Martin Primary School

Special Educational Needs and Disability (SEND) Information Report 2026/27

Headteacher: Ziz Chater
Assistant Headteacher/Inclusion Manager and SENCO: Hannah Taylor
Chair of Governors: James Oliver
SEND Governor: Ruth Anders

Contact Hannah Taylor through the school office: 020 8883 1455 or office@martinprimary.barnetmail.net.

Introduction

This SEND Information Report explains how Martin Primary School identifies, supports and reviews provision for children with Special Educational Needs and Disabilities (SEND) across our Nursery and primary provision.

This report follows the SEND Code of Practice (2015), the Children and Families Act (2014) and guidance from Barnet Local Authority.

Martin Primary School is an inclusive school. We believe all children should feel safe, valued and supported to achieve their best possible outcomes.

We recognise that children learn in different ways and may need different types or levels of support at different times. We work closely with children, families and professionals to identify strengths, understand barriers and provide support that helps children thrive.

This report explains:

- how SEND is identified
- how support is planned and reviewed
- how parents and carers are involved
- how children are supported to make progress
- how provision is adapted to meet individual needs

Further information can be found in the SEND Policy on the school website.

What kinds of SEND do we provide for?

We support children with a wide range of needs across the four broad areas of SEND identified within the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

Children may experience needs across more than one area and needs may change over time.

Some children require short-term support while others need support over longer periods. Provision is personalised and planned according to individual strengths, needs and barriers to learning.

How do we identify children with SEND and assess needs?

A child may have SEND at different points during their school life.
Children join Martin Primary School at different stages, including Nursery. We work closely with families and previous settings to understand strengths, needs and any support required as early as possible.

A child is identified as having SEND if they have a learning difficulty or disability that requires special educational provision which is additional to or different from that normally available to children of the same age.

Identification may happen through:

- concerns raised by parents or carers
- concerns raised by school staff
- teacher assessment and observations
- pupil progress meetings
- school-based assessments
- advice from professionals
- information shared from previous settings
- the child's own views, where appropriate

Where progress is significantly slower than expected, or where barriers remain despite high quality teaching and support, we may consider whether SEND is present.

Not all barriers to learning mean a child has SEND. Some children may need short-term support without requiring SEND provision.

The SEND register is reviewed regularly in partnership with parents and carers.

Literacy difficulties, dyslexia and specific learning difficulties (SpLD)

We know that many parents want to understand why their child may be finding reading, writing, spelling or other areas of learning difficult. Seeking answers and wanting the best support for your child is important.

In Barnet, schools use Ordinarily Available Provision guidance alongside school assessment systems to identify and support children with additional needs, including specific learning difficulties such as dyslexia.

At Martin Primary School, support is based on a child's strengths, needs and barriers to learning rather than waiting for a diagnosis. This means children do not need a formal diagnosis of dyslexia or another specific learning difficulty for support to begin.

Our aim is to identify needs early and ensure that appropriate support is already in place through high quality teaching, adaptive practice and targeted support.

For this reason, a diagnosis does not usually lead to completely different support being introduced in school, as support should already be matched to identified need rather than diagnosis alone.

Support for children with literacy difficulties or specific learning differences may include:

- adaptive teaching approaches
- small-step teaching and repetition
- additional opportunities to practise reading, spelling and writing skills
- visual supports and scaffolds
- word banks, writing frames and practical resources
- support with memory, organisation and processing demands
- targeted support where appropriate
- adaptations to recording methods
- Assess, Plan, Do, Review cycles

Some families choose to seek private assessment. A diagnosis can provide a clearer understanding of a child's learning profile and help strengthen partnership working between home and school. Any external assessments shared with school will be considered alongside school evidence when planning provision.

ADHD, neurodevelopmental differences and diagnostic assessments

Schools do not diagnose medical or neurodevelopmental conditions such as ADHD, autism or dyslexia. However, schools play an important role in identifying needs, assessing barriers and putting support in place.

At Martin Primary School, we assess children's learning, development and presentation within the school setting to understand strengths, barriers and areas of need.

Where concerns suggest that a child may have a neurodevelopmental difference, we will discuss this with parents or carers and may advise seeking further assessment through health services or other appropriate routes.

Support should not be delayed while waiting for assessment outcomes or diagnosis.

Our aim is that appropriate strategies, adjustments and support are already in place through high quality teaching, Ordinarily Available Provision and the graduated approach.

For children experiencing difficulties linked to attention, concentration, impulsivity, regulation or executive functioning, support may include:

- clear routines and predictable structures
- chunked instructions and manageable tasks
- visual timetables and prompts
- opportunities for movement and regulation breaks
- adapted seating or learning environments
- support with organisation and independence
- regular review through Assess, Plan, Do, Review cycles

An assessment or diagnosis may provide a clearer understanding of a child's profile and help refine support further. Any external reports shared with school will be considered alongside school evidence when planning provision.

