

## **POLICY AND PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS**

INCLUDES SPECIAL EDUCATIONAL NEEDS OR LEARNING DIFFICULTIES AND DISABILITIES

### **1. Enrolment of students with special needs (SN), special education needs (SEN) or learning difficulties and disabilities (LDD)**

Students are required in our terms and conditions to tell us about any special needs prior to enrolment. When students enrol they are asked to complete a registration form which includes a question on special needs. This can include SEN, LDD or any other type of special need.

When the Sales team receives information about special needs they will consult with the Designated Safeguarding Lead, or if purely academic, the Academic Manager to decide whether we can accommodate the needs of the student. In addition, they may ask for further details from the student.

The Designated Safeguarding Lead and/or Academic Manager, in consultation with other relevant departments, will assess the individual's needs in the following areas (as necessary):

#### **Academic**

- Will this student be able to be taught by our teachers?
- Will any special provisions need to be made (for example, such as sitting close to the whiteboard)?

#### **Accommodation**

- Do we have a host family or residence that will be able to accommodate this student?
- Would the host family or residential staff need to do anything additional for this student?
- Will the student be able to travel from the accommodation to the school or would special provision need to be made?

#### **Activities & excursions**

- Will the student be able to participate fully in all activities and excursions?
- Would we be able to amend the activity / excursion programme in order to offer the activities & excursions that this student would be able to participate in?

#### **Health & safety: access to buildings**

- Will the student be able to access all the necessary parts of the buildings (classrooms, toilets, café, activity rooms)?
- Is there anything additional that we would need to do to (for example, use a ground floor classroom)?

#### **Medicines & allergies**

- Can the student administer own medicines or do they need someone to help them?
- Does the student need somewhere to store medicines and if so, do we have somewhere fit for this purpose?
- If the student has allergies, should we undertake additional training for our staff (for example, how to use an Epi-pen)?

#### **Food allergies**

- Can a host family/residence accommodate the student's needs?
- Can the lunchtime provider accommodate the student's needs?

### **The Sales Team will then decide to:**

- accept the student without reservation. They will pass the information on to the relevant members of staff
- accept the student with reservations. They will inform the student of the limitations of the service we will be able to provide and they will pass the information on to the relevant members of staff
- not accept the student if the course is not suitable for the student.

### **2. Members of staff who need to be informed of special needs**

The Sales team will always inform the Designated Safeguarding Lead. Which other members of staff the Sales team tell about the student will depend on the nature of the special need but in general:

- Physical impairments such as mobility, visual and hearing impairments will be passed on to the Academic Manager, the Sales team, the School Manager, the Head of Accommodation and Welfare and the Director of Studies.
- Mental or behavioural impairments such as Asperger's or ADHD will be passed on to the Academic Manager, the Sales team, the School Manager, the Head of Accommodation and Welfare and the Director of Studies.
- LDD such as dyslexia, or SEN, such as being gifted or talented will be passed on to the Academic Manager and the Director of studies.
- Any of the above impairments for students enrolled on summer camps will be passed on to the Head of Summer Camps and Academic Manager who will be responsible for passing the information on to the relevant summer and senior staff.

### **3. Provision for students with special needs**

The Accommodation, Academic and Operations departments will make suitable provision for students with special needs. They will pass information on to relevant staff as deemed necessary.

#### **i. Health and Safety**

The Health & Safety and Welfare groups will discuss what provision will need to be made:

- to enable the student to travel to and from school
- to gain access to the school and to make use of its facilities

For students on camps, the Summer Planning Group will discuss what provision will need to be made:

- to enable non-residential students to travel to and from school, gain access to the school and to make use of its facilities
- to enable residential students to move around the school and to make use of its facilities

#### **ii. Getting the most out of the course - students at Studio School**

##### **• Homestay or residence**

The Head of Accommodation will discuss with the accommodation team the best ways to help the student get the most out of their accommodation and to help the host family or residential teams to support the student. The Accommodation team will then discuss these suggestions with the host family or residential team.

