



SEN Information Report 2025 – 2026

Introduction

At Marlborough Road, we are committed to providing an inclusive environment where all children and young people, including those with Special Educational Needs and/or Disabilities (SEND), are supported to achieve their full potential. We follow the SEND Code of Practice (2015) and ensure that all pupils have access to a broad, balanced, and meaningful curriculum.

If you are concerned that your child may have special educational needs, talk to your child's class teacher and arrange to see the SENCO, Miss Catherine Ditchfield.

What are the arrangements for the admission of disabled pupils?	School will receive confirmation of a place via Salford admissions. Once a school place is allocated, the office staff and SENCO will arrange to meet with parents/carers and the child to discuss their needs and the provision that may need to be in place for the pupil. Liaison with external agencies will take place if needed and a transition plan will be put into place to ensure a smooth and successful start for the child.
What kinds of SEND do we provide for?	We support pupils with a wide range of needs, including: <ul style="list-style-type: none">• Communication and interaction needs• Cognition and learning needs• Social, emotional and mental health needs (SEMH)• Sensory and/or physical needs For more information. Please refer to the table below:

Area of need	Definition from the code of practice.	Provision available
Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their</p> <ul style="list-style-type: none"> • The teacher may change what they are teaching or the way they are teaching to help the child learn • Use of visual support, task boards, social stories • Staff may adapt their language to meet the child's needs • Support programmes especially made to help the child to build communication and interaction skills • Advice from professionals such as the school speech and language therapist who is employed 3 2025- 2026 lives. <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<ul style="list-style-type: none"> • A one-page profile explaining need. • Use of visual support, task boards, key language aids • Staff may adapt their language to meet the child's needs • Advice from professionals such as the school speech and language therapist. • Referral to the speech and language therapy clinic • Delivery of language programmes by our teaching assistants to help the child to build communication and interaction skills using assessments from WELLCOMM. • Referral to the educational psychologist • Support and advice from specialist settings such as Springwood Primary.
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex</p>	<ul style="list-style-type: none"> • A one-page profile explaining need. • Additional resources and scaffolding within class • Extra support may be given in a small group by an adult to help the child learn the things they are finding difficult

	<p>learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<ul style="list-style-type: none"> • Extra support may be given to the child by an adult individually for a short time during the day to support them • Referral to the educational psychologist • Advice from local specialist schools • Access to a bespoke curriculum
<p>Social, mental and emotional health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<ul style="list-style-type: none"> • A one-page profile explaining need. • Access to safe places in the classrooms. • Movement breaks, connection activities with key adult. • Extra support may be given to the child for short time during the day • Breaking down tasks/instructions • Resources to help concentration such as a wobble cushion, fidget toy or ear defenders • Advice from professionals such as the educational psychologist, learning support or the speech therapist • Referral to the school nurse • Referral to Neurodevelopment pathway/CAMHS
<p>Sensory and/or physical</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p>	<ul style="list-style-type: none"> • An individual health care plan. • Professional advice from specialist staff such as physiotherapists, Occupational therapists.

	<p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>	<ul style="list-style-type: none"> • Support from learning support – • Vision impaired team, hearing impaired team. • Referral to the school nurse • Specialist equipment • Motor skills groups • Adaptations to the school environment where possible
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<p>How do we identify pupils with SEND?</p>	<p>At Marlborough Road we track the progress of all children very closely to identify need, assess need and meet need. This is a Assess → Plan → Do → Review approach, referred to as the “graduated approach”. The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised.</p> <p>We identify SEND through:</p> <ul style="list-style-type: none"> • Teacher observations and ongoing assessment • Discussions with parents/carers • Data tracking and progress monitoring • Information from previous settings or professionals • External assessments, where appropriate
<p>How do we measure progress?</p>	<p>Your child’s school achievements may be assessed against age related expectations (i.e. the same as the majority of other children in their year group) or they may be assessed against other measures for children who are not ready to work at this level. These smaller steps are measured in our school using a system called SEN Toolkit. Children working below SEN Toolkit may access Cherry Tree curriculum which is a bespoke curriculum for children with complex needs.</p>

	<p>We track pupil progress through:</p> <ul style="list-style-type: none"> • Regular teacher assessment • Termly tracking on SEN toolkit • Monitoring against individual targets • Pupil progress meetings involving SENCO and teachers.
<p>How do we work with parents and carers?</p>	<p>We believe strong partnerships with families are essential. We value the contribution that parents can make to their child's education. There are two Parents' Evenings each year where the parents of children with SEND can discuss their child's learning. Meetings for children with SEND take place with the class teacher and/or the SENCO. Individual targets will be reviewed and discussed at these meetings.</p> <ul style="list-style-type: none"> • Maintain open communication • Hold regular review meetings • Offer guidance and support • Involve parents in planning and decision-making • Annual review meetings for pupils with an EHC plan are held at school with parents/carers, SENCO and other agencies involved in meeting your child's needs. Children are often invited to the review to give their views. • Help and support is available for parents filling out review forms. • Parents are always welcome to call in to see how their child is getting on and are encouraged to make an appointment via our school office.
<p>How do we involve pupils with SEND?</p>	<p>Your child's voice is important and at the centre of everything we do. At child centred annual reviews (for children with EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They are also encouraged to write their views prior to the meeting. All children with SEN have a one-page profile and are encouraged to add their views to this document.</p> <p>We ensure pupils:</p>

	<ul style="list-style-type: none"> • Are involved in setting their own targets (where appropriate) • Share their views about their learning and support • Feel listened to and valued
How do we support transitions?	<p>We provide support for transitions by:</p> <ul style="list-style-type: none"> • Working closely with previous and next settings • Offering transition visits and meetings • Sharing key information to ensure continuity of support
How the school adapts the curriculum and learning environment	<p>Our school has adopted a standard approach to classroom organisation and display. Classrooms have models, key language, visual timetables, class jobs, school rules and values displayed.</p> <p>Kagan structures encourage children to support one another, to work collaboratively and to encourage all pupils to take part. Conscious discipline encourages pupils to make physical connections with each other through daily activities and to develop a sense of belonging and improve self-esteem.</p> <p>Safe spaces identified in each classroom for children to use.</p>
Adaptations to the school building.	<p>The main school entrance and all areas of EYFS, KS1 and lower KS2 are accessible to all via ramps and widened doorways. There is a disabled toilet at the school entrance and 2 accessible toilets in KS2.</p>
How do we ensure an inclusive environment?	<p>We promote inclusion through:</p> <ul style="list-style-type: none"> • High-quality teaching for all • Adapted curriculum and teaching strategies • Staff training and professional development • Positive behaviour support

	<ul style="list-style-type: none"> • Accessibility planning
<p>How do we access specialist support?</p>	<p>Where needed, we seek support from external agencies such as:</p> <ul style="list-style-type: none"> • Educational psychologists • Speech and language therapists • Occupational therapists • Health professionals • Local authority SEND services
<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p>If parents/carers have concerns, they should:</p> <p>Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved,</p> <p>Stage 2: The complaint is dealt with by the SENCo. If there is still no resolution,</p> <p>Stage 3: The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors</p> <p>Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.</p> <p>Stage 5: The United Learning trust may become involved.</p> <p>In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State</p>
<p>Further information can be found in the following policies which are available on the school website</p> <p>Special Educational Needs and Disability policy Supporting children with medical needs Behaviour policy Accessibility Plan</p>	

Safeguarding Policy	
Contact details	SENCO: Cath Ditchfield Contact: Catherine.Ditchfield@marlboroughroad.org 0161 537 1111
Information on where the local authority's local offer is published	The Local Offer in Salford (LOIS) can be found at this location: www.salford.gov.uk/localoffer.htm The local offer for Manchester residents can be found on: www.manchester.gov.uk Marlborough Road local offer can be found on the school website: www.marlboroughroad.org

The contact details of support services for the parents of pupils with SEND.

SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0343
<i>For children aged 0-5</i> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House	0161 793 3275

<i>Salford Civic Centre Chorley Road Swinton M27 5AW</i>	
<i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i>	<i>0161 778 0410</i>
<i>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</i>	<i>0161 607 1671</i>
<i>Educational Psychology Service Burrows House M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</i>	<i>0161 793 3535</i>

