



Marlborough County Infant School Federation
Special Educational Needs and Disabilities Information Report

Written: July 2026

Next Review Planned: July 2027

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Review Date: July 2026

Signed: _____ (Governor Approval)

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Approval Date: _____



Marlborough Infant School is a mainstream infant school, serving the military community of Aldershot and parts of the civilian community of North Camp.

We believe that all children have a right to be valued, encouraged and accepted equally, regardless of ability, behaviour or family background.

Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Some children have barriers to learning that mean they have special educational needs and require provision that is additional to or different from others of the same age.

Children may have special educational needs either throughout or at any time, during their time in school.

At Marlborough we want to make sure that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy amongst their friends and make the best possible progress.

How will the staff at Marlborough Infant School know if my child needs extra help?

- Your child may be falling behind their peers in their learning.
- There may be changes in their behaviour in class or at home.
- Your child may have moved from pre-school or another infant or primary school with needs that have already been identified.
- They may come into mainstream school already with an Education, Health and Care Plan (EHCP), you may have concerns of your own or information from a previous setting.
- There will be discussions with you, the parents or carers.
- There will be discussions with your child him/herself.

What should I do if I think my child has a Special Educational Need or Disability (SEND)?

- First of all, talk to your child's class teacher.
- Make an appointment to speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCo.)
- Depending on your child's specific needs, you may wish to talk to your G.P.
- The school operates an 'open-door' policy and we endeavour to address your concerns quickly or refer you to the appropriate support where necessary.

How will Marlborough Infants School support my child?

- Your child's needs will be met within the class, through high quality first teaching, which takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- If necessary, the class teacher will work with the SENDCO to produce a plan for your child and set appropriate targets.
- The class teacher will be aware of your child's needs and will ensure they have regular support from themselves and the Learning Support Assistant (LSA) for some tasks.
- Your child's name will be included on the school's Special Needs register and will be identified as SEN on Arbor.
- If needed, a personal programme of additional support, an Individual Learning Plan (IEP), will be put in place and parents/carers will be invited to a meeting at the school to discuss this further.
- An IEP will be regularly reviewed and a new learning plan will be created in line with the assessment timetable.
- They may receive additional support in class, structured or immediate intervention interventions and or adaptations within their learning tasks.
- Some children may need Emotional Literacy Support (ELSA), if there are concerns about behaviour or emotional well-being.
- A referral to the Educational Psychology Service for advice or assessment may be made if appropriate.
- Support from the Speech & Language Therapy Service or Occupational Therapy Service may be requested. Support from an outreach service for pupils on the autistic spectrum can be sought. A referral to the Primary Behaviour Support Unit for advice and support may be made.

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

- All children will be working towards the same objective, but at different levels
- There may be many levels of work taking place in one lesson.
- These are called adaptations and allows all children to access the same curriculum.

How is the decision made about what type of and how much support my child will receive?

- The class teacher and the SENDCO will discuss those needs and how they can be best met within the school.
- Support may be in form of a 1:1 with a Special Needs Assistant (SNA).
- It may be in a small group, inside or outside of the classroom.
- The support given will be recorded on your child's Individual Education Plan.
- First quality teaching through ordinary available provision is paramount and ensures pupils get the best and most qualified staff supporting their needs.

How will I know how well my child is doing and how I can help them at home?

- Meetings with the SENDCo, class teachers + Learning Support Assistants are held.
- The Individual Education Plan (IEP) is created at least twice a year for children who are entered on the school's register of Special Educational Needs.
- The IEP sets targets that are specific, measurable, achievable, realistic and timed (S.M.A.R.T.) and these are shared with you and your child.
- The Individual Education Plan (IEP) can help with your role at home.
- Once the IEPs are in place, parents will be invited in to school for a meeting with the class teacher and SENDCo to discuss the content and how it is working.

How will I and Marlborough Infant School know how well my child is doing?

- Teachers monitor your child's progress with their targets and regular assessments, matched to national and age-related expectations.
- They complete half-termly tracking documents.
- The Individual Education Plan (IEP) is reviewed regularly.
- Reading, spelling and, for some children, maths are assessed using standardised tests to give a reading age / spelling age / maths age and standardised scores, to measure progress.
- Children who are not making expected progress are picked up through the regular review meetings that follow these assessments.
- This may lead to adjustments to their Individual Education Plan (IEPs) and to the support they receive.
- Parents' Evenings and Annual reports give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social concerns.

What is available to support and develop my child's overall wellbeing?

- We are an inclusive school, welcoming and celebrating diversity.
- All our staff members believe in developing children's self-esteem and our school values reflect this.
- Teachers, LSA's, the SENDCo, the Assistant head teacher, and the Head teacher will all be involved in developing the school culture.
- There will be resources carefully and specifically chosen to aid and support learning.
- Emotional Literacy Support (ELSA) is for children who need an extra boost to improve confidence, self-esteem or social skills *for a short while*.

What services and expertise are available at or accessed by the school?

