

# Special Educational Needs (SEN) information report

**Marish Primary School**



<b>Approved by:</b>	Strategic Board	<b>Date:</b> September 2025
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## Contents

Contents .....	2
1. What types of SEN does the school provide for? .....	3
2. Which staff will support my child, and what training have they had? .....	3
3. What should I do if I think my child has SEN? .....	4
4. How will the school know if my child needs SEN support? .....	4
5. How will the school measure my child's progress? .....	4
6. How will I be involved in decisions made about my child's education? .....	5
7. How will my child be involved in decisions made about their education? .....	6
8. How will the school adapt its teaching for my child? .....	6
9. How will the school evaluate whether the support in place is helping my child? .....	7
10. How will the school resources be secured for my child? .....	7
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? .....	7
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	7
13. How does the school support pupils with disabilities? .....	8
14. How will the school support my child's mental health and emotional and social development? .....	8
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? .....	8
16. What support is in place for looked-after and previously looked-after children with SEN? .....	9
17. What should I do if I have a complaint about my child's SEN support? .....	9
18. What support is available for me and my family? .....	9
19. Glossary .....	10

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our Inclusion policy.

You can find it on our website <https://willow.marishacademytrust.co.uk/send-and-inclusion-policy/>

**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.

## 1. What types of SEN does the school provide for?

Marish Primary School provides for pupils with a range of different special educational needs. These SEN fall into four categories as identified in the SEND Code of Practice (2014):

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

At Marish Primary School, we pride ourselves on being an inclusive school where children receive the support they need to thrive academically, socially and emotionally. We believe in meeting the needs of all of our pupils by accessing provision flexibly and through the ongoing monitoring of the effectiveness of that provision.

## 2. Who are the staff working to support children with SEN?

### Class teachers, HLTAs and TAs

All of our teaching staff receive in-house SEN training, and are supported by the SENCO and inclusion team to meet the needs of pupils who have SEN. The staff working in class with our children are responsible for delivering high quality provision that meets the needs of all children. Progress is regularly monitored and support is adjusted accordingly.

### Our inclusion team

We have a team of Special Educational Needs Co-ordinators (SENCOs) and specialist teachers who work together to ensure that children's needs are identified and met and that their progress is monitored regularly and support is appropriate.

Our SENCOs are:

Amina Da'ud  
(NASENCO)



Natasha Gentles  
Director of  
Inclusion  
(NASENCO)



Michelle Cookson  
Assistant SENCO



## External agencies and professionals

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher. They will liaise with the inclusion team to look at how we can best support your child and ensure appropriate provision is in place in class. We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. If we decide that your child needs SEN support, your child will be added to the school's SEND register. You can also contact the SENCO directly by emailing [sen@marishandwillow.co.uk](mailto:sen@marishandwillow.co.uk)

## 4. How will the school know if my child needs SEN support?

All of our class teachers are teachers of SEN and they closely monitor any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they will look to identify specific areas where the pupil is struggling and adapt classroom provision to address these difficulties. Pupils who don't have SEN usually make progress quickly once these areas have been addressed.

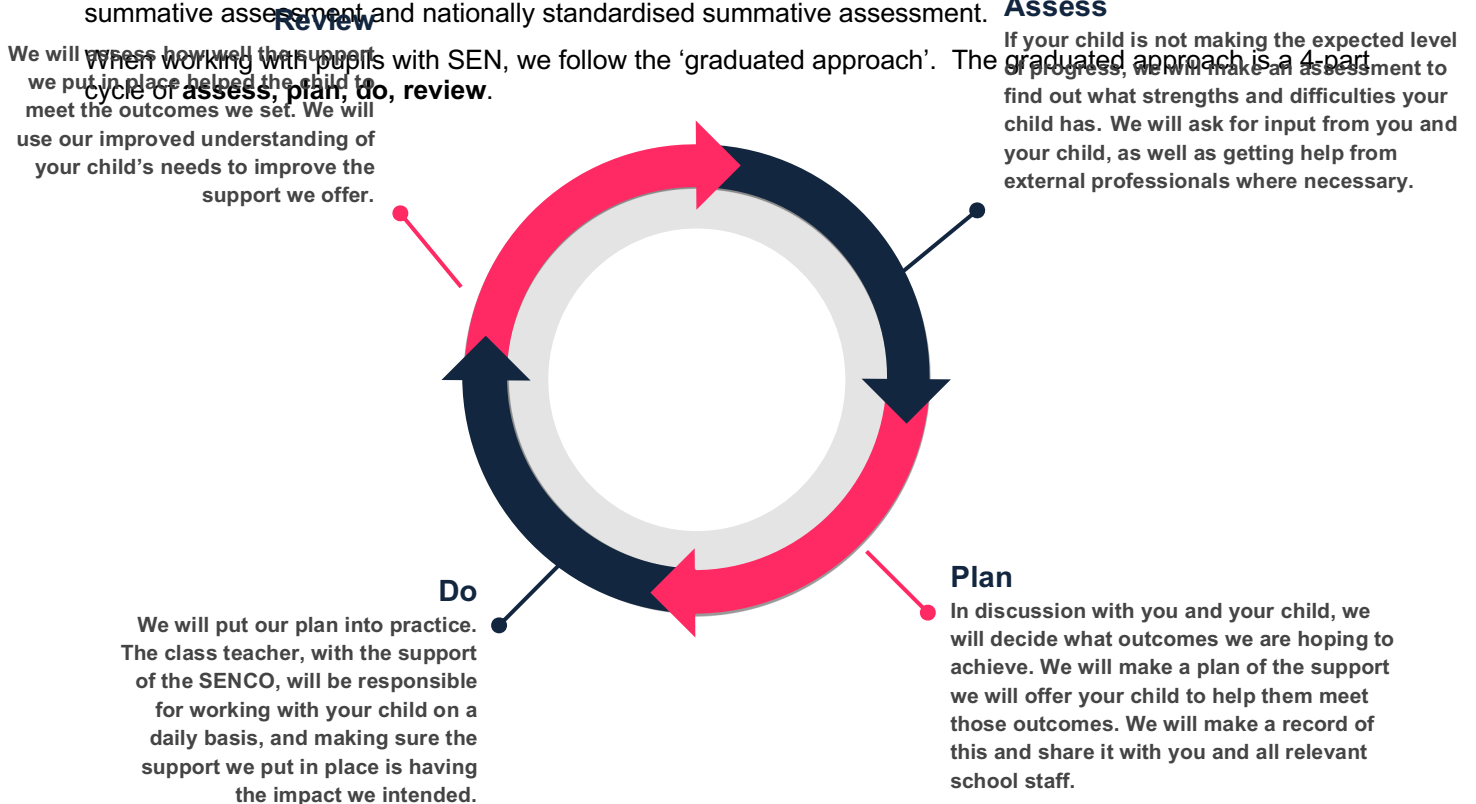
If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. Based on all of this information, the SENCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher will create a learning plan including short term targets and provision, to support the pupil.

