



# Redroofs

## School for the Performing Arts

### **SUPPORT FOR CHILDREN WITH SPECIAL EDUCATION NEEDS (SEN)**

Redroofs School for the Performing Arts aims to include all students, wherever possible, in the full curriculum. The school recognises its statutory duties towards children and young people with Special Educational Needs (SEN) or disabilities as outlined in the SEN Code of practise 2014. The School will:

- Do its best to ensure that the necessary provision is made for any students as agreed within the plan and in consultation with external agencies, parents and students and thus reasonable adjustments made.
- 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 Pastoral Officer, and 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, student, and outside agencies involved in the student's welfare.
- Ensure that arrangements for school trips, school and public examinations take full account of the needs of the student.

### **Identification/Assessment**

The following paths to identification exist:

- Educational Psychologist's (EP) report or report from another suitably qualified professional, requested and submitted at time of registration at Redroofs.
- Specialist Assessment Screening test result.

The outcome of an assessment will probably fall broadly into one of three categories:

1. "Classic" dyslexia-type difficulty diagnosed, with short-term/working memory difficulties, long term memory processing difficulties and/or phonological difficulties as key factors in causing literacy skills to be weak by comparison with more general intellectual capacity.
2. A difficulty, which does not fall into the above category. For example: a more subtle language processing disorder which does not directly impact upon literacy skills, often referred to as Specific Learning Difficulties (SpLD); Dyspraxia; Dyscalculia; Autistic Spectrum Disorder (eg. Asperger's Syndrome); Auditory Processing Disorder; ADD/ADHD.
3. No significant difficulty diagnosed or suspected. The pupil's progress will be monitored nonetheless, and a date set for further contact with parents to address any lingering concerns.

In cases in which an emotional component is suspected, the school will recommend the help of an external Counsellor.



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All assessment reports are conducted at the pupil's expense.

### **SEN Provision**

The school currently employs a SEN teacher who works full time. Her hours of employment are split between teaching and providing SEN support as required. The SEN teacher liaises closely with the Head of Academics and is responsible as follows:

- Plans for the specific requirements of students with special needs and disabilities and makes reasonable adjustments as appropriate.
- Advises on the purchase of necessary specialised equipment that will assist those with learning difficulties or disabilities
- Monitors the progress of special needs and disabled students.
- Provides individual and small group withdrawal support for students with SEN to support the development of literacy/numeracy and study skills where such needs have been identified by an Educational Assessment.
- Where a valid Educational Assessment has been obtained, and an appropriate History of Need recorded, the SEN teacher will liaise with the Exams Officer to ensure exam concessions/Access Arrangements for the student are in place.
- Provide support and guidance for other staff working with students with SEN
- Maintain all relevant record keeping and paperwork for students with SEN.

### **Access Arrangements**

Pupils are assessed in Year 9 for eligibility of access arrangements (AA) for GCSE. There are three routes to assessment:

- An assessment by an EP or Specialist Assessor
- Medical evidence from a relevant medical professional
- Requirements for access arrangements set out in a Statement/EHCP

Once an assessment determines eligibility for access arrangements, pupils will have the opportunity to use them in school tests and examinations. Through this process 'normal way of working' can be further established.

Once pupils reach Year 10, if sufficient evidence of 'normal way of working' has been gathered, an application for access arrangements will be made to the exam boards. During examinations, pupils with extra time may be seated in the main examinations hall. Pupils with a reader, scribe or permission to read aloud will be seated in a separate room. Pupils using computers will either be in the main examinations hall or seated in a separate room. Computers for examinations will be provided by the school.