



SUSI EARNSHAW

School of Academics & Performing Arts

SEN Information Report 2020 -2021

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Last updated: July 2021	Next review: July 2022
Ratified by: Julia Hammond (headteacher)	Date: 14 th July 2021

A very warm welcome to Susi Earnshaw Theatre School's where our goal is to nurture, support and educate all learners to the highest possible standards in line with their individual needs and strengths.

Our Vision:

Susi Earnshaw Theatre School provides an outstanding Theatre School experience and an education that allows pupils to continue into further and higher education. For each individual we instill and love of the arts and promote personal achievement, success, strength of character, tolerance and a lifelong love for learning. We provide the support; challenge and breadth of

THE PURPOSE OF OUR INFORMATION REPORT

The purpose of our School's SEN Information report is to inform parents and carers how:

- we welcome, support and implement provisions for students with special educational needs and disabilities (SEN/D);
- we ensure that all staff are well trained, positive and purposeful about the inclusion of students with SEND;
- we work closely with parents and carers in planning and reviewing their child's progress; and
- we constantly remove barriers to students' achievement.

Learners who attend our school come from a variety of local educational authorities. Links to the local offers of different boroughs can be found on their individual websites.

We update our SEN Information Report annually by asking parents and students what is working well and what they want us to improve. The next review date for our SEN Information Report is August 2021.

WHAT KIND OF SCHOOL IS THE SUSI EARNSHAW THEATRE SCHOOL?

- We are a lively, Independent, multi-ethnic Theatre School based in the London Borough of Barnet.
- We support learners in the 9-16 age range.
- Susi Earnshaw Theatre School is a small and specialist school that is highly sought after.
- The number of children on roll is 30.
- Parents and Carers residing in Barnet and other places make applications for places through their Local Education Authorities.

Priority is given to applicants who:

1. **Have strong potential and/or particular talents and strengths in the field of the Performing Arts.**
2. Have siblings at the school.
3. Are looked-after children (LAC).
4. Have Educational Health Care Plans (EHCP) or a Statement of Special Educational Needs (S).

Parents of children who have an Educational Health Care Plan **should not** apply through the ordinary secondary transfer process, but instead should be guided by the SEN team of the Local Authority that maintains the EHCP. The LA will then consult with our school to ensure that we can provide what your child needs in order to thrive. If placement is agreed, the LA will then pass on the appropriate funding to our school to enable the young person's needs, as outlined in their EHCP, to be met in full.

Susi Earnshaw Theatre School is a committed and integral part of the local community. We are committed to working with both local and national partners. This ensures that all of our students, including those with SEND, leave our School not only with appropriate academic qualifications, (including GCSEs) and the specific skills that will give them opportunities to have successful Art's based careers, but also the values and attitudes that will make the world a better place.

Our most recent Independent School Inspection rated the school as Compliant with each and every one of the Independent School Standards (2018).
experience which ensure our students become creative, resilient and successful adults.

ABOUT SEND AT SUSI EARNSHAW

Currently, the school is catering for a total of **34 students**. **3** students have EHCPs, and **1** additional student with an EHCP will be joining our school in September 2020. **10** students are on SEN Support. The majority of learners do not have special educational needs.

At a glance:

- **59%** of the school population are identified as having **no special educational needs or disabilities**.
- **41%** of the total school population are on the SEN register.
- **29.3%** are recorded as on SEN Support.
- **11.7%** of the school cohort are in receipt of an EHCP

WHAT TYPES OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ARE WE MOST FAMILIAR WITH?

At Susi Earnshaw Theatre School, we have developed particular expertise supporting learners with the following needs:

- (Cognition and Learning): Specific Learning Difficulties such as Dyslexia and Dyspraxia
- (SEMH): Social Emotional and Mental Health Needs including anxiety, depression, eating disorders and self-harm.
- (HFA): Higher Functioning Autism, including Demand Avoidance.
- (ADD): Attention Deficit Disorder, hyperactive and inattentive types.

We are willing to consider each learner on their own individual merits and, if a potential applicant auditions well, we will consider supporting any learner as long as we are confident that reasonable adjustments can be made to ensure their full inclusion and participation at the school.

WHAT WE THINK IS IMPORTANT AT SUSI EARNSHAW THEATRE SCHOOL

- Our culture is based on respect, strong relationships and tolerance.
- We welcome difference and diversity.
- We help all of our pupils to realise their potential and to recognise the basic equality of all people so that they can become independent, self-motivated learners and responsible citizens.
- If, despite our graduated response to SEN learners continue to struggle, we will seek support from the LA or refer to external professionals who can offer further assessment, guidance and support.
- All SEN interventions are carefully monitored using a plan-do- review approach and pupils identified as having SEND will be in receipt of an individual plan which is reviewed on a termly basis.
- We value and celebrate the achievements of all our students.
- We are committed to working in partnership with parents and our wider community to ensure that all stakeholders are centrally involved in the life of the school.
- We will always involve parents and their children in planning and reviewing progress; we keep parents informed of their child's progress and share positive information with them, as well as raise issues where necessary.
- We know that the earlier we identify special educational needs and provide support, the more successful our students will be.
- We will always provide expert support and resources for students with SEND to fulfil their potential, in line with their EHCP plans.
- We will ensure that learners who need support in examinations are assessed by an OCR Level 7 Access Arrangements Specialist, that appropriate measures are put in

place and that learners utilise these arrangements as part of their 'normal way of working'.

- We make sure that all our staff has the knowledge, skills and training to support all students with SEND in our school.

HOW WE LEARN WITH AND FROM OTHER SCHOOLS, ORGANISATIONS AND PROFESSIONALS?

We are a learning community and believe that it is important to work with other organisations to make sure that our knowledge, expertise and skills on SEN/D issues are up to date.

- We regularly utilize SEN consultancy services and the specialist staff from ASEND, an leading independent SEN organization.
- We liaise regularly with Local Authority SEN caseworkers to better understand the additional needs of learners.
- We liaise directly with feeder schools to gather information about Safeguarding and SEN needs.
- Our SENCO regularly attends training and liaises with members of the Local Authority to keep Susi Earnshaw Theatre School up to date with national developments and local projects on inclusion.
- Furthermore, our SENDCO is a fully accredited and well experienced practitioner who has supported schools and specialist settings to improve.

SPECIALIST SUPPORT

At Susi Earnshaw Theatre School, we can draw on the support of the following professionals if we have concerns about the needs of a young person or if the EHCP requires it.

Specialist Service and type	Examples of what they do
Educational Psychologist	Support for children (observation, assessment or one to one work), for example if statutory assessment is required). Advice to staff, parents and children. Ongoing staff training.
Speech, Language and Communication Support (SALT)	Support for children (one to one, small group or in-class) Support for teaching staff in making the curriculum accessible for pupils who have communication difficulties Support for children (observation, assessment or one to one work), for example if statutory assessment is required). Advice to staff, parents and children. Ongoing staff training.
Autism Support	Observation of children Advice to staff, parents and children Support for assessments

Children and Adolescent Mental Health Service (CAMHS): external service	Mental health support and advice for children and their families
The Haringey Hearing and Visually Impaired Service): external service	Support and advice to parents, children, school staff on meeting the needs of pupils with hearing and/or visual impairments.
Occupational Therapists): external service	Support and advice to parents, children, school staff on meeting the needs of pupils with physical impairments and/or fine and gross motor difficulties.
Community Policing Team	Support and advice to parents, children, school staff Keeping our school community safe. Training and Talks.
School Health Team: School Nurse (linked to Vale Drive)	Support and advice to parents, children, school staff on health matters Vaccinations take place and QE Girls' School
Therapeutic TA Support	Support in class before a situation escalates.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL?

We constantly monitor the impact our service makes in the progress of our pupils. Where we have been less successful, we take action. These are the facts and data we use to make sure we continue to meet the needs of all pupils identified with SEND:

1. Susi Earnshaw Theatre School uses CATS test on entry.
2. Every student has learner targets and we track their attainment termly. This includes exam and assessment results.
3. Attendance and punctuality are tracked daily on the school register, and teacher monitor attendance at every lesson.
4. Exam results and assessment levels are kept for every child as well as records about their SEND and medical details, should they have needs in these areas.
5. Behaviour records are kept including all the strategies and provision that the School has implemented to support its pupils.
6. All pupils sign in and are formally registered at 9am am and again at the beginning of every lesson to ensure we have accurate attendance and punctuality records.
7. Their involvement in enrichment and after school activities is formally monitored by the school.
8. Pupil commitment to the School and the wider community, for example, through volunteer work or shows, is monitored and formally recognised by the School.
9. We monitor where our pupils go when they leave our school and ensure smooth transitions into the arts sector, further or higher education, or training.
10. Weekly whole staff meetings are used to discuss individual pupil needs and provisions.
11. We take into account the views of our pupils, and their parents, about their provision. Complaints are dealt with quickly and resolved positively.

WHO TO CONTACT FOR MORE INFORMATION?

Head Teacher: Mrs. Julia Hammond.

SENCO/ Head of Differentiation: Mrs. Miriam Winer

The SENCO is the first person to contact if you have any questions about our approach to SEN/D and she leads on the day to day operation of our SEN procedures following the SEN Code of Practice.