



SCULPTURE

Dance Arts

SEND Policy 2026

Special Educational Needs and Disabilities (SEND) Policy

1. Policy Statement

Sculpture Dance Arts is committed to providing an inclusive and supportive learning environment where all students, including those with special educational needs and/or disabilities (SEND), are valued, respected, and given equal opportunities to thrive. As a specialist dance college, we recognise the unique challenges and strengths that students with SEND may bring to our learning community, and we aim to ensure they are able to access high-quality dance and academic education, participate fully in college life, and progress into further training or employment.

This policy outlines our approach to identifying, supporting, and monitoring students with SEND in accordance with the SEND Code of Practice (2015) and the Equality Act (2010).

2. Aims

- To identify and assess students with SEND as early as possible and ensure appropriate support is in place.
- To remove barriers to learning and ensure all students can engage with Sculpture Dance Arts 's curriculum, particularly in both practical and academic aspects of dance education.
- To foster a culture of high expectations and achievement for students with SEND.
- To work collaboratively with students, parents/carers, external professionals, and staff to support student progress.
- To prepare students with SEND for adult life, further training, or employment in the performing arts and beyond.

3. Definition of SEND

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. This includes:

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

Categories of need include (but are not limited to):

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

4. Identification and Assessment

Students are identified through:

- Application and enrolment processes
- Transition information from schools or previous providers

- Self-disclosure or parent/carer disclosure
- Tutor or assessor referral based on observation or academic progress
- Initial assessments and diagnostic testing, where appropriate

All students are given the opportunity to disclose a SEND need confidentially at application, enrolment, and throughout their course.

5. Provision and Support

We offer a graduated approach to support, which may include:

- Differentiated teaching and learning approaches in both practical and theoretical classes
- Small group or one-to-one learning support
- Specialist equipment, software, or assistive technology
- Access arrangements for assessments and performances
- Counselling and wellbeing services
- External agency referrals (e.g., educational psychologists, occupational therapists, physiotherapists)
- Health Care Plans or Education, Health and Care Plans (EHCPs) implemented and reviewed in line with statutory requirements

Support is person-centred and developed in collaboration with the student and relevant staff, considering individual learning styles, physical abilities, and emotional wellbeing.

6. Curriculum Access and Participation

All students with SEND are encouraged and supported to participate fully in the life of Sculpture Dance Arts , including:

- Dance technique classes
- Rehearsals and performances
- Academic and theoretical studies
- Trips, enrichment activities, and industry placements

We aim to provide reasonable adjustments to ensure all students can engage safely and effectively, especially in physically demanding practical sessions. This may include warm-up adaptations, pacing strategies, or peer support.

7. Staff Training and Development

All staff receive training in:

- Understanding SEND and the impact on learning in dance education
- Inclusive teaching strategies
- Managing mental health and wellbeing
- Safe and effective communication with students with diverse needs

Specialists can provide ongoing CPD, advice and resources to teachers and support staff.

8. Student Voice

Students with SEND are central to the support planning process. We ensure:

- Regular reviews of progress and support through meetings to update Individual Learner Plans
- Opportunities for students to give feedback on provision
- Involvement in decision-making around reasonable adjustments and targets

9. Partnership with Parents/Carers and Agencies

Where appropriate, Sculpture Dance Arts works collaboratively with:

- Parents and carers
- Local authorities (for EHCPs)
- Healthcare professionals and therapists
- Careers services and external providers

Consent is sought for all information sharing, in line with GDPR and safeguarding guidelines.

10. Monitoring and Evaluation

The effectiveness of SEND support is monitored by teachers through:

- Reviews of individual support plans
- Student outcomes and retention data
- Staff and student feedback
- Annual self-assessment and quality improvement plans

11. Complaints

Complaints regarding SEND provision should follow Sculpture Dance Arts 's Complaints Procedure, available on the website. We encourage early and open communication to resolve concerns informally where possible.

12. Policy Review

This policy is reviewed annually or as required by changes in legislation or college practice.

Date: June 2026

Review Date: June 2027

Responsible Lead: SLT / Designated Safeguarding Lead (DSL)