



Marden Vale
CE Academy

Marden Vale Academy

SEN Information Report

2025 - 2026

Our School



Our School Vision

At Marden Vale CE Academy, we believe that *'With God all things are possible (Matthew 19:26)'* and that there are no limits to how much our children can achieve. Through the Christian foundation of our school and with a focus on our Christian values, children at Marden Vale thrive in an environment and a community where they belong and are valued for their individuality.

What does this mean in practice? We aim to:

- create a culture where everyone works together and supports each other to achieve the best outcomes for children
- create lifelong learners who respond to challenge and are curious to know more
- empower children by building their resilience and supporting them to feel safe to take risks and learn from mistakes
- understand, respect and celebrate individual differences and achievements, giving children the confidence to flourish in their own ways

Through the Marden Vale Way, we live out our vision and values, encompassing all that we are and all that we want to be. Our future is going to change as we grow, as we welcome new pupils, parents/carers, governors and staff. The strength of our community combined with our vision and values will enable us to provide a warm and nurturing environment for our children to thrive.

School Information (updated May 2025)

Marden Vale CE Primary Academy currently has 146 children on roll (May 2025).

There are currently 73 children (50%) on the SEN register with a range of needs. 30 children have an EHCP (20.5%) (17 of these have places in our Complex Needs Resource Base) and 43 children receive SEND Support (29.5%).

Our **Complex Needs Resource Base** provides specialised support and learning for children with a range of complex special educational needs such as: Autism Spectrum Disorders, speech and language difficulties and sensory processing challenges. Children in our Resource Base have EHCPs and they access a specially adapted curriculum based on their outcomes and individual areas of need. Where appropriate, we aim to facilitate access to mainstream education and social interaction, offering opportunities for children to participate in a variety of school activities.



Meet our SENCO



The SENCO is Miss Amy Penfold.

If you would like to contact Miss Penfold, please call or email school on 01249813505 or email admin@mardenvale.dsat.org.uk



Special Educational Needs

At Marden Vale Academy, we support children with a variety of special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

Marden Vale Academy regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (*SEND Code of Practice 2015*).

SEN is categorised into the following areas in the SEND code of practice:

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



Identifying and assessing need (Graduated Response)

At Marden Vale, we work closely as a team and quickly get to know all children. We formally assess all children's progress in reading, writing and maths three times a year.

If staff have concerns about a child's progress, they will discuss these with parents/carers and will complete an in-school referral to the SENCO. We will then consult and follow our **Graduated Response** to identify and assess need. We are extremely fortunate to have a specialist and highly experienced SEN teacher within our Complex Needs Resource Base who is able to offer specialist advice and strategies from within our school.

Following this, a child may be placed on a monitoring register and we will carefully review their attainment and progress over a period of time.

If the child continues to experience difficulties or makes limited progress, in consultation with parents/carers, a decision will be made as to whether they need to be placed on the SEN register. At this point, parents/carers will be invited to a meeting to discuss the specific needs of their child and the additional support they require to meet their individual needs.

A Marden Vale **Individual Provision Plan (IPP)** will be created by the class teacher and SENCO. This will highlight the areas in which the child requires support, their targets in each of these areas, as well as the provision and resources in place to support them in reaching their targets. IPPs will be reviewed and shared with parents three times a year (in terms 2, 4 and 6).

IPPs

SEND Support Plans

If, after reviewing IPPs and progress, further support is required, a **SEND Support Plan** will be co-produced by the child, parents/carers, class teacher and SENCO. This is a profile of the child's strengths, interests and challenges that they may face day to day at school. It highlights strategies that can help with learning and ideas for how children may also be supported at home.

The Support Plan will contain short term targets and interventions or resources that will be used to help the child achieve those targets.

The Support Plan is reviewed and shared with parents and the child three times a year. Support is provided using the Graduated Approach as identified within the SEND Code of Practice. This consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows.

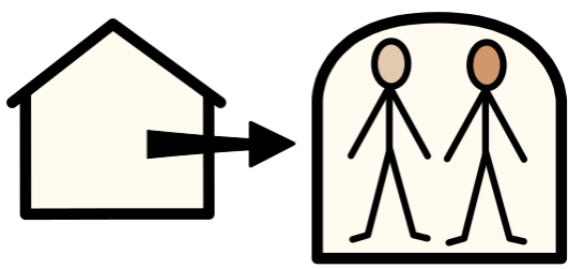


Some children may require more support than is ordinarily available and we may ask **outside agencies** to provide additional support and advice to ensure that we are offering the best provision we can.

Education Health and Care Plans (EHCPs)

For some children, with more complex needs, an **Education, Health and Care Plan (EHCP)** may be necessary. We work closely with parents/carers, SEN professionals and the local authority to put this in place.

When a child has an EHCP, their progress and provision will be reviewed on a regular basis through **Annual Review Meetings**. This allows for the child, parents/ carers, teachers and other professionals involved to share their thoughts and ensure provision and outcomes continue to be appropriate to their needs.



Outside Agencies

We access external specialist support from outside agencies for children as required. Some of these include:

- Speech and Language Therapists
- Occupational Therapists
- Behaviour Support
- School Health Nursing Team
- Community Paediatric Services
- Educational Psychologists
- Child and Mental Health Service (CAMHS)
- Social Services

Some of these services are arranged through our school, others are accessed via your child's GP. The SENCO can offer advice around accessing such support.

We will ask for parental permission before we arrange for any outside agencies to come in and work with children and it is likely that parents will be required to contribute.

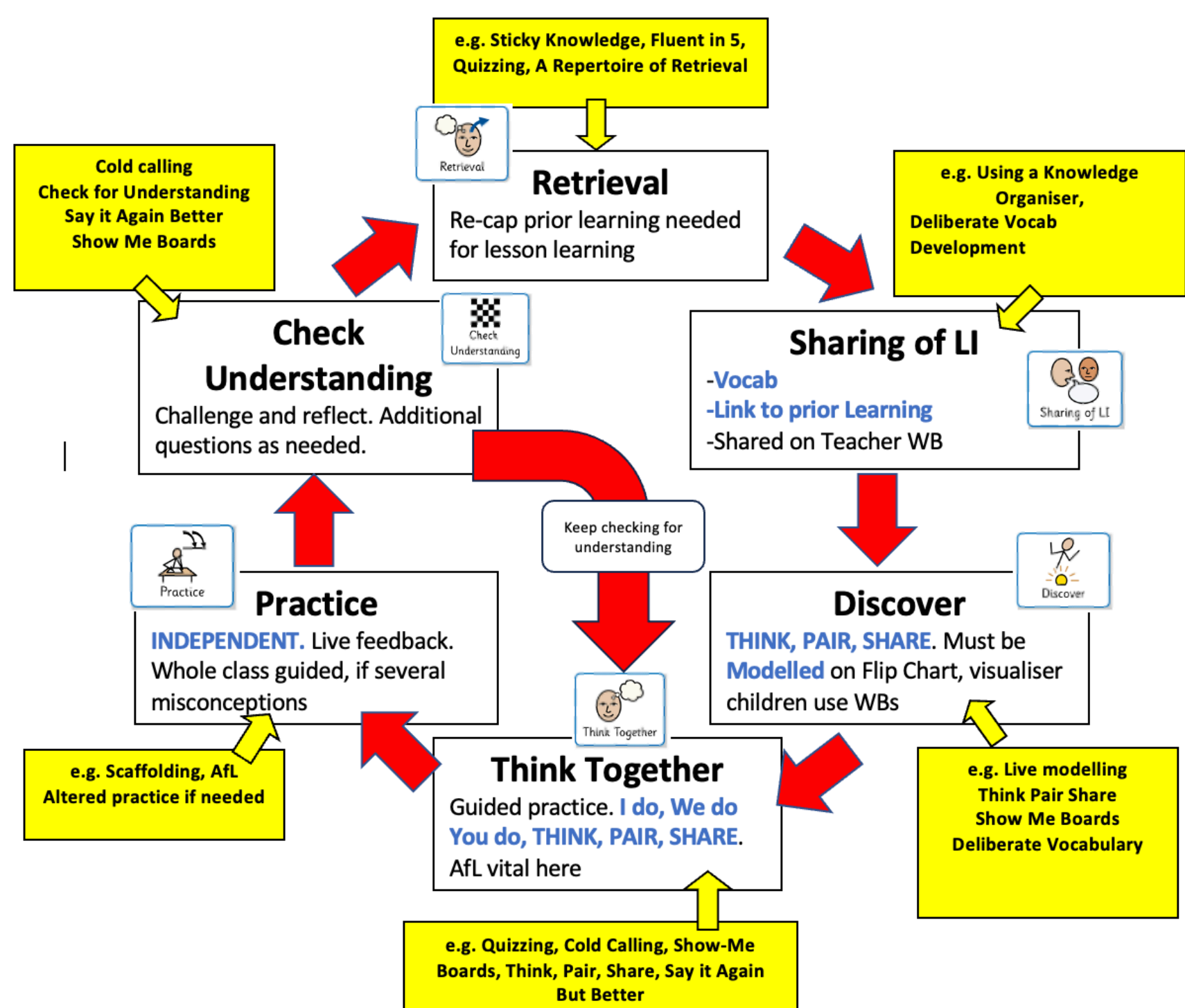


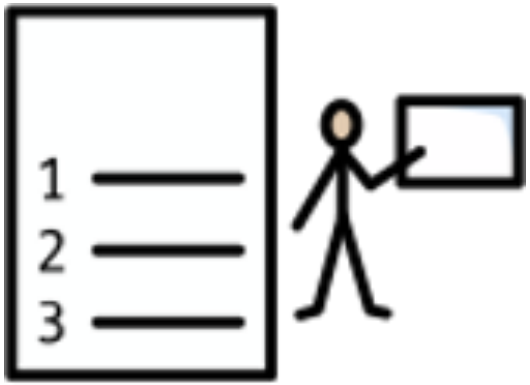
Our approach to teaching all children including those with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers with reasonable adjustments and adaptations to enable them to access the curriculum.

At Marden Vale, teachers are responsible and accountable for the progress and development of all children in their class, including those who have Special Educational Needs and may require additional support either within the classroom, in small supported groups or other alternative provisions.

At Marden Vale, we have created a bespoke mastery lesson design based on the principles of Tom Sherrington's Learning Model to ensure that high-quality, adaptive teaching takes place for all.

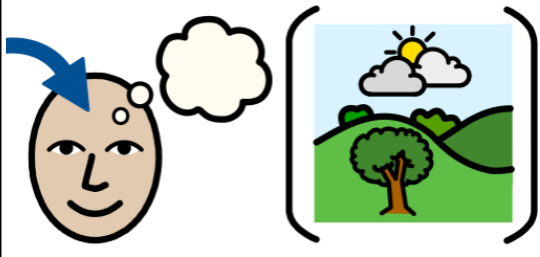
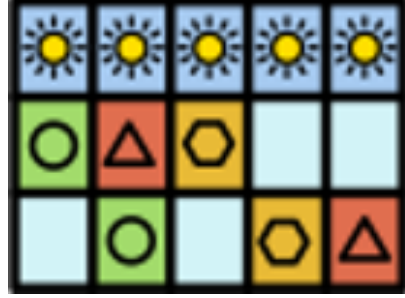
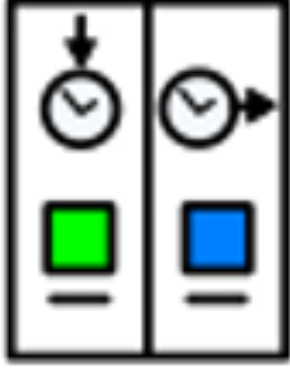



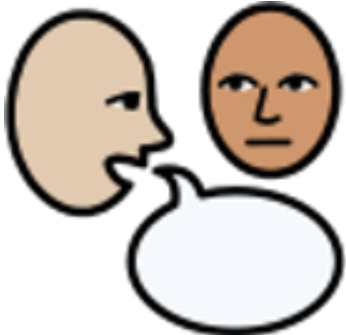




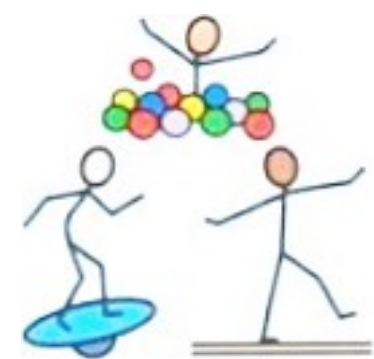


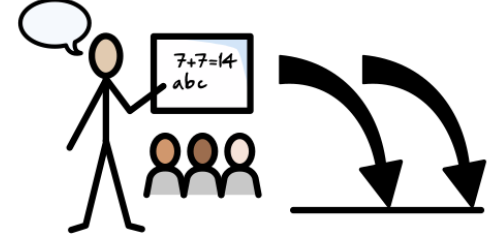
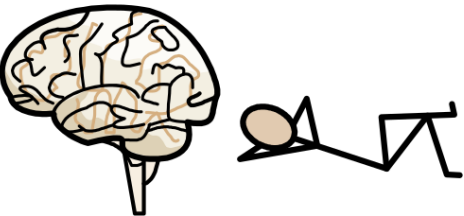
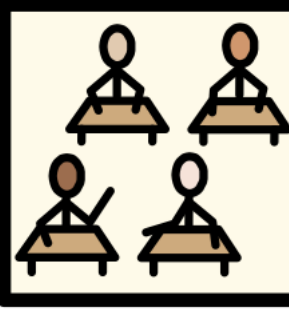
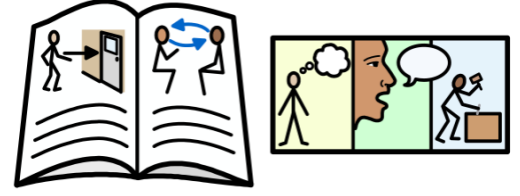




Curriculum adaptations and support strategies available to all children

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

Staff refer to the **Wiltshire Ordinarily Available Provision for All Learners (OPAL)** to inform practice and strategies to implement within their classrooms. Some examples of these are listed below:

		
SEND friendly environments	Visual timetables	Task/ Now and Next boards
		
Positive language	Explicit instruction and reduced language	Assistive technology
		
Talk partners	Word banks	Ear defenders
		
Timers	Calming activities	Sensory circuits
		
Peer learning	Thrive Approach	Pre-/ re-teach
		
Brain breaks	Classroom seating plans	Social stories/ comic strips



Parent/ Carer Consultations

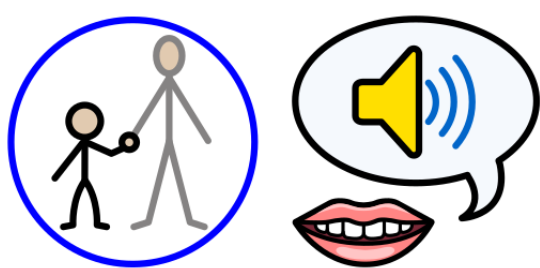
At Marden Vale, we work closely with parents and carers and recognise the importance of the role they play in contributing to the support and progress of children with SEND. Parent overviews, available on our school website, aim to provide information about what children will be learning in each upcoming term. This is so that families know what to expect and are able to talk about learning at home as well as school.

Parents and carers are invited to attend 2 parents' evenings during the year, (one in Autumn and one in Spring). Teachers also write a formal end of year report for all children in the Summer term which parents are able to discuss if they would like to.

If a child is identified as having SEND and has a SEND Support Plan in place, parents/ carers will be invited to meet with their child's class teacher to review progress and targets three times a year (these meetings may be part of parents' evenings). For children with an EHCP, they will also have an annual review meeting to review the outcomes of their EHCP in addition to the above meetings. These meetings are used to celebrate the child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps.

Class teachers are always the first point of contact for parents and carers when discussing any questions or concerns relating to children's needs and progress. They will be able to provide information about ways of supporting learning in different areas of the curriculum.

Your child's class teacher may discuss these with the SENCO who can also suggest ways and strategies to help your child in specific areas of need such as reading, writing, maths or social skills and emotional wellbeing.



Child voice

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children who have a SEND Support Plan contribute to the process by sharing their views on their strengths and needs. They will also be asked what strategies and support they find useful.

Pupils with an EHCP will contribute their views as part of the annual review process and will be invited to attend part of the annual review meeting where appropriate.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed</p>	<p>Feedback and review progress/ interventions</p>



Evaluating Provision

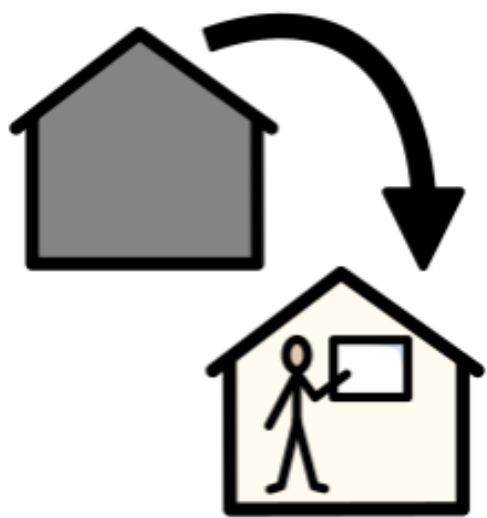
Teachers and the Senior Leadership Team review progress in Pupil Progress Meetings and discuss next steps.

Staff meetings are used to discuss and share ideas to ensure up to date research and policy is in place.

We establish a child's baseline before implementing interventions and review the impact of interventions at regular intervals. We regularly use tracking tools to update targets and measure progress. We also ask our children if they feel the adjustment or intervention is helpful and makes a difference.

We hold regular reviews for children who have an Education Health and Care Plans, SEND Support Plans and those requiring specialist support. We hold annual reviews for children with Education Health Care Plans.

We also provide regular professional development to teachers and support staff from within our school, from our DSAT trust of schools and from specialist outside agencies where specific advice and support are required.



Transition Support

Starting School

In the summer term, children will have the opportunity to visit Marden Vale with their pre-schools or nurseries. During the summer holidays, we hold summer school sessions for our new reception starters. This enables the children to meet their new class teacher, key adults and some of the children who will also be joining their class.

In September, the EYFS class teacher will carry out home visits. This enables the teacher to meet each child in their most familiar environment and get to know them and their family better.

The class teacher also liaises with each child's pre-school setting to find out about their development against the Early Years Foundation Stage curriculum. For children who have already been identified as having SEND, the class teacher and SENCO may observe the child in their pre-school and will have a handover meeting with the SENCO there. We can then ensure necessary provision is put into place before the child starts school in September.

All children in EYFS begin with a settling in period, where they attend for half days and build up to full days. Some children may require a personalised transition plan when joining school which could include a reduction in hours.

Transition to EYFS, and then into each successive year-group, is supported by meetings and taster sessions in each new class.

End of Year transition

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Some children may need further support such as a transition booklet with pictures of the new classroom and key adults.

Class teachers meet with each other during the summer term to discuss the needs of the children and share SEN support plans.

Secondary Transition

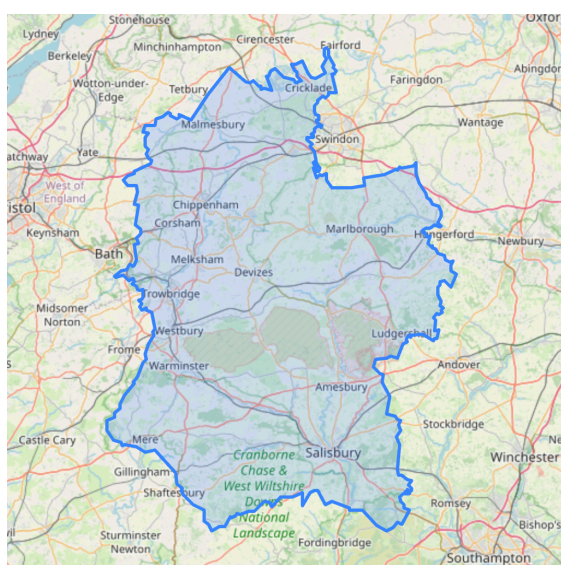
We make links with secondary schools so that we can share information and ensure the transition is as smooth as possible.

All Year 6 pupils are prepared for transition through class and group activities. For some pupils it may help to carry out these activities in smaller groups with an adult or occasionally on a 1:1 basis.

Some pupils may benefit from additional visits to their secondary school and we can help to arrange this. Some pupils benefit from individual visits to their secondary schools supported by our staff.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We also make links with the SENCO at the child's previous school.



Wiltshire Local Offer

The Wiltshire Local Authority **Local Offer** can be found at:
<https://localoffer.wiltshire.gov.uk/>

Parents/Carers may also like to contact **Wiltshire SENDIASS** for impartial advice and support: <https://family-action.org.uk/services/wiltshire-sendiass/>



You can also contact **Wiltshire Parent Carer Council**: https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

