SEND Information Report

2026 - 2027

(Special Educational Needs and Disabilities Information Report)

This report sets out information about Marlborough Primary School's provision, for students with Special Educational Needs and/or Disabilities (SEND).

This report is reviewed and updated annually.

The inclusion Team at Marlborough Primary School:

Caron Round (Leigh Trust SEND lead)

Samantha Bowen (SENCO)

SEN and Disability Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school.

Here at Marlborough Primary School, the first priority for all of our children is good teaching and learning. Our ethos sets high aspirations for achievement as well as providing high quality pastoral support. Therefore, most of our pupil's educational needs can be met within the classroom environment. Simple adaptations to provision are based on careful analysis of personal needs and close monitoring of each individual's progress.

Some pupils may also require the added support of the additional needs department or support from outside agencies.

What should I do if I think my child has special educational needs? If you think that your child may have special educational needs, please speak to the class teacher in the first instance who will then discuss your concerns with the SENCO (Mrs Bowen)

How will the school respond to my concern? The class teacher will raise a record of concern and share this with the SENCO. A meeting will then be arranged by the SENCO with yourself and the class teacher.

How will the school decide if my child needs extra support? Following the meeting, the SENCO will conduct initial assessments to inform the nature and level of support required by the child.

What will the school do to support my child? During the meeting the level of support required will be discussed. This may be any or all of the following:

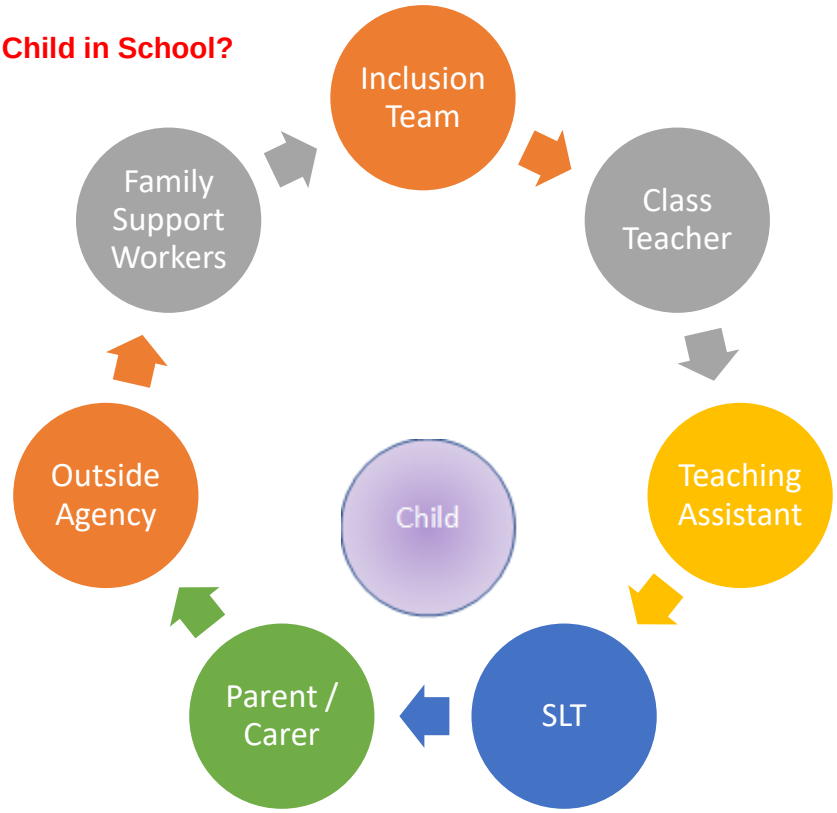
- **Step 1** – a child will be given targeted adapted within the whole class setting (Through the assess, plan, do review process).

- **Step 2** – a child will be given targeted small group intervention for a set period of time. If short term intervention does not address the issues raised and greater needs are identified, the child, with consent of the parent / carer will be placed on the Special Educational Needs and Disabilities Register (SEND).

