader range of formats as possible to account for different learning styles.

Reasonable Adjustment:

This is agreed at the initial-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Sickness and Unforeseen Events:

Where a learner has the misfortune to suffer a serious illness, or any other serious event those impacts on their learning, SEM will consider the circumstances and the effect that is likely to have had on their performance, and consider any allowances that can be made re: the overall performance within the guidelines laid down by the awarding bodies.

Special Consideration:

This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted couldn't remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

SEM policies and procedures regarding students requiring reasonable adjustments and special considerations are underpinned by that of Edexcel "Reasonable Adjustment and Special Considerations Policy for Edexcel Qualifications" November 2010. See Part 2.

This will form part of the Academic Appeals process as laid out in a separate policy.

SEM