## 5. How will the school measure my child's progress?

We see assessment as an integral part of teaching and learning; it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in school summative assessment and nationally standardised summative assessment.



As a part of the planning stage of the graduated approach, we will set targets in a learning plan or individual education plan that we want to see the pupil achieve. We also include details of the additional support and provision that we will put in place to help them meet those targets. We track progress towards the individualised targets and adapt provision and support as needed.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide an annual report for all pupils to outline the progress that they have made over the course of the year. Pupils with SEN will also have a learning plan or individual education plan on your child's progress.

Your child's class/form teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations, so 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 SEN support we are providing is impacting your child outside of school. If you have concerns that arise between these meetings, please contact your child's class teacher.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the 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 adapt how we teach to suit the way the pupil works best. There is no 'one 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 include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids or specialist equipment, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Providing support for physical and sensory needs.
- Additional support from a teaching assistant or a learning mentor may be offered to a small group of pupils or an individual pupil.



We may also provide additional support through the use of visual timetables, social stories, daily reading support, booster sessions, speech and language development, Emotional Literacy Support (ELSA) handwriting interventions or our Nurture Group

### **SEN unit**

We have a designated SEN unit at Marish Primary School, where students with an EHCP and a place agreed by the Local Authority can access specialist provision. Students in the SEN unit classes benefit from additional adult support in smaller classes to access a differentiated multi-sensory curriculum which is tailored to their individual needs.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:



Reviewing their progress towards their goals each term



Using pupil questionnaires



Taking into account parents' views at parents evening or during our SEN coffee mornings.



Monitoring by the SENCO



Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

The school is responsible for implementing the necessary support for children with SEN using our notional SEN funding. If it is necessary to secure more support than can be provided using this funding, we may need to seek from our local authority by requesting an EHC needs assessment.

## **11. How will the school make sure my child is included in extra-curricular activities?**

There are a range of extra-curricular activities and school visits are available to our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips and attend workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included in appropriate activities.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

Children with an Education Health and Care Plan (EHCP) can only be admitted once an application has been made to Slough Borough Council SEND department. This is to ensure that the child's needs can be met in our

setting. We prioritise the admission of children with an EHCP that names Marish Primary School. Places for any prospective pupils with a disability or SEN will be allocated according to our admissions policy.

### **13. How does the school support pupils with disabilities?**

All pupils with disabilities are supported to ensure they can fully participate in the curriculum. Please see our accessibility plan for further information.

### **14. How will the school support my child's mental health, and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
  - We provide extra pastoral support for listening to the views of pupils with SEN through the use of technology and additional adult support
  - We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

### **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

#### **Between years**

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Plan opportunities to meet the incoming teacher towards the end of the summer term, where possible
- Complete social stories and transition booklets, where appropriate for the child's needs.
- Complete transition week activities with the new class teacher the week before children break up for summer holidays.

#### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Pre-school visits are also arranged with the new setting and transition books/social stories are made to facilitate this transition.

#### **Between phases**

The SENCO of the secondary school will come into our school for a meeting with our staff. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Visiting their new school with our staff or their parents prior to the transition morning.

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Reading through a social story or transition book that has photographs of the new setting and the new adults to help pupils familiarise themselves with their new School.

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

Natasha Gentles is the designated teacher for looked-after children and previously looked-after children. She works with the rest of the inclusion and pastoral teams to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN. However, looked-after pupils will also have a personal education plan (PEP) and a termly meeting to ensure that all adults, carers and professionals are involved in decision making through careful monitoring of the child's progress. We will also make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the class teacher, year leader in the first instance. They will then be referred to the SENCO or the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

If you have questions about SEN, 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 Slough Borough Council's local offer at <https://www.slough.gov.uk/educational-support-services/children-special-educational-needs-disabilities/2>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://www.sloughsendiass.org.uk/>

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- > **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
- > **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- > **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** – 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