



Chetham's
School of Music

Compensatory Education Manual

The role of the Compensatory Education Department at Chetham's is to support students who have any learning differences. The Department works with two distinct groups of students and has a policy for each:

- Those with and Special Educational Needs and or Disabilities. (SEND)
- Those for whom English is a Second or Additional Language. (E2L/EAL)

Contents	Page
The SEND Policy	3-8
The E2L/EAL Policy	9-11
Appendix 1 Cause for Concern (Pro forma)	12-13

Special Educational Needs and/or Disabilities Policy

- SETTING THE SCENE
- SENCo
- SUPPORT PROVISION
- THE GRADUATED RESPONSE
- IDENTIFICATION and REFERRAL
- DOCUMENTATION and COMMUNICATION
- STUDENTS and PARENTS
- PUBLIC EXAMINATIONS
- MONITORING

SETTING THE SCENE

In preparation for this policy update, parents, carers and students were invited to make suggestions/comments by November 12th 2014. The Department continues to welcome feedback in this way. The policy has been discussed with and confirmed by: the School Committee; the SEN Governor; the SMT; and the Medical Centre in the spirit of the current reform: SEND Code of Practice (CoP) effective from September 2014. The significant principles underlying the new CoP are outlined below:

The new SEND Code of Practice (CoP) describes the principles that should be observed by all professionals working with children and young people who have SEND. These include:

- identifying the needs of children and young people
- taking into account the views of children, young people and their families/carers
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- enabling children, young people and their parents to participate in decision-making
- cover from birth to 25yrs when an Education and Health Care Plan (EHC Plan) is in place
- collaborating with partners in education, health and social care to provide support
- helping children and young people to prepare for adulthood

Chetham's School of Music is committed to educating musically gifted students between 8 to 18 years of age. Academic ability is not the defining issue for admission to the School. This means that there is a wide range within the make-up of the School population. There is a continuum of need within the School and in response a continuum of provision. The School aims to use best endeavours in providing SEND support based around student-centred approaches and working with parents/carers. It is our aim to ensure that students accepted for their musical ability will achieve success because of our raised aspirations and expectations. It is the School's aim to focus on positive outcomes so that students learn how to be independent, resilient and competent. The policy has regard for the importance of maintaining quality, accountability, capability and equity.

The Compensatory Education Department (CE Department) at Chetham's seeks to support students who have a learning difference, Special Educational Need and/or Disability (SEND), including students with an existing Statement of Special Educational Need or a new Education and Health Care (EHC) Plan.

In accordance with the new **Special Educational Need Code of Practice (SEN CoP) 2014** and in the particular circumstances of the School a student has special educational needs if they:

- a) **have a significantly greater difficulty in learning than the majority of children of the same age; or**
- b) **have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in similar schools. (Section xiv from Introduction SEN Code of Practice, 2014)**

SENCo

The Special Educational Needs Co-ordinator (SENCo) is Mrs Barbara Owen BEd RSA Dip SpLD, who is also the Child Protection Officer and a member of the School's SMT.

The SENCo is a qualified teacher and has responsibility for:

1. Ensuring liaison with parents and other professionals in respect of the student's special educational needs/disability.
2. Advising and supporting other staff in School in order to ensure that a graduated response to SEN is in place.
3. Ensuring that an appropriate plan of learning is co-ordinated and delivered.
4. Signposting a network of local support agencies as required.
5. Advising on the use of the School's designated budget.
6. Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
7. Assessment and preparing of reports for individual student's Access Arrangements within the School setting.
8. Liaising with the local authority where the School is the named institution in the student's EHC plan.

The School will ensure that the SENCo is allocated sufficient time and resources to carry out these functions. This should include provision of sufficient administrative support.

SUPPORT PROVISION

The CE Department provides additional support for students who have Special Educational Needs and Disabilities. This may for example relate to specific learning difficulties, autistic spectrum condition, physical difficulties or helping those who find the academic programme difficult to access without additional support. In addition we have experience of working with students with dyslexia, dyspraxia, dyscalculia, attention deficit (hyperactivity) disorder, semantic processing disorder, visual and/or hearing impairment. At Chetham's, close liaison takes place between students and staff, staff and staff, parents and carers and staff. The House and Tutor teams, Medical, Instrumental, Academic, Catering, Administrative staff all work to ensure students are supported within and beyond the classroom. Parents and carers of all students, day or boarding, are encouraged to discuss with us any additional provision and/or reasonable adjustments.

The provision aims to ensure the greatest possible access to a broad and balanced education, including the National Curriculum as delivered at Chetham's. The provision is

guided by individual assessment of students within the Department. When appropriate, further guidance is sought from our Chartered Psychologist.

In the first instance it is the duty of the subject teacher to anticipate individual educational needs of students and to tailor their teaching to include all students. There may be an additional need for support from a specialist teacher, from the CE Department or additional support from an external agency. Academic and Instrumental tutors should aim for quality-first teaching by including differentiated and personalised approaches as necessary. Any additional training requirements will be met via INSET in School, or external courses as part of an individual teacher's Continual Professional Development as identified during the appraisal process. The new CoP suggests that students are recognised as having SEN if they do not make adequate progress within a teaching environment where all interventions/adjustments and good quality personalised teaching is in place. (p88 Section 6.37, SEN CoP 2014). The SENCo should assess teaching areas and resources bearing in mind the learning differences of the students. Good provision should enable all students to overcome barriers to learning and thus be assessed by outcome.

The type of support varies according to the need. At Chetham's, students experience support in the following ways:

- individual lessons with a specialist teacher (minimum of half an hour per week)
Students, at Chetham's, are used to attending individual lessons as part of their programme.
- in-class support (in one or more lessons per week)
- occasional study skill support lessons
- 'drop-in' sessions for consultation
- via modification or enlargement of materials
- other appropriate intervention such as links with outside agencies

THE GRADUATED RESPONSE

In the first instance, when a student is identified as a concern or as having SEN, we shall make provision available from within the School's resources. This initial step may include review of the current provision to see if some minor adjustments can be made within the class setting. The aim will be to remove barriers to learning. This support will take the form of a four-part cycle *Assess-Plan-Do-Review* so that decisions and actions are revisited, refined and reviewed to attain good progress and positive outcomes.

If appropriate, as a further step, the CE Department will provide individual teaching sessions.

We look to make reasonable adjustments and also welcome the chance to work with parents/carers, Local Authorities, Primary Health Care regarding EHCs, Personal Budget and the Local Offer. The school is keen to make the very best provision for all students. With the arrival of the new CoP this may include partaking in the delivery of an EHC plan; helping student and parents/carers to request an EHC plan; and helping parents/carers to manage Personal Budgets by sourcing appropriately qualified support and/or equipment from external agencies. We have good professional contacts in the local area, and are keen to help parents/carers/students in this respect. We have maintained excellent support from external agencies in the Manchester Local Authority and privately, for example, from a Speech and Language Therapist; an Occupational Therapist; and The Vision Centre at the University of Manchester. This may incur an additional cost but is also subject to any reasonable adjustments which the School may be able to make.

IDENTIFICATION and REFERRAL

Students are referred to the CE Department through a variety of routes:

- Information provided by parents/carers during the application/audition process
- Previous school reports
- Concerns raised at audition
- Educational Psychologist's report (organised by parents/carers/previous school)
- By referral from a Chetham's teacher, tutor or House parent
- Student self-referral
- A cause for concern raised by a parent/carer
- Informal or formal screening within the School
- MidYIS, YELLIS and ALIS – the School's baseline assessments.
- Dyslexia screening
- Medical Centre – may alert us about students who are experiencing 'overuse and misuse' as identified by the Traffic Light system. We also have access to equipment which might help a student who is temporarily unable to write/play, to present academic work in a different format.

