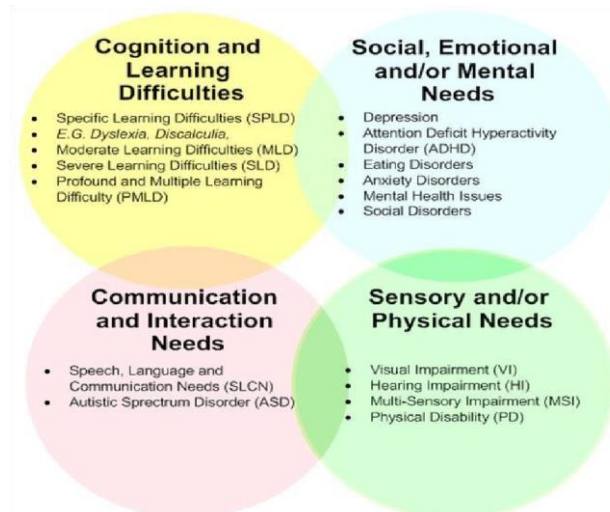




The Marlborough Science Academy SEND information report 2025-2026.

SEND covers four broad areas of need.



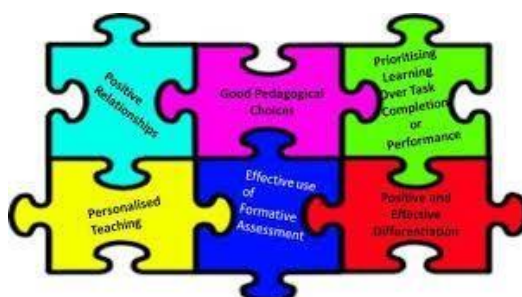
1. How does the Academy know if children/young people need extra help and what should I do if I think my child may have special educational needs?

If a young person has already been identified or diagnosed with a Special Educational Needs, this information will be shared with the Academy during the transition process, this is in full collaboration with primary schools and with shared information from parents and external agencies, if involved. Transition begins early in the year and allows staff arrange additional visits to ensure a smooth successful transition to the secondary environment.

At TMSA we are aware that it is careful planning and quality first teaching that will meets the learning needs of the majority of students.

Baseline assessments during the first weeks give a broad and balanced overview of a student's academic strengths and highlight any barriers to learning that there might be as well as provides an indication of underlying ability. This builds into a full profile for learning for the individual. This Information is shared with all staff.

2. How will academy staff support my child?



If you are concerned your child has special educational needs, please contact the school directly.

The majority of a student's learning needs will be met through high quality teaching in the classroom. All students are supported through carefully planned lessons, adapted to meet individual needs. In some classes, additional adults (Assistant Teachers ~ ATs), support students with their learning progression and also help them find ways to develop learning independence and personal confidence. This is carried out in full collaboration with the student and their class teachers, with individual targets being set and monitored as appropriate. Additional sessions such as home learning club, catch up lessons, Study Hub as well as in school group work for specific areas of need also assist with progress.

The Specialized Learning Department Team closely monitors your child's learning experience to ensure they have the best support possible. We pay attention to how they access learning, their attitude and involvement in lessons, and their achievements as well as attainment. Based on these observations, we provide tailored advice and support to help them succeed.

Please note that, although we do our best to maintain current levels of provision, support is based on our current level of funding, and this is subject to change. We do not offer 1:1 support. In extremely rare circumstances where 1:1 support is provided; this would be funded entirely by the local authority with their agreement.

3 How will I know how my child is doing?

You will receive termly Grade Cards, indicating progress against targets. In addition, there are parent/carers consultations where you can meet with subject teachers. The Specialised Learning Team also offer parent/carers contact meetings, both individual, virtually, and face-to-face as a parent support group. The Form Tutor is also a point of contact, as is the Director of Learning for your child's year group as well as the SENCo, if appropriate. Subject tutors can also be emailed or telephoned and there are Pastoral Administrative staff who will be able to answer questions.

4. How will the learning and development provision be matched to my child's needs?

All teachers plan their lessons to meet the individual needs of all the students they teach. Quality First Teaching is ensured by faculty collaboration as well as in conjunction with the Specialised Learning Department. Learning walks take place by members of SLT, Faculty and Year Heads and the SENCo. Additional support, emerging or changing needs can be monitored, reviewed, and adapted through this collaboration along with any resource appropriate for the individual.



