MARNER
PRIMARY SCHOOL

SEND Information Report

Policy Owner	Thuong Hoai Nguyen-Khuu
Approval Body	Governing Body
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Approved by: **Helen Witty**

This report is reviewed annually and updated during the year if significant changes are made to SEND provision.
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Related Documents
This report should be read alongside the school's SEND Policy, Accessibility Plan, Admissions Policy, Behaviour Policy, Medical Needs Policy, Child Protection and Safeguarding Policy, Complaints Policy and the Tower Hamlets Local Offer.
Parents can access school policies through the Marner policies page and further local SEND information through the Tower Hamlets Local Offer

Statement

At Marner Primary School, we are proud of the progress made in strengthening SEND provision this year. Our work has focused on early identification, high-quality teaching, SEND Pathways, communication, specialist provision, parent partnership, pupil voice and inclusive enrichment.
This year, the number and complexity of pupils with SEND continued to increase, and we responded by strengthening our systems, provision planning, specialist support and staff training.
The Phoenix Pilot Specialist Classroom, SEND Pathways, Coreboard implementation, PINS Project, City of London enrichment and Parasport have helped us build a more inclusive school where pupils with SEND are supported to participate, communicate, achieve and feel a strong sense of belonging.
Our priority remains to ensure that every child feels safe, included, understood and supported to make progress.

Summary of SEND Provision and Impact 2025–2026

At Marner Primary School, we are committed to ensuring that pupils with special educational needs and disabilities are included, supported and able to achieve their best.
During 2025–2026, Marner strengthened SEND provision through early identification, high-quality teaching, SEND Pathways, specialist provision, staff training, parent partnership, pupil voice and inclusive enrichment.

Key impact this year included:

- *67 pupils with EHCPs*
- *223 pupils at SEN Support*
- *157 pupils screened using WellComm across Nursery and Early Years*
- *16 parent workshops delivered*
- *24 staff trained through PINS, Coreboard and SEND Pathways*
- *8 pupils involved in the SEND Pupil Council*
- *75 pupils accessing Parasport and City of London projects*
- *pupils achieving first runner-up and second runner-up places in the City of London competition*

The number and complexity of pupils with SEND has continued to increase. This has informed our planning, staffing, training and provision development.
If parents or carers are worried about their child, they should speak to the class teacher first. If further support is needed, the SENDCo can become involved to help agree next steps.

What types of SEND does Marner support?

Marner supports pupils across the four broad areas of need.

Communication and Interaction

This includes pupils with speech, language and communication needs, autism, social communication differences, or pupils who need support to understand language and interact with others.

Cognition and Learning

This includes pupils who need support with reading, writing, maths, memory, processing, attention, independence, or general and specific learning difficulties.

Social, Emotional and Mental Health

This includes pupils who may experience anxiety, emotional regulation difficulties, attention and concentration difficulties, low confidence, social difficulties, or behaviour linked to underlying needs.

Sensory and Physical Needs

This includes pupils with sensory processing differences, physical needs, medical needs, hearing or visual needs, and pupils who require adaptations to access school life.
Some pupils have needs across more than one area. Support is planned around the individual child's strengths, needs and barriers to learning.

How does Marner identify pupils with SEND?

We believe early identification is essential. Pupils' needs may be identified through:

- *teacher observation and assessment*
- *parent and carer concerns*
- *pupil progress meetings*
- *SEND register reviews*
- *WellComm screening in Nursery and Reception*
- *speech and language observations*
- *learning walks and classroom observations*
- *intervention evidence*
- *external professional advice*
- *information from previous settings*
- *annual reviews and EHCP reviews*

Where concerns are identified, class teachers work with the SENDCo and parents to consider the child's strengths, needs and next steps.

At Marner, we use SEND Pathways to help staff identify concerns early, plan the right support and review whether support is helping. The Pathways are used alongside Assess, Plan, Do, Review.

A summary of the Marner SEND Pathways is included in Appendix 2.

What should I do if I am worried about my child?

If you are worried about your child's learning, communication, development, emotional wellbeing or access to school, please speak to your child's class teacher first.