- **Step 3** – a child will be given targeted 1:1 support in a specific area of need for a set period of time. In some cases, additional and more specialist support will be sought through a referral to an outside agency.

Some children on the SEND register will have an individual target plan which details the support the child will receive and the targets that have been set for them. Some children will have an Educational Health Care Plan and further additional identified support.

Who will support my Child in School?



Our Inclusion Team have a vast amount of experience supporting SEN and have the relevant qualifications that they need to have to be within an Inclusion post.

Email: enquiry@mps.leightrust.co.uk

Tel: 0121 464 7933

Office: You can also speak to the school office who will inform the Inclusion Team of any SEND enquiries

Mrs Bowen has available slots for parent meetings every Monday morning.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

The SEND Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school.

The following policies may also help you to know more about our arrangements for SEND:

- SEND Policy
- Accessibility Plan
- Intimate Care Policy
- Equality Policy

These policies can be found on our school website at: **https://mps.bham.sch.uk/School/**

Please use the school website to access further information regarding SEND at:

https://mps.bham.sch.uk/Special-Educational-Needs/

For additional information regarding SEND in Birmingham, the Local Offer website can be accessed at: **https://www.localofferbirmingham.co.uk/**

1. What types of SEND does Marlborough Primary School provide for?

In accordance with the SEND Code of Practice (January 2015), the four broad areas outlined below, give an overview of the range of needs that school may identify and plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Communication and Interaction	- Autism Spectrum Disorder (ASD) - Speech, Language and Communication Needs (SLCN)
Cognition and Learning	- Specific Learning Difficulties, including: dyslexia, dyspraxia, dyscalculia - Moderate Learning Difficulties - Severe Learning Difficulties
Social Emotional and Mental Health	- Attention Deficit Hyperactivity Disorder (ADHD) - Attention Deficit Disorder (ADD)
Sensory and/or Physical	- Hearing Impairments - Vision Impairments - Multi-sensory Impairment - Physical Impairment

2. Who will support my child, and what training have they had?

Our Inclusion Team

The Team are very experienced trained Managers who will meet with you and agree any support or help that your child may need.

Class Teachers:

All of our teachers receive in-house and external SEND training as required. They are supported by and work collaboratively with the Inclusion Team to meet the needs of pupils who have SEND.

Teaching Assistants (TAs):

All of our TA's receive in-house and external SEND training as required. They are supported by and work collaboratively with the Inclusion Team to meet the needs of pupils who have SEND.

Some of our TA's receive more specific training in order to deliver evidence and non-evidence based interventions.

External Agencies and Professionals:

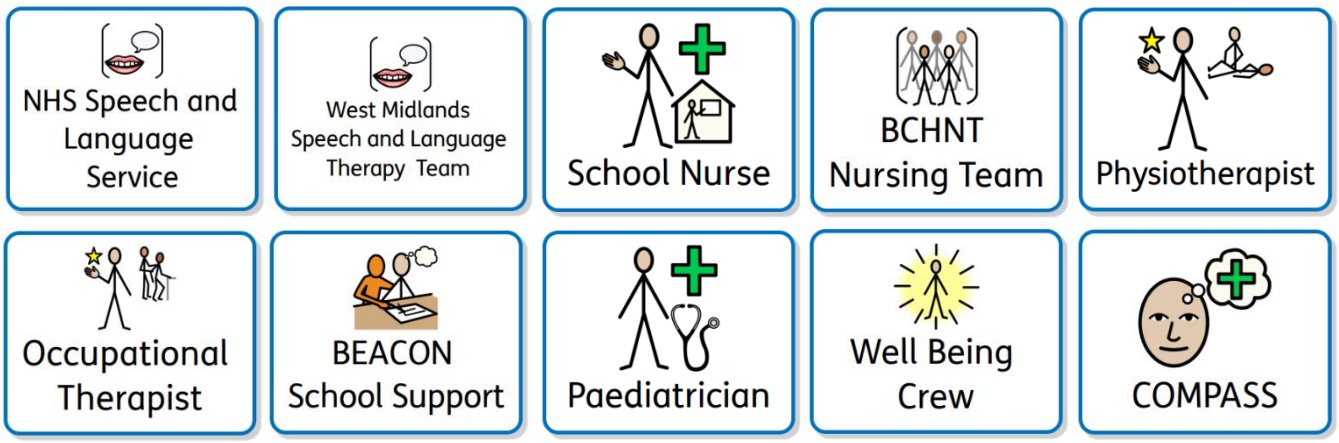
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external agencies and professionals to meet the needs of our pupils with SEND and to support their families.

The following services provide support to school, through the Birmingham SEND Local Offer:

Communication and Autism Team	An educational service that support schools to embed good autism practice.
Language, learning and strategic support	An educational service that support schools to ensure children make progress and achieve the best to their abilities.
Educational Psychologist	An educational service that use evidence based theory to support school with a range of developmental issues.
Hearing Support Team	A service who provide support for children who have a hearing loss diagnosis and wear hearing aids.
Vision Support Team	A service who provide specialist teaching and support for children with a vision impairment .
Physical Disability Support Service	Qualified teachers who provide expertise in supporting children with physical difficulties.

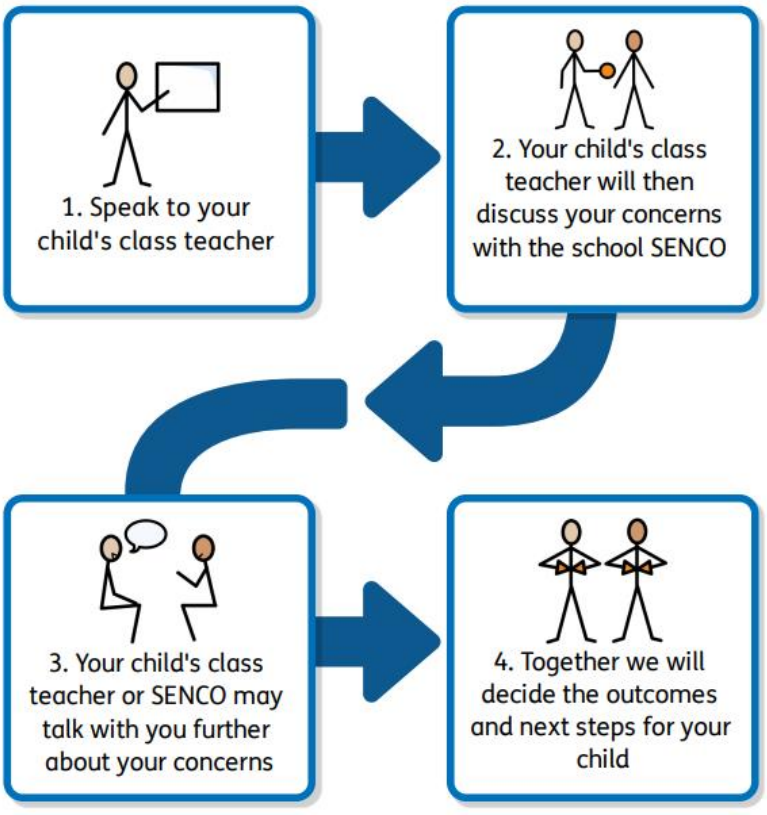
For more information about what these services offer, please visit:
https://www.localofferbirmingham.co.uk/specialist-send-support-services/

The school may also receive support for pupils and their families through the following services:



This list is not exhaustive and school may also receive support for pupils and their families from agencies and professionals that are not listed above.

3. What should I do if I think my child has Special Educational Needs (SEND)?



Your child may or may not be added to the school Special Educational Needs and Disabilities (SEND) register.

Where your child is added to the SEND register, you will be notified by the school.