The graduated Approach, as set out in the Code of Practice (January 2015), is used to identify, and address. barriers to learning. This is by a cycle of Assess - analyses of needs, Plan - support, resources, strategies,

Do - teachers remain responsible for the progress of the students they teach and the effective implementation of strategies, and Review - through teacher feedback, progress monitors, students and parental contributions and feedback.

Subject teachers are effective in planning lessons that are accessible and ambitious for every student through high quality teaching.

This might mean teachers plan to:

- pre-teach content or vocabulary.
- use over-learning methods to consolidate the topics.
- Use of meta-cognitive strategies.
- provide specifically targeted texts and resources appropriate for an individual student's reading ability or provide additional apparatus or materials.
- Allow time-out or processing time.

TMSA is committed to providing the best support for every student requiring exam access arrangements. For students who qualify, we start identifying their needs at the end of Year 9, in accordance with the Joint Council for Qualifications (JCQ) Regulations for Exam Access Arrangements. This process ensures that students can benefit from these arrangements during their regular lessons, making it a natural part of their everyday learning experience. Private reports are used as additional evidence but cannot be used for making application for formal arrangements. Our goal is to help each student feel confident and well-prepared for their exams.

During Years 7 and 8, Key Stage 4, teachers make reasonable adjustments in the classroom for all assessments. Any adjustments made form the start of the evidence for formal application after Year 9,

5. What support will there be for my child's overall wellbeing?

There is strong pastoral care provided through the Directors of Learning, their admin and by all staff within the academy, The school also employs a Family Engagement Officer and there is a Mental



Health Team attached to the school. Our goal is to foster resilient, confident, and well-rounded individuals who are equipped to thrive both within and beyond the school.

6. What specialist services and expertise are available at or accessed by the academy?

Positive links are maintained with all Advisory Services, the Educational Psychology Service, SEN Officers, Services for Young People (SfYP) and any relevant professionals who support the needs of students, as appropriate. The SENCo holds a diagnostic assessing and teaching qualification for SpLD as well as other qualifications relating to assessment and SEND and has over 45 years of working in teaching and with people who have additional needs.

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

SEND training is part of the induction process for all staff.

Members of staff within the Specialised Learning Department and in school have attended training or hold qualifications in areas of SEN teaching and assessment. These include Specific Learning difficulties (i.e. dyslexia, dyscalculia etc.); Speech and Language; Autism and Asperger's; ADHD/ADD and visual stress. There is a Deputy SENCo who works equally with the SENCo and who is a qualified teacher for students with specific learning difficulties. All staff are trained to Tier 1 for Autism and the HLTA has attended AET training. Assistant Teachers attend training courses and deputise for the SENCo at meetings offering training as appropriate. Staff regularly update their skills, including supporting the learning of young people with additional needs. Knowledge and experience are shared with all staff through school sessions and all new and ECT teachers gain experience within SEN and attend sessions with the Specialised Learning Department as a part of the requirements for attaining Qualified Teacher Status (QTS).

Staff within the academy are continually updating their knowledge and skills through in-house training, external courses – and with the day-to-day work with students. Additional workshops and surgeries are run for all staff. These can be to support a particular area of need, or to support individual students. There is a designated staff member for Disadvantaged Students, Attendance and Behaviour Management in school. There is a Deputy SENCo, and an Assistant Teacher Manager and SEN Support staff member who manages and monitors the effectiveness of the AT team alongside the SENCo. The SENCO is the named Specialist Assessor.



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

Use of Edulink, ensures parents and carers can support their child with home learning. The on- going contact, either through consultation, or more informally through the various communication systems which is also accessible for students, will also offer advice and suggestions for support at home.

The Specialised Learning Department holds at least one parent meeting a term, each with a different focus, where Staff and Parents can work together to support each other.

9: How will I be involved in discussions about and planning for my child's education?

For students with an Education, Health and Care plan, yearly reviews take place – these reviews are flexible and may be held more frequently if necessary. Discussion with subject teachers, Directors of Learning and members of the Specialised Learning Team are an additional means of being involved. Every young person on the Inclusion registers at E (has an Education, Health, and Care Plan) will have linked Key Worker, however, **all staff** are responsible for all aspects of a young person's educational journey.

10. How will my child be included in activities outside the classroom including academy trips?

The Marlborough Science Academy is an inclusive school, and every effort is made to ensure all students are involved in all activities, both on and off site as well as extracurricular events. This includes students from low-income families, those receiving free school meals, Children Looked After, and children from families in the Armed Forces.

11. How accessible is the academy environment?

The academy is easily accessible since most classrooms are at ground level. Where classrooms are above the ground floor, lifts are installed to ensure accessibility, however, these are currently limited to the SEND department and the new buildings at school at this time, so not all the buildings have the facility to accommodate less physically able students to attend classrooms above the ground floor. Where appropriate and possible, accommodation is made in floor level classrooms. All blocks have doors that are wide enough to accommodate wheelchairs. The site is regularly risk assessed, and alterations made to enable students who may have physical needs or hearing or sight impairment. Please see the Accessibility Policy.



12. Who can I contact for further information?

You can contact the school directly and speak to the relevant member of staff.

The SENCo is Mrs Sue Robinson s.robinson@marlbrough.herts.sch.uk

The Deputy SENCo is Mrs Rachael Craig r.craig@marlbrough.herts.sch.uk

13. How will the academy prepare and support my child to join the academy, transfer to a new School or college or the next stage of education and life?

There is a robust process of transition whether this is from the primary school, through an in-year admission or on transitioning post 16 or 18. Additional visits are arranged for individual students and meetings are held with all parents whose child is transferring to TMSA. Services for Young Peoples are involved at phase changes for students with EHCPs and for all Year 11 students. Arrangements for the admission of disabled students are carried out in a variety of ways, depending on the need. Liaison with parents/carers, the feeder school, relevant involved professionals and agencies and meeting with the young person all form a part of this.

Additional visits, orientation, risk assessments and suggestions for accessibility are all considered.

14. How are the academy's resources allocated and matched to children's special educational needs?

The Academy receives the notional budget to meet the needs of the majority of students in the school. Specific resources are allocated on a needs basis and may be in the form of a specialist piece of equipment, additional adult support or the use of IT. This is flexible and matched to the strengths and needs of the individual learner. For students who have an EHCP, Hertfordshire County Council uses a levelling process for High Needs Funding, and they will inform parents of this allocation, if appropriate. This funding is used to support resources and provision in school targeted to the individual student's need.

15. How is the decision made about how much support my child will receive?

The main aim is to enable success and independence for the individual. Support is allocated in order to develop the greatest autonomy, attainment, and achievement possible as well as to develop confidence, positive wellbeing, resilience, and success.



16. What do I do if I am unhappy about the support the school provides?

If you are unhappy about the support for your child you can 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 you are still dissatisfied the complaints policy and procedures can be found here:

https://www.themarlbroughscienceacademy.co.uk/_site/data/files/policies/Complaints%20Policy%20and%20Procedures%202020-23%20-%20TMSA.pdf

17. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

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

18. Our Curriculum

One size does not fit all, and our curriculum pathways are designed to:

- Stretch and challenge all abilities.
- Offer breadth and balance.
- Inspire the sense of awe and wonder that makes teaching exciting and learning effortless.
- Respond to an increasingly technological world.
- Keep students safe.
- Ensure all students are prepared to follow their dreams whatever level at which they are working.
- Offer enrichment and creative activities that compliment and support learning as well as opening up the world and the opportunities travel, and learning can provide.
- Ensure that all students have respect for themselves and others within a multicultural society.
- Give students opportunities to develop their character, express themselves intelligently and with regard for good manners and the law.
- The curriculum is never 'done', it is reviewed annually in light of our cohorts and statutory requirements. We will always choose the right courses and means of assessment with our
- students' best interests at heart; we will never stand still.

Regular support information and training for parents/carers is available through the school and DSPL newsletters attached to the Academy's website under Parents >SEND Provision



19. Accessibility

At The Marlborough Science Academy, we aim to ensure all students are fully involved in, and able to access, all aspects of school life.

The Accessibility policy is available on the website and covers the extent to which disabled students can take advantage of education and benefits, facilities and services provided or offered.

Improving delivery to disabled students of information which is readily available to those who are not disabled.

To support parents and carers there are also provisions such as:

Calls in person.

Key Worker

Braille if required.

Translations

BSL Signing

See below for further support contacts.

20. Other sites that may be helpful and Further websites to support parents

- www.bdadyslexia.org.uk www.nice.org.uk/guidance/cg72 fvbv#
- www.dyspraxiafoundation.org.uk www.asdfriendly.org/
- [ACE - the Advisory Centre for Education](#) - gives good information and advice about Admissions, Attendance, Bullying, Exclusions and Special Educational Needs.
- [ACT Foundation](#) – offers grants to enhance the quality of life of people in need, for example grants for equipment or adaptations where the Local Authority cannot help.
- www.ace-centre.org.uk Augmentative and Alternative Communication - find out more about the excellent and very specialised service provided to children and young people who have difficulty speaking, because of physical problems, from the base at the Nuffield Orthopaedic Hospital in Oxford
- <https://www.add-vance.org/> a Hertfordshire based charity that supports families affected by ADHD, Autism or a related condition and the professionals who support them.
- [Anti-bullying Alliance](#) – gives useful information and advice about how to deal with bullying and the impact that bullying can have.
- [Association of Young People with ME](#) - a chance for young people confined to home by ME to have online friends and discussions and to find out about their condition.
- [British Dyslexia Association](#) - a useful website with information about dyslexia, assessment and identification, exam concessions etc.



- [Bullying UK](#) - offers on line advice and support to try to prevent or deal with bullying including information for children.
- [Cambian Education](#) - The largest provider of specialist residential education and care for young people with Autism and Asperger's Syndrome in UK.
- [Children's Legal Centre](#) – provides legal advice, information and representation for children and young people.
- [Contact a Family \(CaF\)](#) – are an excellent organisation providing information and support to parents of children with many different sorts of disability, including parent-parent support. They also provide comprehensive well written booklets written in a clear concise manner for parents, teachers, and young people.
- www.cafamily.org.uk/media/388418/bullying.pdf • CaF have produced a guide for dealing with bullying.
- [Cerebra](#) - help to support parents/carers with children who have sleep issues. They also have a stress helpline.
- [Dyslexia research trust](#) - for diagnosis service contact anna.pitt@dpag.ox.ac.uk or call 01865 282260. For an assessment or for help and support, phone the clinic helpline on 01189 585950.
- [Dyspraxia Foundation](#) - offers information and supports individuals and families affected by developmental dyspraxia through books, suggestions, a teen newsletter, and an adult support group. Education Otherwise - a UK based membership organisation which provides support and information for families who choose to educate their children at home.
- [Empowering Families](#) - offer a live telephone and web chat service for parents and carers of young people with special educational needs and/or disabilities (SEND) who have a realistic chance of making the transition from full-time learning to employment and/or training.
- www.ofvm.org/artist/ Flash Frame digital arts programme - shadow light Artists... with learning disabilities
- <http://familylives.org.uk>- A national charity offering information support and advice about parenting, including challenging behaviour , emotional wellbeing ,teenagers etc., details about specialist advice, parenting groups in your area.
- [Family Planning Association](#) - has books specifically for parents of children with disabilities, including workbooks about growing up.
- <http://www.healthline.com/health/bipolar-disorder>
- [Healthtalkonline](#) – a useful website which can give you information about particular issues facing parents of children and young people with autism such as getting a diagnosis to dealing with puberty.
- [Help us with harry](#) - offering help, support, advice, and training about challenging behaviour to parents of children with learning disabilities, difficulties, special needs, or mental health problems.



- [Jungle memory](#) - Online memory training for youngsters aged 6-16. Requires a subscription.
- www.lucid-research.com Memory boosters for children aged 4-11, especially those with special educational needs
- www.mentalhealth.org.uk Mental Health Foundation has on-line information about anxiety, depression, ADHD etc.
- www.masteringmemory.co.uk Boosting working memory programs for children 2-11 or 11adult.
- www.mylifemychoice.org.uk My life my choice - helping people speak up and develop their skills
- www.myworldautismsupport.co.uk offers bespoke day opportunities for people aged 16 and above on the autistic spectrum. .



