

# DAY ONE TRUST

SEND Policy  
*Adapted for ELAM*

EAST LONDON ARTS & MUSIC



THE INDUSTRY ACADEMY

## SEND Policy & Information Report

Scope: ELAM

Committee: Day One Trust board

Adapted for: ELAM

Principal: Matt Sheldon

### Change record

	Date	Action
1	September 2021	MAT Approved
2	September 2022	Updated personnel
3	April 2023	Updated personnel

This document has been contextualized to meet the needs of ELAM.

#### Governance Team

Day One Trust		
Role	Name	Email
Safeguarding Trustee	Izzi Dorrian	izzi.dorrian@lsa.ac.uk
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ELAM		
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This policy is available online at [www.dayonetrust.co.uk](http://www.dayonetrust.co.uk)

We will consider any request for this policy to be made available in an alternative format or language. Please contact:

#### **Ethos: Empowering through Access, Recognition and Skills**

“We are focused on developing the next generation of young creative and business talent; providing real recognition, professional skills and the opportunities that they will need to better the creative industries of tomorrow”.

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#### **1. Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for trainees with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for trainees with SEND

#### **Our Vision**

At ELAM we want a school for our trainees where:

- Trainees have opportunities to experience a wide range of engaging, challenging, enriching activities and learning experiences.

- Active and independent learning across a range of different areas is valued and celebrated and making mistakes is seen as a learning opportunity.
- Trainees have their academic, creative, physical and emotional needs met. They are supported to achieve their full potential, so that they are 'industry ready' and prepared for the next stage of their lives.
- Interactions and opportunities enable and encourage trainees to become enthusiastic, curious, resilient, confident, open-minded and independent learners who persevere when they have setbacks.
- Trainees are happy and thrive, where they all feel included, all have opportunities to shine and all are proud to be a part of the ELAM community.
- Trainees feel safe, work collaboratively and respectfully together and interact well with each other, regardless of difference.
- Communication and appropriate questioning of others is valued, where trainees' voices are heard and where they understand and promote their own rights and the rights of others.

**The ELAM Values:** We work to develop within our trainees, values of: **independence, dependability, reflectiveness, inquisitiveness, resilience and collaboration.**

- **Independent trainees:** display active learning; they are not over-reliant on adult direction and are not led by peers; they show engagement in their learning, taking responsibility, creating and welcoming opportunities; they have their own interests which in turn are valued by the school community.
- **Dependable trainees:** possess the quality of being trustworthy and reliable; they consistently act in ways that build trust with others and have the ability to plan, solve problems and make good decisions.
- **Reflective trainees:** they are motivated and know what they are trying to achieve and why; they are proactive in extending their understanding of new topics and subjects; they use their existing knowledge to help develop their understanding of new ideas.
- **Inquisitive trainees:** having a desire to know or learn more; learning capacity is broad and limitless; ever ready to take up challenges, see to the end of any given task; is restless until a desired goal is achieved.
- **Resilient trainees:** have an ability to cope with change; they are able to take on challenges both physical and mental, not giving up easily, persevering and taking risks in the process.
- **Collaborative trainees:** higher-level thinking, oral communication, self-management, and leadership skills; working well with others; are aware of and celebrate the religious and cultural diversity in the community and beyond; they welcome new arrivals to the school and support them to become part of our school community; they display good manners with polite use of language.

We hold this vision and these values for all trainees whether they have SEND or not. At ELAM, inclusion means valuing and respecting all trainees and adults equally. We aim to overcome barriers to learning through recognising the individual needs of every trainee. Staff are supported in their roles to develop and maintain the inclusive ethos of the school. We endeavour to build on and foster links with the local community recognising that inclusion at ELAM is one aspect of inclusion in society.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

## **2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for trainees with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

## **3. Definitions**

A trainee has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

They will:

- Work with the Pastoral Team, wider Senior Leadership Team (SLT) and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual trainees with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that trainees with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet trainees' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all trainees with SEND up to date

## **4.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this
- Work with the SENDCo and SLT to determine the strategic development of the SEND policy and provision in the academy

## **4.3 The principal**

The principal will:

- Work with the Vice Principal (Values, Behaviour & Learning), SENDCo, Assistant and SEND governor to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every trainee in their class
- Working closely with any Pastoral Support Assistant or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each trainee's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example; Autism, speech and language difficulties
- Cognition and learning, for example; dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example; attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example; hearing impairments, processing difficulties

## **5.2 Identifying trainees with SEND and assessing their needs**

We will assess each trainee's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all trainees and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a trainee is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the trainee and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **5.3 Consulting and involving trainees and parents**

ELAM recognises the impact parenting has on a trainee's development throughout school life. We value the positive role and contribution parents/carers can make to their child's education. We believe that we should work in partnership with parents/carers, ensuring mutual trust and respect. At ELAM, parents are encouraged to visit the academy to discuss concerns with the class teacher and SENDCo. Parents are consulted on all SEND issues and included in reviews and meetings.

We do all we can to ensure all information is shared with parents in a format most suited to their needs e.g. using the internet (email), written (text, letter, newsletter) or verbally (group or one to one). We use internal translation where possible and are able to access external translation services for pre-arranged meetings where we do not have in-house expertise.

We will have an early discussion with the trainee and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the trainee's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the trainee
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the trainee's record and given to their parents.

We will formally notify parents when it is decided that a trainee will receive SEND support.

#### **5.4 Assessing and reviewing trainees' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the trainee's needs. This will draw on:

- The teacher's assessment and experience of the trainee
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The trainee's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the trainee will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the trainee's progress.

#### **Trainee Voice**

ELAM has a student-centred culture and is a Rights Respecting Academy. Trainees with SEND often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged and expected to participate in all the decision-making processes including the setting of learning targets and contributing to support plans.

The academy holds trainee-centred annual reviews. Trainees contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. Trainees contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress is shared, previous targets are reviewed and new targets and actions are set with parents.

#### **5.5 Supporting trainees moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the trainee is moving to. We will agree with parents and trainees which information will be shared as part of this.

Transition can be an anxious time for both trainees and parents especially for some trainees who have SEND. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for trainees in Year 13 is essential to allow appropriate options to be considered. Similarly, arrangements are made for Trainees who will be joining our academy for Secondary school.

Increased networking with partner schools and outside agencies has improved early identification and subsequent support for trainees with special educational needs. Our dedicated pastoral team works directly with partner schools to provide information and

guidance to year 11 Trainees within other school settings, delivering school assemblies aimed at improving the knowledge and skills of students in preparation for transition.

The SENDCo endeavours to visit the trainee's previous setting to learn more about the trainee, and meeting with key-workers and parents. Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the trainee's educational well-being are invited to attend. The trainee is invited to some of this meeting as appropriate. Information is shared and actions identified. The SENDCo will liaise with the SENDCo of the receiving school to ensure that effective arrangements are in place to support trainees at the time of transfer.

## **5.6 Our approach to teaching trainees with SEND**

Our unique curriculum strives to meet the needs of all Trainees, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. All learners should be able to access and flourish as part of our community irrespective of any learning needs or disabilities. Our curriculum is designed to be inclusive, accessible and engaging for our SEND trainees to facilitate their success. All teachers at ELAM are teachers of SEND.

The project-based learning model allows all learners to access and excel in their learning as they receive continuous feedback from their teachers and industry experts.

- This model gives space for frequent reflection by trainees and for support from teachers.
- Through the continued revisiting of skills and industry behaviours our SEND trainees are able to refine their skills and practises.
- Our curriculum is also inherently differentiated as our trainees take on different roles in their projects, beginning with a role within their comfort zone but gradually exposing them to new competencies.

Teachers are responsible and accountable for the progress and development of all the trainees in their class.

High-quality teaching is our first step in responding to trainees who have SEND. This will be differentiated for individual trainees.

We will also provide the following interventions:

- One-to-one weekly support
- Mentoring
- In class support
- One to one support
- Access to study skills workshops
- Counselling
- Education Psychology Service

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all trainees' needs are met:

- Differentiating our curriculum to ensure all trainees are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger fonts, etc.



- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have a number of Pastoral Support Assistants (PSAs) who are trained to deliver interventions to meet a range of needs. Pastoral Support Assistant (PSA) may work with trainees 1:1 or in a small group. Support may be delivered in or out of class. These are decisions made by the SENDCo in discussion with class teachers on a case by case basis so that we are able to best meet the needs of each trainee. Additional support and Access Arrangements for examinations are implemented by the Pastoral Team, in close collaboration with the Examinations Manager.

We work with a range of agencies to provide support for trainees with SEND. Where children are experiencing needs which cannot be met by the school or the above services, the SENDCo will work with the LA to access appropriate services where these are available.

### **5.9 Supporting Trainees with Medical Conditions**

We recognise that trainees at the academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some trainees with medical conditions may be disabled and where this is the case the academy will comply with its duties under Equality Act 2010.

Some trainees with medical conditions may also have special educational needs and where this is the case the college will comply with the SEND Code of Practice 0 – 25 (2014)

### **5.10 Expertise and training of staff**

Our SENDCo is experienced in coordinating the needs of young people with SEND and has worked in a number of different educational settings. We have a team of Pastoral Support Assistants and Psychotherapists/ counselors who are trained to deliver SEN provision.

Where appropriate and subject to the availability of funding the academy may engage external expertise to provide the required expertise support and training.

### **5.11 Securing equipment and facilities**

We address the needs of trainees who require assistive technology on an individual basis, based on what is already being used. In recent years we have purchased adjustable furniture and specialist I.T. software and hardware, fully supported by technicians within the academy.

### **5.12 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for trainees with SEND by:

- Reviewing trainees' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using trainee questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for trainees with EHC plans

### **5.13 Enabling trainees with SEND to engage in activities available to those in the school who do not have SEND**

ELAM is committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our trainees, whatever their learning needs or disability. We aim to “provide a supportive environment in which individuals feel valued, grow in confidence and fulfill their potential for academic, moral, social and physical development...” Our vision for young people with Special Educational Needs and Disabilities (SEND) is that they achieve the very best they can from their education to lead happy, healthy, independent and rewarding lives. We ensure that:

- All of our extra-curricular activities and school visits are available to all our trainees, including our before-and after-school clubs.
- All trainees are encouraged to go on our residential trips.
- All trainees are encouraged to take part in sports activities/school performances/special workshops.
- No trainee is ever excluded from taking part in these activities because of their SEND or disability.
- Arrangements for the admission of disabled trainees
- The steps have taken to prevent disabled trainees from being treated less favorably than other trainees
- The facilities such as lifts and ramps, disabled toilets are provided to help disabled trainees access the academy

### **5.14 Support for improving emotional and social development**

At ELAM, we understand that an important feature of the academy is to enable all trainees to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, registration time and indirectly with every conversation adults have with trainees throughout the day.

We provide support for trainees to improve their emotional and social development in the following ways:

- Trainees with SEND are encouraged to be part of trainee panels and leadership groups
- Trainees with SEND are also encouraged to be part of clubs and extracurricular activities to promote teamwork/building friendships

We have a zero tolerance approach to bullying and discriminatory behaviours.

### **5.15 Working with other agencies**

At ELAM we recognise the need for specialised support for many trainees with SEND and their families. Where the needs of the child cannot be fully met by expertise within school we work with a large network of external agencies to support our trainees. These include Professionals from health and social care, Professionals from the LA support services, Speech and Language Therapists, Counselling Service, Outreach services and Voluntary organisations.

ELAM is committed to working in partnership with other organisations to support the learning and achievement of Trainees with the variety of different abilities and needs outlined.

- ***Tower Hamlets Council and local mainstream schools***

We hold strong relationships with local stakeholders by working with them to solve common issues. This collaborative approach has been highlighted as a key to success for free schools.

**Outcome:** The sharing of best practice and pooling of resources and expertise will serve to avoid any duplication of work in understanding the problems of learners in East London. It will also ensure that a joined up and collaborative approach is being taken to address pertinent issues relating to, for example, Social, Emotional and Pastoral Needs, SEND and EAL.

- ***The BRIT School***

We work with the BRIT School and make use of their expertise working with learners with a variety of needs when providing music-focused education.

**Outcome:** To enhance ELAM's provision for all learners with SEND, Musical Needs, and those in the Gifted & Talented needs.