The class teacher may:

- discuss your child's strengths and needs with you
- observe your child more closely in class
- review assessment information
- speak with the SENDCo
- put reasonable adjustments in place
- plan targeted support
- arrange a review meeting with you
- consider whether further advice or assessment is needed

Parents can also contact:

SENDCo: Thuong Hoai Nguyen-Khuu

Telephone: 020 7987 2938

SEND email: send@marner.towerhamlets.sch.uk

School office: enquiries@marner.towerhamlets.sch.uk

How does Marner support pupils with SEND?

Marner uses a graduated model of support.

High-quality teaching

High-quality teaching is the first and most important level of support. This includes:

- *clear routines and expectations*
- *visual timetables*
- *now-and-next boards*
- *Coreboards and communication visuals*
- *adapted tasks and resources*
- *practical resources*
- *pre-teaching and overlearning*
- *flexible grouping*
- *movement and sensory breaks*
- *calm spaces and regulation support*
- *explicit vocabulary teaching*
- *adapted questioning*
- *support with transitions*

Targeted short-term support

Some pupils need additional support for a specific area of need. This may include:

- *WellComm language intervention*
- *speech and language activities*
- *Colourful Semantics*
- *phonics or reading intervention*
- *maths intervention*
- *fine motor support*
- *sensory circuits*
- *emotional literacy support*
- *Zones of Regulation*
- *social communication groups*
- *targeted adult check-ins*

Interventions are reviewed using baseline information, post-intervention assessment, teacher feedback and pupil progress discussions. Where pupils do not make expected progress, support is adapted through the Assess, Plan, Do, Review cycle.

Long-term and specialist support

Some pupils need longer-term or more personalised support. This may include:

- *individual learning plans*
- *EHCP provision*
- *specialist teacher input*
- *personalised communication support*
- *sensory regulation plans*
- *individual transition plans*
- *external professional advice*
- *specialist classroom provision*
- *individual risk assessments*
- *medical or personal care support where appropriate*

What specialist provision does Marner have?

During 2025–2026, Marner continued to develop the Phoenix Pilot Specialist Classroom for pupils with autism and complex communication needs.

Area	Information
Pupils currently in the specialist provision	10
Primary area of need	Autism
Main areas of support	Communication, sensory regulation, engagement, independence and early learning
Current model	Phoenix Pilot Specialist Classroom
Pilot end date	July 2026
Planned model from September 2026	Expansion to two specialist classes, in line with agreed school and Local Authority planning

Provision includes specialist teaching, structured routines, visual timetables, Coreboards, sensory circuits, regulation support, adapted curriculum access, small-group teaching, parent liaison and advice from Phoenix specialist staff and external professionals.

Access to specialist provision is considered carefully through school and Local Authority processes. Decisions are based on individual need, suitability of provision and available resources.

How are parents, carers and pupils involved?

Parents and carers know their children best. This year, we supported parent partnership through:

- *SEND review meetings*
- *annual reviews for pupils with EHCPs*
- *meetings with class teachers and the SENDCo*
- *transition meetings*
- *parent workshops*
- *SEND coffee mornings*
- *support with referrals where appropriate*

Parent workshops included ADHD, sensory needs, social anxiety and PINS related sessions.
Pupil voice was gathered through individual conversations, annual reviews, learning plan reviews, communication boards, observations, trusted adults and the SEND Pupil Council.

The SEND Pupil Council involved 8 pupils and gave them opportunities to share their views about inclusion, belonging and what helps them in school.
For pupils who are non-speaking or who find verbal communication difficult, staff use observations, visuals, communication boards and knowledge of the child to understand their preferences, needs and views.

What training and external support have Marner used?

This year, 24 staff were trained through PINS, Coreboard and SEND Pathways.
Training included:

- *SEND Pathways and early identification*
- *Coreboard and communication support*
- *WellComm and language development*
- *Colourful Semantics*
- *autism and social communication strategies*
- *ADHD, attention and regulation strategies*
- *sensory regulation and classroom adjustments*
- *PINS Project training*
- *adaptive teaching*
- *specialist provision development*
- *Team Teach and positive handling training for identified staff*

The impact of training has been seen through increased staff use of visual supports and Coreboards, earlier identification of pupil needs, more consistent reasonable adjustments and stronger confidence in supporting communication and regulation.

