



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2017 – 2018

**ADOPTED AT THE LOCAL GOVERNING BODY
HELD ON 28TH NOVEMBER 2017**

**REVIEWED BY THE RLT BOARD OF
TRUSTEES ON 25th SEPTEMBER 2017**

Signature of Chair:

Headteacher:

**Marus Bridge Primary School is a member of the Rowan Learning Trust, Company Number 8010464
Carr Lane, Wigan, WN3 5NY**

Rationale

The Rowan Learning Trust is committed to ensuring that the necessary provision is made for every student in our schools' communities. In partnership, we offer high quality education within caring environments to enable all individuals to fulfil their full potential effectively. Welcoming diverse cultures, religions and academic ability, striving to meet the needs of all children and young people with a learning difficulty, mental health concern, disability, special educational need or disadvantage, we are passionate about inclusive education.

We believe that young people learn their values and attitudes from a wide range of sources, most importantly at home, with school having a vital part to play. Every child has the capacity to learn and has something to offer their community and society at large. This learning takes place both inside and outside the school and we have many partners in educating the children in the Rowan Learning Trust communities.

The intentions of the SEND policy cannot be separated from those of the whole school teaching and learning expectations. The Rowan Learning Trust remains committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced and differentiated curriculum. Every teacher within the trust is a teacher of students with special needs.

All members of staff within the Trust's communities have a responsibility to ensure that every student has an equal opportunity to attain their maximum progress in all aspects of the curriculum and we aim to ensure that the outcomes of all students with special educational needs are improved by having high aspirations and expectations to ensure they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition into adulthood, whether into employment, further education or training

Objectives

In line with The Code of Practice (2014) all schools within The Rowan Learning Trust will:

- Identify and provide for students who have special educational needs and additional needs.
- Take the views, wishes and feelings of children and young people into account, and involve them as fully as possible in decision making about their education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.
- Work within the guidance provided in the SEND Code of Practice, 2014;
- Operate a holistic, whole school approach to the management and provision of support for special educational needs;
- Provide a Special Educational Needs Coordinator (SENCO) who will lead the implementation of the SEND and Inclusion Policy and provide support and advice for all staff working with special educational needs students.

Context

The definition of SEN which informs this policy is:

Children have special educational needs if they have learning difficulties which require special education provision to be made for them. Children have a learning difficulty if they have a significant greater difficulty in learning than the majority of children the same age; or, if they have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children the same age within the area of the local authority.

There are four broad areas which give an overview of the range of needs that should be planned for.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Equality Act 2010 Advice for Schools (2014, 4.4) defines a disability as "...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day- to-day activities".

Implementation of the Policy

The overall aim of this policy for The Rowan Learning Trust is to improve the outcomes for every child and young person with additional needs in all areas outlined in the Special Educational Needs Code of Practice (2014). This will be achieved by these specific outcomes:

- Enabling successful transition of SEN students from previous school and at each key stage thereafter.
- Making provision for disadvantaged students an integral part of the school improvement plan.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Enabling identified students with SEN to reach their full potential.
- Removing barriers to achievement and offering an alternative, personalised curriculum to meet the needs of the individual.
- Arranging intervention programs for students with low level achievement.
- Enabling all SEN students to take part in activities, including extra-curricular clubs and school trips.
- Professional development of teaching and support staff in the area of SEN is key to the quality of teaching and learning of students with SEN.
- Provide high quality teaching that is differentiated and personalised to meet the needs of every individual needs
- Ensuring that all governors, particularly the SEN Governor, are up to date and knowledgeable about the provision at each Trust school.

Annual SEND Report

The Rowan Learning Trust will ensure that each school will annually update their SEND report and ensure that The Local Offer is available.

This policy will be reviewed by the Rowan Learning Trust Board of Trustees every three years