- ***Nasen***

Nasen is a national membership organisation which promotes the education, training, advancement and development of all those with special and additional support needs by providing professional development and training to those working with learners with SEND.

**Outcome:** To further the professional development of relevant staff through training and updates on SEND policy and best practice.

- ***Tower Hamlets Arts and Music Education Service (THAMES)***

THAMES works with schools in Tower Hamlets to provide arts and music education activities for children and young people in the borough. This is a resource that ELAM can access as and when relevant or appropriate.

- ***Community Music (CM) and other youth and community music organisations working in East London***

CM is a youth and community music organization working in Tower Hamlets, which provides music making opportunities, training and support to young people aged 13+ across the borough. We work with CM and other organizations operating across Tower Hamlets and East London such as A Team Arts, Eastside Community Center and City Gateway in order to understand how they address the varying needs affecting young people.

**Outcomes:** As with our partnerships with local feeder schools, this work will serve to ensure that a joined up and collaborative approach is being taken to address pertinent issues relating to, for example, Social, Emotional and Pastoral Needs, SEND and EAL.

- ***Industry Partners***

We work with our Industry Partners.

**Outcome:** To provide Trainees with inspirational learning briefs and contexts that will support a wide range of learning styles and needs. This will also raise the aspiration of all ELAM Trainees towards high quality employment and higher study outcomes, regardless of learning needs or background.

## **5.16 Complaints about SEND provision**

If you wish to make a complaint, your tutor is the first person to contact. However, you and your parents are always free to contact the Principal or one of the Vice Principals. If the problem is still not resolved, you have the right to take your complaint to the Chair of Governors and still further to the Education Funding Agency (EFA) which has a duty to provide education for 16-19 year olds with SEND. Contact details are available from within the Academy.

Complaints about SEND provision in our academy should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy if the complaint is not resolved. This can be found on ELAM's website.

The parents of trainees with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.17 Contact details of support services for parents of trainees with SEND**

If parents would like independent advice and support we would encourage them to contact the Parents Advice Center (PAC) 020 7364 6489 [pac@towerhamlets.gov.uk](mailto:pac@towerhamlets.gov.uk)

The Parents Advice Center (PAC) provides the SEND Information, Advice and Support service for Tower Hamlets.

PAC offers expert advice, advocacy and mediation for parents/carers of children and young people with SEND on any issues related to Education, Health and Social Care

### **5.17 Contact details for raising concerns**

If parents or carers would like more information about their child or have a concern, they should speak to:

- Their child's Class Teacher
- The Special Needs Coordinator:
- Their Pastoral Assistant:

Class teachers are available at the start and end of each day. Please be mindful that at the beginning of the day teachers have responsibility for their class and so may need to arrange a time to meet with you to discuss your concerns. Appointments can be made to speak to SENDCo or the Principal by speaking to a colleague in our main office. Please give the office a brief outline of what you wish to discuss so that we are best able to help you when we meet.

**The school telephone number is:** 0207 0207 515 2159 **Email:** [info@elam.co.uk](mailto:info@elam.co.uk)

### **5.18 The local authority local offer**

Local authorities ("LAs") have legal duties to identify and assess the special educational needs ("SEN") of children and young people for whom they are responsible. LAs become responsible for a child or young person in their area when they become aware that the child or young person has or may have SEN. You can access services and support offered by the Local Authority.

Our local authority's local offer is published here:

<https://www.localoffertowerhamlets.co.uk/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Assistant Principal Inclusion every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

In addition, the Learning Support Department produces an annual report in which strategies are measured and impacts of initiatives reported on. Both quantitative and qualitative indicators also provide evidence of the impact of this policy:

- The annual success rates for SEND students
- Post 16 progression data
- Annual comparative success rates in SEND groups
  - Communication and Interaction (including Autism Spectrum Disorder)
  - Cognition and Learning
  - Social, Emotional and Mental Health Difficulties
  - Sensory and/or Physical Needs
- Individual tracking through progress grades and monitoring records
- Student feedback

- Parent feedback

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behavior
- Equality information and objectives
- Supporting trainees with medical conditions
- Teaching and Learning Policy
- Safeguarding & Child Protection Policy