



# The Marlborough Science Academy

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY GP 21

<b>Responsible Governing Body Committee:</b>	<b>Curriculum Committee</b>
<b>Policy type:</b>	<b>Statutory</b>
<b>Date of Origin:</b>	<b>May 2011</b>
<b>Adopted by:</b>	
<b>Author:</b>	<b>Annie Thomson / Sue Robinson</b>
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May 2014	January 2015	Yes	
January 2017	May 2017	Yes	
May 2018	June 2018	Yes	
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June 2020	November 2020	Yes	
November 2021	November 2021	Yes	
November 2022	November 2022	Yes	
November 2023	November 2023	Yes	
November 2024	November 2024	Yes	
November 2025	November 2025	Yes	
November 2026			

### Relationship to Other Policies:

- Acceptable Use of AI Policy
- Accessibility Plan
- Behaviour Policy
- Children and Families Act 2014
- County SEND Policy
- Curriculum Policy
- Equality Policy
- Exam Access Arrangements Policy
- Gifted and Talented Policy
- Home Learning Policy
- Local Offer
- Remote Learning Policy
- SEND Information Report (website)
- SEND Revised Code of Practice
- SEND Statement of Provision
- Teaching and Learning Policy

**Purpose:**

- to support and encourage all students in ensuring that they achieve their potential and make exceptional progress.
- to enable every student to experience successful outcomes according to their ability and skills.
- to promote confidence and positive attitudes.
- to give students with SEND equitable opportunities to take part in all aspects of the school's provision, as far as is appropriate.

Marlborough is an inclusive school with every effort made to support learning for all.

**Implementation:**

- Marlborough provides for SEND students within the guidelines of the Statutory Code of Practice under the four main areas of need:
  - Cognition and learning
  - Communication and interaction
  - Physical and medical
  - Social, emotional and mental health (SEMH)
- We also consider factors that are not categorised as SEND but may affect students' progress and attainment, such as disability.
- All teachers are responsible for meeting the individual needs of the students that they teach, making adaptations as appropriate to ensure learning is accessible for all.
- All teachers will deliver high quality teaching in line with the teachers standards.
- The school will strive to create an inclusive learning environment, making reasonable adjustments to our best endeavours to accommodate the needs of students with special educational needs.
- We work closely with parents and feeder schools to gain knowledge of individual needs that will also benefit all students
- SEND provision is a whole school responsibility. Support is provided for subject teachers where appropriate to assist them in their work with SEND students; every member of staff is involved with monitoring to identify, assess, plan, do and regularly review students' progress and needs within their classes.
- Students and parents are actively involved in the setting of targets and the parameters of learning. Students with SEND take part in all aspects of the school's provision, as far as is appropriate. We ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and appropriately adapted and that demonstrates coherence and progression in learning, irrespective of the national agenda.
- The school is committed to promoting equality and diversity, ensuring that all students are treated fairly and have equal access to opportunities.
- We work closely with and adopt systems as directed by Hertfordshire County Council Education Department in working with students who have EHCPs.
- We use the County benchmarking tool to ensure SEND support is effective.
- The school has been involved with VSEND (Valuing SEND) to ensure highly targeted support and provision and to highlight where additional input or resource is needed.
- We work closely with other mainstream or special schools and outside agencies to ensure excellence. These include the Local Authority Attendance Officer, DSPL 7, Educational Psychologist, medical support, units for Specific Learning Difficulties, Speech Therapists and County Audiologists' clinics and any other personnel as appropriate.
- Regular training takes place to ensure all staff feel empowered to teach all students.

**The Use of AI:**

- AI is being explored to support SEND students through personalised learning tools, automated administration, and improved communication aids.
- AI can significantly enhance accessibility and provide tailored support to meet individual student needs when used appropriately.
- It is important that the use of AI is carefully monitored to ensure that its use must comply with the SEND Code of Practice, address risks like bias, and maintain teachers as central to the learning process.

**Roles and Responsibilities:**

- The Headteacher is the person who has overall responsibility for SEND within the school.
- There is a Governor with responsibility for overseeing SEND provision within the school.
- The SENCo has day-to-day responsibility for co-ordinating the support for students with Special Educational Needs and/or Disabilities within the school.

**Monitoring and Evaluation:**

- The work of the Specialised Learning Faculty is monitored through regular line management meetings and faculty reviews in line with the school monitoring schedule.
- The Schools Information Report is updated as new staff skills or resources are added as appropriate throughout each year on the school website.
- The link Governor is also responsible for overseeing provision and feeding back to the Governors Curriculum committee.