



Marlborough Primary Academy Information Report

Date written: September 2025

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Special Educational Needs Provision

Marlborough Primary Academy is a mainstream school and part of The Reach, South West Trust. We have four mixed-year classes of 30 children led by a class teacher and a nurture class led by qualified practitioners. Through a 3-tiered approach to SEN support (See SEN Provision section), we make all reasonable adjustments possible to support a range of special educational needs (SEN) across 4 broad areas:

Cognition and Learning (C&L):

This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.

Communication and interaction (C&I):

Difficulties might include understanding or using language and communicating socially with others. This might include conditions or disorders such as: Specific language impairment, autism and speech sound disorders/delay.

Social, Emotional and Mental Health (SEMH):

This might include difficulties such as experiencing high anxiety, stress, distress or anger that have an impact on accessing education.

Sensory and/or physical (S/P):

This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitivities and sensory impairment (i.e. Hearing Impairment).

It is common for children to have special educational needs that span two or more of these areas. If this is the case, SEN support is designed to best support your child's need using the resources available.

Assessment and Identification

For your child to access the best possible support, it is important that SEN difficulties are identified early through appropriate methods of assessment. Understandably, it isn't uncommon for parents to feel cautious about children being 'assessed' at a young age and are sometimes wary of children being given 'labels'.

At Marlborough Primary Academy, the principal objective is to understand exactly what support individual children require using age & stage appropriate strategies. Dependent on a child's specific areas of need, assessment can take place in many ways, by different members of staff or external professionals. Assessments and screening activities are always developmentally appropriate. We work closely with families to agree assessment methods.

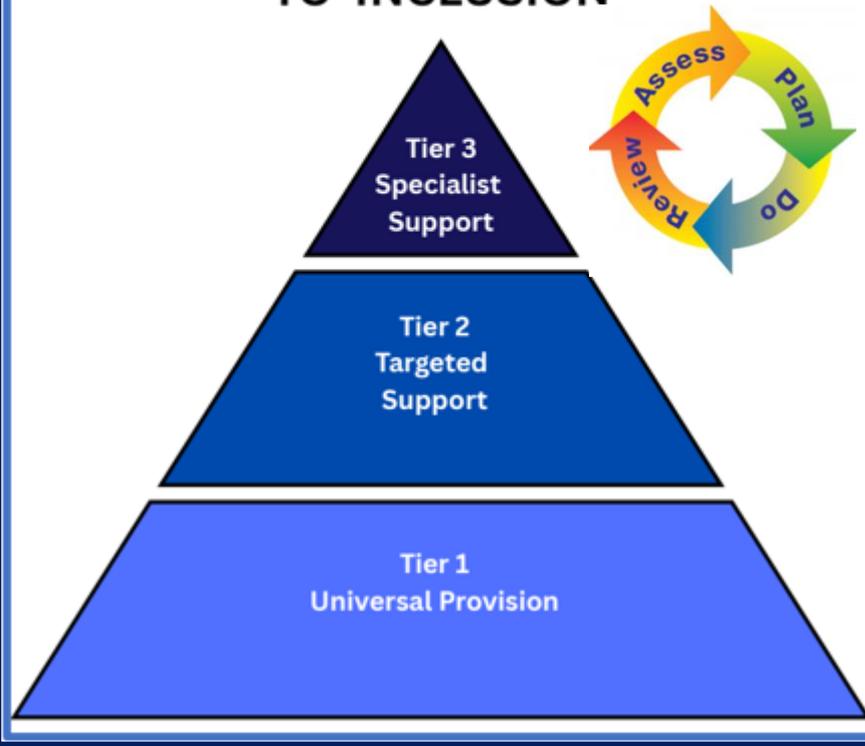
As an initial step, if parents or a teacher has any concerns or observations they would like to discuss together, they will collaborate and complete a 'GATI checklist'.

Support in School

At Marlborough Primary Academy, we have a 3-tiered approach to SEND support across the school. Depending on children's strengths and difficulties, support will look different for individuals.



GRADUATED APPROACH TO INCLUSION



All stages of support are implemented using an Assess, Plan, Do, Review cycle.

Tier 1 – Universal

Our first priority at Marlborough Primary Academy is to ensure the highest standard of inclusive teaching possible for all children, using a range of best-practice strategies. This forms Tier 1, the first of our 3-tiered SEND offer.

This level of support will involve a range of evidence-informed strategies including: flexible grouping of children, supporting children to develop independent thinking and learning strategies, clear, precise instruction and explanation, use of technology and visual 'scaffolding' of work to allow children greater access to learning.

Tier 2 – Targeted

For children who require a slightly more personalised approach to specific areas of learning, in addition to the Tier 1 strategies, children will have access to group-based interventions. These sessions, run by teaching assistants or teachers, include support for difficulties across the 4 broad areas of need such as: speech and language, specific literacy and mathematical skills, social skills, physical and sensory development and emotional literacy. Tier 2 support aims to enable children make accelerated progress against their targets and to be working at the age-expected level.

Tier 3 - Specialist

For a small number of children, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists from other services. They may also be offered a parttime or fulltime place in our nurture provision class, if their profile of need can be met in this provision. This type of support will vary hugely between individuals dependent on strengths and difficulties. Children who might benefit from Tier 3 support will most often have or require an Education, Health and Care Plan (EHCP) in order for the school to provide the level of specialist support.

All support across the school is monitored and evaluated regularly through a robust IEP system. This is to ensure that the support in place is meeting the needs of individual children.

Plan, Do & Review

If your child has special educational needs, you (and your child, where appropriate) will be invited on a termly basis to review and co-produce your child's individual education plan (IEP). This is an opportunity to meet your child's teacher, discuss what is going well, and, sometimes, what's not going so well and what support could be provided in the coming term.

Thank you to the parent/carer working party who collaborated with the SENCo to design the GATI triangle and descriptions of each tier.

Is Marlborough Primary Academy the school for my child?

At Marlborough Primary Academy, we pride ourselves on providing high quality SEND support for our children through our tiered approach. Through working with the Local Authority and as a network of schools across the trust, we aim to provide the best possible support for children with a wide range of difficulties across the 4 broad areas of need.

With above national average of pupils with SEND, we have to use our more specialised resources carefully and sparingly - such as teaching assistant support and access to external professionals such as Educational Psychologists and Speech and Language Therapists. For children who might require higher amounts of time with specialist teachers and professionals, it can be difficult to meet children's needs whilst still meeting the needs of all children in the school. Children who require high levels of specialist support may benefit from attending a resource base (specialist unit attached to a mainstream school) or specialist school. These types of schools often have specialist teachers, speech and language therapists and psychologists who work at the school on a full-time basis. If you have any questions about the type of support your child may need and what might be available, please email: reception@marlboroughacademy.org

Class Sizes:

Marlborough Primary Academy is half-form-entry mainstream school with 15 children in each year group, 30 children in each class. There are currently four classes across the school and a nurture provision.

Teaching Assistants:

With the exception of reception where ratios of adults to children are higher, throughout the school, classrooms are run by the class teacher and a class-based teaching assistant in the mornings and by a classteacher in the afternoons. Interventions are run according to the individual needs of the children.

Children with more complex needs might be supported at our Tier 2 and 3 levels of support by a Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA) in a targeted or specialist level of support. If requiring on-going support, children may have an Education, Health and Care Plan (EHCP) which provides additional funding from the child's home local authority.

Accessibility:

Marlborough Primary Academy is a mainstream school in a Victorian building set across two floors each without any lift access. The school hall and the school foyer are accessible through the main entrance. If accessed through the side entrance the ground floor classrooms are also accessible. Accessible toilets are available within the school foyer. For more information about accessibility, please check our Accessibility Policy.

Working with Parents

As parents, you have vital and unique knowledge about your child's strengths, difficulties, interests, likes and dislikes. At Marlborough, we believe that you should be fully involved in every step of the SEN process, from initial identification right through to making decisions about support in place in school. We call this SEN process the Graduated Approach To Inclusion (GATI). Communication between school and parents should be two-directional and the information below outlines what you can expect.

Assess

Assessment of needs or difficulties is the first step and may be initiated by the school, parents or health and care professionals (GP/social worker).

School initiated – If your child's teacher has concerns, they will first of all, speak to you to ask for your thoughts and input using a GATI form. They may well speak also to the Special Educational Needs Co-ordinator (SENCo) for tips and advice.

Parent initiated – If you have concerns about your child's learning and/or development, in the first instance, speak to your child's class teacher. They will be able to give you feedback on how your child is doing in class and you can both complete a GATI form from the perspective of home and school. Your concerns will be shared with the SENCo to monitor progress.

Health and Care Professional Initiated – If a concern is raised by a GP or health or care professional, they will usually communicate only with you the parents and not the school. It is really important that you share

as much information about concerns raised or relevant diagnoses your child might have so we can put the right support in place. Please inform your child's class teacher if this is the case.

Further Assessment

For some children, the type of assessment may be more specific including screening in school for specific needs or require referral to a qualified professional such as: an educational psychologist, speech and language therapist or paediatrician. You would always be contacted to ask for your consent and contributions towards the referral being made.

Plan, Do & Review

If your child has special educational needs, you (and your child, where appropriate) will be invited on a termly basis to review and co-produce your child's individual learning plan (ILP). This is an opportunity to meet your child's teacher, discuss what is going well, and, sometimes, what's not going so well and what support could be provided in the coming term.

How is my child doing?

In addition to the information shared in the 'Working with Parents section', progress reports on how your child is doing might take place in different ways:

Parents' evening Meetings/ Meet the Teacher Meetings: These meetings take place termly (3 times a year). These are a perfect opportunity to meet your child's teacher, discuss progress against learning plan targets and to shape the planned support for your child. The SENCo can be invited to this meeting too, if you have any specific questions – just be sure to make a note when booking your appointment!

Copies of learning plans will be shared twice or three times a year – October, February and May (the learning plan will be shared in May of there is a focus on transitioning to their next class/stage).

School Report: At the end of the school year, you will be sent a school report. This will include your child's assessment information over the year.

School Social Media: At Marlborough Primary Academy, we love to share what our children are up to! Many parents have shared how much they enjoy seeing their children's lessons and activities online – giving them lots to talk about and discuss at home.

School Newsletter: At Marlborough Primary Academy, we love to share your children's achievements with our community! Look out for our weekly digital email for updates on your child's class, key dates/events and a weekly greeting from our Headteacher.

Education Health and Care Plans (EHCPs)

For some children, our universal and targeted level of support, are not enough to enable them to learn most effectively. For children with more complex or significant needs, a more personalised and specialist approach might be required.

In many cases, a child might require an Educational, Health and Care Plan (EHCP). This is a legal document that describes a child's special educational needs, the support they require and outcomes they would like to achieve. The support in these plans must be provided by the local authority, meaning that an EHCP can give a child extra educational support as well giving parents more choice about which school their child can attend.

An EHCP can only be issued after a child has gone thorough the EHC needs assessment. This can be applied for by school or by parents.

For more information about EHCPs generally, visit:

[Education, Health and Care Plans \(EHCP\) - Plymouth Online Directory](#)

For information specific to Plymouth, visit:

[Statutory Assessment process Education Health and Care Plan - Plymouth Information Advice and Support for SEND.](#)

Local Offer

A local offer refers to activities, services, events or support that is available to parents of children with special educational needs. As a school, we are proud of our own 'Marlborough Primary Academy', open to

families in our communities both who attend Marlborough Primary Academy including our youngest learners in the Nursery. We also signpost families to the 'Plymouth Local Offer'.

Marlborough Primary Academy Local offer

At Marlborough, our local offer is made up of:

Parent SEN workshops - These run throughout the year and are interactive sessions where families in the communities are encouraged to attend to learn about and share ideas on the broad array of special educational needs. The schedule for these sessions will be published on the school website and emails.

Parent support – Our SENCo or team of school leaders are always on hand to offer support and guidance. Contact

reception@marlboroughacademy.org to organise a call or meeting.

Clubs and Activities – we offer an extended school provision/breakfast club that children with SEND are encouraged to participate in. Please be in contact if you are interested for your child to take part and we will discuss the support that might be necessary. We are actively looking into extending our club offer so please keep checking our weekly newsletter and social media pages for updates.

Specialist Advice – we work with a network of experts and professionals across the broad areas of need. We can help you find the advice you need from experts in the field.

Plymouth Local Offer

To learn about the Plymouth Local Offer follow this link:

[SEND Local Offer - Plymouth Online Directory](#)

Plymouth Information, Advice and Support Team

The Plymouth Information Advice and Support team (PIAS) is an arms-length service which offers impartial advice to parents and young people. PIAS provide parents, children and young people with the information and support necessary.

PIAS was established to ensure that parents, carers of children and young people aged 0 to 25 years old with Special Educational Needs and Disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about their education and 16 plus choices. For more information, visit:

[Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support](#)