



THE MARTON ACADEMY

LABOR OMNIA VINCIT

Local Offer 2021-2022

1. What kinds of special education needs does the school/setting make provision for?

The Marton Academy caters for a wide variety of special educational needs. Including children with Autism, ADHD, Dyslexia, Physical Disabilities (such as Cerebral Palsy), Learning Difficulties, Speech and Language Delay. Plus, other emotional and behavioural difficulties.

The school recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 schools or mainstream post-16 institutions.

The Marton Academy believes that each child and their parents/carers have a right to be involved in making decisions and exercising choices. We are committed to working in partnership with the child, parents/carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

On entry and throughout the academic year we assess all the children using a variety of different assessments. This enables us to identify children who are working behind academically or children who are functioning at a lower than expected emotional/behavioural level. If you are worried that your child might have special needs you should, in the first instance discuss this with their class teacher (due to COVID-19 restrictions this may be over the phone). The teacher will be able to discuss this with you further and if appropriate will then discuss it with the SENDco. Alternatively, any parents are welcome to make an appointment to speak

with the school SENDco (Mrs D Thombs). Further details are available in the Special Needs Policy which is located on the website.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The effectiveness of our provision for children with SEND is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work and the involvement of school/curriculum consultants and Ofsted.

The progress data of all children is closely tracked and monitored regularly throughout the school year. The SENDco carefully monitors the progress of children with Special Educational Needs and develops individual action plans where appropriate (in conjunction with the parents/carers) for children who are not making adequate progress. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. This is done through data analysis and observations. Regular reports are provided to Trustees who oversee the progress of the children.

3. b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Parents of children on the SEND register are invited into school every term for a structured conversation, (due to COVID-19 restrictions this may happen over the phone) which is an opportunity for a two-way discussion around the child's progress at home and at school. In addition, if there are further agencies involved with your child, you may be invited to meetings (possibly online) with specialist teachers to discuss your child's needs. All children at The Marton Academy receive an annual report in the summer term.

3. c) What is the school's approach to teaching pupils with special educational needs?

At The Marton Academy, we have high expectations of all our pupils to ensure they make the best possible progress. Teaching for our pupils with SEND is individualised to the child's needs, where appropriate we support pupils with special educational needs by using: specially prepared learning materials, appropriate ICT equipment, teaching assistants, individual and group teaching sessions/support sessions, specialist equipment/resources, specialist intervention programmes and seeking support and involvement from outside agencies.

