

Sylvia Young Theatre School



SEND and Disability Policy

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<p style="text-align: center;">SEND STUDENTS (Special Educational Needs and Disability)</p>

The Sylvia Young Theatre School must have regard for the Special Educational Needs and Disability Code of Practice: 0 to 25 years. This code of practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to students with special educational needs (SEN) and disabled students. Whenever the school is making decisions we give consideration to what the code says to ensure we fulfil our statutory duties towards students with SEN or disabilities.

Our vision for students with special educational needs and disabilities is the same as for all students at the Sylvia Young Theatre School.

We have high aspirations for our students and we are focused on improving their outcomes. We have a whole school focus on inclusive practice and removing barriers to learning.

All students are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The Sylvia Young Theatre School provides high quality provision to meet the needs of students with SEN. Special educational provision is underpinned by high quality teaching. Classroom teachers have the most day-to-day contact with students who have SEN or disabilities. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of the majority of students with special educational needs.

Alongside the school SENCO, teachers are responsible for delivering programmes of support for them. However, It is important that the entire school community adopts a 'whole school' approach to supporting students who have SEN or disabilities. The school understands the importance of collaboration between education, health and social care services to provide support to the student.

It is important that students, and their parents/carers participate in decision-making. The Sylvia Young Theatre School has regard to:

- the views, wishes and feelings of the student, and the student's parents/carers
- the importance of the student, and the student's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the student, and the student's parents/carers, in order to facilitate the development of the student and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The views of the student are given due weight according to their age, maturity and capability.

The Directors consider SEN provision on a regular basis and at least annually as part of the work scrutiny consider the achievement of SEN students and the effectiveness of teaching and learning.

DEFINITION

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, which is different from or additional to that normally available to students of the same age.

A student of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in school.

The Sylvia Young Theatre School recognises the need for early identification of students' needs and early intervention to support them. We have a clear approach to identifying and responding to SEN. We recognise the benefits of identifying the need at the earliest point so that effective provision improves long-term outcomes for the student.

DISABLED STUDENT

Many students who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more students than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have educational needs, but there is a significant overlap between disabled students and those with additional needs. Where a disabled student requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children:

- They must not directly or indirectly discriminate against, harass or victimise disabled children
- They must not discriminate for a reason arising in consequence of a child's disability
- They must make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage

As a school we understand our responsibility to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled students.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.

The Sylvia Young Theatre School makes reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Where possible physical alterations are made. The school publishes its accessibility plans setting out how we increase access for disabled students to the curriculum, the physical environment and to information. The school publishes information about the arrangements for the admission of disabled students, the steps taken to prevent disabled students being treated less favourably than others, the facilities provided to assist access of disabled students, and their accessibility plans.

MEDICAL CONDITIONS

The Sylvia Young Theatre School makes arrangements to support students with medical conditions. Our full time school nurse works closely with the SENCO and the Senior Leadership Team to ensure that Individual healthcare plans specify the type and level of support required to meet the medical needs of such students. Where students also have SEN, their provision is planned and delivered in a coordinated way with the healthcare plan. The Sylvia Young Theatre School follows the statutory guidance 'Supporting Students at School with Medical Conditions'.

IDENTIFICATION

The Sylvia Young Theatre School identifies and addresses the additional needs of the students that they support. We do this by:

- using our best endeavours to make sure that a student with additional needs gets the support they need.
- ensuring that students with additional needs engage in the activities of the school alongside students who do not have barriers to learning.
- designating a teacher to be responsible for coordinating SEN provision – the SEND Leader or SENDCO.
- informing parents/carers when they are making special educational provision for a student.
- ensuring that we prevent disabled students from being treated less favourably than others.

The Sylvia Young Theatre School assesses each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where available and appropriate.

Subject teachers, supported by the SENCO, make regular assessments of progress for all students. Formative and summative assessments help to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of

weakness. Where progress continues to be less than expected the subject teacher, working with the SENDCO, will assess whether the student has significant barriers to learning. While informally gathering evidence (including the views of the students and their parents/carers) the school will not delay in putting in place extra support designed to secure better progress, where required. The student's response to such support can help identify their particular needs.

Slow progress and low attainment do not necessarily mean that a student has additional needs and should not automatically lead to a student being recorded as having additional needs. However, it may be an indicator of a range of learning difficulties or disabilities. It is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Throughout the school year we may become aware of additional students who will require support but are not included in the SEND Register. These students may struggle with specific topics and require short-term support, e.g. in maths. These students may be included in the small group/withdrawn support as well as in-class support where appropriate.

The school recognises that identification of additional needs can take place at any point within a student's time at the school.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has additional needs. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be used.

Staff are trained to recognise other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to students having SEN but it can have an impact on wellbeing and sometimes this can be severe. The Sylvia Young Theatre School will ensure that there is appropriate provision for a student's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties the school will consider whether the student might have SEN.

Individual Education Plans are discussed with parents/carers. These are shared with staff and are put into a shared folder by year group to enable staff to address specific needs, and put in place interventions and resources to support development and progress. Students are supported through quality first teaching by the classroom teacher. Students may be further supported by an LSA in English and Maths.