- **Lessons**

The Academic Manager and DoS will discuss the best ways to help the student get the most out of their lessons. Once the student has arrived the DoS will discuss these suggestions with the student and the student's teachers.

- **Activities**

The Operations team will discuss the best ways to help the student get the most out of the activity programme and to ensure some suitable activities are included. The Head of Pastoral Care, School Manager or Welfare Officer completes the Young Learner Weekend Plans document each week and communicates any special arrangements to the Operations Team (mobility issues, required alternative walking routes).

### **iii. Getting the most out of the course - students on Camps**

The Course Director's Line Manager will discuss with the Course Director and Assistant Course Directors the best ways to help the student get the most of their lessons, activities and stay. The Course Director will pass this information on to the Teachers and Activity Organisers and Wardens. The Course Director will discuss these suggestions with the student and the student's GL as soon as possible after the student arrives but no later than the student's second day.

### **iv. Review of provision - students at Studio School**

The Head of Pastoral Care, School Manager, Head of Accommodation and/or Director of Studies (DoS) will make an appointment with the student for the second day to review the provision. If special provision is needed they will make weekly appointments with the student to review the provision for the first 4 weeks, then changing to 1 review per month for the remainder of the course. They will pass on any changes that need making in light of the review to the relevant members of staff

### **v. Review of provision - students on camps**

The camp Course Director or Welfare Officer will make an appointment with the student for the second day to review the provision. If special provision is needed they will make weekly appointments with the student to review the provision for the first 4 weeks, then changing to 1 review per month for the remainder of the course. They will pass on any changes that need making in light of the review to the relevant members of staff.

## **4. Students with special needs who we have not been informed about before or at enrolment**

Studio Cambridge does not have staff who are specialised to spot or diagnose SN, SEN or LDD. However, if a member of staff finds out or suspects that a student has SN, SEN or LDD, they should inform their line manager. The line manager should pass this information on to the Welfare Group.

The Welfare Group should appoint an appropriate member of staff to speak with the student and the student's group leader (if they have one) in order to find out more about the SN, SEN or LDD. If the student is a minor, the Welfare Group may also consult the student's parents or guardians.

The Welfare Group and senior management will then decide whether we can accommodate the needs of the student. They may do this in consultation with the Designated Safeguarding Lead, the Accommodation, Academic and Operations departments. The Welfare Group and senior management will decide to:

- allow the student to continue on their course without reservation. They will pass the information on to the relevant members of staff.
- allow the student to continue on their course with reservations. They will inform the student of the limitations of the service we will be able to provide and they will pass the information on to the relevant members of staff.
- make arrangements for the student to leave the school if they feel that we cannot accommodate the student's needs.

## **5. Some examples of provision made for students with special needs**

For provision for students in lessons please refer to the Teaching Staff Handbook.

### **i. Lack of mobility / wheelchair users**

- Host family with a ground floor bedroom and bathroom
- Residential room on ground floor and wheelchair accessible (if required)
- Widened doorways for access to the school
- Ground floor facilities such as classroom, café, toilet
- Activities that do not require mobility e.g. arts and crafts, film nights, venues with ground floors for social events

### **ii. Visual impairment**

- Host family sensitive to the issues and with a suitable house
- Residential staff informed of additional support that may be required
- A tour of the school highlighting potential difficulties
- Activities that do not require sight such as social activities, arts and crafts that can be done through touch
- A school and classroom buddy student

### **iii. Hearing impairment**

- Host family sensitive to the issue
- Residential staff informed of additional support that may be required
- Activities:
  - Demonstrating activities such as instructions for arts and crafts and rules for sports

### **iv. ADHD**

- Host family sensitive to the issue
- Residential staff informed of additional support that may be required
- Activities with movement e.g. sports, punting

### **v. Asperger's Syndrome**

- Host family sensitive to the issue
- Residential staff informed of additional support that may be required

### **vi. Down's syndrome**

- Host family sensitive to the issue
- Residential staff informed of additional support that may be required

*Reviewed: Mar 2025 by LF, RE & RM  
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