4. What will Marlborough Primary School do if they think your child may have Special Educational Needs (SEND)?

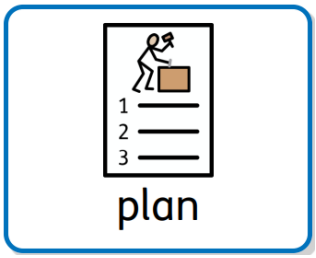
1	Class teachers, through high quality teaching, monitor children for possible SEND needs
2	Class teachers use Continuums assessments to identify any gaps in learning
3	Class teachers make adaptations to learning, using ideas outlined in Continuums, to close any learning gaps
4	Where a child does not make expected progress, the class teacher may speak to the school SENCO
5	Where a child does not make expected progress, the class teacher will speak to the child's parent
6	The class teacher , along with the school SENCO, may speak to parents further about their child and discuss next steps

5. How will Marlborough Primary School measure my child's progress?

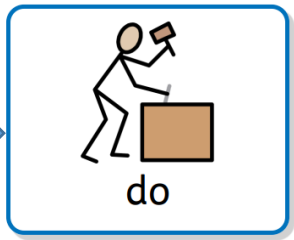
Where a child is identified as needing SEND provision, we take will action to remove any barriers to learning and adopt a graduated approach with four stages of action:

This approach follows a four-part cycle of 'assess, plan, do, and review'.

We will assess a child's needs through teacher assessments based on a child's progress and attainment. We will also use the views of parents and the child as well as any advice from external professionals to inform assessment.



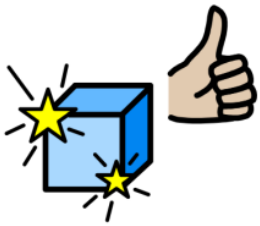
Class teachers, in conjunction with the SENCO, will agree with parents, the adjustments, support and interventions that are planned to support the child's SEND needs.



Adjustments, support and intervention will take place to support the child's SEND needs. The class teacher will retain responsibility for the child's progress.

The effectiveness and impact on the child's progress will be reviewed at the end of the agreed time. Next steps will be agreed. The school hold formal termly reviews for children on the SEND register.

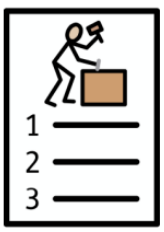
The school follow the below four stage approach to identify the level of support a child may need to measure their progress, as part of the 'assess, plan, do, and review' cycle:

1 Identification Stage	2 Universal Stage	3 Targeted Stage	4 Specialist Stage
 - High Quality Teaching - Assessments used to identify gaps in learning - Adaptations and scaffolds used to support whole class learning - Liaison with class teacher - Possible liaison with SENCO as required	 - High Quality Teaching - Adaptations, scaffolds and modelling used to support a child's specific barriers to learning - School based support; small group work, visual supports, strategies linked to whole school development - Record of monitoring progress through assessments - Termly liaison between parents, class teacher and SENCO as required	 - Non-evidence based intervention - Individual adaptations, scaffolds and modelling used to support a child's specific barriers to learning - Formal record of progress using assessments including Continuums - Termly formal review meetings - Up to one external professional involvement - Child added to SEND register	 - Evidence based intervention - Individual adaptations, scaffolds and modelling to support a child's specific barriers to learning - Formal record of progress using assessments including Continuums - Termly formal review meetings - More than one external professional involvement - Possible SEND Support Provision Plan or Education Health Care Plan required - Child remains on the SEND register

A child may move between these stages or surpass stages dependent on their individual need.

A few children identified at the Specialist Stage may require the following:

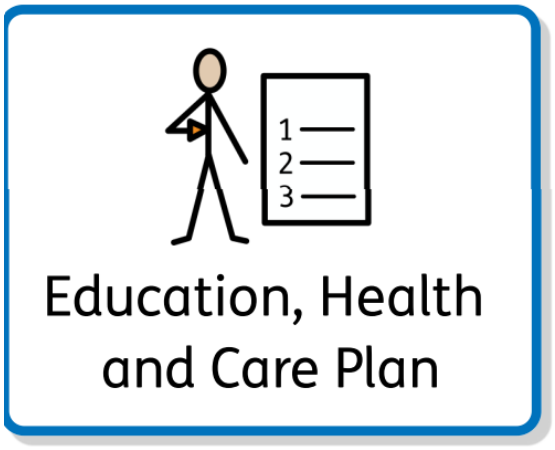
SEND Support Provision Plan



SEND Support Provision Plan

SEND Support Provision Plans (SSPP) are a document developed for use within Birmingham. They are particularly useful for demonstrating the provision in place for children and young people where the needs are complex and require multi-agency involvement, but where the provision does not require an EHCP to support delivery within a mainstream setting in the short term. The SSPPs are designed for you to be able to build up a picture of need and provision over time as well as to support effective information sharing across schools or settings.

