

The Marlborough Science Academy SEND Information Report 2026-2027

Dignity • Kindness • Endeavour • Compassion • Courage

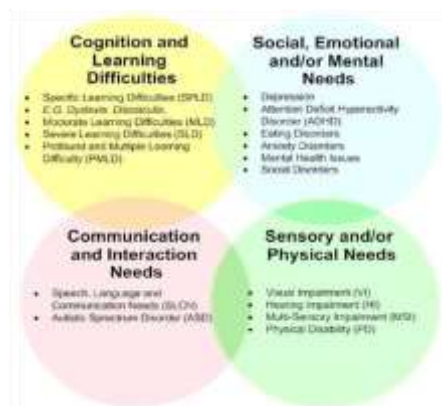
At The Marlborough Science Academy, we are committed to ensuring that every student is able to participate fully in school life, achieve their potential and develop the confidence and independence they need for the future.

This SEND Information Report explains how we identify and support students with special educational needs and disabilities (SEND), how we work with parents and carers, and where families can find further help and information.

We recognise that every young person is different. Our approach begins with understanding the individual student - their strengths, their needs and any barriers they may experience - and working in partnership with students, families and relevant professionals.

If you have concerns about your child's learning, development or wellbeing, please contact us. We welcome early conversations with parents and carers so that we can work together.

The four broad areas of SEND



Area of need	What this may include
Communication and interaction	Including speech, language and communication needs and autism.
Cognition and learning	Including specific and moderate learning difficulties.
Social, emotional and mental health	Including needs that affect emotional wellbeing, behaviour or engagement with learning.
Sensory and/or physical needs	Including visual, hearing, multi-sensory and physical needs.

Contents

1. 1. How do we identify students who may need extra help?
2. 2. How will Academy staff support my child?
3. 3. How will I know how my child is doing?
4. 4. How will provision be matched to my child's needs?
5. 5. What support is available for my child's wellbeing?
6. 6. What specialist services and expertise are available?
7. 7. What SEND training do staff receive?
8. 8. How will you help me support my child's learning?
9. 9. How will I be involved in planning for my child's education?
10. 10. How will my child be included in trips and activities?
11. 11. How accessible is the Academy environment?
12. 12. Who can I contact?
13. 13. How will you support transitions and in-year admissions?
14. 14. How are SEND resources allocated?
15. 15. How is the level of support decided?
16. 16. What can I do if I am unhappy with the support provided?
17. 17. Where can I find Hertfordshire's Local Offer?
18. 18. Our curriculum
19. 19. Accessibility and accessible information
20. 20. Further sources of support

1. How do we identify students who may need extra help?

If a young person has already been identified as having SEND, information is shared with the Academy as part of the transition process. We work with parents and carers, primary or previous schools and, where appropriate, external professionals and agencies.

For students joining Year 7, transition begins early. This can include liaison with primary schools, visits to primary settings, Values Days and additional supported visits for students with an Education, Health and Care Plan (EHCP) or students who may be particularly vulnerable. These arrangements are in addition to the county-led moving-up day.

For all new students, baseline assessments during the first weeks help us build a broad picture of academic strengths, underlying ability and any possible barriers to learning. Relevant information is used to build a learning profile and is shared with staff who need it to support the student.

If you think your child may have SEND: please contact the school so that your concerns can be discussed with the appropriate member of staff, including the SENCo where appropriate.

2. How will Academy staff support my child?

The majority of students' learning needs are met through high-quality teaching in the classroom. Teachers plan ambitious and accessible lessons and make appropriate adaptations so that students can participate and make progress.

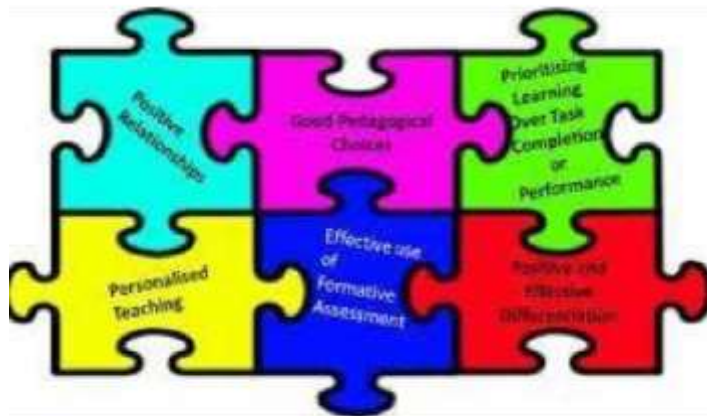
In some classes, Assistant Teachers (ATs) provide additional support. Their role is not only to help students access learning, but also to develop independence, confidence and strategies that students can use for themselves.

