



Marnel Infant School- SEND Information Report 2025-2026

Marnel Infant School is a mainstream school based in Basingstoke, Hampshire. At Marnel Infant School we will ensure that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural needs. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs.

What is the Local Offer?

Since September 2014, every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'.

Details can be found at: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

This SEND information report is based on the statutory Special Educational Needs and Disability Code of Practice (2014) and the following legislation:

- Part 3 of Children and Families Act (2014) which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations (2014), which sets out schools' responsibility for education, health and care plans, SEN co-ordinators (SENCo) and the SEN Information Report.
- The Equality Act (2010) which legally protect people from discrimination in the wider society.

[The information below forms our SEND Information Report and shows how we provide for children with Special Educational Needs and Disabilities.](#)

At Marnel Infant School we are committed to ensuring that all pupils achieve their potential in all areas of the curriculum as well as socially, morally, spiritually and culturally. This document is intended to give you information regarding the ways in which we ensure that we support pupils with

SEND to reach their potential. It should however, be noted that this document does not provide an exhaustive or definitive list of the skills, resources and techniques we employ, as we are constantly reflecting and reviewing what we provide which leads to continued development and modification of our provision.

Children with SEND at Marnel Infant School, consistently make good or better progress. We consider this to be a reflection on the quality of the provision we offer to all our pupils including those with SEND.

Definition of Special Educational Needs

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for other of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Questions	School Response
1. How does Marnel Infant School know if children need extra help and what should I do if I think my child/young person may have special educational needs?	• We have rigorous monitoring in place that tracks the progress that our children make in all areas of the curriculum. • Our staff are vigilant at supporting our children and raising any concerns. We look out for any changes in behaviour or progress. • We liaise with previous schools as well as external agencies and specialists (where relevant) to ensure we have all the information we need. • We use data and other forms of assessment to identify additional needs and celebrate achievement. • Monitoring is carried out regularly through progress meetings with the Headteacher, team leaders, class teachers and the Inclusion team. Assessment details are updated half termly, and intervention put in place if necessary. • There is an open-door policy at the school. If a parent is concerned about the progress their child is making, they can initially speak to the child's class teacher or they can arrange to meet with the Headteacher or a member of the Inclusion team.

Questions	School Response
2. How will Marnel Infant School support my child?	□ As your child moves through his/her school career all information is shared between pre-school, year groups and junior school. School Inclusion Managers hold extra meetings, where needed for individual children, to help the transition between schools. □ As part of the school day, and in each lesson, learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their developmental level. □ When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/ carers will be informed at parents' evening or an extra meeting will be set up to discuss a plan of support. □ When children have been identified as requiring additional support an education plan will be put into place and discussed with the child and parent. □ Parents/carers are invited in for review meetings for children who are receiving support and parents are welcomed for informal talks at any time to discuss the progress of their children.
3. How will the curriculum be matched to my child's needs?	□ Differentiation is embedded in our curriculum and practice and each pupil's learning experience will meet their individual needs. □ All our teachers are clear on the expectations of wave 1 provision (quality first teaching) and this is monitored by the governors, headteacher, subject leaders and annually by our Leadership and Learning Partner (LLP). This takes the form of lesson observations, learning walks and book scrutiny. □ All children in the Early Years work towards the Early Learning Goals and in Years 1 and 2 children follow the National Curriculum (if they have achieved the Early Learning Goals). □ We hold regular individual teacher/pupil conferences to review learning and establish next steps. □ Children will be given additional support in the form of additional small group or 1:1 teaching sessions based on their needs. □ Interventions and additional support are regularly monitored and the impact is evaluated in order to inform future planning and support. □ The progress of all children is discussed at half termly pupil progress meetings to ensure the correct support and differentiation is in place. □ The school also welcomes advice from different professionals as to how we can best provide additional support for our children. When this is the case, a referral will be made, with your consent, to the relevant agency.

Questions	School Response
4. How will both staff and I know how my child is doing and how will staff help me to support my child's learning?	• We regularly share progress feedback with all our children by giving them verbal and written feedback, setting new targets and sharing successes. Our families receive progress feedback when they attend parents' evening meetings and at the end of the year with an annual report. • In addition, we have a number of opportunities where parents/carers can meet with staff to discuss their child's progress e.g. at outcome visits (end of a topic) • We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. • Should more regular contact be required our staff will make suitable arrangements to ensure this is put in place. • For children who receive extra support additional progress meetings are arranged with the class teacher (and Inclusion Manager if needed) to discuss targets and achievement towards their targets. • If parents have any further concerns meetings can be arranged at any time with staff and the Inclusion Manager / Inclusion Team.
5. What support will there be for my child's overall well-being?	• All children are supported with their social and emotional development through the curriculum and at playtimes. • We follow the Thrive approach throughout school in order to support children with their social, emotional and mental health as well as their personal, social and emotional development. • The school works with parents and children to encourage high levels of attendance- the best class for attendance is highlighted each week and Tendance Ted is given as a reward to the class with the best attendance. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. The school also has a link governor for attendance. • The school also has a very supportive and strong ethos. A very positive approach to behaviour management is adopted. Reward systems such as stickers, star cards and celebration assembly, are used to encourage good behaviour and good work. • Relevant staff are trained to support medical needs and for basic first aid all staff receive training. We have a medical policy in place and staff are trained for administering any specific medicines when the need arises. • All staff receive regular training on safeguarding.

Questions	School Response
6. What specialist services and expertise is available at or accessed by Marnel Infant School?	- When required specialist expertise can be drawn upon. The following are some services that have been involved with the school, however these services will change with the needs of the children:- - NHS Children's Therapy Support (Speech and Language service, Occupational Therapy service, Physiotherapy service) - Primary Behaviour support - CAMHS (Child and Adolescent Mental Health Service) - Educational Psychologist - Out Reach and Out Reach Plus (Maple Ridge) - School Nurse - Specialist teachers – Physical Disability, Visual Impairment and Hearing Impairment. - Hospital Paediatric team - Great Ormond Street Hospital for Children - All referrals to outside agencies will have had parental permission and discussion will have taken place with the parents beforehand. - Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge. - Our Inclusion Team currently includes - Katie Sayer - Inclusion Manager/Assistant Headteacher (SENCo Accreditation)/DDSL - Nicola Langdon – EYFS Leader/Assistant Headteacher/DDSL
7. What training are the staff supporting children with SEND having or have had?	- Our Inclusion Manager (Mrs Sayer) has completed the mandatory National SENCo Award and is an experienced teacher. - Miss Langdon (Inclusion Manager) is an experienced teacher with a wealth of experience in working with children with additional needs. She has participated in a variety of training to support her role. - We regularly invest time and money in training our staff to improve wave 1 (Quality First) provision delivery and develop enhanced skills & knowledge delivery of wave 2 (small group) and wave 3 (one-to-one) interventions. - The Inclusion Team work closely with the school staff to identify training needs and ensure that this training is provided, either internally or by external specialists. - We work closely with Maple Ridge (one of our local special schools) which enables us to provide ongoing support and training for staff.

8. How will my child be included in activities outside the classroom including school trips?	• All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. • The school carries out risk assessments for all children including children with SEND before attending a school trip.
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	□ Consideration is made for how school trips can be adapted to assist the individual child. □ Parents or carers are consulted prior to a school trip to discuss any additional arrangements that may need to be made. □ All children have a choice during their playtimes by choosing a playing zone to play in. □ All children access P.E and weekly Forest School Lite sessions.
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Questions	School Response
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9. How accessible is the school environment?	□ The school is on one level. □ There is a sloping entrance to the school □ An accessibility plan is in place for when adaptations need to be put in place. □ Entrance gates and doors have buzzers to allow access to the school. □ As a school we are happy to discuss individual requirements. □ We liaise with EMTAS (Ethnic minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language.
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10. How will Marnel Infant School prepare and support my child to join the School, transfer to a new setting or the next stage of education and life?	□ Before children start in the EYFS they have induction sessions where they are given the opportunity to meet their new teacher, teaching assistant and become more familiar with the setting. During this time parents are invited to a meeting with the Headteacher and class teacher where routines of the school day are discussed and there is an opportunity for parents/carers to ask any questions they may have. □ When joining our school from another school or nursery the Year Group Leader/Class Teacher/Inclusion Manager will ensure they have read the child's file and any reports from the previous setting. If appropriate they will also discuss the child's needs with the previous school or setting. They will also liaise with parents/carers to ensure the transfer to the school is as smooth as possible. □ When children move into a new year group at our school children have a few "shunt" days where they spend the afternoon in their new class with their new class teacher. Parents then pick the children up from their new classes. This helps the parents find the new class and meet the new teacher. □ When a child is moving to a new school, transition meetings will take place with the Year Group Leader, Class Teacher and Inclusion Manager of our school and the new school. □ The types of provision we put in place to ensure a smooth transition for our children are things such as extra class visits, social stories, taking photographs of the new staff, transition books and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another. □ Year R class teachers do home visits to acquire further information that will help the children's transition into school.
11. How are Marnel Infant School's resources allocated and matched to children's special educational needs?	□ The school budgets are closely monitored to ensure the resources are allocated appropriately to match and cater for the needs of the individual children. □ The majority of the School's SEND budget is spent on providing support staff in every class to support individual children in their learning. The remaining budget is spent on resources to support individual children's needs. □ We seek to ensure value for money service so all interventions are costed and evaluated.

Questions	School Response
12. How is the decision made about what type and how much support my child will receive?	☐ Quality first inclusive teaching (wave 1) is clearly defined in our school and we expect all staff to deliver this. ☐ Should additional support be required, this is undertaken after consultation with the relevant staff, the learner, and their families. ☐ All interventions are monitored for impact and outcomes are defined at the start of any intervention. ☐ The Inclusion Manager/ Inclusion Team oversees all additional support and regularly shares updates with the SEN Governor.
13. How are parents/carers involved at Marnel Infant School? How can I be involved?	☐ We whole-heartedly believe in partnering parents/carers in a two-way dialogue to support a child's learning, needs and aspirations. ☐ We operate an open-door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute though a number of means. ☐ Our Governing Body includes Parent Governors. ☐ We hold open governor sessions for parents/carers to discuss any concerns during parent and curriculum meetings. ☐ We also believe in the importance of consulting the child in discussions about their education and do this whenever it is appropriate to do so.
14. Who can I contact for further information?	☐ Parents/carers can contact the child's class teacher as a first point of contact. The ☐ Headteacher is Mrs Susan Giles-Cox ☐ The SENDCo/Inclusion Managers at school are Mrs Katie Sayer and Miss Nicola Langdon ☐ Speech and Language, Occupational Therapy, School Nurse, Physiotherapy ☐ The Inclusion Governor is Kitty Yarwood. ☐ Parents/carers can also contact Hampshire SENDIASS for impartial advice and support regarding their child's SEND: https://www.hampshiresendiass.co.uk/.

Updated October 2025.