Education, Health and Care Plan



An EHCP is a document which details the education, health and social care needs of a child or young person for whom extra support is needed. This extra support takes place in their early years setting or school, beyond which the school or setting can provide.

Children and young people with an EHCP will have outside agencies involved in their support such as educational psychologists, local authority SEND support services, and health services. They are usually entitled to extra resources in their current school or setting, or they may require their needs to be met in a specialist provision such as a resource base or special school.

During any meetings and conversations between class teachers, parents and the school SENCO, school will discuss:

- What has been tried to support the child
- What we have learnt about the child and family
- What we are pleased about
- What we are concerned about
- Outcomes and next steps

4+1	
What has been tried?	**What have we learnt?**
What are we pleased about?	**What are we concerned about?**
Next steps:	

Following any meetings and conversations, observations and assessments of your child may be conducted to further inform the nature and level of support required by the child.

Pupil views and parent views will always be sought during the graduated approach.

6. How will I be involved in decisions made about my child's education?

Where a child has been identified at the identification stage or universal stage of the graduated response, your child's class teacher will liaise with you and provide you with updates on your child's progress through:

These updates will take place at a minimum of 3 times per year.

The school SENCO may also support these meetings as required.

In addition to this, where a child has been identified at the targeted or specialist stage of the graduated response, and is added to the school SEND register, a termly review meeting will take place with your child's class teacher and the school SENCO. Your views will be gained to inform a part of this termly review meeting.

For some children, school may request that parents join a face-to-face meeting at school along with the class teacher, school SENCO and external professionals as required.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

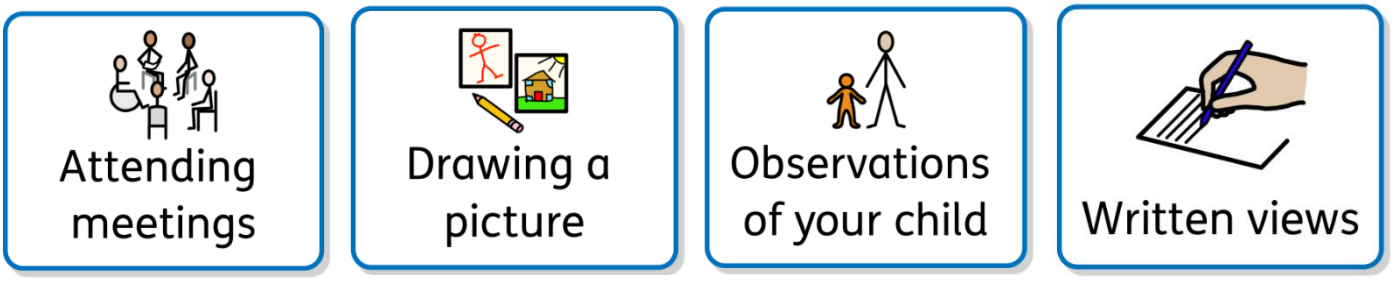
We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision and support as relevant as possible.

7. How will my child be involved in decisions made about their education?

We recognise that no two children are the same. Therefore, the level of your child's involvement will be looked at on a case-by-case basis.

We may seek your child's views through the following:



We will always endeavour to ensure that your child's voice is heard and their views are formally recorded.