Where appropriate, individual targets are set and monitored. Additional support may include home-learning club, catch-up lessons, Study Hub or targeted small-group work for specific areas of need.

The Specialised Learning Department monitors students' access to learning, engagement, progress, achievement and attainment. Advice and support can then be adapted in response to the student's needs.

Our aim is to help students become increasingly confident and independent learners by the time they complete Year 11 and, where appropriate, move into our Sixth Form.

Please note: support is dependent on the needs of students and the funding available to the Academy. The Academy does not routinely provide 1:1 support. In very rare circumstances, 1:1 provision would require specific local authority funding and agreement.



3. How will I know how my child is doing?

Parents and carers receive termly Grade Cards showing progress against targets. Parent/carers consultations provide opportunities to speak with subject teachers.

The Specialised Learning Team also offers parent/carers contact meetings, including individual, virtual and face-to-face opportunities. Depending on the issue, families may also contact the Form Tutor, Director of Learning, SENCo, subject teachers or Pastoral Administrative staff.

4. How will provision be matched to my child's needs?

All teachers are responsible for the progress of the students they teach. Lessons are planned to be accessible and ambitious, with adaptations made where appropriate.

Examples may include:

- pre-teaching key content or vocabulary;
- using over-learning and retrieval to consolidate learning;
- using metacognitive strategies;
- providing targeted texts or resources matched to a student's reading needs;
- providing additional apparatus or materials; and
- allowing additional processing time or an agreed time-out where appropriate.

The graduated approach: Assess, Plan, Do, Review

- **Assess:** identify and understand the student's strengths, needs and barriers to learning.
- **Plan:** agree appropriate support, resources and strategies.
- **Do:** teachers remain responsible for implementing agreed strategies and supporting progress.
- **Review:** consider teacher feedback, progress information and the views of the student and parents/carers, and adapt support where needed.

Exam access arrangements

The Academy supports students who may require exam access arrangements. For students who qualify, needs are identified in line with Joint Council for Qualifications (JCQ) requirements. Classroom adjustments and a student's normal way of working help build the evidence used when formal arrangements are considered.

Private reports may provide additional information, but the Academy must follow the relevant JCQ rules when making formal applications. Our aim is for appropriate arrangements to be part of normal classroom practice so that students feel confident and well prepared.

5. What support is available for my child's wellbeing?

Pastoral care is provided through Directors of Learning, pastoral staff and the wider Academy team. The school also employs a Family Engagement Officer and has a Mental Health Team attached to the school. Our aim is to help students become resilient, confident and well-rounded young people who can thrive both within and beyond school.

6. What specialist services and expertise are available?

The Academy maintains links with advisory services, the Educational Psychology Service, SEN Officers, Services for Young People (SfYP) and other relevant professionals who may support individual students.

The SENCo holds qualifications relating to diagnostic assessment, teaching for specific learning difficulties (SpLD), assessment and SEND. The Deputy SENCo is a Specialist Teacher of SpLD.

7. What SEND training do staff receive?

SEND training forms part of the induction process for staff.

Members of the Specialised Learning Department and other staff have undertaken training or hold qualifications in areas including specific learning difficulties, speech and language, autism, ADHD/ADD and visual stress. The current report also states that all staff are trained to Tier 1 for Autism and that the HLTA has undertaken AET training.

Staff continue to develop their knowledge through in-house training, external courses, workshops, surgeries and day-to-day professional practice. Knowledge and experience are shared across the Academy.

The Academy also has designated leadership and staff responsibilities relating to disadvantaged students, attendance, behaviour, SEND and the effectiveness of the Assistant Teacher team. The SENCo is the named Specialist Assessor.

8. How will you help me support my child's learning?

EduLink helps parents and carers support home learning and stay informed. Ongoing communication through consultations and the Academy's communication systems can also provide advice and suggestions for supporting learning at home.

The Specialised Learning Department holds at least one parent meeting each term, with different areas of focus, so that staff and families can work together.

9. How will I be involved in planning for my child's education?

Parents and carers are important partners in planning support. For students with an EHCP, annual reviews take place and may be held more frequently where necessary.

Families can also discuss their child's education with subject teachers, Directors of Learning and members of the Specialised Learning Team. Students on the Inclusion Register at E (with an EHCP) have a linked Key Worker; however, all staff remain responsible for the student's educational journey.

10. How will my child be included in trips and activities?

The Marlborough Science Academy is an inclusive school. Every effort is made to enable students to take part in activities on and off site, including extracurricular opportunities through the Enrichment programme.

This inclusive approach includes students from low-income families, students receiving free school meals, Children Looked After and children from Armed Forces families.

11. How accessible is the Academy environment?

Most classrooms are at ground level. Some buildings have lifts, including the SEND department and newer buildings, but lift access is not currently available in every part of the site.

Where appropriate and possible, arrangements are made for teaching to take place in accessible ground-floor rooms. Doors are sufficiently wide to accommodate wheelchairs. The site is risk assessed and reasonable adjustments are considered for students with physical, hearing or visual needs.

Please also refer to the Academy's Accessibility Policy.

12. Who can I contact?

Role	Contact
SENCo	Mrs Sue Robinson - s.robinson@marlbrough.herts.sch.uk
Deputy SENCo	Mrs Rachael Craig - r.craig@marlborough.herts.sch.uk

You can also contact the Academy directly and ask to speak to the relevant member of staff.

13. How will you support transitions and in-year admissions?

The Academy has transition arrangements for students joining from primary school, joining through an in-year admission, and moving on to post-16 or post-18 education and adult life.

Support is tailored to individual need and may include additional visits, orientation, meetings with the student and family, liaison with the previous or receiving setting, contact with relevant professionals, risk assessment and consideration of accessibility.

Services for Young People may be involved at phase changes for students with EHCPs and for Year 11 students.

14. How are SEND resources allocated?

The Academy receives a notional SEND budget to help meet the needs of students. Resources are allocated according to need and may include specialist equipment, additional adult support or the use of technology.

For students with an EHCP, Hertfordshire County Council uses its process for High Needs Funding. Where additional funding is allocated, it is used to support provision and resources targeted to the individual student's needs.

15. How is the level of support decided?

Support is determined according to the individual student's strengths and needs. The aim is to promote success and independence while developing autonomy, attainment, achievement, confidence, wellbeing and resilience.

16. What can I do if I am unhappy with the support provided?

If you are unhappy with the support your child is receiving, please contact the relevant teacher, the Director of Learning for the year group, your child's Key Worker (if they have one) or the SENCo.

If your concerns are not resolved, please refer to the Academy's Complaints Policy and Procedures on the school website.

17. Where can I find Hertfordshire's Local Offer?

Hertfordshire's Local Offer provides information about services and provision for children and young people with special educational needs and disabilities.

Hertfordshire Local Offer: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

18. Our curriculum

One size does not fit all. Our curriculum pathways are designed to provide breadth, balance and appropriate challenge while preparing students for their next steps.

- stretch and challenge students of all abilities;
- offer breadth and balance;
- inspire curiosity and a sense of awe and wonder;
- respond to an increasingly technological world;
- keep students safe;
- prepare students to pursue their aspirations at an appropriate level;
- provide enrichment and creative opportunities that complement learning;
- promote respect for self and others within a multicultural society; and
- develop character, communication, good manners and respect for the law.

The curriculum is reviewed annually in response to the needs of each cohort and statutory requirements. Courses and assessment routes are considered with students' best interests in mind.

Support information and training for parents/carers is also available through the school and DSPL newsletters on the Academy website under Parents > SEND Provision.

19. Accessibility and accessible information

The Marlborough Science Academy aims to ensure that students are fully involved in, and able to access, all aspects of school life. The Accessibility Policy explains how the Academy works to improve access to education, facilities, services and information for disabled students.

Depending on individual need, support for students and families may include:

- face-to-face contact;
- support from a Key Worker;
- Braille where required;
- translations; and
- British Sign Language (BSL) support where required.

20. Further sources of support

The current SEND Information Report contains a large directory of external organisations. For a school website, a shorter, clearly organised list is easier for families to use. The organisations below are drawn from the Academy's existing report.

Organisation	Support	Website
ADD-vance	Hertfordshire-based support for families affected by ADHD, autism or related conditions.	https://www.add-vance.org/
British Dyslexia Association	Information about dyslexia, assessment and support.	https://www.bdadyslexia.org.uk/
Dyspraxia Foundation	Information and support relating to developmental dyspraxia.	https://www.dyspraxiafoundation.org.uk/
Family Lives	Parenting information, advice and support.	https://www.familylives.org.uk/
National Autistic Society	Information and advice for autistic people and their families.	https://www.autism.org.uk/
National Deaf Children's Society	Information and support for deaf children and their families.	https://www.ndcs.org.uk/
Natspec	Information relating to specialist further education for students with learning difficulties and disabilities.	https://natspec.org.uk/

RNIB	Information, advice and support for people with sight loss.	https://www.rnib.org.uk/
Sense	Support relating to complex disabilities, including deafblindness.	https://www.sense.org.uk/
YoungMinds	Information and support relating to children and young people's mental health.	https://www.youngminds.org.uk/

Families may also find the Hertfordshire Local Offer helpful when looking for local SEND services and support.