



SEN Information Report

2025-2026

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This SEND information report forms part of the [Barnet Local Offer](#) for learners with special educational needs and disabilities (SEND). The Local Offer, published by Barnet Local Authority, provides an outline for the provision available education, health and social care for children with SEND.

What kinds of SEND do we provide for?

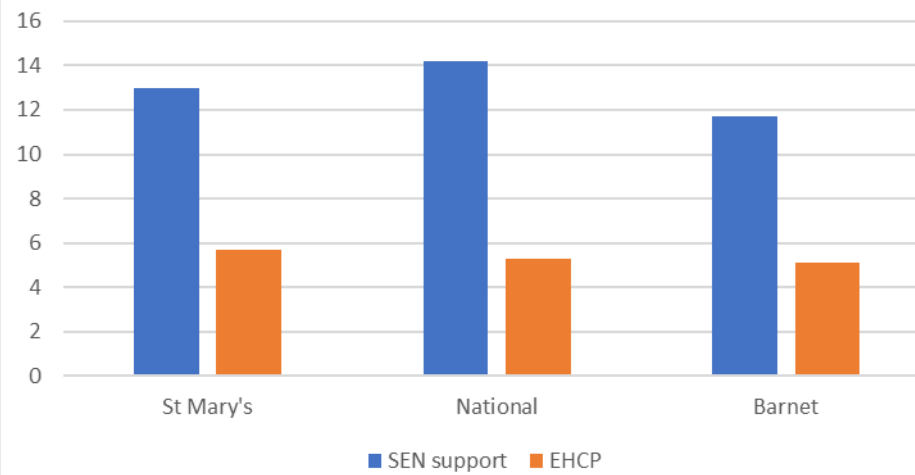
St. Mary's provides for a wide range of Special Educational Needs and Disabilities (SEND). This includes specific learning difficulties such as **dyslexia**, **dyscalculia** and **dyspraxia**. It also includes physical and sensory difficulties, such as **visual** or **hearing** problems. We support children with **ADHD** and **ASD (autism)** as well as children who do not have a diagnosis but who may have difficulties with communication and interaction. We also support children with **mental health** difficulties.

We currently have 40 pupils on the SEND register from Reception to Year 6. This is 19% of the school.

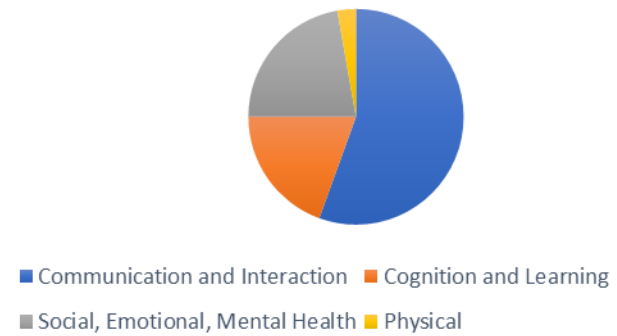
There are 12 pupils with an EHCP which is 5.7% of our current whole school cohort. This is compared with 5.3% national SEND data January 2025 and 5.1% Barnet Local Authority Average for EHCPs. We have 23 pupils on SEND support which is 13% of our cohort compared with 14.2% national SEND data January 2025 and 11.7% Barnet Local Authority Average.

We are currently monitoring and gathering evidence to apply for a further EHCP and one EHCP application is currently being considered by the LA.

% of pupils on the SEND register



Primary Need of SEND children at St Mary's



<p>How do we identify learners with SEND?</p>	<p>There are lots of reasons why a child may fall behind in their learning. Only those with a learning difficulty that require special educational provision are identified as having SEND. We use a range of information to help identify SEND. This includes information from their previous setting, outside agencies, information from the child's teachers, parents/carers and from the child themselves. We may also use screening tools to help identify the likelihood of needs like dyslexia, dyscalculia and language difficulties.</p>
<p>How do we work with parents and carers of children with SEND?</p>	<p>The views of parents and carers are important to us and we will involve you in discussions about provision for your child's SEND. We will keep you informed about your child's progress and take your views into account when reviewing provision for your child. We will liaise with outside agency support to ensure that everyone involved in supporting your child is kept up to date and included in discussions.</p>
<p>How do we involve children/young people with SEND in their education?</p>	<p>The wishes and feelings of children with SEND are central to our provision. We involve them in discussions about the support they receive and we gather their views at regular points throughout the year. We will endeavour to gather your child's voice in their plans and review meetings.</p>

<p>How do we assess and review pupils' progress towards outcomes?</p>	<p>We use a graduated approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <p>Assess: when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil.</p> <p>Plan: together we make a plan about what actions need to be taken and what support needs to be put in place and a date is set for review.</p> <p>Do: the plan is put in place as agreed.</p> <p>Review: the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again.</p>
<p>How do we support pupils during transition?</p>	<p>Transition from nursery to primary school: St. Mary's staff liaise with Early Years settings to discuss support needed and arrange visits ahead of main transition events as necessary.</p> <p>Transition from primary school to secondary school: St Mary's staff liaise with secondary schools to discuss support needed and arrange additional visits ahead of main transition events as necessary. We will work closely with you to identify the best transition support for your child. Additional support will be offered, as needed, to students with SEND regarding National Assessments e.g. SATs, in line with the government access arrangements requirements.</p> <p>Transition between year groups within St. Mary's: Allocated time is provided to support the successful transition of children, particularly those with SEND, from one academic year group to another. This ensures that your child's receiving teaching team benefit from the knowledge and expertise of the team that know your child's needs well. We will plan specific transition tasks e.g. photos of new classroom/toilets/staff, arrange short visits to new classrooms</p>

	<p>Transition to another primary school: If a child with SEND leaves St. Mary's to attend another primary school, the SENCO will ensure that discussions are had with the receiving school, and relevant paperwork is shared to support a smooth transition.</p>
<p>What is our approach to teaching pupils with SEND?</p> <p>What kind of adjustments are made to the curriculum and the learning environment of pupils with SEND?</p>	<p>Our approach is ambitious, inclusive and based on high quality teaching. This means that lessons are designed to meet the needs of all pupils, including those with SEND. Teachers make adjustments for individual pupils based on the information shared with them and their knowledge of the pupil. They use a range of strategies to enable access to the curriculum so that all pupils know more, remember more and can do more.</p> <p>We make the following adaptations to ensure all students' needs are met:</p> <ul style="list-style-type: none"> • Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, content of the lesson, reducing the cognitive load and providing feedback. • Adapting our resources and staffing • Using recommended aids, such as laptops, visual timetables, larger fonts, etc. • Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and brain/movement breaks. <p>Please see our school's specific provision across a wide range of additional needs on our website for more information for how this looks.</p>
<p>What additional support for learning is available for pupils with SEND?</p>	<p>St. Mary's receives funding from the Local Authority to support students with SEND. This funding is used in a range of ways:</p> <ul style="list-style-type: none"> • Short-term interventions to support children's learning needs. • Learning aids such as sensory equipment and software. • Specialist resources and equipment • Securing support from specialists as required

What expertise and training do staff have to support pupils with SEND?

All of our staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of pupils.

Both our SENCO and Headteacher have completed the National Award for SEND coordination.

Examples of training in SEND include:

- Understanding cognitive load
- Developing oral language in children including those with communication needs
- Understanding children and Young people's mental health
- Autism and key strategies – c/o autism advisory service
- ADHD and key strategies – c/o inclusion advisory team
- Supporting visual and hearing impairment – c/o advisory services
- Supporting pupils with SEND in the classroom – using EEF guidance
- Fine motor skill development (Otto)
- Emotion Coaching
- Sensory Circuits
- Precursor to writing – Fairground
- Curiosity Programme
- SCERTs

Additional support may be provided by specialist services upon referral to an external agency e.g. a pupil may be referred to an external professional, such as an Educational Psychologist or Speech and Language therapist for an assessment to help the school understand how to support the pupil effectively. Expertise and relevant training is shared with wider staff too.

How do we evaluate the effectiveness of the provision made for pupils with SEND?	We use both quantitative and qualitative data to judge how effective our provision is. Depending on the provision, this might be assessment data, attendance or behaviour data or it might be evidence gathered through observations and questionnaire responses. Wherever possible, evidence gathered is compared to a baseline measure so that the impact of the provision can be directly compared. Where relevant, this is shared with parents and carers.
How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND?	We are committed to ensuring inclusion in extra-curricular activities. All of our trips, clubs and activities are open to all children and are highly inclusive. Where necessary, we consult with parents/carers and specialist advisers to ensure accessibility.
What support is available for improving emotional and social development?	Additional pastoral support is available for children who need it. This could take the form of small group interventions with a specific focus such as social skills or 1:1 mentoring. We always engage swiftly with parents and carers to help us to gain a full perspective on children's emotional wellbeing. We signpost and refer for emotional/social support as required.
How does the school involve other organisations, in meeting pupils' SEND and supporting their families?	We work closely with external organisations to support the needs of our pupils and their families, this includes our work with Young Barnet Foundation . Additionally, we share local information about events and courses to support families.
How are disabled pupils supported within school?	Our building has been adapted to widen accessibility for pupils with physical disabilities. This includes accessible toilets and clearly marked steps/ ramps. Please see our accessibility plan for more information.
How can parents or carers of children with SEND make a complaint about the	We aim to ensure that any complaint is handled sympathetically, efficiently and at the right level so that it can be resolved as soon as possible. Complaints about SEND provision should be made to the SENCO in the first instance and will be dealt with in line with our Complaints Policy.

provision made at the school?	
Where can parents or carers get more support for children with SEND?	Further advice and support is available from Barnet SEND information advice and support service and the DfE Parents and Carers Guide .
Who should parents or carers or children/young people contact if they have concerns?	Parents/carers should contact the Special Educational Needs Co-ordinator (SENCO): Michelle Williams Email: senco@stmarysen4.barnetmail.net Tel:02084495856 The SEND link governor is Kritee Gower.