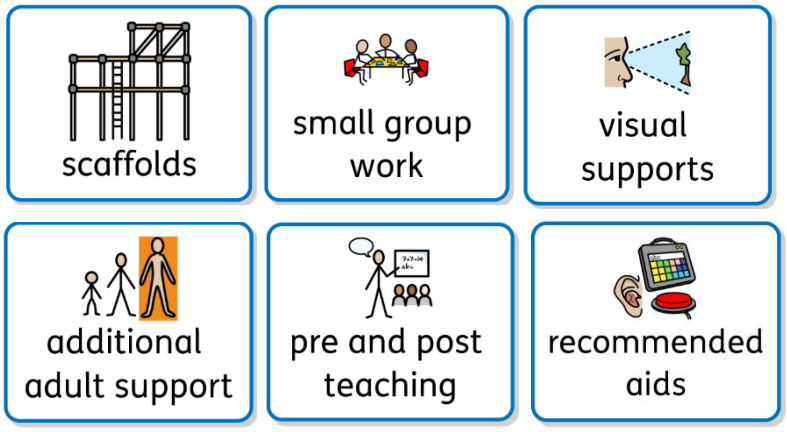
8. How will Marlborough staff adapt teaching for my child?

Class teachers are responsible for the progress of all pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will make adaptations to how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:



9. How will Marlborough staff evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of the support that is in place for your child through our graduated response 'assess, plan, do, review' four-part cycle.

As part of this process, we may evaluate the impact of the support through:

- Daily marking, feedback and observation
- Monitoring of the support in place by subject leaders, the school SENCO and external professionals
- Pupil progress meetings involving the senior leadership team
- SEND Termly Review meetings
- Use of assessments to show small steps of progress, including Continuums (Speaking and Listening, Reading, Writing, Maths)
- Attendance data to ensure your child is coming to school on a regular basis
- Formal and informal feedback from the child, parents, teacher, teaching assistant, SENCO and external professionals
- Tracking and attainment data of your child and the progress they have made from their KS1 baseline assessment

10. How will Marlborough staff evaluate resources are secured for my child?

It may be that your child's needs mean we need to secure:

11. How will Marlborough staff make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all of our children, including our breakfast club and after school clubs.

All children are encouraged to attend our school trips and visits.

All children are encouraged to take part in sports day, workshops and special school days.

We endeavour to make whatever reasonable adjustments are needed to make sure all children can be included.

12. How does Marlborough staff make sure the admissions process is fair for pupils with SEND?

All children are treated equally and fairly with regard to the school admissions process.

For further information, Marlborough's admissions policy can be found at:

https://mps.bham.sch.uk/Leigh-Trust-Policies/

13. How does Marlborough staff support pupils with disabilities?

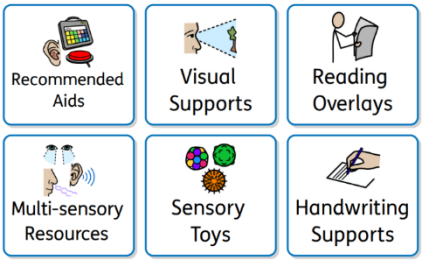
Accessibility of the school environment:

Schools are required to make reasonable adjustments for children with disabilities so that they are not at a substantial disadvantage and take steps to prevent disabled children from being treated less favourably than other children.

For further information about how the school supports children with disabilities, the school's accessibility plan can be found at: **https://mps.bham.sch.uk/Leigh-Trust-Policies/**

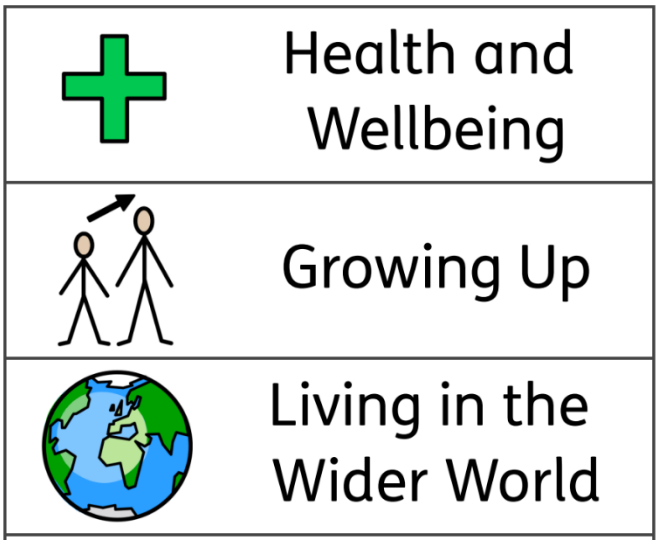
Accessibility of the curriculum:

Where a child needs adaptations to the curriculum, specialist resources may be required. This may be through, but is not limited to:



14. How will Marlborough staff support my child's mental health and emotional and social development?

The school delivers the PSHE curriculum which covers the following core areas:



Children who require more specific support may access support through:

- Learning Mentors/Pastoral Support
- Behaviour Plans
- Mentoring
- Mediators
- External Professionals
- Trained Medical Staff including First Aiders

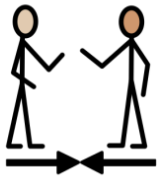
The school has a commitment to fostering an anti-bullying culture where no bullying, whether peer to peer, adult to adult or adult to peer is tolerated.

The school adheres to the following detailed policies: Anti-bullying, Behaviour, Safeguarding & Child Protection, Attendance, SEND and Medication Policy.

These policies can be found at: **https://mps.bham.sch.uk/Leigh-Trust-Policies/**

15. What support will be available for my child as they transition between classes or settings?

Transition from home or preschool into Nursery and Reception:

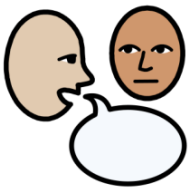
	We may visit your child at preschool and they may share information about your child
	Invite you and your child to transition visits at the school with the class teacher
	Where a child has SEND needs, you may be asked to meet with the SENCO to discuss how we can support your child

Transition between years:

To help children with SEND be prepared for a new school year, we:

	Create transition booklets to be used at home with your child
	Introduce your child to their next year's class teacher
	Your child's current teacher meets with your child's next year's teacher to handover any SEND information
	Your child attends a transition day with their next year's class teacher

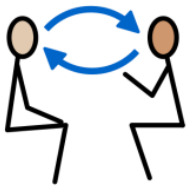
Transition to another Primary school setting:



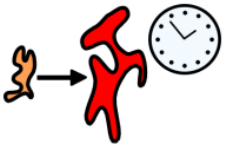
We may verbally share information about your child and any support they may require at their new Primary school

Your child's records will be shared with their new Primary school

Transition to Secondary school



Discuss your child with their new Secondary school



Your child may attend additional transition days if they require this support

Your child will be invited to attend planned transition days at their Secondary school

Your child's information will be shared with their new Secondary school

16. What support is in place for looked-after and previously looked-after children with SEND?

Our Designated Teacher is Natalie Colley

Natalie Colley will work with our SENCO to make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or Education Health Care (EHC) plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So, if you have something to tell us, whether good or bad, please contact the class teacher or Inclusion Team

If you have a complaint about, SEND provision, please tell us promptly by contacting the following people in this order:

1	The Class Teacher
2	The SENCO
3	The Head Teacher
4	The SEND Governor

Our SEND governor is Sarah Johnson. Who will then refer you to the complaints procedure to try and address the issue?

The school complaints policy can be found at**: https://mps.bham.sch.uk/Leigh-Trust-Policies/**

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint you may want to contact SENDIASS Parent Carer Support Service, an independent organisation that provides a disagreement resolution service.

Information Advice and Support Service: https://www.birmingham.gov.uk/sendiass

Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday.

Lancaster Circus
PO Box 16289
Birmingham
B2 2XN
Telephone: 0121 303 5004
Email: sendiass@birmingham.gov.uk

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally have a look at the Birmingham Local Offer which can be found at: https://www.localofferbirmingham.co.uk/

19. Glossary

The terms below may or may not have been used throughout this SEND Information Report. However, all of these terms are relevant to Special Educational Needs and Disabilities.

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach/response** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN

- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages