

Special Educational Needs and Disabilities (SEND) Information Report

Marian Vian Primary School



Inclusion Team

SEND Governor:

Mr David Snook

SENCO:

Mrs Chamberlin

Contact No. [02086586524](tel:02086586524)

Head Teacher

Mr Redgrave

SEND Team:

senco@marianvian.mslt.org.uk

Approved by:	Mr Redgrave	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027 note: this document should be updated annually and as soon as possible when any of the information in it changes	

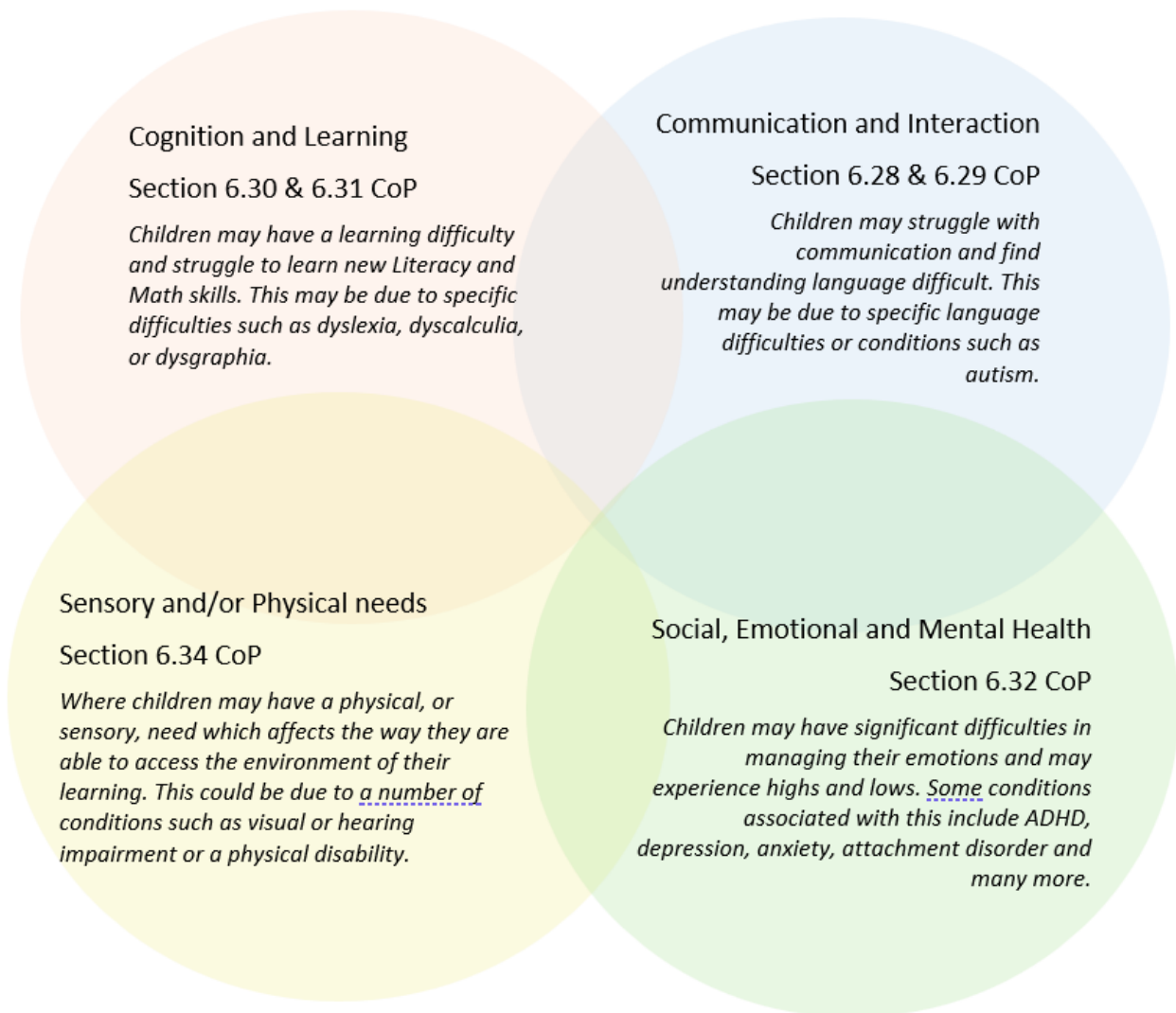
The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. If

Marian Vian SEND Information Report

you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report. You can find our Mosaic SEND policy on our website: [Mosaic SEND Policy](#)

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At Marian Vian all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Key Staff and Contact Details

Mr Redgrave – Head Teacher & DSL marianvian@mslt.org.uk

Mr Linzee – Deputy Head Teacher & DDSL marianvian@mslt.org.uk

Mrs Livett – Assistant Head Teacher & DDSL marianvian@mslt.org.uk

Mrs Chamberlin – SENCo, DDSL senco@marianvian.mslt.org.uk

Mrs McCaffery – SEND Administrator senco@marianvian.mslt.org.uk

Mr Wallace – School Wellbeing Officer marianvian@mslt.org.uk

Mr Orwell – Outdoor Learning Lead marianvian@mslt.org.uk

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Staff training includes, but is not limited to, the following:

Emotional regulation & behaviour as communication	Supporting students with dyslexia	Supporting students using adaptive teaching – walkthrus
Creating a dyslexia friendly classroom	Executive Functioning	Ordinarily Available Provision
Sensory	Adverse Childhood Experiences	Zones of Regulation
EHCPs & Provision Mapping	Vocabulary & Questioning – Walkthrus	Bespoke Deaf Awareness - BHC

Marian Vian SEND Information Report

Teaching assistants (TAs)

We have a team of 23 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

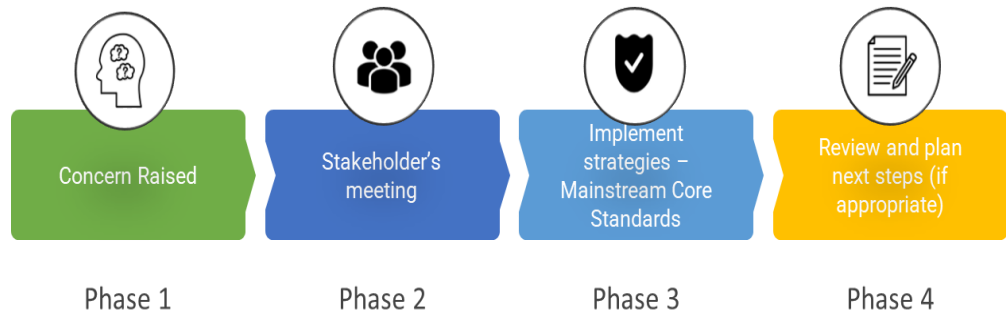
Our TA's provide targeted support in class or within small groups.

Our teaching assistants have regular training opportunities to ensure they feel fully equipped to support students with additional needs.

TA training includes, but is not limited to, the following:

Zones of regulation	Lego Therapy	Sensory Circuits
Phonic training	Supporting students with visuals	Literacy Gold
Wellcomm	Reactive Training	

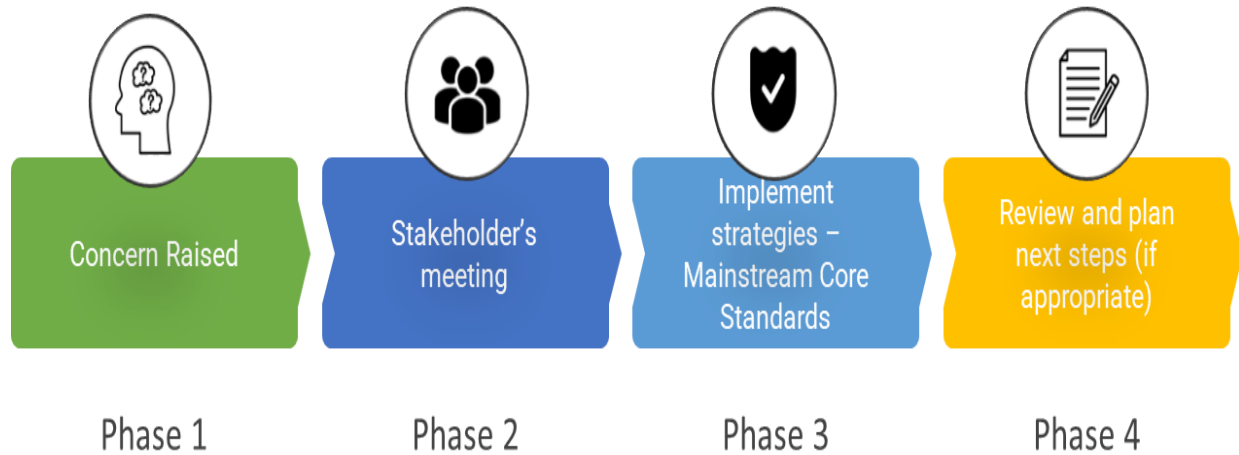
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the class teacher in the first instance. The class teacher will then start to complete a SEND referral and send this through to the SEND Team. Please contact your child's teacher at the end of the school day or via the main school email: marianvian@mslt.org.uk and your email will be forwarded to the class teacher.
Phase 2	We will meet with you to discuss your concerns if appropriate and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://bromleyeducationmatters.uk/Article/143954 This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having Special Educational Needs (SEN). They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN, and the school will follow the graduated approach (see previous page).

Special Educational Needs (SEN) are identified within school through a combination of observation, assessment, and collaboration among staff, parents, and external professionals. Teachers and support staff play a key role in the early identification of SEN by closely monitoring students' progress and behaviour in comparison to age-related expectations. If a child is consistently struggling academically, socially, emotionally, or with communication and sensory needs, despite quality-first teaching, staff may raise concerns. The school's Special Educational Needs Coordinator (SENCO) will then gather further information through assessments, consultations with teachers and parents, and sometimes input from external specialists such as educational psychologists or speech and language therapists. This multi-step process ensures that the child's needs are accurately identified and appropriate support or interventions can be put in place.

When a school identifies that a student has Special Educational Needs (SEN), a structured process is followed to ensure the child receives the right support. First, the school will inform the parents or carers and begin gathering detailed information about the child's strengths, difficulties, and learning needs. The school's Special Educational Needs Coordinator (SENCO) takes the lead in coordinating this process.

Next, the school may place the child on the SEN register and begin the Assess, Plan, Do, Review cycle. This involves assessing the child's needs, planning support or interventions, delivering that support, and reviewing

Marian Vian SEND Information Report

its impact regularly. Support may include differentiated teaching, small group work or 1:1 sessions. We will follow the 'graduated approach' to meeting your child's SEN needs.

If the child's needs are more complex or severe, the school may seek help from outside professionals, such as educational psychologists or therapists. In some cases, if the child requires a high level of support that the school cannot provide from its own resources, the school may apply for an Education, Health and Care Plan (EHCP) from the local authority. Throughout the process, the school works closely with the child and their family to ensure the support is effective and adapted as needed.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. Marian Vian School work with LA Agencies to provide support and recommendations for children with additional needs.

Our School approach is that visits from private agencies are not permitted to ensure that provision is consistent and aligned to Marian Vian and Local Authority methodology.

These may include, but not limited to:

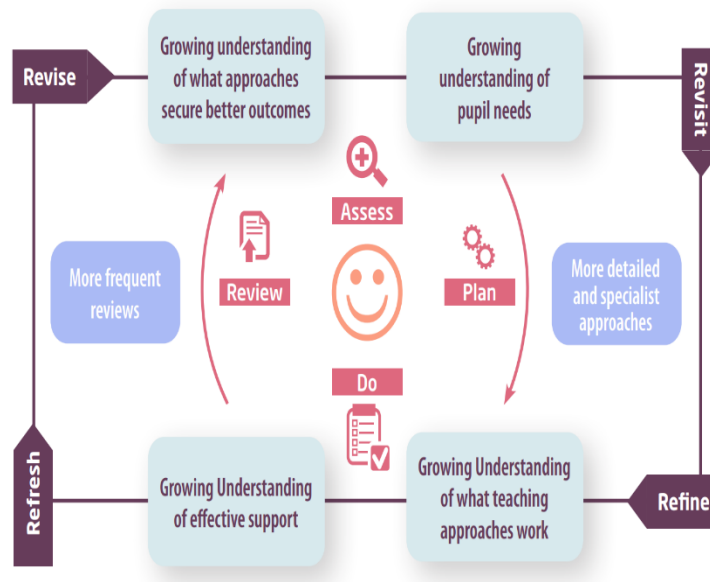
- Child and adolescent mental health services (CAMHS/Bromley Y)
- Education welfare officers
- Linked Educational Psychologist
- Bromley Phoenix Centre
- Occupational therapists
- Bromley Children's Project
- Bromley Academy Trust
- Bromley/Croydon Safeguarding services
- Gateway
- School Wellbeing officer
- School nurses
- SEND Inclusion Advisor/ISAT/SENDAT
- Specialist Teacher Service Social Eyes
- Speech and language therapists: Love 2 Communicate
- Virtual School
- IASS (free impartial & confidential information)

Bromley's Local Offer can be found at: [Bromley's Local Offer](#)

Croydon's Local Offer can be found at: [Croydon's Local Offer](#)

5. How will the school measure my child's progress?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review:



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The class teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, e.g. audits and checklists where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents and careers
- The pupil's own views
- Advice from external support services, where relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. How will I be involved in decisions made about my child's education?

A member of staff who knows your child well, often your class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your class teacher via the main school office email: marianvian@mslt.org.uk and your concern will be forward to the class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Our approach to teaching pupils with SEND

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary,
- reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

Additional support for learning

Teaching Assistants support learning in allocated classes. The support staff have regular training to deliver interventions. Teaching assistants will support pupils on a small group basis (to develop language and communication skills) when there is a higher need of support, recognised by senior staff or professionals from Outside Agencies.

We may also provide the following interventions:

- Literacy small group teaching
- Numeracy small group teaching
- Phonic interventions (using little wondle, Inc. Phonics and Writing programs,
- Literacy Gold

- Colourful Semantics
- Sensory Circuits
- Wonder Hub
- Social Skills Group
- Lego Therapy via Love 2 Communicate
- Gardening Club
- Nature room via Outdoor Learning Lead
- Speech and Language from Love 2 Communicate & Bromley Healthcare
- Pre-teaching and over learning of the curriculum
- Multi-sensory teaching approaches
- Hunter and Flint (school dogs)

This list is not exhaustive

These interventions are part of our contribution to Bromley's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires/pupil voice
- Monitoring by the SENCO
- Using Individual Support Plans (ISPs) to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

In an inclusive classroom, resources for supporting Special Educational Needs (SEN) are chosen so that every pupil benefits, not only those with identified needs. Teachers use a mix of physical aids— such as visual timetables, adapted seating, sensory tools, and manipulatives for maths. Work may be offered in different font sizes or with colour overlays to reduce visual stress, and instructions are broken into clear, manageable steps. These resources are embedded into everyday teaching so they become part of the normal classroom environment rather than a separate provision. By integrating SEN resources in this universal way, the classroom remains flexible, accessible, and responsive to varied learning styles and abilities. Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



Marian Vian Primary School ensures that there are no barriers to our pupils with SEND, they enjoy the same activities as other pupils in our school, including physical activities and trips. The expectation is that our school provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trips to Frylands, Portland, Dorset and our own Marian Camping events.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Unless a child has an Education, Health and Care Plan (EHCP) which names Marian Vian Primary School, admission into the school follows the same procedure as any other child.

and Care Plan (EHCP) which names Marian Vian Primary School, admission into the school follows the same procedure as any other child.

Please refer to the Admission Policy for Marian Vian Primary School on the website.

Where there is an EHCP, the parent/carer of a child completes specific forms and submits them to Bromley Borough SEND Team. The Borough will then write to the school asking them to consider the application. If the school feel they can meet the child's needs, the child will be accepted on roll

Where there are greater SEND needs, meetings will be arranged between relevant professionals and the family to ensure all the necessary requirements are in place for a child to start school successfully. This may include meetings with Occupational Therapy, Educational Psychologist, Speech and Language, Physiotherapy and Portage.

13. How does the school support pupils with disabilities?



This Information report is linked to our School accessibility plan which can be found at: [Marian Vian's Accessibility Policy](#)

The accessibility plan increases the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan are:

- To increase the extent to which disabled pupils can participate in the school curriculum and enrichment opportunities.
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the communication to disabled pupils

- You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

At Marian Vian we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a calm and secure atmosphere. At our school, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff. We pursue this aim using both universal, whole-school approaches and specialised, targeted approaches for all pupils. We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council and ambassador roles.
- We provide extra pastoral support for listening to the views of pupils with SEND by our school wellbeing officer and SEND team.
- We run a gardening club for pupils who need extra support with social or emotional development
- Pupils that need extra support with social or emotional development have access to the wonder hub
- We have a 'zero tolerance' approach to bullying.

15. What support is in place for looked-after and previously looked-after children with SEND?



Our SENCO will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have an individual support plan (ISP). We will make sure that the ISP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons and visits with the incoming teacher towards the end of the summer term
- Children have access to transition booklets that have been highlighted by the class teacher.

Between schools

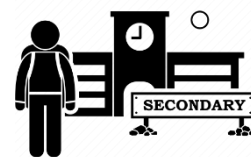
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases – for primary & secondary

The SENCO of the EYFS and Secondary school will attend a transition day meeting with our SENCo. . They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Attend transition groups run by our SALT from Love 2 Communicate
- Additional visits to the new setting



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bromley's local offer on their website: [Bromley Local Offer](#)

Our local special educational needs and disabilities information advice and support services (**SENDIASS**) organisations are: <https://bromleyiass.org.uk/>

Local charities that offer information and support to families of pupils with SEND are:

- <https://caspabromley.org.uk/>
- <https://www.bromleymencap.org.uk/>
- <https://dyslexiawise.co.uk/>
- <http://www.bromleyparentvoice.org.uk/>
- <https://contact.org.uk/>
- <https://www.bromley.gov.uk/bromleychildrenproject>
- <https://bromleytherapyhub.org.uk/>

National charities that offer information and support to families of pupils with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENCO in the first instance.

They will then be referred to the school's complaints policy:

[Complaints Handling Policy](#)

If you are not satisfied with the school's response, you can escalate the complaint.

In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal.

To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. [SEN Tribunals and Mediation](#)

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support pupils with SEND

Marian Vian SEND Information Report

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND

SEND support – special educational provision which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages