



MARLWOOD SCHOOL

School Information Report 2026 -27



Special Educational Needs and Disabilities

At Marlwood school, we value every child as an individual and recognise that all students have diverse strengths, challenges and learning needs.

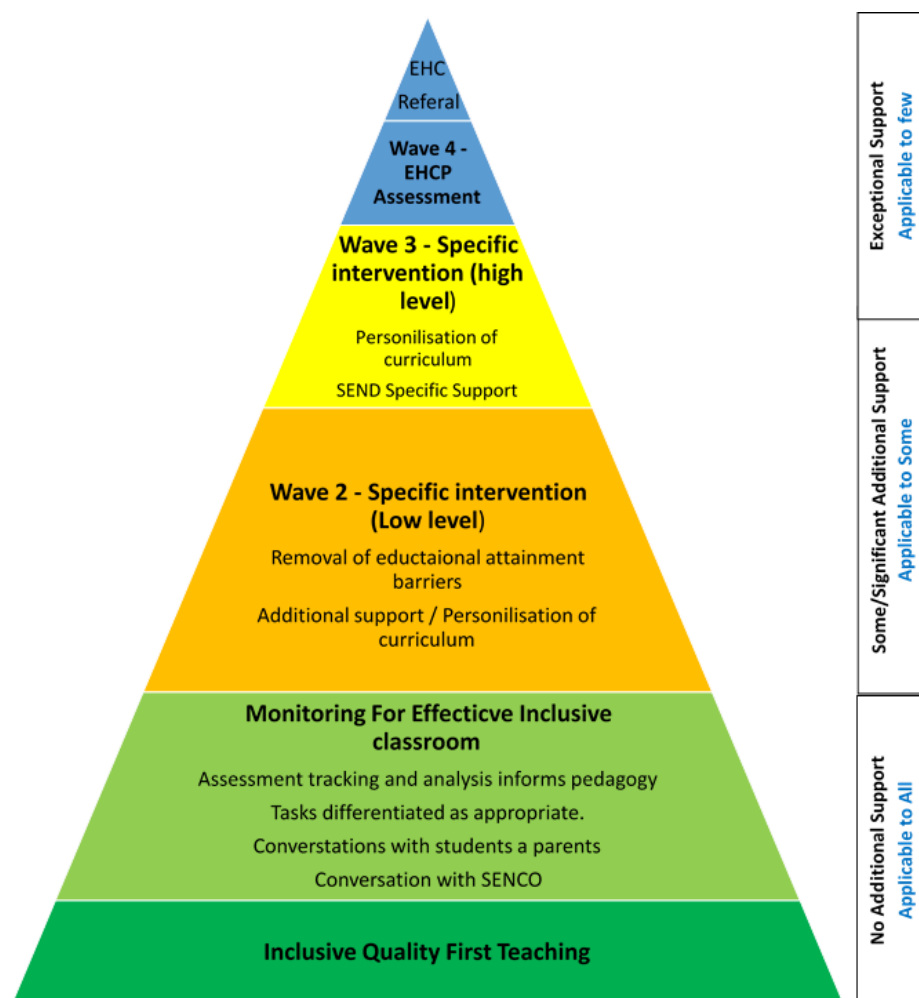
The ethos of the school is that every teacher is a teacher of special educational needs and that all students have the right to an effective and inspiring curriculum that prepares them for independent adult life. We believe that all young people are entitled to an education that enables them to make progress, grow in confidence, achieve their best possible outcomes and make a successful transition into adulthood; whether into employment, further or higher education or training.

SEND Support

All teachers at Marlwood are teachers of SEND. The learning support team works closely alongside Academic, Pastoral and Support staff to ensure all students are supported within the whole-school approach to student support. We have a team of skilled staff who run targeted, evidence based interventions for both academic and SEMH needs, as well as in class support where appropriate. The team works collaboratively with subject teachers to regularly review individual support strategies to create Student Profiles.

Marlwood School firmly believes that high quality teaching is at the heart of inclusive practice. All staff use adaptive teaching approaches to tailor work and support the diverse needs of SEND

students."The use of individualised Student Profiles enables the personalisation of learning so that students can learn in their unique way and make progress at their expected level.
We work with all students by applying the graduated approach;



Marlwood School SENCO is Emily Commander.

Marlwood School SEND profile

Across the school there are of students with identified SEND needs

Type of support	Numbers of Students
Special education needs (SEN) support	36
Education, health and care (EHC) plan	21
Total SEN	57 (including U SEN Status with need = 150)

Broad Area of Need	Need Type	Number of students 2024	Number of students 2025	Number of students 2026
Cognition and Learning	Dyslexia Specific difficulties in literacy Dyspraxia/DCD Global developmental delay Moderate/mild learning difficulty	47	49	50

Social, Emotional and Mental Health	Attention deficit hyperactivity disorder/Attention deficit disorder Attachment difficulties/multiple ACES Anxiety disorder Obsessive compulsive disorder Tourette's syndrome Emotional difficulties Emotional and/or Conduct difficulties Other mental health problem	42	45	42
Communication and Interaction	Autistic spectrum disorder Speech and language difficulty Communication and interaction difficulty Developmental language disorder Stammer	28	40	47
Sensory and/or physical	Vision impairment Hearing impairment Multi-Sensory impairment Physical disability Sensory processing difficulties Cerebral Palsy	9	11	11

Important Links

- [Pathway Trust SEND Policy](#)
- [Pathway Trust accessibility plan](#)
- [South Gloucestershire Local Offer](#)

Definition of SEND

The definition of Special Educational Needs (SEND) is:

'A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

FAQs

Question	Response
How does the school decide if my child needs extra help?	The school has a number of ways to identify needs: • Through information given from the Primary school before the Year 6 students transfer • Screening for literacy level at beginning of year 7 (based on SAT results) • Teacher feedback • Parental concerns • Student concerns • Form Tutor/ Pastoral leads concerns • Concerns from other staff such as School nurse, Welfare Officer, Teaching Assistants

What should I do if I think my child has Special Educational Needs?	In the first instance contact your child's Form Tutor. He/she may be able to address your concerns or may put you in touch with the Special Educational Needs Coordinator (SENCO). The school email address is marlwoodschool@cset.co.uk
How will the school consult with me and how can I be involved in planning their support?	If your child is on the SEND register (SEND Support K), you will be invited to be part of the 'Assess, plan do review' cycle. The 'Assess, Plan, Do, Review' (APDR) cycle is a good way for schools to plan special educational needs (SEN) support. It's also called the 'graduated approach'.
How will my child be involved in planning the support they will have?	Part of the APDR process gathers the voice of the student. We feel this is a valuable part of making support plans and their one page Student Profile.
How do you know if my child is making progress?	We monitor students through regular formative and summative assessment. We use data from KS2 to track progress through the key stages as well as using our own baseline assessments. We then report your child's progress throughout each year.
How will I be aware of my child's progress?	As a parent/carers you will receive: Progress Reports 2 times a year, parent-teacher evenings, tutor meetings as well as information about rewards and sanctions. In addition, you may also be involved in: • Annual Review Meeting (held for identified High Needs Students – you will be informed if your child is included within this category), which includes opportunities for the views of parents/carers and the child relating to Progress, Need & Provision. (SEND E) • PEP meeting (held for identified students in Care with SEND), which ensures that

	additional Pupil Premium monies are appropriately targeted. ● APDR contact through emails or meetings (SEND K)
How will the curriculum be matched to meet my child's needs?	This is done on an individual basis where the need is identified for a student to have a more personalised curriculum. Most students follow the same curriculum as their peers, perhaps with minor adjustments. At KS3 our core subjects follow the United Curriculum, a knowledge based curriculum where all students – no matter what classroom they are in – are taught at least a key body of knowledge that they would not learn outside school, which frees them to think and act more powerfully in their lives. Entitlement and Representation for and of all learners is a central part of the curriculum principles. Teachers are expected to support students by adapting the lesson content to meet the needs of all. Where students have complex needs teachers are supported by the Learning Support Team.
How will information about my child's special educational needs or disability and the support they will need be communicated to staff?	Using information gathered by external professionals, teachers and students the Learning Support team creates a one page Student Profile which summarises need and lists strategies for the classroom that will support your child's needs and enable them to access the curriculum.
What training do teachers at Marlwood School receive about working with children with SEND?	Teachers have regular training on supporting students with Special Educational needs. Their continued professional development includes use of applying quality first teaching, SEN strategies as well as on specific areas of need for example, dyslexia, ADHD and Autism.
What support outside of the classroom could my child receive?	School based support: ● Targeted literacy and numeracy support ● Screening and support for Specific Learning Difficulties such as dyslexia, phonics, receptive and productive language skills ● Educational Support Assistants have experience and training in supporting students with a range of learning needs, including dyslexia, autism, sensory

	impairments, and other areas of neurodiversity. ● ELSA trained staff ● MeLSA trained staff ● Education Mental Health Practitioner (EMHP) working as part of the Mental Health Support Team External services ● Educational Psychology Service ● Advisory Teacher Support Services- Learning Support ● Child and Adolescent Mental Health Service (CAMHS) ● Educational Welfare Service (attendance) ● School Nursing Team ● Speech & Language Therapy ● Occupational Therapy ● Mentoring services ● Careers Advisor The learning Support team is also able to advise and signpost parents to external agencies for support with diagnosis and medical care. We refer to the NHS Community Paediatrics team, Autism Hubs and many other support services.
What specialist services and expertise are available at or accessed by the school and how do you all work together?	We work closely with a range of specialist services to ensure that students with additional needs receive appropriate support and guidance. These services may include the School Nursing Team, Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, CAMHS, Autism Advisory Services, Sensory Support Services and other professionals as required. Our team works in partnership with families, teaching staff, support staff and external agencies to identify needs, plan appropriate support and monitor progress. Specialist advice is used to inform individual support plans, classroom strategies, interventions, and reasonable adjustments. Regular communication and review meetings help to ensure that everyone involved is working together towards shared outcomes for the young person.
How will my child be included in activities outside the classroom including extra-curricular clubs and school trips?	We have a number of extra curricular trips and activities available, which are open and welcoming to all students.

How accessible is the school environment?	The school environment is on a flat site. We have a lift to access the two storey teaching area, disabled toilets and height adjustable desks in some areas. We encourage all teaching environments to be SEND friendly. External grounds are across mixed levels, however there are routes that enable students to access all areas. We work with the Sensory Support Service to ensure specific needs (e.g. visual impairment; wheelchair access) can be met.
How will the school prepare and support my child to join the school, transfer to a new setting/school/college or for the next stage of education and life?	Students are supported throughout their school journey by their tutor, the pastoral team and the whole school community. They will be guided through key points in their school life for example, GCSE options, work experience and higher education.
If I am not happy with the support my child is getting, what should I do?	If you would like to discuss the support your child is getting or have any problems, you can email the SENCO directly: Emily.Commander@cset.co.uk Alternatively you can email the Headteacher Helen.Simmons@cset.co.uk If you are still not satisfied, you are able to put your complaint through to the governors via the link below: Pathway Trust Feedback, Concerns and Complaints Procedure
Who can I contact for further information?	If you would like any further information, please contact the SEND team: Emily.Commander@cset.co.uk Laura.Hunter@cset.co.uk