EAL

Identifying and assessing the needs of students whose first language is not English requires particular care. The Sylvia Young Theatre School will look carefully at all aspects of a student's performance in different areas of learning to establish whether lack of progress is due to limitations in their command of English or if it arises from additional needs or a disability. Difficulties related solely to limitations in English as an additional language are not additional needs.

The school aims to ensure that any students defined as EAL and accepted through the audition process will receive an equal provision of educational opportunities as those provided for whom English is a first language. The school does not employ a specialist EAL teacher. The school promotes the development of language acquisition and competence through the provision of appropriate teaching and learning materials to support learning outcomes and to ensure integration into all subject areas as well as the life of the school.

Students who need additional support in English language and literacy skills may be offered targeted one to one or small group support within school. Parents/carers may seek additional specialist tuition outside school as appropriate. Provision will be based on an assessment of the student's prior knowledge and experience as well as current language skills.

Students are additionally encouraged to continue to develop their first language and where appropriate can gain a GCSE qualification.

New students are provided with a 'student buddy' to help them become familiar with the school layout, timetable, routine and activities if required. Where possible we will try to buddy the student up with another student or member of staff who speaks the same language.

BROAD AREAS OF NEED

The school plans for four broad areas of need. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category.

In practice, individual students often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and students and young people diagnosed Autistic Spectrum Condition (ASC) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs.

COMMUNICATION AND INTERACTION

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with ASC may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

COGNITION AND LEARNING

Support for learning difficulties may be required when students and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

The Sylvia Young Theatre School has clear processes to support students, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students.

SENSORY AND / OR PHYSICAL NEEDS

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Students and young people with an MSI have a combination of vision and hearing difficulties.

Some students and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SEND PROVISION

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants.

High quality teaching, differentiated for individual students, is the first step in responding to students

who have or may have additional needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Sylvia Young Theatre School regularly reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of supporting this with additional needs most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENDCO consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. For higher levels of need, the school will draw upon more specialised assessments from external agencies and professionals.

Information gathering includes early discussions with the student and their parents/carers to develop a good understanding of the student's areas of strength and difficulty, the parents'/carers' concerns, the agreed outcomes sought for the student and the next steps.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents/carers. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure preparation for successful transitions between phases of education and to prepare for adult life.

However support is provided, the SENDCO will ensure that progress is reviewed and that the parent/carer, student and teaching staff are clear about how they will help the student reach the expected outcomes. The overriding purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. Where it is decided that a student does have SEN, the student's parents/carers will be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEN support.

SEN SUPPORT IN SCHOOLS

Where a student is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match support to the needs of students and young people.

Assess

In identifying a student as needing additional support the subject teacher, working with the SENDCO, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to the student's progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the student's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent/carer. These should be recorded and compared to the setting's own assessment and information on how the student is developing. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some areas of need, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the student. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents/carers agree.

Plan

Where it is decided to provide a student with additional support, the parents/carers must be formally notified, although parents/carers should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on Engage. The support and intervention provided should be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents/carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher should remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents/carers. This should be fed back into the analysis of the student's needs. The class or subject teacher, working with the

SENDCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must cooperate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

EXTERNAL SPECIALISTS

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

Schools may involve specialists at any point to advise them on early identification of additional needs and effective support and interventions. The school will involve a specialist where a student continues to make little or no progress or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEN support delivered in the school. The student's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the student in the same way as other SEN support.

Parents/carers will be advised regarding obtaining a full Educational Psychology Assessment so that support can be put into place for the student.

Parents/carers should be aware that as an independent school the involvement of external specialists may incur an additional cost.

Where assessment indicates that support from specialist services is required, it is important that students receive it as quickly as possible.

Members of the Senior Leadership Team will work closely with external providers to agree the range of services and arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).

The SENDCO and class teacher, together with the specialists, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and

interventions in order to support the student's progress. We will aim to agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT AND PLAN (EHCP)

Requesting an EHCP:

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support and the school is happy to provide this.

EHCP in place

The Sylvia Young Theatre School will:

- Do its best to ensure that the necessary provision is made for any student, as agreed within the plan and in consultation with external agencies, parents/carers and the student that reasonable adjustments are made.
- It is the responsibility of the local authority to review the plan. This is done usually in conjunction with the school, parents/carers and the student. The school will offer to host such a meeting to discuss any likely amendments based on the student's progress and needs. Parents/carers will be asked to contribute their views, along with the views of the student.
- Ensure that the needs of students are made known to all who are likely to teach them, or are involved in a welfare capacity eg. The school nurse and any pastoral staff ensure that specific recommendations that are made regarding the student's education, health and welfare, as designated in the plan, are regularly monitored. Liaise regularly with parents/carers, students, and outside agencies involved in the student's welfare. Students will be provided with a Learning Plan based on the recommendations which will be regularly reviewed.
- Ensure that arrangements for school trips, school and public examinations take full account of the needs of the student.

PARENTS / CARERS

The Sylvia Young Theatre School provides all parents/carers with an annual report of their student's progress, an interim report and a parental consultation with all subject teachers. The school will go beyond this and provide additional reports and meetings where required so that parents/carers are always informed on how their student is progressing.