Where positive handling was required, this was used only as a last resort, by trained staff, and only when necessary to keep a pupil or others safe. Parents were informed following any use of positive handling, and incidents were reviewed carefully.

Marner also worked with a range of external professionals and services. A fuller list is included in Appendix 1.

Where referrals to external services were required, parents and carers were involved and consent was sought where needed.

How does Marner review whether SEND support is working?

SEND provision is reviewed regularly using:

- *pupil progress data*
- *pupil progress meetings*
- *intervention records*
- *baseline and post-intervention information*
- *teacher assessment*
- *parent feedback*
- *pupil voice*
- *observations*
- *EHCP annual reviews*
- *learning plan reviews*
- *professional advice and reports*

The SENDCo attends pupil progress meetings and uses this information to identify pupils requiring additional support, review provision and agree next steps.
Where support is not having the intended impact, provision is reviewed and adapted.

What was the impact of SEND provision this year?

Area developed	What we did	Impact
SEND strategic overview	Reviewed SEND data and provision through pupil progress meetings and SEND register checks	Leaders had a clearer overview of need, provision and next steps
Early identification	Screened 157 pupils using WellComm	Speech, language and communication needs were identified earlier
Communication support	Embedded Coreboards, visuals, Colourful Semantics and Speech and Language Therapy advice	Pupils were better supported to communicate wants, needs, choices and ideas
Specialist provision	Developed the Phoenix Pilot Specialist Classroom	Pupils accessed more personalised support for communication, engagement, regulation, independence and learning
Staff training	24 staff received PINS, Coreboard and SEND Pathways training	Staff used more consistent visual supports, Coreboards and reasonable adjustments
Parent partnership	Delivered 16 parent workshops	Families had increased access to advice and support
Pupil voice	SEND Pupil Council involved 8 pupils	Pupils had more opportunities to share what helps them feel included, supported and successful in school
Enrichment	75 pupils accessed Parasport and City of London projects	Pupils experienced success, belonging and recognition beyond the classroom
City of London competition	Pupils took part in creative enrichment work	Pupils achieved first runner-up and second runner-up places
Intervention review	Reviewed interventions using assessment, teacher feedback and pupil progress discussions	Support was adapted where pupils needed a different approach
Area developed	What we did	Impact

SEND strategic overview	Reviewed SEND data and provision through pupil progress meetings and SEND register checks	Leaders had a clearer overview of need, provision and next steps
Early identification	Screened 157 pupils using WellComm	Speech, language and communication needs were identified earlier

How does Marner support transitions, wellbeing and inclusion?

Marner supports transitions through parent meetings, information sharing, extra visits, visual transition books, social stories, enhanced secondary transition and liaison with receiving schools.

For children who are looked after, previously looked after, and also have SEND, the SENDCo works with the Designated Teacher, class teachers, carers, social workers and other professionals. Support is reviewed through appropriate planning meetings, including Personal Education Plans where relevant.
Pupils' social, emotional and mental health needs are supported through trusted adult check-ins, Zones of Regulation, regulation spaces, social stories, pastoral support, parent meetings and external referrals where appropriate.

Pupils with SEND are supported to access trips, clubs, Parasport, City of London projects, performances, celebrations and whole-school events. Reasonable adjustments are made where needed so pupils can participate safely and successfully.

How accessible is the school?

Marner has:

- an accessible entrance
- step-free access into the school
- accessible toilets
- a medical room
- adapted equipment where required
- regulation spaces to support pupils who need time and support to regulate

The school does not have lift access. Where mobility or access needs are identified, we work with parents, carers, staff and relevant professionals to consider reasonable adjustments and safe access arrangements.

Marner supports disabled pupils by making reasonable adjustments, adapting communication and resources, planning carefully for trips and enrichment, using risk assessments where needed, supporting medical and personal care needs, and reviewing support through the graduated approach.
Further information is available in the school's Accessibility Plan.

How are pupils with medical needs supported?

Some pupils require support with medical or personal care needs. Where appropriate, individual healthcare plans are created with parents, school staff and health professionals.
Staff follow agreed plans and procedures to ensure that pupils are supported safely, respectfully and consistently.

How are pupils with SEND admitted to Marner?

Marner Primary School is an inclusive mainstream school. Pupils with SEND are admitted in line with the school's admissions arrangements and Local Authority procedures.
Where a child has an Education, Health and Care Plan, the Local Authority consults with the school before naming the school in the plan. The school considers whether it can meet the child's needs, with appropriate support and resources, in line with statutory guidance.

What are our priorities for next year?

In 2026–2027, our priorities are to:

- *continue embedding SEND Pathways across the school*
- *strengthen high-quality teaching for pupils with SEND*
- *develop staff confidence in adaptive teaching and reasonable adjustments*
- *embed Coreboard use more consistently*
- *continue developing specialist provision*
- *prepare for the planned expansion to two specialist classes*
- *strengthen intervention tracking and impact measures*
- *continue parent training through workshops, coffee mornings and PINS related learning*
- *increase pupil voice through the SEND Pupil Council*
- *widen access to enrichment opportunities such as swimming lesson*
- *support smooth transitions across year groups and into secondary school*
- *prepare for the school's Inclusion Strategy, due by 31 December 2026*

How can parents raise concerns or make a complaint?

If parents have concerns about their child's SEND support, we encourage them to speak to us as early as possible.
Parents should usually:

1. Speak to the class teacher.
2. Contact the SENDCo if concerns continue.
3. Speak to a senior leader if further support is needed.
4. Follow the school's Complaints Policy if the concern remains unresolved.
5. Seek independent advice from Tower Hamlets SENDIASS or the Tower Hamlets Local Offer if needed.

If you feel that your concern has not been resolved, you may wish to make a formal complaint. The school's Complaints Policy should be followed.

The Complaints Policy is available through the Marner policies page, through the Complaints Policy PDF, on request from the school office, or by emailing enquiries@marner.towerhamlets.sch.uk.

Complaints about SEND provision follow the same process as all other school complaints. However, we recognise the impact that decisions around SEND can have on a child and their family, and these matters are handled with sensitivity and care.

Where can parents find further support?

Tower Hamlets Local Offer

The Tower Hamlets Local Offer provides information about services available for children and young people with SEND from birth to 25.

Tower Hamlets and City SEND IASS

Tower Hamlets and City SEND IASS is a free and impartial service that offers advice, information and support to parents, carers, children and young people with SEND.

Contact details for SEND IASS:

Tower Hamlets and City SEND IASS
Parents' Advice Centre
30 Greatorex Street
London
E1 5NP
Telephone: 020 7364 6489
Opening times: Monday to Friday, 9.00am to 5.00pm
Email: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk

Tower Hamlets Special Educational Needs Section

The Tower Hamlets SEN Section manages statutory SEND processes, including EHC needs assessments and Education, Health and Care Plans.

Contact details:

Tower Hamlets Special Educational Needs Section
Tower Hamlets Town Hall
160 Whitechapel Road
London
E1 1BJ
Telephone: 020 7364 4880
Email: SpecialEducational.Needs@towerhamlets.gov.uk

Appendix 1: External professionals and services

During 2025–2026, Marner worked with a range of external professionals and services, including:

- *ADHD referral pathways*
- *autism assessment pathways*
- *Child and Adolescent Mental Health Services, CAMHS*
- *Disabled Children's Outreach Service, DCOS*
- *Early Help and family support services*
- *Educational Psychology Service*
- *health professionals*
- *Learning Advisory Service*
- *Local Authority SEND teams*
- *occupational therapy advice where available*
- *Phoenix Outreach Service*
- *Phoenix specialist advisory support*
- *physiotherapy advice where relevant*
- *Pupil Access and Inclusion Service, PAIS, formerly known as BASS*
- *Speech and Language Therapy*
- *Stephen Hawking Outreach*
- *Teacher of the Deaf*
- *Tower Hamlets Education Wellbeing Service, THEWS*

Appendix 2: Marner SEND Pathways

At Marner Primary School, we use SEND Pathways to help staff identify concerns early, plan the right support and review whether that support is helping.

