



The Marlborough Science Academy

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY GP 21	
Responsible Governing Body Committee:	Curriculum Committee
Policy type:	Statutory
Date of Origin:	May 2011
Adopted by:	
Author:	Annie Thomson / Sue Robinson
Location:	
Filename:	

Review Due Date	Review Completed	Amendments Y/N	Version
May 2014	January 2015	Yes	
January 2017	May 2017	Yes	
May 2018	June 2018	Yes	
June 2019	June 2019	Yes	
June 2020	<u>October 2020</u>	<u>No</u>	
<u>June 2021</u>			

Relationship to Other Policies

- Behaviour Policy
- County SEND Policy
- SEND Revised Code of Practice
- Single Equality Policy
- SEND Statement of Provision
- SEND Information Report (website)
- Local Offer
- Gifted and Talented Policy
- Accessibility Policy
- Children and Families Act 2014

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.
- to promote confidence and positive attitudes
- to give students with SEND equal 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 SEN 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, differentiating as appropriate
- All teachers will deliver quality first teaching
- Marlborough Science Academy works closely with parents and feeder schools to gain knowledge of individual needs
- 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 providing and monitoring interventions to identify, assess, plan, do and regularly review students' progress and needs
- 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 differentiated and that demonstrates coherence and progression in learning, irrespective of the national agenda.
- The school works closely with other mainstream or special schools and outside agencies to ensure excellence. These include the Attendance Improvement Officer, Educational Psychologist, medical support, units for Specific Learning Difficulties, Speech Therapists & County Audiologists' clinics and any other personnel as appropriate
- The School ensures that regular training takes place to ensure all staff feel empowered to teach all students.

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 regularly updated on the school website.
- The Link Governor is also responsible for overseeing provision and feeding back to the Governors Curriculum committee.