

## **Special Educational Needs and Disability Policy**

### **Shockout Arts & Shockout Academy 2025/2026**

#### **Who We Are**

Shockout consistently aims to build an inclusive and supportive culture of learning that inspires and challenges every individual to develop to their full potential and become active and responsible participants within the global Performing Arts community.

This document outlines the learning support provision at Shockout. Its purpose is to inform students, parents and staff of the general arrangements we have in place to support young people who may need additional help to make the most of their time here with us. This document can only provide the necessary information. Initially, those with queries or concerns around their learning are encouraged to discuss any issues or concerns about their student with the SEND Co-ordinator. If you continue to have concerns around progress, you should speak to the Principal.

The Principal of Shockout Arts is Dr Sue Luke
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The SEND Co-ordinator FE/HE is: Lisa Norris
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#### **What are Special Educational Needs?**

At Shockout, we follow best practice in defining special educational needs as being a learning difference that calls for special education provision to be made for them. We believe that such provision is additional to, and different from, the educational provision made generally for young people of the same age within the college. Such provision is required when a young person:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for other students.

This policy has been developed in compliance with the requirements of The SEND Code of Practice (0-25) 2014 and with reference to the following legislation and guidance:

- Children and Families Act (2014)
- Equalities Act (2010)
- Teachers' Standards (2022)
- Supporting pupils at school with medical conditions (2015)

## **Confidentiality**

Please note to all teachers and staff that all SEND related issues should be treated with the highest level of confidentiality and SEND students with specific learning challenges information will be stored on the SEND register with extremely restricted access. The SEND Co-ordinator will distribute the necessary and appropriate information regarding the specific student SEND categories and suggested interventions once received.

### **How we ensure that we identify and assess students' additional needs as early as possible.**

Early identification of needs helps to improve outcomes for our students, especially when support is integrated early in order to maximise its impact. The process of identification is provided below:

**Admissions Procedure:** As you would expect, our programmes are physically demanding, and as such, it is important that disabilities and medical conditions are declared and discussed as early as possible during the application stage. Students and parents are actively encouraged to discuss any special educational needs, including examination access arrangements as part of the admissions process. Any documentation and attainment data from previous schools should be shared with the admissions team to ensure that the needs of each individual can be met as part of our programme. Our admissions processes involve representation and advice from our strategic partners, University of Greater Manchester and Bolton College. Their early involvement helps to ensure that successful students' needs are recognised, shared

with the appropriate teaching professionals and that targeted support is in place from the very start of the learning programme.

- Prospective students are encouraged to contact us and arrange to visit our studios and discuss, at an informal level, any individual needs before formal application.
- At audition phase all students are given a 1-1 interview and at this point students are expected to share any SEND/Medical issues with the interview panel. This information is then communicated to the SEND Co-ordinator/team to follow up.
- Shockout sends out medical questionnaires once applications have been received to verify and disclose all SEND related issues at the next phase of admissions procedures. All medical forms have to be signed off by the GP's, Doctors and medical specialist of the student before gaining a place at Shockout. Once received we will endeavour to contact the students to discuss any SEND/Medical issues prior to enrolling on their course of choice upon being given a place on any of our courses.
- All students are made aware of the Shockout 'fitness to study policy' which details expectations of successful study within a dance, singing, acting and musical theatre training environment.

**Teacher Identification:** Every professional practitioner at Shockout is responsible and accountable for the progress and development of all students in their class, even where they access support from Learning Support Teachers or other specialist staff, within or outside of the class. In the first instance, teachers will aim to give students any additional support that they need to succeed in their learning and develop as a Performing Arts professional.

The Student support team, Heads of faculty and teachers are expected to actively identify students who are making less than expected progress given their age and individual circumstances and seek additional support where necessary as well as set appropriate targets. As an organisation, we characterise a student as making less than expected progress when:

- Their progress is significantly slower than that of their peers when starting from the same baseline.
- They fail to match or better their previous rate of progress.
- They fail to close the attainment gap between their own attainment level and those of their peers.
- Or the attainment gap widens.

The SEND Co-ordinator and student support team meet frequently to specifically discuss students who are not making sufficient progress, as defined above. At this

meeting supportive and developmental targets will be discussed to support the student in closing any attainment gap. Where these targets do not impact on attainment, teachers will request additional assessment and additional learning support to assist in identifying areas of specific needs in preparation for any request for external support. Teachers should also refer any student to the student support team to follow up.

