

## Policy 009: Special Educational Needs

### 1. Purpose and Scope

1.1 This policy explains in an open, transparent and accessible way how the Academy of Contemporary Music (ACM) supports students with Special Educational Needs (SEN) and the roles and responsibilities of ACM staff.

1.2 This policy describes how the ACM meets the learning needs of SEN of students by defining the arrangements in place for their support and the roles and responsibilities of ACM staff.

### 2. Policy Statement

#### Special Educational Needs

2.1 ACM is committed to provision of equal opportunities for disabled students and staff and aims to create an environment that enables them to participate fully in the mainstream of ACM life. Everyone who has the capability to benefit from studying or working at ACM should have the opportunity to do so: this is the principle that informs ACM's approach to widening participation in a range of areas, including disability.

2.2 ACM takes positive steps to ensure that disabled students can fully participate in the education and other benefits, facilities and services provided for students. This duty is anticipatory and continuing.

2.3 To encourage a inclusive approach to disabled students, ACM staff need to respond appropriately to disabled students' needs. This includes ensuring that:

- staff have appropriate training to review their own practices and adopt more inclusive learning, teaching and assessment approaches
- they understand their duties to make reasonable adjustments
- they are aware of the advice and support services for disabled students within ACM.

2.4 The Disability Discrimination Act 1995 was amended in 2005 to include a public sector duty towards disabled people which, in the context of higher education institutions (HEIs), encourages academic staff to review their learning, teaching and assessment methods to become more inclusive for disabled students. The legislation supports a mainstreaming approach to disability, often referred to as the social model of disability. ACM recognises the social model of disability in order to satisfy its responsibilities.

#### Admissions Arrangements

2.5 ACM applicants complete admission forms that include details of any SEN. All applicants who have declared a SEN are referred to the Education Guidance Department (EGD) who who engage with the applicant to ensure that they are given information and advice about the support available.

2.6. Students who have declared complex support needs are phoned and support arrangements are discussed.

2.7 No students are denied admission on the grounds of their disability and ACM plans for

and anticipates the requirements of disabled students.

## **Specialist SEN Provision**

2.8. Specialist 1:1 tuition is offered where appropriate, together with in-class support where required. EGD staff liaise closely with ACM tutors and provide necessary training and updating. EGD staff also liaise with the ACM Student Referral Team and ACM counsellors for students with mental health issues.

2.9 The EGD consists of Specialist Tutors, who are qualified teachers with post-graduate qualifications in SEN, a Specialist Mentor, Specialist Classroom Assistants who are ACM Alumni with in-house training and, in the Clapham and Metropolis sites, Student Services Managers. The Specialist Tutors are on the Association of Dyslexia Specialists in Higher Education (ADSHE) register, and the Specialist Mentor is accredited by the University Mental Health Advisors Network (UMHAN) ensuring they complete rigorous CPD and peer supervision.

2.10. Tuition can take place via Skype if recommended in the student's Needs Assessment Report.

## **Facilities**

2.11 The EGD in Guildford has a separate entrance to the main teaching areas so students can attend discreetly. The EGD aims to have a calm and positive environment, where students feel welcome and comfortable. In Clapham and Metropolis, private rooms are offered for students to meet their DSA Study Skills and/or Mentoring tutors.

2.12 All areas in ACM buildings have disabled access and toilets.

2.13. There is a no-food-or-drink policy in all teaching areas, enabling attendance of students with anaphylaxis.

## **Allocation of resources**

2.14 ACM provides a tutorial and counselling service for all students.

2.15. The EGD in Guildford has a separate Specialist Mentor and recoups funding for HE students who have a DSA Mentoring allocation in their Disabled Students Allowance (DSA). In Clapham and Metropolis the ACM facilitates support through DSA Mentors that are funded directly by the DSA and are not in-house. ACM provides a room for students' use so that they may meet the mentors in a safe and suitable environment.

2.16. The EGD in Guildford has Specialist one-to-one support and recoups funding for HE students who have a DSA Study Skills allocation in their Disabled Students Allowance (DSA). In Clapham and Metropolis the ACM facilitates the provision DSA Study Skills Tutors that are funded directly by the DSA and are not in-house. ACM provides a room for students' use so that they may meet the tutors in a safe and suitable environment.

2.17 The Education Guidance Manager is responsible for the funding paperwork.

2.18 Specialist invigilation of assessments for SEN students is carried out at the EGD.

## Identification of needs

2.19 Students who declare their support needs, and satisfy Data Protection requirements, are identified to teaching staff through the Insight program, which flags the student's name on the staff registers, enabling teaching staff to have instant access to the information entered. Staff are also advised when this information is updated.

2.20 Teaching staff may refer any student to the EGD if they have concerns re the student's support needs. EGD staff can carry out Dyslexia Screening Tests upon request.

2.21. EGD staff keep detailed records of work done with students and progress made.

## Access to the Curriculum

2.22 ACM takes positive steps to ensure that disabled students can fully participate in the education and other benefits, facilities and services provided for students.

2.23 This duty is anticipatory and continuing – ACM plans ahead and anticipates reasonable requirements of disabled students. This includes providing all documentation in a digital format and providing alternative forms of assessment as required.

## Evaluating the success of provision

2.24. Records are kept of the attendance, retention and achievement of all students, including those with SEN.

## Complaints

2.25 ACM students can speak to the Student Referral Team and/or the Senior Programme Officers, and raise concerns.

2.26. Informal, and Formal Grievances can be made in accordance with the Student Complaints and Grievances Policy and Procedure.

## 3. Responsible Parties

3.1 The policy lead is responsible for the cyclical monitoring and review of the policy in liaison with the Quality Assurance and Enhancement Manager. The Special Educational Needs Policy lead is:

- Head of Student Services

3.2 Decisions and appropriate actions in support of the implementation of the Policy will be authorised by the following designated staff:

- Head of Student Services
- Education Guidance Manager
- Head of Teaching and Learning
- Head of Education
- Academic Registrar

## 4. Reference Points

### 4.1 Internal:

- Admissions
- Admissions Complaints
- Equality & Diversity
- Safeguarding
- Fitness to Study

### 4.2 External:

- Disability Discrimination Act 1995, 2005 (amended)
- Data Protection Act 1998
- The Equality Act 2010
- Special Educational Needs and Disability Code of Practice 2015
- Middlesex University Regulations, 2016/17: Provision for students with disabilities and learning difficulties

## 5. Date of Approval and Next Review

Version: 1.1

Approved on: 28 Jul 2017

Approved by: Academic Board

Next Review: 01 Aug 2018