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

If you have concerns about your child's learning, development, behaviour, communication or wellbeing, the first step is to speak to your child's class teacher.

The class teacher knows your child best within the school environment and can discuss:

- strengths and areas of need
- current support already in place
- strategies that may help
- whether further assessment or monitoring is needed

Where appropriate, concerns may also be discussed with the Assistant Headteacher / Inclusion Manager (SENDCo).

We encourage families to share concerns early so that support can be planned promptly.

How do we involve children and families?

We believe that children and families should be at the centre of decision making.

We work closely with parents and carers and value their knowledge and understanding of their child.

This may include:

- regular communication with class teachers
- meetings with the SENDCo / Inclusion Manager
- Individual Learning Plans (ILPs), where appropriate
- termly review meetings
- home-school communication systems where needed
- shared target setting and review

Children are involved in decisions about their support in ways that are appropriate to their age, understanding and communication needs.

We recognise that families may have different experiences and perspectives. We aim to build strong partnerships through open communication and collaborative problem-solving.

How do we assess, plan and review support?

Support follows a graduated approach using the Assess, Plan, Do, Review (APDR) process.

Assess
We identify strengths, needs and barriers using assessment information, observations, family views and professional advice.

Plan
We agree outcomes, strategies and support that will help the child make progress.

Do
Support is delivered through classroom practice, targeted support and adapted approaches.

Review
Progress is reviewed regularly with children, families and staff so that support can be adapted when needed.

This cycle happens repeatedly over time and helps ensure support remains responsive and personalised.

Children may move between different levels of support depending on progress and changing needs.

Levels of support at Martin Primary School

Support is organised using a graduated approach.

Universal Provision

Universal Provision is available for all children and includes:

- high quality teaching
- adaptive teaching approaches
- classroom routines and scaffolds
- inclusive classroom environments
- reasonable adjustments where needed

SEND Support

Some children require support that is additional to or different from Universal Provision.

SEND Support may include:

- targeted support and interventions
- personalised strategies
- increased monitoring and review
- involvement from the SEND team
- advice from external professionals where appropriate
- provision planned through Assess, Plan, Do, Review cycles

Most children with SEND have their needs successfully met through SEND Support.

EHCP Support

A small number of children require provision that is significantly additional to or different from what schools can usually provide through SEND Support.

These children may require an Education, Health and Care Plan (EHCP).

Education, Health and Care Plans (EHCPs)

Most children with SEND have their needs met through high quality teaching, Ordinarily Available Provision and SEND Support in school.

Having a diagnosis of SEND, such as autism, ADHD, dyslexia or speech and language difficulties, does not automatically mean that a child will need an EHCP.

An EHCP may be needed when a child requires special educational provision that is beyond what can reasonably be provided through mainstream SEND Support and the school's usual resources.

Barnet explains that EHCPs are intended for children and young people who require more than mainstream SEND Support.

The SEND Code of Practice says local authorities should consider whether, despite relevant and purposeful action being taken to identify, assess and meet need, a child has still not made expected progress.

At Martin Primary School, an EHCP assessment may be considered when:

• needs are significant and ongoing
• support has been planned, delivered and reviewed over time
• progress remains limited despite targeted support
• the provision required goes beyond what can usually be provided through school resources
• professional advice suggests specialist or highly individualised provision may be needed

Decisions are based on evidence gathered over time rather than diagnosis alone.

Parents and carers have the legal right to request an EHCP assessment directly from the local authority.

If families choose to do this, we will continue to provide SEND Support, share evidence where appropriate and work collaboratively throughout the process.

Ordinarily Available Provision (OAP)

Barnet Local Authority provides guidance about the support that should ordinarily be available within mainstream schools without the need for an EHCP.

At Martin Primary School, we use Barnet's Ordinarily Available Provision guidance alongside our own knowledge of each child to plan support.

Our aim is that children receive the support they need as early as possible through Ordinarily Available Provision and the graduated approach, rather than waiting for diagnosis or assessment outcomes.

Ordinarily Available Provision may include:

• adaptive teaching approaches
• reasonable adjustments to learning environments
• visual, practical and sensory resources
• communication support
• support with regulation and organisation
• targeted small group or individual support
• adaptations to recording or presentation of learning
• structured routines and scaffolded approaches

Using Ordinarily Available Provision does not prevent access to further support.

Where needs remain significant despite support being in place, provision is reviewed regularly and next steps are considered in partnership with families.

Flexible provision and personalised support

Some children may benefit from periods of learning within quieter, more structured environments or from more personalised approaches to support engagement, regulation and readiness for learning.

These approaches form part of our graduated response and are used flexibly to help children successfully access learning and develop independence.

Any additional provision is carefully planned, monitored and reviewed. Decisions are based on individual need and are not permanent.

Children remain part of their class community and wider school experiences wherever possible.

Curriculum pathways and personalised learning

For a small number of children with more complex needs, including those working significantly below age-related expectations, learning may follow personalised curriculum pathways.

Our SEND curriculum is designed to support communication, independence, emotional wellbeing and meaningful access to learning from individual starting points.

Children may access different teaching approaches depending on their needs. These approaches range from highly supported, engagement-based learning through to adapted curriculum learning with increasing independence.

Teaching approaches may include structured routines, communication approaches, small-step learning, sensory approaches, opportunities for independence and personalised curriculum content.

Progress is not always linear and may be shown through small steps in communication, engagement, independence, wellbeing and academic progress.

Inclusive and neurodiversity-friendly classrooms

At Martin Primary School, we aim to create learning environments that support a wide range of learning styles and needs.

Our classrooms are designed to be inclusive and supportive for children with a range of needs including literacy difficulties, autism, ADHD and other neurodevelopmental differences.

This may include:

- clear routines and predictable structures
- visual supports such as timetables, prompts and models
- adapted language and instructions
- movement, regulation and sensory opportunities
- flexible seating or calm spaces where appropriate
- teaching approaches that support organisation and independence
- scaffolded learning approaches
- structured transitions and preparation for change

These approaches benefit many children and form part of our whole-school inclusive practice.

Support for children with EHCPs

Children with EHCPs receive provision that reflects the outcomes and provision described within their plan.

Having an EHCP does not automatically mean one-to-one support or support from a single named adult.

EHCP provision is delivered through a team approach involving teachers, teaching assistants, the Inclusion Team and external professionals where appropriate.

Provision is organised so that support is available when needed while continuing to promote:

- independence
- communication
- social inclusion
- participation in classroom learning
- long-term outcomes

Provision is reviewed regularly through Assess, Plan, Do, Review cycles and formal annual reviews in partnership with children, families and professionals.

How do we assess the impact of support and interventions?

Support and interventions are reviewed regularly to ensure they remain effective and matched to need.

We use assessment information, observations, work samples and discussions with children, families and staff to understand whether support is helping children make progress.

Support may include:

- classroom-based approaches
- targeted support
- small group support
- personalised strategies
- specialist advice or programmes

When reviewing support, we consider progress in areas such as:

- learning and attainment
- communication skills
- emotional wellbeing and regulation
- independence
- engagement in learning
- social interaction and relationships

Interventions are usually time-limited and reviewed regularly.

Where progress remains limited, provision may be adapted, intensified or reviewed with support from external professionals.

Training and support for staff

All staff share responsibility for supporting children with SEND.

The Inclusion Team works alongside teachers and support staff to plan, review and deliver provision.

Training may include:

- whole-school SEND training
- targeted training linked to individual needs
- external specialist training
- coaching and modelling
- professional development linked to current priorities

Teaching assistants work under the direction of class teachers and support learning, communication, independence and participation.

We regularly review provision and staff development to ensure support remains effective and evidence-informed.

Supporting emotional wellbeing and social development

We recognise that emotional wellbeing and mental health are closely linked to learning.

Some children may require additional support with emotional regulation, friendships, confidence or wellbeing.

Support may include:

- PSHE teaching
- social skills groups
- regulation support
- structured play and lunchtime support
- emotional check-ins
- targeted adult support
- sensory strategies where appropriate

We aim to create environments where children feel safe, understood and able to access learning.

Where appropriate, support from external professionals may also be considered with parental involvement.

Transitions

Transitions are carefully planned because changes can be challenging for some children.

Transition support may include:

- additional visits
- transition meetings with families
- social stories or visual supports
- transition books or photographs
- staggered introductions to new environments
- information sharing between staff and settings

Additional support may be provided when children:

- move between classes
- join or leave the school
- move to secondary school
- experience significant changes in provision

Our aim is to build confidence, independence and successful transitions over time.

Admissions for children with SEND

Martin Primary School follows the London Borough of Barnet admissions arrangements.

We welcome applications from children with SEND and aim to work collaboratively with families to understand needs and plan support.

Information about admissions can be found on the school website or through Barnet Admissions.

The Local Offer

Information about SEND services and support available in Barnet can be found through the Barnet Local Offer:

www.barnetlocaloffer.org.uk

The Local Offer provides information about:

- education services
- health services
- social care support
- local activities and services
- support for families and young people

Complaints and concerns

We aim to build positive relationships with families and encourage concerns to be raised early so that issues can be resolved collaboratively.

If you have concerns about your child's provision, please speak to:

1. Your child's class teacher
2. The Assistant Headteacher / Inclusion Manager (SENDCo)
3. Senior leaders where appropriate

If concerns remain, families can follow the school's Complaints Procedure, which is available on the school website.

We value feedback and see partnership working as central to successful SEND provision.