

Policy: Special Educational Needs and Disabilities (SEND) Policy		
Date Adopted: 5 th August 2026	Date of last review: -	To be reviewed next before/on: September 2027

1. Purpose and Statement

Phoenix AcroDance Academy (PADA) is committed to providing an inclusive, supportive, and safe learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). We recognise that every child is unique and may require varying levels of support to participate fully in acrobatic dance training.

PADA aims to ensure that:

- All students feel valued, respected, and supported.
- SEND students are welcomed and encouraged to participate in all appropriate activities.
- Reasonable adjustments are made wherever possible within the scope of a physically demanding acrobatic curriculum.
- Safeguarding, safety, and wellbeing remain paramount.

This policy must be read in conjunction with:

- Child Protection & Safeguarding Policy
- Student Code of Conduct Policy
- Equal Opportunities & Diversity Policy
- PADA Standards
- Health & Safety Policy

2. Policy Principles

This SEND Policy is based on the following principles:

- The welfare of the child is paramount (Child Protection Policy)
 - All children have the right to protection from abuse and the right to learn in a safe place (Safeguarding & Equal Opportunities Policies)
 - PADA is unable to provide full 1-to-1 support for SEND students for entire classes, as all staff members must support all students. Further information in Section 6.
 - All students must be treated fairly, respectfully, and without discrimination (Equal Opportunities Policy)
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3. Definition of Special Educational Needs

A student is considered to have Special Educational Needs if they have:

- A learning difficulty or disability that impacts their ability to participate safely or effectively in acrobatic dance activities.
- A physical, cognitive, behavioural, sensory, or medical need requiring reasonable adjustments.
- A diagnosed or undiagnosed condition that affects communication, emotional regulation, or physical capability.

SEND may include (but is not limited to):

- Autism Spectrum Condition
- ADHD / AuADHD
- Dyslexia or other learning differences
- Physical disabilities
- Sensory processing needs
- Medical conditions (e.g., asthma, epilepsy, Type 1 Diabetes)
- Emotional or mental health needs

4. Identification and Disclosure

Parents/carers must disclose any SEND information at the time of registration or as soon as a need becomes known.

This aligns with the Membership Disclaimer requirement:

"It is my responsibility to inform PADA... of any student illnesses, injuries, existing or new medical conditions, or concerns relating to self-harm or suicidal thoughts or behaviours."

PADA may request:

- Medical documentation
- NHS care plans
- Behavioural or educational reports
- Information on triggers, support strategies, or safety considerations

All information is treated confidentially and shared only with staff on a need-to-know basis.

5. Reasonable Adjustments

PADA will make reasonable adjustments where possible, including:

- Modified participation in certain activities
- Additional verbal explanation or demonstration
- Use of specialist equipment (e.g., inhalers, Dexcom devices, yoga blocks)
- Seating or positioning adjustments for sensory needs

However, adjustments must not compromise:

- Safety
- Safeguarding
- The integrity of the curriculum
- The safety of other students
- Staff ratios
- The physical demands of acrobatic training

6. Limitations of Support

In alignment with existing policies:

6.1 No 1-to-1 Support

PADA is unable to provide dedicated 1-to-1 support for individual students throughout entire classes or rehearsals, as staff are required to supervise and support all participants. Short periods of 1-to-1 guidance or work in smaller groups may take place when appropriate to the activity.

PADA promotes a team-based learning environment in which all students are encouraged to support, include, and uplift one another.

6.2 Safety-Based Restrictions

If a student's needs create:

- A safety risk
- A disruption to learning
- A safeguarding concern
- A barrier to safe participation

PADA reserves the right to:

- Adjust the student's class placement
- Recommend alternative classes
- Request parental attendance
- Withdraw membership if necessary

This aligns with:

"Should behaviour become disruptive in any way, Phoenix AcroDance Academy must reserve the right to rescind students membership."

6.3 Physical Contact and Spotting

SEND students may require additional physical guidance ("spotting").

Parents consent to this in the Membership Disclaimer:

"Hands-on support ('spotting')... used solely to ensure safety and technique."

7. Behavioural Needs and Support

Where SEND impacts behaviour, PADA will:

- Work collaboratively with parents/carers
- Establish an Individual Behaviour Plan where appropriate
- Provide additional interventions (Student Code of Conduct)
- Monitor progress and wellbeing
- Maintain consistent expectations for safety and conduct

However, all students must adhere to PADA's behavioural expectations and zero-tolerance policies.

8. Medical Needs

Medical needs are supported in accordance with Section 6 of the PADA Standards, including:

- Asthma inhalers and spacers
- Type 1 Diabetes management (Dexcom devices permitted on teacher's desk)
- Emergency snacks/drinks
- NHS care plans
- Staff trained in paediatric first aid, diabetes, epilepsy, anaphylaxis, and EpiPen use

Parents must ensure:

- All medical equipment is brought to every session
 - Staff are informed immediately of any medical incidents
 - Medical forms are completed and updated
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9. Communication with Parents and Carers

PADA values open, proactive communication.

Parents/carers must:

- Inform PADA of SEND needs promptly
- Work collaboratively to support the student
- Follow attendance and communication procedures
- Respond to concerns raised by staff
- Attend meetings when requested

PADA will:

- Communicate concerns respectfully
- Provide clear guidance
- Offer support strategies
- Maintain confidentiality
- Prioritise student wellbeing

10. Safeguarding and SEND

SEND students may be more vulnerable to abuse, bullying, or child-on-child harm.

PADA follows strict safeguarding procedures, including:

- Immediate reporting of concerns
- Zero tolerance for bullying or violence
- Sensitive handling of disclosures
- Mandatory reporting where required

Staff remain vigilant and trained to recognise signs of distress or vulnerability.

11. Inclusion and Equal Opportunities

In line with the Equal Opportunities & Diversity Policy:

"Phoenix AcroDance Academy aims to ensure that no staff member, volunteer, student or organisation/individual... will be discriminated against on the grounds of... disability."

PADA is committed to:

- Inclusive practice
 - Respect for all students
 - Eliminating discrimination
 - Providing accessible venues where possible
 - Encouraging participation from diverse groups
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12. Review and Monitoring

This policy will be:

- Reviewed annually
 - Updated in response to legislative changes
 - Monitored through staff supervision and management
 - Evaluated based on student wellbeing, safety, and inclusion
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Phoenix AcroDance Academy staff are responsible for the implementation of this policy and for ensuring that it is reviewed annually and updated as required. **Next Review: September 2027**

Signed R. Walker Date 05/08/26
Print Name Robert Walker Position Principal