



## **Special Educational Needs Policy**

**This policy has been written in accordance with the levelling up principle of the Marsh Academy Single Equalities Scheme and takes account of the six equalities strands, gender, disability, ethnicity, sexuality, belief and age.**

### **Definition of Special Educational Needs**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age at the Academy.

This policy takes account of:

- The SEN Disability Act (SENDA) 2001 and Code of Practice;
- The SEN Code of Practice (2001);
- Removing Barriers to Achievement – The Government Strategy for SEN 2004;
- The Marsh Academy's related policies and strategic plans;
- The Disability Rights Commission (DRC) Code of Practice for Schools- Disability Discrimination Act 2005;
- The Lamb Enquiry 2009;
- The Children's Act 2004;
- Every Child Matters

### **Principles**

At The Marsh Academy we aim to maximise the educational opportunities of all within our comprehensive community in a stimulating and caring environment. We are determined to meet the educational needs of all our students.

Some students will permanently or from time to time have significantly greater difficulties in learning than the majority of students. Some may have disabilities which prevent or hinder them from making the use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others as necessary.

The diversity of the needs of our students is recognised and met through a range of flexible, responsive and varied provision. All students are entitled to have access to a

broad and balanced curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs.

The Governors' intention is that the needs of all students are identified and met as soon as is possible. Students identified as having Special Educational Needs will have their needs determined and then reviewed on a regular basis.

All students, whether they have special needs or not, must have an equal opportunity to participate in the full curriculum of the Academy and all activities.

The Academy has a 'graduated response' as described in the SEN Code of Practice (2001) to ensure a wide range of strategies and resources are used to meet the needs of all students.

The Academy invests in a wide range of provision and services and these are reviewed regularly to ensure the optimum use of the resources.

The Academy provides a comprehensive programme of Continuing Professional Development for teaching and support staff. Additionally, the SEN department has issued a Handbook detailing all the processes and procedures which is shared with all teaching staff.

Effective communication is maintained with a full range of support services.

Students with special needs will be encouraged to become independent and take responsibilities within the school.

Students with English as an Additional Language are not classified as having Special Educational Needs, but their needs will be identified and monitored to ensure they are appropriately supported.

All students are empowered so that their voice is heard and heeded in decisions made about themselves and about wider developments in the Academy's provision.

Parents are important partners and are regularly consulted and kept well informed about the needs and provision made for their children.

**Everyone in the Academy's community has a positive and active part to play in achieving these aims.**

**Governors:**

- fulfilling their statutory duties to students with special educational needs;
- securing appropriate resources;
- establishing, delivering and reviewing this policy;
- participating in training, as appropriate.

**Staff:**

- acting on the principle that every member of staff is directly responsible for meeting the needs of all students;
- ensuring that they have considered and appropriately differentiated the curriculum to ensure access for their special needs students;
- ensuring that they are familiar with and up to date with assessments and advice for teaching their students with SEN, making reference to the SEN handbook as appropriate;

- communicating as required and appropriate with stakeholders e.g. parents SENCo etc;
- contributing to student reviews when necessary both formally in writing, or informally;
- participating in appropriate training and addressing issues raised.

#### **Students:**

- contributing their views to the assessment of their needs and their provision;
- making optimum use of the provision available to them.

#### **Parents:**

- working in partnership with the Academy, through consultation and support of their child.

#### **Key Aims**

- to maximise the range and quality of support available to students with Special Educational Needs;
- to significantly raise the standards of students with Special Educational Needs;
- to develop the level of involvement of parents and students in meeting the students' needs.

#### **Procedures**

The Academy adopts a staged approach to provide for students with SEN which is reviewed and monitored. At every stage the responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the subject teacher in conjunction with advice and support from the SENCo.

The Academy maintains a review cycle of a register of students with SEN and their individualised plans. For details of the register and the range of additional provision available within the Academy, requests should be made to the SENCo at the Academy.

#### **Evaluation of Success**

The Governors will evaluate the success of this policy by:

- assessing the progress made by SEN students;
- assessing the participation of SEN students in the full curriculum and activities of the Academy;
- monitoring the SEN register;
- monitoring the involvement of parents and students in the development of their individual educational plans.

#### **Complaints**

If there is any complaint regarding the Special Needs provision for a student, please consult the Executive Principal or a member of the Governing Body who will investigate the complaint (see Academy Complaints Policy).