**Student Support Plan:** When a student has been identified as needing additional support the first stage will be for the SEND Co-ordinator to meet with them to support them in developing their own support plan. Such a plan might include the student arranging additional study time or catch-up support with teachers.

**High Needs Identification** - Sometimes, students will demonstrate social, communication, behavioural or mental health needs that are not necessarily identified through analysis of attainment grades. In such circumstance's all staff should refer individuals to the student support department for further screening assessments and support through University of Greater Manchester and Bolton College.

These may include using a range of tools such as:

- Special assessment of learning needs
- Examination access arrangements where appropriate
- Technical equipment support
- Mentor support for social, emotional and mental health
- Dyslexia support
- Help with English as a second language
- Help with English comprehension and language
- Support for individual or classwork
- Help with planning and organising as well as study skills.

In line with our legal responsibilities students who show difficulties in these areas may be referred to outside specialists such as an Educational or Clinical Psychologist or Speech and Language Therapist for further specialist assessment and support.

## **How our educational philosophy links to learning support**

Shockout uses a multi-levelled system of support which offers students staged, collaboratively developed interventions, with close progress monitoring. This model reflects international best practice that is well supported by current research evidence and which allows us to be adaptive as we work with our students.

**Level 1: Inclusive, High Quality Teaching** - The educational philosophy at Shockout emphasises that every student is an individual and is taught with a differentiated and holistic approach. Such personalised learning is delivered as a result of the following characteristics:

- highly focused lesson designed with sharp objectives
- teaching that builds upon what a student already knows can do and understands
- high demands around student involvement and engagement with their learning
- high levels of interaction for all students
- appropriate use of professional practitioner questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for students to talk in both pairs and in groups
- teachers who are knowledgeable about the field and who know how to deliver contextually relevant content.
- an expectation that students will accept responsibility for their own learning and work independently
- teachers consistently apply the specific learning strategies recommended by the learning support department
- regular use of encouragement and authentic praise to engage and motivate.

**As part of Level 1 teaching, Shockout lecturers deliver high-quality lessons and instruction by focusing on six key areas:**

## **PITCH**

All of our teachers plan their lessons to ensure that students of all abilities, including those with additional needs, are able to access what is being taught while being suitably challenged. To facilitate this, teachers and Learning Support staff work together to meet the needs of individuals in the classroom. They use a variety of approaches and activities to meet a range of learning needs including extension tasks and more challenging questioning or activities for more able students. Similarly, work is set according to students' learning needs and are designed to build upon or consolidate learning at college.

### **Evidenced by:**

- Targeted questioning & activities
- Individual needs met
- At the boundary of student's current knowledge and skills
- Knowledge of the young person's skills and abilities.
- Targeted in-class support

## **BEHAVIOUR**

Our ethos of mutual respect and high expectations result in an inclusive and orderly learning environment where all students have the opportunity to succeed. The academy has a clear policy for behaviour which is enforced consistently while paying

due regard to the needs of individual students. Underpinning this is the strength of the relationships between students and teachers and amongst the students themselves.

**Evidenced by:**

- Consistent rewards & sanctions
- Routines evident
- Values led: mutual respect
- Punctual
- Positive relationships

**EXPERT**

Shockout benefits from highly qualified and experienced teachers with the highest levels of subject knowledge. Our teachers seek to inspire and motivate all learners and create memorable learning experiences. We are committed to developing students' key skills in the Performing Arts across the entire curriculum.

**Evidenced by:**

- - High expectations
- - Excellent subject knowledge
- - Crystal clear
- - Enthuses and inspires
- - Develops skills including reading, writing, communication and mathematics.
- - The "Wow Factor"

**BUZZ**

We believe that learning should be both engaging and enjoyable. Our teachers design lessons to include stimulating activities that promote high levels of engagement and provide students with opportunity to learn actively rather than passively. We seek to foster students' skills as independent learners as well as providing many opportunities to collaborate and learn with their peers.

**Evidenced by:**

- - Talk is about learning
- - Thirst for learning
- - Stimulating starter
- - On-task and engrossed
- - Time flies
- - Fun & smiles
- - Independent and active

## ASSESSMENT

Effective assessment is at the heart of our practice. During classes our teachers use questioning and other strategies to elicit students' understanding, clarify any misconceptions and judge which students are ready to progress to the next stage in their learning. Students are assessed regularly and accurately. They are provided with clear feedback as to the level at which they are working, what they need to do to improve and how to do so. This may be given orally or through marking. We believe that feedback can be a powerful tool to improve the learning and so provide opportunities for students to reflect on their progress and respond to feedback given by their teachers and peers.