When a student is receiving additional support, the school is available to talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of additional support by increasing parental engagement in the approaches and

teaching strategies that are being used. Finally, they can provide essential information on the impact of support outside school and any changes in the student's needs. It should provide an opportunity for the parent to share their concerns and with the SENDCO agree their aspirations for the student. The views of the students should always be included in discussions.

Parents/carers are encouraged to liaise regularly with subject staff and the SENDCO if they have any concerns or require additional information at any time.

At times, parents/carers, teachers and others may have differing expectations of how a student's needs are best met. Sometimes these discussions can be challenging but it is in the student's best interests for a positive dialogue between parents/carers, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

TRACKING

We set stretching targets for all students and we track progress towards these goals throughout the academic year. Teachers use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to student achievement.

The school regularly reviews how expertise and resources are used to remove barriers to learning which can be used to build the quality of whole-school provision as part of their approach to school improvement.

The quality of teaching for students with additional needs, and the progress made, forms part of the school's review of academic outcomes and is linked to academic reviews. Training teaching and support staff on how to meet the needs of all students is key to our professional development programme. School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of additional needs, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The provision made for students with additional needs is recorded and kept up to date. This includes evidence of student progress, a focus on outcomes and monitoring and evaluation of any additional support provided. The SENDCO will maintain an overview of the support offered and the levels of intervention.

TRANSITION

On admission, identified students will meet with the SENDCO, who will assess and recommend what type of support may be appropriate so this can be planned for in advance.

The Sylvia Young Theatre School supports all students with a programme of careers advice and support for them as they move to their next education provider. Additional support includes planning

and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school shares information with the school, college or other setting the student is moving to. We work with parents/carers to ensure that information sarong supports their application and transition.

SENDCO / SEND LEAD

At the Sylvia Young Theatre School we have a qualified teacher designated as SENDCO / SEND Lead for the school. The SENDCO has an important role to play with the headteacher and Senior Leadership Team, in determining the strategic development of SEN policy and provision in the school.

The SENDCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual students with additional needs, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies to ensure that students with additional needs receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for students with SEN
- liaising with the relevant Designated Teacher (Assistant Headteacher - Safeguarding) where a looked after student has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's budget and other resources to meet students' needs effectively
- liaising with parents/carers of students with SEN
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies
- liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- working with the Headteacher, Exams Officer, Senior Management Team and school Directors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEN up to date
- working with the Examinations Officer to ensure that where a valid educational assessment has been obtained and a Form 8 produced that the school apply for exam concessions/Access Arrangements for the student in the terminal exams.
- line manages the Learning Support Assistants
- providing individual and small group withdrawal support for students with SEND

- conducting internal online assessments for students who are identified as struggling academically
- providing in class support for students with SEND.

The SENDCO has sufficient time and resources to carry out these functions. The SENDCO teaching timetable is below 50% on three academic days, to enable them to support SEN students directly and fulfil their responsibilities in a similar way to other important strategic roles within a school.

REGULATORY REQUIREMENTS FOR PROFESSIONAL EDUCATIONAL ASSESSORS

In line with JCQ Access requirements, the Educational Psychologist carrying out any assessment must be the one appointed by the school. We hold copies of their registration details with the Health and Care Professions Council, the professional body overseeing standards and conduct for all those working in medicine or health related areas. This information is obtained from the HCPC if the psychologist or other professional is to be appointed by the school, and is kept on file.

Our Exams policy provides further information on how SEN and disabled students are supported with their external examinations.

REASONABLE ADJUSTMENTS

The Sylvia Young Theatre School recognises its duty to make reasonable adjustments to include the provision of auxiliary aids and services such as learning support and education aids and equipment free of charge.

These provisions apply to existing and prospective students.

The test of reasonableness takes into account the following factors:

1. The effectiveness of taking the step in overcoming the disadvantage suffered by the student
2. The practicability of taking the step
3. The effect of the disability on the student
4. The extent to which support is provided through the SEND framework
5. The cost involved, the resources of the school and the availability of financial or other assistance
6. Health and Safety requirements
7. The need to maintain academic, musical and dance and other standards (such as discipline)
8. The interest of other students.

The aim is to consider what adjustments would be helpful in eliminating any disadvantage to a disabled student and whether their cost would be affordable. Each case should be judged on its own merits.

There is no clear right and wrong answer about what is reasonable. This must be considered thoughtfully with the best interest of the specific student in mind together with their placement in the wider school community.

All decision making should involve the student where appropriate, the parents/carers, the SENDCO and the Headteacher and the Directors if required.

In order to ensure reasonable adjustments are made, the Sylvia Young Theatre School will:

- Identify those students with disabilities where reasonable adjustments are considered or required
- Plan strategically, with regard to communication, and the formulation of support plans
- Consider the adjustment of policies where appropriate, and adjust teaching and learning approaches
- Seek advice from external agencies where additional support may be appropriate
- Provide awareness training for staff.

FURTHER INFORMATION

If you would like further information about what we offer here at the Sylvia Young Theatre School, then please do not hesitate to contact us directly:

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