- www.nas.org.uk/signpost NAS –The National Autistic Society give useful advice to parents of autistic children, including an online directory which will pull together information according to your child’s age diagnosis and where they live.
- www.natspec.org.uk NATSPEC – National Association of Specialist Colleges provides information and training to meet the inclusive learning needs of students with learning difficulties/disabilities.
- www.ndcs.org.uk National Deaf Children’s Society – have an informative website including information about a new software reader for spoken text on the web.
- www.oasionline.org.uk OASIS - an Oxfordshire support group for parents of children with Autism and Asperger Syndrome hold monthly support meetings often with interesting speakers.
- fisd.oxfordshire.gov.uk/ Oxfordshire Family Information Service (OxonFIS) provide information and support for children, young people and families in Oxfordshire on childcare, play and leisure, family and parenting support and the schools admission process
- www.oxfsn.org.uk OXFSN – Oxfordshire Family Support Network - supporting and mentoring parents of people with learning disabilities.
- www.oxdys.org.uk Oxfordshire Dyslexia Association – information about meetings and lectures, identification and assessment of dyslexia including access to an on-line assessment tool.
- www.oxnet.org.uk/omega Oxfordshire ME Group for Action (Omega). OMEGA is the support group for people with ME or chronic fatigue syndrome, and their careers. members can benefit from contact with other people who recognise and understand the illness. Members give each other friendship and support, exchange information about treatments and learn from each other about the management of this long-term illness.
- www.oxsrاد.org Integrated support and leisure centre. Recreational and leisure activities accessible to all. Gym,
- Sensory room, Trampolining. contact 01865 741336 or info@oxsrاد.org
- www.parentstalkingaspergers.co.uk A Banbury based group of parents of children with Asperger’s Syndrome. New website and Facebook page. Regular meetings and social events.
- www.ofm.org.uk Oxfordshire Family Mediation- information and advice for separated parents and support for children affected by family separation. All sessions are free. To arrange an informal meeting with a trained volunteer email admin@ofm.org.uk
- www.sense.org.uk SENSE - An Association that supports the Deaf/blind. Produce a CDROM about Sex and Relationships
- www.raisinghorizons.com/disability eLearning CD-Roms for young people with a learning disability/Autism Courses currently available are: Your school day (5-10 years), Travel with



- me (12+ years), The teenage years (13-19 years). An evaluation copy can be downloaded from [the Raising Horizons website](#).
www.rnib.org.uk There are around two million people in the UK with sight problems and RNIB (Royal National Institute of Blind People) is the leading charity offering practical support, advice, and information to anyone with a sight problem. Their pioneering work helps not just with braille, Talking Books, and computer training, but with imaginative and practical solutions to everyday challenges.
 - www.shipsproject.org.uk Supporting head injured pupils in school - SHIPS supports pupils who have sustained a head injury, by observing the subtle differences in their way of learning due to the injury they have sustained and advising teachers on appropriate ways of managing their learning.
 - www.singinghands.co.uk Singing Hands – have produced a video with 25 songs for children who are learning signing before their speech has developed or have hearing or communication difficulties.
 - www.talkingpoint.org.uk Speech and Language Services – Talking Point provides a guide to speech and language services and useful links to other associated websites.
 - www.soundabout.org.uk Soundabout – information about special music making workshops for children, young people, and adults with disabilities.
 - <http://supportfinder.oxfordshire.gov.uk> A single point of access for information and advice for all types of adult social care and related services.
 - www.thomleyactivitycentre.org Thomley Hall Activity Centre- a specialist activity centre for children and young people with disabilities and their families, particularly those on the Autistic Spectrum. This safe resource has a program of activities both in and outdoors. See the website for details.
 - www.youngminds.org.uk Young Minds – a national charity committed to improving the mental health of all children, advice about depression, eating disorders, and other mental health issues affecting children, see website for details.
 - www.kids.org.uk Young Peoples Inclusion Network – YP-in provides online guidance about both strategy and putting Inclusion into Practice covering issues such as Leisure and Sports Services, Youth Provision, Transport, and Independent Living.
- Sport** Abingdon Children's Sports Club – running on a Monday evening for children and young people with a disability at King Alfred's School Wantage for details contact cmm1046@kingalfreds.oxon.sch.uk. www.summertownstars.org.uk
Football for Visually Impaired Children – Summertown Stars VIPs, usually play Futsal an indoor 5 aside form of football especially designed for VI players.
- www.cpsport.org Multi-Sport – developing sports activities for children and young people with Cerebral Palsy.
 - www.oxfordshiresport.org Parallel Youth Games – organises sporting activities for children and young people with disabilities including preparing for the Special Olympics.



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- www.specialolympics.org Special Olympics – provide training and the opportunity to compete locally and nationally in a variety of sporting activities for children and young people with a learning disability. Organising new activities where specialist sports activities do not exist.
- www.natspec.org.uk NATSPEC – National Association of Specialist Colleges provides information and training to meet the inclusive learning needs of students with learning difficulties/disabilities.
- www.transitioninforonetwork.org.uk Transition Information Network -supports young people with Learning Difficulties &/or Disabilities to make a positive transition to adult life .It provides quality information on key issues such as further and higher education ,direct payments, social life, and independence.
- www.skill.org.uk SKILL - the National Bureau for Students with Learning Disabilities has several useful information sheets which you will find on their website. They also run a project called Diversity in Apprenticeships. Disabled young people who are interested in starting an apprenticeship and key advisers who work with them can call the Skill helpline for more information: 0800 328. 5050 or email info@skill.org.uk



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