### Evidenced by:

- - Clear success criteria
- - Formative marking
- - Monitor, check, support & reshape
- - Know how to improve
- - Inclusive assessment
- - Hinge questions & mini-plenaries

## PROGRESS

We expect all students to progress in their learning in every lesson on every day. This is achieved through pitching learning activities so that they meet the needs of all students, ensuring a positive climate for learning, designing learning experiences which engage students and using assessment effectively. Our teachers also ensure that class time is well used so that students can make rapid gains. Classes are designed so that students have opportunity to reflect on the progress that they have made towards learning objectives. We support all students in reaching their potential across the curriculum, helping them meet or exceed predictions.

### Evidenced by:

- - Probing questioning
- - Students demonstrating learning
- - All students meeting or exceeding targets
- - No time wasted
- - Penny-dropping moments
- - Concluding activities that embed learning

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**Level 1 support is planned and delivered by teachers as part of their regular teaching. Informal discussion/consultation with the SEND Co-ordinator is advised at this stage. Where a student fails to respond to Level 1 support a formal referral to the SEND Co-ordinator should be considered and evidence of Level 1 support included to show a graduated approach to meeting the student's needs.**

**Level 2: Catch-up provision** – Students move to Level 2 when they do not make sufficient progress in response to Level 1 support provided by their teachers or their needs show evidence of needing intervention that is beyond what could be expected at Level 1. Level 2 focuses on short-term, targeted interventions that aim to address needs that could include the following:

- - Referral to Learning Support
- - Targeted exercise programs
- - Targeted dietary programmes
- - Access to extra-curricular activities
- - Relevant rewards systems
- - Targeted in-class support
- - Support with attendance
- - Provision of additional study materials
- - Study skills intervention
- - Referral to counselling
- - Additional studio time
- - Coloured overlays
- - Referral to University of Greater Manchester support team considered

On receiving a complete teacher referral, the SEND Co-ordinator will meet with the student to discuss their needs and consider their needs and consider their addition to the SEND register.

**Level 3: Long-term, Individualised provision** – Support at this level is intended for students who do not respond to Level 2 interventions. It is not assumed that a student who receives individualised support will always need such support. All provision is subject to regular review and students and parents are invited and expected to contribute to this review process by attending meetings, talking to subject teachers and ensuring that Shockout is kept informed of any changes in their needs.

At this stage, it is expected that the student will be referred to University of Greater Manchester for assessment and targeted learning support intervention.

- Modified Timetable
- Counselling support
- Referral to specialist external services via University of Greater Manchester which may include one or more of the following:
  - Educational Psychologist
  - Speech & Language Therapist
  - Occupational Therapy
  - Art Therapy
  - Irlen Diagnostician

## **How we communicate student's needs to staff**

Students that require higher level 2 and 3 support are provided with a Learning Support Plan (LSP) that sets out their assessed needs and the targeted strategies that teachers are expected to follow. Learning Support Plans may follow the assess-plan-do-review model set out in the SEND code of practice (2015) as their underpinning framework and would normally be reviewed on a termly basis with the student being at the heart of the process.

## **Our Graduated Response to Special Educational Needs**

Each of our students is an individual and as such will need varying levels of support at different times in the course. Our graduated approach to support is summarised below where the level of support is shown to increase across time and is dependent on need.

### **Level 1: Inclusive, High-Quality Teaching (4 to 6 weeks)**

- Teachers plan and deliver high quality classes and lessons where the learning differences of individuals are considered, and suitable strategies selected to meet individual's needs.
- Lessons are based on the principles set out on pages 3 & 4 of the Special Educational Needs Policy.
- Timescale: At this level students would be expected to respond within four to six weeks. Where a teachers planned and differentiated support does not improve the situation or where concerns remain the students should be referred to the SEND Co-ordinator including evidence of support offered so far.

### **Level 2: Catch-up provision (6 to 8 weeks)**

- Students move to Level 2 when they do not make sufficient progress in response to Level 1 support provided by their teachers or their needs show evidence of needing intervention that is beyond what could be expected at Level 1.
- Level 2 focusses on short-term, targeted interventions provided within the university.
- Support at this level is coordinated by the SEND Co-ordinator with the support of the Teaching Assistants and student support team
- Informal advice from University of Greater Manchester may be sought at this stage.