- Our SENDCo is Clare Litwin has completed the SENDCo accreditation, is an outstanding qualified teacher and experienced senior leader.
- All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- All our LSAs receive weekly training from our experienced teaching staff and the SENDCo to ensure they can provide the best support.
- Further training on specific Special Educational Needs topics are a regular feature of the staff professional development calendar each year.
- All staff receive training and regular updates in safeguarding, child protection and first aid.
- We work closely with external agencies, relevant to each individual child's needs.
- These currently include GPs, school nurse, paediatricians, speech and language therapists, occupational therapists, educational psychologists, primary behaviour support workers, specialist advisory teachers for hearing or visually impaired or physically disabled pupils, specialist outreach workers, family support and other social services.
- We work closely with EMTAS (Ethnic Minority and Traveller Achievement Service) to support our families for whom English is an additional language. We would arrange for a translator to attend meetings if necessary.

How are children with SEND included in activities outside of the classroom, including school trips?

- All of our children are encouraged to join in, are welcomed on and included in all activities & after school clubs whatever their needs.
- If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1
- Parents are encouraged and welcome to help on school trips to help to support their children.
- If necessary, a risk assessment will be completed before a school visit by the class teacher, SENDCo and parents/carers.

How accessible is the school environment?

- It is our aim to include every child in all aspects of the curriculum both on and off-site and so we consult parents in the planning stage to make this possible.
- The ground floor of the building is accessible via the ramps at the rear of the school.
- Portable ramps are available for accessing the building through the front entrance if necessary.

- Due to the two-storey nature of the building, the upstairs rooms, including the hall are not accessible to wheel chair users.

Who will I speak to if I am worried about how my child is progressing?

- In the first instance, make an appointment to speak to your child's class teacher.
- If you need further help or explanation, make an appointment to meet the SENDCo.
- Parents are always welcome to arrange a meeting with the head teacher to discuss any further concerns.

How will Marlborough Infant School prepare and support my child when joining the school and transferring to a new school?

Joining our school

- The Early Years' Teaching Team supports the transition from pre-school into mainstream education.
- Open 'stay and play' sessions for pre-schoolers are held in the summer term.
- Home visits support your child to meet and get to know their new teacher ahead of the new school year.
- There are parent meetings in the summer term before the September start.
- Transition meetings between the Pre-school SENDCo, parents and school SENDCo in the summer term are held.
- Children who join our school through the year, often due to a military family posting will be welcomed, invited to tour the school and records from the previous school will be requested.
- Some children feel more secure about the transfer when they receive a photo book about Marlborough Infant School, to share at home before they start school.

Moving on to another school

- If your child is due to move to another local school and has SEND, there will usually be a transition meeting before the move. This transition meeting will involve parents and the SENDCos from both schools.
- Where children are anxious about the move to a new school, we will request a photo book about the new school to share with them before they move.
- When children move 'out of area' the SENDCo will contact the next school by e-mail and phone to ensure that all the important information about the child's needs are passed on. School documents are also sent by post.

How are the School Governors involved with pupils with SEND? And what are their responsibilities?

- There is a SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- The SEND Governor will meet each school term with the SENDCo to talk through the progress that the children are making and reports back to the Governors. In these meetings, all discussions and data are interrogated and justified.

- Governors look at data to ensure SEND children make progress that is at least as good as the progress made by the rest of the children in the school.
- The SENDCo reports to the Governing Body.
- The Governor responsible for monitoring pupil premium visits the school regularly to check on the progress of these children and how the pupil premium money from the government is spent.
- Marlborough Infant School's SEND governor is currently Mrs Maria McClure .
- She can be contacted by e-mail - "For The Attention of SEND Governor, Mrs Maria McClure' at adminoffice@marlborough.hants.sch.uk

What steps should I take if I am concerned about the school's SEND provision?

- Your first point of contact will always be your child's class teacher.
- You may also wish to speak to the SENDCo, Mrs Clare Litwin
- They can be contacted through the school office or by e-mail to
- "For the Attention of The SENDCo" at adminoffice@marlborough.hants.sch.uk
- You should read the school's SEND policy which is published on the school web-site.
- Contact the SEND Governor, MrsnMaria McClure, at adminoffice@marlborough.hants.sch.uk
- If you feel you need an independent source of support, contact Hampshire SENDIASS <https://www.hampshiresendiass.co.uk/> At info@hampshiresendiass.co.uk
- Phone **0808 164 5504**



- Independent Special Education Advice can be found at www.ipsea.org.uk

- The school has a formal complaints policy. Please contact the school office for details.

Further information about the provision, services, support and resources available for children or young people with SEND and their families within the Hampshire Local Education Authority is available through the Hampshire County Council 'Local Offer'. This can be found at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

The Hampshire Local Offer can also be accessed through a link on the Hampshire SENDIASS website.

The review of this SEND Information Report was carried out in July 2026 by Mrs Clare Litwin, SENDCo, in consultation with Mrs Jenny May, Governor with responsibility for Inclusion.