



Martin Primary School

Special Educational Needs and Disability (SEND) Information Report 2025/26

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Chair of Governors: James Oliver

SEND Governor: Ruth Anders

Introduction

This Special Educational Needs and Disability (SEND) Information report highlights some of the key points identified in the Code of Practice 2014 (section 6.79). For more information, please see the school's SEND Policy at [Policies | Martin Primary School](#)

What are the kinds of SEND that are provided for?

At Martin Primary School we support children with a variety of needs. The four broad 'areas of need' are communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and physical needs.

Children may have SEND either throughout or at any time during their school career. The school ensures that curriculum planning and assessment for children with special needs takes account of the type and extent of the difficulty experienced by the child.

How do we identify children and young people with SEND and assessing their needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she;

- a)** *Has a significantly greater difficulty in learning than the majority of others the same age or*
- b)** *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

Where pupils, progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners not reaching the age related expectations. These may include absences, attending lots of different schools, difficulties with speaking or listening or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does *not* mean that *all* vulnerable learners have SEND, only those with a learning difficulty that requires special educational provision will be identified as having SEND.

How do we identify children with SEND and identify their needs?

Children at Martin Primary School are identified as having special educational needs through a variety of ways including the following:

- those working below age related expectations [ARE]
- concerns raised by parent/carer
- concerns raised by a member of the school staff team
- consultation between class teachers and members of the leadership team where pupil progress is discussed
- a member of the Inclusion Team may observe the child in class and may refer to outside agencies for advice
- liaison with outside agencies, for example Educational Psychology Service or Speech and Language therapists.

Admissions into Martin Primary for children with SEND

We are an inclusive school and follow the London Borough of Barnet Admissions criteria. For further information, please see our Admission Policy on the school website at www.martinprimary.barnet.sch.uk/policies or contact Barnet Admissions Team on 020 8359 2000.

What should I do if I think my child may have SEND?

If you have any concerns regarding your child's progress or well-being, please speak to either your child's class teacher and/ or Mrs Taylor to discuss your concerns.

What are the arrangements for consulting young people with SEND and/or parents of children with SEND and involving them in their child's education?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The Assistant Head Teacher/Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Individual Learning Plans may be written for pupils that suggest desired outcomes and strategies that will help pupils make progress.
- A termly meeting will be held to discuss these with parents/carers. Parents/carers are encouraged to support their children's learning goals at home.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Your child (where appropriate) will be involved in the target setting process with the class teacher. Pupil and parent voice is a vital part of the Individual Learning Plan. Targets are regularly reviewed in termly ILP parent/carer meetings and with your child during pupil conferencing times with their teacher.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

If a learner is identified as having some additional special educational needs the following support is available:

- Quality First Teaching
- intervention in class
- withdrawal for a specific Intervention – small group and/or 1:1 ■ personalised targets on an ILP reviewed and evaluated termly.
- appropriate resources
- effective marking and feedback.

Year groups plan together and adapt the curriculum where necessary. Adapting the curriculum is the process by which differences between children are accommodated so that all children have the best chance of learning.

Adaptation can be through:

- differentiated tasks to meet the Learning Objective with smaller steps
- differentiated resources, e.g. photos, pictures, word banks, 3D equipment
- support – using additional adults
- differentiated outcome - expectations of the work is different
- grouping - mixed ability groups/small groups
- differentiated pace - adapted to meet the needs of the child
- dialogue - varied language /vocabulary used
- input - in small groups
- scaffolding - specific prompts and clues

When providing support that is 'additional to' or 'different from' we engage in a four- stage process: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decision will be recorded on an Intervention Plan and will form the basis for termly review meetings with, held as part of Parent/Teacher Consultations and pupil conferencing.

Do – providing support – extra assistance for learning or learning aids and adaptations.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, the parents or carer, teachers and Inclusion Manager - contribute to this ILP review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA's) to discuss progress of learners are held regularly, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT).

What adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Additional support or 'intervention' will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. A teacher or trained teaching assistant may run these 'interventions'. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers. For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices etc. While the majority of learners with SEND will have their needs met in this way, some may require an Education, Health and Care Plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP.

For information about accessibility, please see the school's Accessibility Policy on our website at [Policies | Martin Primary School](#)

How do we assess the impact of interventions?

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of each intervention, which will provide the point of reference for measuring progress made by a child, and a target outcome will be set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parent/carer consent. This might involve: speech & language therapy services, occupational therapist support, physiotherapy, an Advisory Support Teacher, educational psychologist or health services such as a paediatrician.

Where a child has an Education, Health and Care Plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer and all other professionals involved with the child.

How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

Part of the Inclusion Team's role is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, for example Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by the Local Authority and outside agencies that are relevant to the needs of specific children in their class.
- Experts are invited to deliver training to the whole staff in school.

How will we support children's emotional and social development?

We recognise that some children have emotional social and mental health needs. These needs can manifest themselves in a number of ways, for example, difficulty regulating behaviour, anxiety and becoming withdrawn.

Three members of staff have completed a Mental First Aid Course.
Tristan Green, Lyn King, and Hannah Taylor.

All classes follow a structured Personal, Social, Health and Emotion (PSHE) education curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social skills groups run for identified children
- 1-1 Support from a Learning Mentor
- Lunchtime and playtime support through planned activities and groups
- If a child has more complex emotional difficulties it may be necessary to refer to outside agencies, these include:
 - ✉ CAMHS [Child and Adolescent Mental Health Services]
 - ✉ Health and Emotional Wellbeing Service
 - ✉ Grief Encounter
 - ✉ LBB Inclusion Advisory team.

What are the arrangements for supporting children and young people in moving between phases of education?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. All school records will be passed to the new school. Consequently, we work closely with parents/carers, children and staff to ensure these transitions run as smoothly as possible.

Transferring to secondary school.

- During the year 5 annual review meeting [EHCP pupils], secondary school options are discussed.
- The parent/carer is encouraged to visit schools and speak to the Assistant Head for Inclusion about the needs of their child.
- In the summer term of Year 6, a teacher from the secondary school meets the class teacher and information is shared.
- If the child has an EHCP the secondary school may be invited to the Annual Review Meeting or, at a later date, to a transition meeting usually held in the summer term.
- Additional visits to the new school (with staff if needed) take place to ensure a smooth transition for the child.
- The Assistant head for inclusion liaises with the secondary school for other SEND/vulnerable pupils when needed.

- School records are passed onto the new school.

Barnet Local Offer

Local authorities and schools are required to publish and review information about educational provision available for children and young people with SEND under the Children and Families Act 2014. This is known as the '**Local Offer.**' The local offer should help parents/carers and families know what they can reasonably expect from their local schools.

Barnet's Local Offer can be found at: www.barnetlocaloffer.org.uk

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If a parent/carer has concern about their child the first point of contact is the child's class teacher. If the worry is not resolved, they should make an appointment to speak to Mrs Taylor, Assistant Head for Inclusion. We always want to work together with parents and carers to ensure the best outcomes for all our SEND pupils.

If a parent/carer has a complaint they must follow the school's Complaints Procedure Policy which is available on the school website www.martinprimaryschool.org.uk