### **Level 3: Long term, individualised provision**

- Support at this level is intended for students who do not respond to Level 2 interventions.
- All provision is subject to regular review and students and parents are invited and expected to contribute to this review process by attending meetings and engaging in the planned support provision.
- Students will be formally referred to University of Greater Manchester's disability team for their support and oversight.

### **Attendance of students with Additional Needs**

A high level of attendance is essential to a student making good progress at Shockout. High levels of absence make it difficult for students to cover the full range of the curriculum as well as causing potential social difficulties and a limited sense of belonging and connectedness. We expect students to attend for a minimum of 95% of days. Attendance at this level allows for up to 10 days of authorised absence and illness across the academic year.

In addition to the academy's usual attendance procedures, the student support team specifically monitors the attendance of students who are on the SEND Register. Any in-class support is significantly disrupted through avoidable absence, students whose attendance falls below 95% will be referred to the Student Support team and their support will be reviewed to prioritise attendance.

### **Student Voice**

It is our belief that the opinions and experience of students are held in the highest regard. We recognise the importance of gaining students' views in how we plan our provision and promote the best outcomes for all of our students. With this aim we provide a number of opportunities to share views individually and collectively. These views are welcome at any time but are specifically sought as part of any statutory review process and at the end of a targeted interventions.

### **Roles and Responsibilities**

The provision put in place for students with additional educational needs and the quality of that provision is the responsibility of Senior management. However, on a day-to-day basis, the management of this provision is delegated to the SEND Co-ordinator. All teachers are teachers of additional educational needs in line with the Teachers Standards (2022).

The Governing Body follows the guidelines as laid down in the SEND Code of Practice 2015 to:

- Use their best endeavours to make sure that a student with SEND gets the support they need – this means doing everything they can to meet their additional educational needs
- Ensure that students with SEND engage in the activities of the broader curriculum alongside those students who have no particular educational need or disability
- Designate an experienced professional to be responsible for coordinating SEND provision – the SEND Co-ordinator.

Senior Management has responsibility for the day-to-day management of all aspects of the college's work, including provision for students with SEND. The Principal (works closely with our SEND Co-ordinator (who is also a member of the Student Support Team)).

In collaboration with the Principal and Student Support Team, the SEND Co-ordinator determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SEND Co-ordinator takes day to day responsibility for the implementation of the SEND policy and with support from the Teaching Assistants. They co-ordinate the provision for individual students, working closely with staff, parents/carers, students and external agencies. The SEND Co-ordinator provides relevant professional guidance to colleagues, or signposts them to such guidance, with the aim of securing high quality teaching for students with SEND.

The main responsibilities of the SEND Co-ordinator include:

- Overseeing the day-to-day implementation of the SEND policy
- Co-ordinating provision for SEND students and reporting on their progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Planning, monitoring and evaluating SEND training for staff
- Overseeing the records of all SEND students and ensuring they are maintained accurately and are kept up to date
- Being the main point of contact for external support services and agencies.

- Monitoring and evaluating the impact of interventions provided for students with SEND
- Providing relevant information on the individual needs of SEND students to ensure that teachers can plan appropriate in class support
- To lead on the strategic development of high-quality SEND provision as an integral part of the Shockout development plan
- Ensuring that the university meets its statutory obligations under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

## **All teaching staff and Learning Support Staff**

All staff need to be aware of the Shockout SEND policy and the procedures for identifying, assessing and making provision for students with SEND

All teaching staff must adhere to the relevant Teachers Standards regarding the provisions made for SEND students as follows:

- Know when and how to use adaptive teaching appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how arrange of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support student's education at different stages of their development.
- Have a clear understanding of the needs of all students, including those with additional educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Develop effective professional relationships with colleagues, knowing how and when to draw on specialist advice and support – Deploy support staff effectively.

Teaching assistants and session teachers liaise regularly on planning, assessment and progress to contribute effectively to the graduated response (assess, plan, do, review)

## **Meeting Medical Needs**

The Children and Families Act (2014) places a duty on educational providers to make arrangements to support students with medical conditions. We recognise that students at Shockout with medical conditions should be adequately supported so that they have full access to education, including external trips and visits and physical education provision.

Some young people with medical conditions may have a disability and where this is the case that Shockout complies with its duties under the Equality Act 2010.