A Pathway is the step-by-step process we follow when a child may need additional support. It helps staff know what to do, helps parents and carers understand what may happen next, and ensures that support is reviewed carefully.

Stage 1: Quality-First Teaching

All pupils receive high-quality teaching. At Marner, this includes adaptive teaching, scaffolding, flexible grouping and metacognition strategies.

Teachers remain responsible for classroom provision and reasonable adjustments.

Stage 2: Additional Support, Pathway 1

Some pupils may need short-term additional support, such as phonics, maths catch-up or nurture support.

At this stage:

- *the teacher identifies a concern*
- *short-term support may be put in place*
- *evidence is recorded*
- *the pupil is not automatically placed on the SEND Register*

Additional Support does not always lead to SEND Support.

Stage 3: SEND Concern Form and SEND Support

If concerns continue, the teacher gathers evidence and submits a SEND Concern Form to the SENDCo.

This is the gateway to SEND Support. If agreed, the pupil may be placed on the SEND Register and support will be planned through Assess, Plan, Do, Review.

At this stage:

- *evidence is gathered*
- *the SEND Concern Form is submitted*
- *targeted support may be put in place*
- *Speech and Language Therapy or Educational Psychology advice may be considered where appropriate*
- *parents and carers are involved in discussions about next steps*

Stage 4: Education, Health and Care Plan, EHCP, Pathway 2

Some pupils may need more targeted, specific and long-term support.

At this stage:

- *the pupil remains on the SEND Register*
- *support continues through Assess, Plan, Do, Review*
- *high-quality teaching and curriculum access remain central*
- *specialist advice may be used where needed*
- *an EHC needs assessment may be considered where appropriate*

SEND Support does not always lead to an EHCP.

Stage 5: Specialist Provision, Pathway 3

For a small number of pupils with complex communication, autism and sensory needs, specialist provision may be considered.

At this stage:

- *the SENDCo works with parents and carers*
- *the pupil's needs and provision are reviewed carefully*
- *the Phoenix hybrid curriculum may be used*
- *SCERTS pathways may inform provision*
- *progress and suitability are reviewed*

Access to specialist provision is considered through school and Local Authority processes. Decisions are based on individual need, suitability of provision and available resources.

Important notes

- *Additional Support does not always lead to SEND Support.*
- *The SEND Concern Form is the gateway to SEND Support.*
- *SEND Support does not always lead to an EHCP.*
- *Clear evidence should be recorded at every stage.*
- *Teachers remain responsible for classroom provision throughout.*
- *Parents and carers are involved when concerns are identified and when further support or referrals are considered.*

MARNER PRIMARY SCHOOL

SEND Pathways at Marner

A timeline showing the staged journey through Marner's SEND pathways.

Stage 1 Quality-First Teaching

- All pupils receive high-quality teaching.
- High Quality teaching is adaptive teaching, scaffolding, flexibile grouping, metacognition strategies.

Stage 2 Additional Support (Pathway 1)

- Targeted boosters (e.g., phonics, maths catch-up, nurture). Evidence recorded.
- Teacher identifies concern
- Short-term interventions
- Not on SEND Register

Stage 3 SEND Concern Form and SEND Support

- Gateway to SEND Support; triggers APDR planning if agreed.
- Teacher gathers evidence
- Submit to SENCo
- On SEND Register
- SaLT or EP may be involved; targeted interventions.

Stage 4 Education,Health Care Plan (EHCP) (Pathway 2)

- SaLT / EP / OT / CAMHS may be involved; targeted, specific interventions.
- On SEND Register
- APDR cycle
- High Quality teaching and curriculum
- Specialists if needed

Stage 5 Specialist Provision (Pathway 3)

- SENCo decision with parents
- Phoenix hybrid curriculum
- SCERTS pathways
- Review at 1 year
- Special School Placement

Key Notes for Staff:

- Additional Support does not always lead to SEND Support.
- Record clear evidence at every stage.
- The SEND Concern Form is the gateway to SEND Support.

-SEND Support does not always lead to an EHCP.
- Teachers remain responsible for classroom provision throughout.