



ANGLIAN LEARNING



SEND Information Report 2025 – 2026

Marleigh Primary Academy is a member of Anglian Learning Multi Academy Trust. All members of the trust share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation; that excellence is not simply defined by Ofsted grades and league table positions; and that education can play a transformational role in the lives of children and the success and wellbeing of our wider society.

Anglian Learning's Core Values

We are:

- Aspirational for all those in our community to be the best they can be,
- Ambitious of ourselves and of others to deliver excellence,
- Inclusive of children of all abilities and from all backgrounds,
- Respectful in our relationships, always underpinned by mutual support and trust,

and acting always with:

- Integrity, probity and honesty within Anglian Learning and as part of the wider educational system.

Marleigh Primary Academy is a welcoming, safe and inclusive school where all children are encouraged to fulfil their potential. We aim to provide an enjoyable and varied learning environment and to foster a responsible, respectful and caring attitude. We aim to develop the necessary skills to equip your child for life and encourage a love of learning that will continue after their time here.

Our Own Three School Values Are:

- Respect
- Resilience
- Reaching High

To Fulfil Our Vision, We Provide:

- High quality teaching,
- Teaching Assistants to support and encourage independence,
- Support for the whole family,
- Friends,
- Commitment to teamwork,
- Varied experiences and a wide range of opportunities.

How will the curriculum be matched to my child's/young person's needs?

We aim to provide full access to the National Curriculum for all pupils and to encourage success and participation for all our pupils, whatever their level of ability, making reasonable adjustments where needed. This may involve some additional adult support, working in smaller focus groups, using specific learning spaces, the use of specific resources or targeted interventions.

We will regularly communicate with parents about any additional support your child may be receiving to access the curriculum and when external professionals may be involved in developing their provision. When appropriate, the school or the Local Authority will fund the purchase of special access equipment for individual use by specific children. All children follow the Kapow PSHE programme, having dedicated lessons and regular circle times across the week to reflect on themselves as learners and to address issues which may affect day to day life and their wellbeing.

How will Marleigh staff support my child?

At Marleigh staff are committed to ensuring they support children with SEND as effectively as possible. Children with SEND are sometimes supported by additional adults to their class teams where needed, across all aspects of school life. This can be through extra-curricular activities within school and on residential trips, to ensure their full participation in all aspect of school life. This extra support can also be used to ensure access to the breakfast club which runs every school morning. In addition, there is after-school provision for working parents needing after school care, held here at Marleigh, until 6pm every evening. Breakfast club and after school club is provided by Premier Education, an external, independent company. We ensure that there are excellent communication systems between Premier Education and the school to support each child.

How will Marleigh prepare and support my child when joining the school and later on when transferring to a new setting for the next stage of education and life?

Support for our children begins before they start with us. An extensive programme of visits and meetings to meet children and their families begins in the Summer term, or Autumn term at the start of the new school year, prior to admission. We will invite you to tell us about your child, their strengths as well as difficulties: what works well and not so well. We will share this information with all staff, so they know how best to welcome and support your child. We liaise carefully with pre-school educators, schools, care providers and professionals to ensure that we know and understand our children as much as we can before their start date and can meet their needs more effectively from day one. We liaise carefully with schools from which children may join us at other times in their primary school career. When children leave us, we also communicate effectively with receiving schools.

In Year 6, there is an extensive transition programme for all children, particularly those with SEND and those who might find the process more difficult. Extra visits to secondary schools with support staff from Marleigh, liaison meetings with staff from those schools, summer schools and sporting events all form part of what we consider to be a robust transition package.

Secondary schools receive our advice on social groupings and interventions to help the children leaving us have a more successful time at their new schools. Formal meetings with children who have Educational Health Care Plans (EHCPs), their parents and staff from our school and receiving secondary schools begin in Year 5, to ensure that support packages are maintained, enhanced or modified where appropriate for each child.

How are parents involved at Marleigh? How can I be involved?

We aim to provide a welcoming environment for parents, as joint educators of their children and encourage parents to attend a variety of events throughout the year, both informal and more formal. Parents are strongly advised and encouraged to attend learning reviews twice a year where their child's progress is discussed. Additional meetings for parents who have children with SEND are held regularly to review the support plans that are put in place for children as part of the co-production process. Parents are always welcome to make appointments to see the class teachers after school and teachers are available at the classroom entrance before school or after school for a quick informal chat.

In addition, we run parent workshops and meetings over the year to provide further information about school life and how you can support your child at home. Previous sessions we have run have been linked to E-Safety and changes to assessments; specifically, the Year 6 Statutory Assessment Tests (SATs).

We regularly ask for volunteers to assist on educational visits and work with other organisations in the community to host community-based events.

We have a newly established Parent Teacher Friends Association (PTFA) who will work with the school to drive fundraising projects and secure additional funds for the school. If you have any questions about the work the PTFA carry out or would like to be involved, please email them at the following address:

ptfa@marleighprimary.org

We have a strong and committed Local Governing Body (LGB), who have the responsibility of raising School standards through their three key roles of:

- Setting strategic direction,
- Ensuring accountability,
- Monitoring and evaluating School performance.

The Governing Body are always looking for people to expand the range of our experience, so please talk to any of us if you would like more information about how they work. Any questions about governance at the school should be directed to the clerk at the following address: shales@anglianlearning.org

How can parents be supported at Marleigh?

Parents and families who have additional needs are supported by members of the school staff. We provide emotional support for parents and signposting and referrals to other services as appropriate to help further. Families with English as an Additional Language are supported from within the school community and support is sought from external agencies when needed.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office on request. We strive to have policies relating to SEND which are easy to access, clear and transparent.

How accessible is the Marleigh environment?

Marleigh Primary Academy and Nursery opened, for children aged 3 to 11, for the first time in September 2022. The school is set in a large site; however, it is accessible for wheelchair users. The ground floor is on one level and there are two lifts to access the upper floors. There are five disabled toilets on the site, with one including a changing bed and an accessible shower/wet room. There are two parking spaces onsite for Blue Badge holders.

How does the school teach children with SEND? How is the curriculum adapted?

It is very important to us that your child is happy in school and able to learn and achieve. We aim to ensure that all children receive high-quality teaching within an inclusive environment.

Adaptations are made to support children within the classrooms with a variety of needs and learning styles.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, one-to-one work, teaching style, content of the lesson,
- Adapting our resources and staffing,
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and pencil grips,
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud,
- Utilising different learning zones across school, such as the SEND Hub, library and ELSA room.

We always endeavour to teach in a multi-sensory manner to appeal to all types of learners, including the use of visuals, concrete manipulatives, sounds, smells and tastes when appropriate.

How does Marleigh know if children need extra help and what should I do if I think my child may have special educational needs?

We build the identification of SEND into our overall approach to monitoring the progress and development of all our pupils. Each pupil's current skills and level of attainment is assessed on entry. Class teachers make regular assessments of progress for all pupils.

The school aims to identify pupils with SEND as early as possible and to make appropriate intervention; to identify pupils of all abilities who are underachieving and act upon this to support pupils to make optimum progress.

Progress is tracked on a half-termly basis. Where pupils are falling behind or making inadequate progress given their age or starting point, your child's class teacher will invite you in to discuss this.

In some cases, it may be the parent who first raises the possibility of special educational needs. The class teacher will listen to your concerns so that together you can best decide how to support your child. When class teachers have initial concerns about a pupil, they ensure a base line assessment is in place and plan interventions to help the pupil with the difficulty they are experiencing. We follow the 'Assess, Plan, Do, Review' cycle.

Work is undertaken by the class teacher, or by trained teaching assistants under the direct supervision of the class teacher. In many cases, a targeted programme of support will be enough to address the difficulties. If, following several weeks of additional support, however, the child continues to experience difficulties he or she may be placed on the SEND Support Register. Triggers to identifying SEND could be:

- Little or no progress made when teaching approaches and intervention has particularly targeted the child's identified area of need,
- Attainment continues to be significantly below those expected for a child of similar age,
- Communication barriers or interaction difficulties create barriers to learning,
- Sensory or physical problems create barriers to progress despite the provision of specialist aids or specialist equipment,
- Persistent emotional or mental health difficulties are not improved by techniques normally employed within the school.

What specialist services and expertise are available at or accessed by Marleigh?

The school may, with parental permission, seek the advice of external agencies such as those listed below.

Locality:

- Family Support Worker
- Support Groups
- Advice
- Courses
- Parenting Support
- Abbey People

Medical

- School Nursing Team
- Child and Adult Mental Health Services (CAMH)
- Emotional Health and Wellbeing Practitioners Team Cambridgeshire and Peterborough
- Younited
- Specialist Medical
- Speech and Language Therapy
- Community Paediatrician
- Occupational Therapy
- Physiotherapy

Professional Services

- SEND 0-25 Specialist Teaching Team
- Social Care
- Educational Psychologists
- Statutory Assessment Team
- Sensory Services
- Music Therapy
- Play Therapy
- Counselling
- Working with other Special Educational Needs and Disability Coordinators (SENDCos) across Anglian Learning schools

With your agreement, an Early Help Assessment (EHA) can be completed by the Headteacher/SENCo and the parent to access the support of external agencies.

For a very small minority of our pupils with significant SEND, there may be a need to request statutory assessment to consider whether an Education and Health Care Plan is appropriate. A child needing a statutory assessment will have clearly identified complex, long-term and enduring SEN or disability which has a significant impact on their ability to access the curriculum.

What training are the staff supporting children and young people with SEND had or are having?

We recognise that to effectively support children, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, continuing professional development is offered to all staff and specific training will be made available to support individual children as and where necessary. Staff have been trained to support children with a variety of SEND and have acquired a range of skills to implement approved strategies, support programmes and interventions, some of which are mentioned below:

- Dyslexia-Friendly Schools Training
- Behaviour Management
- Autistic Spectrum Condition Training
- Speech and Language Programmes
- Specific Subject Support Programmes
- Provision of Emotional Support
- Attachment Theory
- Makaton
- Cambridge Therapeutic Thinking Training (formally known as STEPs) - to support our approach to behaviour
- Adverse Childhood Experiences
- Nurturing Principals
- E-Safety
- Safeguarding
- First Aid – including supporting children with long-term medical conditions

We regularly review what training we may require as a school and build this into our yearly training budgets and schedules.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Class teachers are responsible and accountable for the progress and development of the pupils within their class, even where pupils access support from teaching assistants or specialist staff. It is the responsibility of the Head Teacher, Inclusion Lead and SENCo to monitor the progress of all children in liaison with class teachers.

Targets are set termly, for all children with SEND. Class teachers, with support and advice from the SENCo, and after discussion with all staff involved with the child, agree **in consultation with parents and, where appropriate, pupils**, which targets will be set, which interventions will take place and what the expected impact of those interventions will be.

Provision may involve support from external agencies, and, in these cases, their advice is included in the target setting process. Children themselves are actively involved in monitoring their progress towards their targets.

You will be invited to attend a meeting with your child's class teacher to review support plan targets which everyone will agree to work on, to support your child. Along with this each child with SEND has a pupil passport that communicates key information about your child to all adults who work with them. Your child will be asked their views, and these will be incorporated into both documents.

An Annual Review will take place for pupils with Education and Health Care Plans. Transfer reviews in the Summer Term of Year 5 are used to begin to establish the parental choice of secondary provision to assess the arrangements prior to transfer. Secondary School SENCos are invited to Year 5 and 6 Annual Reviews.

Who can I contact for further information?

Any of the school staff are happy to speak to parents with concerns about their child's SEND, or signpost them to people who will be able to offer advice or support.

In the first instance, please contact the following members of staff:

- Your child's class teacher through the office: enquiries@marleighprimary.org
- Emily Thompson (Executive Headteacher and SENCo) on: ethompson@anglianlearning.org or send@marleighprimary.org
- Alice Parker (Executive Deputy Headteacher Inclusion) on: send@marleighprimary.org

Information on how to access advice and support from external agencies is available on our website. Some examples of services available to you are mentioned below.

SEND Information, Advice and Support Service (SENDIASS) offers information, advice and support to parents and carers of children with SEND. They may be contacted in confidence and promise to listen and offer impartial advice and support.

Contact details:

- Email: pps@cambridgeshire.gov.uk
- Telephone: 01223 699214

Pinpoint Cambridgeshire helps Cambridgeshire parents who have children with additional needs and disabilities.

Pinpoint Cambridgeshire is run for parents – by parents. They give help and information to parent-carers of children and young people aged 0-25 with additional needs and disabilities and give parent carers opportunities to have a say and get involved in improving local services.

Contact details:

- Website: <https://www.pinpoint-cambs.org.uk/>
- Telephone: 01480 877333
- Email: information@pinpoint-cambs.org.uk

Details on how to access family support workers are available from the school Inclusion Lead, SENCo or Head Teacher. The worker involved will depend upon whether the family is a resident in the City of Cambridge or South Cambridgeshire. Staff can also give advice on how to access other professionals, which may be through the school or the through the family GP.

Help and Advice understanding the SEND Code of Practice 0-25

The document can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Local Authority's Local Offer is published at: www.cambridgeshire.gov.uk/SEND

Further Information About Our School

Please visit our website: <https://marleighprimary.org/>