The CE Department may refer students to their GP or our Chartered Psychologist for educational concerns such as Autistic Spectrum Condition, e.g. Asperger's Syndrome. This is usually discussed with the student and/or parents/carers beforehand. Older students may self-refer.

DOCUMENTATION and COMMUNICATION

A record of students with SEND is kept and monitored and shared with members of staff on a "need to know" basis.

Members of staff are required to complete a 'Cause for Concern form' (see Appendix 1) if they are concerned about a student's progress/access. This step must take place early in the process as a preventative step and certainly prior to the point of failure. When a new 'Cause for Concern' issue is raised, brief details of the problem, the date, the named person raising the concern and the possible action to be taken, are recorded. Further discussion between the CE Dept tutor and the student's academic, instrumental and pastoral tutors should then ensue.

It is always the aim of the CE Department to identify a 'Cause for Concern' and to address this problem at the earliest possible stage. Early intervention provides the best outcomes.

In addition to our School report process and parent/teacher meetings, parents and carers are encouraged to telephone/email the CE Department or the support teacher for their son or daughter and they are consulted as necessary in relation to any additional support that is required.

The needs of students with medical conditions, SEND, Statement of SEN, EHC plan are taken into account not only on site in all subjects, including PE, but also off-site during educational and social trips and general School life. Members of the boarding staff have awareness of any needs which may extend beyond the 'working day'.

STUDENTS and PARENTS

Whenever possible, students are involved in the planning of their own programmes. They are encouraged to discuss the nature of their support and the point at which they feel that they are ready to move on without support. The discussion, together with the specialist teacher's guidance, will form the basis of the target setting procedure for the

short-term/long-term goals. Students who have moved to 'monitoring' status are always reminded that they may return for further one-off or longer term support if they feel that this is necessary. Parents will be notified of our intention and asked for feedback regarding a move to 'monitoring status'.

Additional support/preparation is in place at transition points: e.g. Y6 to Y7 (there is no change of site but there is a significant change in the daily programme). Likewise we offer specific support to our students at transition from Y11 to Y12 and for specific preparation for higher education towards the end of Y13.

Parents will be notified if it is thought necessary and appropriate for their son/daughter to undergo assessment. Older students may make their own request for assessment. Parental involvement is welcomed and valued. There are opportunities for further discussion at the regular parent/teacher meetings, directly by telephone, letter or email between the SENCo or other specialist teacher and the parent. Where the need is more complex by invitation to a review meeting if the student has a Statement/EHC plan/intervention from external agencies and there is a need for review by a specific group of teachers and possibly external agencies. Parents may expect to receive a written report of progress twice a year in the normal profiling procedure. Statutory annual reviews will of course be scheduled for any student with a SEN Statement/EHC plan.

PUBLIC EXAMINATIONS

Students who have been assessed/diagnosed as having a learning difference or SEND, may qualify for Access Arrangements for their course and for internal examinations/public examinations. Appropriate assessment is required together with a history of need. Assessments can often be administered by the SENCo. Parents are asked to liaise with the SENCo in good time with respect to this and to provide relevant background information at the earliest point, preferably prior to entry. In consultation with the Examinations Officer, the SENCo will then make the relevant 'Access Arrangements' for such examinations.

Many students request the use of a word processor in exams because they find it easier or faster to type than to write longhand. However, the Exam Board regulations state that candidates can only use word processors if they have a **specific need**, for example a learning difficulty, medical condition or physical disability, or some other learning need which has been identified by an assessor, e.g. Head of CE Department or an Educational Psychologist.

The SENCo and the Examinations Officer have a duty to ensure that all arrangements (including those granted at previous schools or by an external assessor) accurately define the student's working practice at Chetham's. Supporting evidence will be gathered from academic and instrumental tutors.

The SENCo also provides all of the relevant reports for the ABRSM examinations. This information is collated by the Music Department Co-ordinator.

MONITORING

Knowledge of a learning difference or SEND should be shared with the SENCo. If the provision made for individual students raises any confusion or dissatisfaction, students or parents/carers should speak with the SENCo, or Dep Head Curriculum (line manager for CE), at an early stage as these matters can so often be resolved quickly and smoothly. If there is a more serious matter please the School's complaints procedure could be used. The Department welcomes feedback from students, staff and parents/carers.

The SEND provision is specifically monitored and evaluated during the annual appraisal process and by the annual Departmental Report to the Head and by the designated governor. The designated governor, students, parents/carers, all staff including individual student tutors and are encouraged to review and evaluate the provision from the Department. In addition, concerns about student progress are discussed on a weekly basis and in separate student-focused meetings.

Other policies specifically related to SEND include: Safeguarding, e-safety, Promoting Good Behaviour Manual, Accessibility Plan 2013-15, (Equality Act), Medical, Guardians, Whistle-blowing.

Mrs Barbara Owen

Head of Compensatory Education

Previously Revised November 2013

Revised March 2014

The policy was under review between Sept to November 2014 in response to the new SEN Code of Practice 2014

Revised 12th January 2015

Reviewed 27th January 2016

Reviewed 27th January 2017

To be reviewed on 27th January 2018

The Compensatory Education Department holds a key role within the School. Outcomes are important and so to ensure high standards are maintained this policy will continue to be reviewed on an annual basis.

Mrs Owen can be contacted:

Tel: via reception: 0161-834-9644

Email: barbaraowen@chethams.com

English as a Second Language (E2L) or English as an Additional Language (EAL) Policy

N.B. Whilst E2L and SEN are separate issues there can be some overlap in teaching and support requirements. For this reason, at Chetham's, it is regarded as appropriate that E2L should fall under the auspices of the Compensatory Education (CE) Department. The Head of Department is Mrs Barbara Owen.

The aims of the CE Department regarding English as a Second Language (E2L) or English as an Additional Language (EAL) are:

- to assess at audition (if possible) or at New Students' Open Day/on arrival and inform re: level of English, aptitude for language, amount of support required.
- to teach and reinforce the lexis, structure and syntax of the English language.
- to teach the receptive and productive skills of listening, speaking, reading and writing.
- to encourage, advise and inform other members of teaching staff who are working with students with E2L/EAL.
- to equip the student so that she/he is able to express their thoughts, emotions and needs.
- to allow the students to develop and demonstrate their abilities in using the above skills for practical communication in an accurate, appropriate and effective way.
- to support staff and students by facilitating an understanding of cultural differences and approaches to education.

All classes at Chetham's are taught in English and it is important that Chetham's can provide a course suitable to a prospective student's needs, both academically and musically. Where possible, the assessments carried out during the admissions process are used to identify the initial level of additional support that is required for students with E2L/EAL.

The over-riding purpose of these assessments is to inform the CE Department's teaching provision mapping for the following year. Prospective students are also given guidance about how they might improve their level of English before starting at Chetham's.

The overall aim of this department is to give each student a sufficient command of all aspects of English to enable them to function at their full potential, both in their studies, socially and culturally. Language should give access to the curricular subjects and be a tool for communication within these subjects. Students should be enabled to become independent learners.

In order to achieve these goals, students with E2L/EAL receive assistance through in-class support and/or separate language sessions. Language is best taught in the service of other learning, and for students who join the Lower School and are following a full timetable, a combination of in-class support supplemented by separate lessons for work on particular language topics is the preferred option. Students at Chetham's are accustomed to individual lessons on a one-to-one basis due to their music studies. During the individual lessons, attention is also given to a general overview of the student's curricular progress so that any necessary support can be provided. The ultimate aim for these students is for them to take the GCSE English examinations with their peers.

When students apply for a place at a college or university which uses English as the teaching medium, there is usually a requirement to have certificated proof of language proficiency, e.g. Cambridge CPE, IELTS, TOEFL. These qualifications all represent a high level of language skill and necessitate considerable intensity of study. E2L/EAL staff at Chetham's can offer students help and guidance about gaining this level of English.

DOCUMENTATION AND COMMUNICATION

A record of students with E2L/EAL is kept. This is monitored and shared with members of staff on a "need to know" basis.

Members of staff are required to complete a 'Cause for Concern form' (see Appendix 1) if they are concerned about a student's progress/access. This step must take place early in the process and certainly prior to the point of failure. When a new 'Cause for Concern' issue is raised, brief details of the concern, the date, the named person raising the concern and the possible action to be taken, are recorded. Further discussion between the CE Dept tutor and the student's academic, instrumental and pastoral tutors should then ensue.

In addition to our school report process and parent/teacher meetings, parents and carers are encouraged to telephone/email the department or their son or daughter's E2L/EAL tutor as appropriate.

The needs of students with E2L/EAL are taken into account not only on site in all subjects, but also off-site during educational and social trips and during general School life. Members of the boarding staff have awareness of any specific language needs which may extend beyond the 'working day'.

PUBLIC EXAMINATIONS

Students who have E2L/EAL may qualify for Access Arrangements for their course and for internal examinations and public examinations. It is important that we have access to specific information about the student's education. In consultation with the Examinations Officer, the Head of CE Department will make the relevant 'Access Arrangements' for academic examinations, e.g. use of simple translation dictionary/additional time. The Head of Department will also provide any relevant alerts for ABRSM examinations which will be collated by the Music Department Co-ordinator.

The Head of CE Department and the Examinations Officer have a duty to ensure that all arrangements (even those granted at previous schools or by an external assessor) accurately define the student's working practice at Chetham's. Feedback will be gathered from academic and instrumental tutors.

MONITORING

Any concerns about the progress of a student with E2L/EAL should be referred to the Head of CE Department. If the provision made for individual students raises any confusion or dissatisfaction, students, parents/carers should speak with the Head of Department or Dep Head Curriculum (line manager for CE), at an early stage as these matters can so often be resolved quickly and smoothly. If there is a more serious matter please use the School's complaints procedure.

The E2L provision is specifically monitored and evaluated during the annual appraisal process and by the annual Departmental Report to the Head and Dep Head Curriculum. The Department welcomes feedback from students, staff and parents/carers. Concerns about student progress are discussed on a weekly basis in the CE Dept Meeting and in separate student-focussed meetings.

Mrs Barbara Owen
Head of Compensatory Education
Previously Revised November 2013
Revised March 2014
Reviewed 12th January 2015
Reviewed 27th January 2016
Reviewed 27th January 2017
Next review 27th January 2018

The Compensatory Education Department holds a key role within the School. Outcomes are important and so to ensure high standards are maintained this policy will continue to be reviewed on an annual basis.

Mrs Owen can be contacted:
Tel: via reception: 0161-834-9644
Email: barbaraowen@chethams.com

Chetham's School of Music Compensatory Education Department
Record of Concerns *-please return to Barbara Owen, preferably by email.*

Name of student: _____

Concern raised by: _____

Form: _____ **Date:** _____

Details of particular strengths?

What is the exact nature of the concern?

What strategies have already been tried regarding this concern? (e.g. differentiated work; additional input from subject teacher; supervised prep; report card as reminder; peer support)

What progress has been made?

What further action is necessary? / What do you want to get out of this requested involvement? (e.g. small group/individual withdrawal, phone call/meeting with parents, SENCO to interview, counselling, targets set, referral to senior management, further training, E2L support).

Appendix 1 contd.

Name of student:

Year:

Teacher:

Date:

Areas of difficulty	Tick	Comment
Reading		
Comprehension		
Spelling		
Handwriting		
Numeracy		
Speech & Language		
Reasoning & Thinking		
Completing Tasks		
Motivation		
Concentration		
Motor Control		
Behaviour		
Co-operation with adults / peers		
Self esteem / confidence		
Personal Organisation		
Auditory Memory		
Visual Memory		
Additional Comments (Turn over if required)		

Signed _____

Please forward to the Head of Compensatory Education.