



## SEND Policy

# 22 Music Academy

Supporting Students with Special Educational Needs and  
Disabilities in Accordance with UK Law

## Introduction

22 Music Academy is committed to providing an inclusive and supportive environment for all learners, ensuring equal access to high-quality music education. This Special Educational Needs and Disabilities (SEND) Policy outlines our approach to identifying, supporting, and monitoring students with SEND, in alignment with UK legislation and best practice.

## Legal Framework

This policy is underpinned by the following UK legal frameworks and statutory guidance:

- The Children and Families Act 2014 – Part 3: Children and young people with special educational needs and disabilities.
- The SEND Code of Practice: 0-25 years (2015) – Statutory guidance for organisations working with and supporting children and young people who have SEND.
- The Equality Act 2010 – Prohibits discrimination against individuals with protected characteristics, including disability.



- The Education Act 1996 – Establishes duties to identify and make provision for students with SEND.

## Definition of SEND

A student is defined as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made. This includes students who:

- Have significantly greater difficulty in learning than the majority of their peers.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream settings.

## Aims and Objectives

- To identify and assess the needs of students with SEND as early as possible.
- To ensure all students with SEND have access to a broad, balanced, and relevant curriculum, including music education.
- To make reasonable adjustments to teaching, resources, and the learning environment to remove barriers to participation.
- To work collaboratively with parents, carers, and external agencies to achieve the best outcomes for students with SEND.
- To promote awareness, understanding, and acceptance of neurodiversity and disability among staff and students.

## Identification and Assessment

22 Music Academy will use a graduated approach to identify and assess students' needs, following the Assess–Plan–Do–Review cycle as set out in the SEND Code of Practice. Identification may arise from:



- Admissions information
- Teacher observations and assessments
- Parental or student concerns
- External professional reports

## Provision and Support

Provision for students with SEND will be tailored to individual needs and may include:

- Differentiated teaching and learning strategies
- Adaptations to instruments, technology, or facilities
- Access to specialist staff or external professionals
- Individual Education Plans (IEPs) with clear targets and regular reviews
- Support for social, emotional, and mental health needs

## Roles and Responsibilities

- SENDCo (Special Educational Needs and Disabilities Coordinator): Oversees the implementation of this policy, coordinates support, and liaises with staff, families, and external agencies.
- Teachers: Responsible for the progress and development of all students in their class, including those with SEND.
- Senior Leadership Team: Ensures compliance with legal obligations and provides resources for SEND provision.
- Parents/Carers and Students: Engaged as partners in planning and reviewing provision.



## Working with Parents, Carers, and Students

22 Music Academy recognises the vital role of parents, carers, and students in the SEND process. The academy will ensure regular communication, involve families in decision-making, and provide accessible information about progress and support.

## Monitoring and Evaluation

The effectiveness of SEND provision will be monitored through:

- Regular review of student progress and outcomes
- Analysis of feedback from students, parents, and staff
- Annual review of policy and procedures

## Accessibility

The academy is committed to making reasonable adjustments to premises, resources, and teaching methods to ensure accessibility for all students, in accordance with the Equality Act 2010.

## Complaints Procedure

Complaints regarding SEND provision should be raised in line with the academy's complaints policy. All concerns will be taken seriously and addressed promptly.

## Policy Review

This policy will be reviewed annually and updated to reflect changes in legislation, statutory guidance, and academy practice.

## Contact Information

For further information, please contact the SENDCo at 22 Music Academy.

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