



SARACENS
BELL LANE

SEND INFORMATION REPORT

Last reviewed on:	September 2025
Next review due by:	September 2026

School Information Report

Saracens Bell Lane Primary School (SBL) is committed to maximising the potential of all pupils including those with special educational needs and disabilities (SEND).

Our expectation is that Pupils with SEND will receive an education that enables them to reach their potential by:

- improving their areas of development and excelling in their areas of strength
- becoming balanced and emotionally resilient individuals
- believing that they can achieve and by encouraging them to have a desire to want to achieve

About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through:

- ongoing feedback from parents/carers and school staff at SBL

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2026.

If you need any more information please see our SEND Policy or contact our Inclusion Team:

Liana Aironi

SENCO

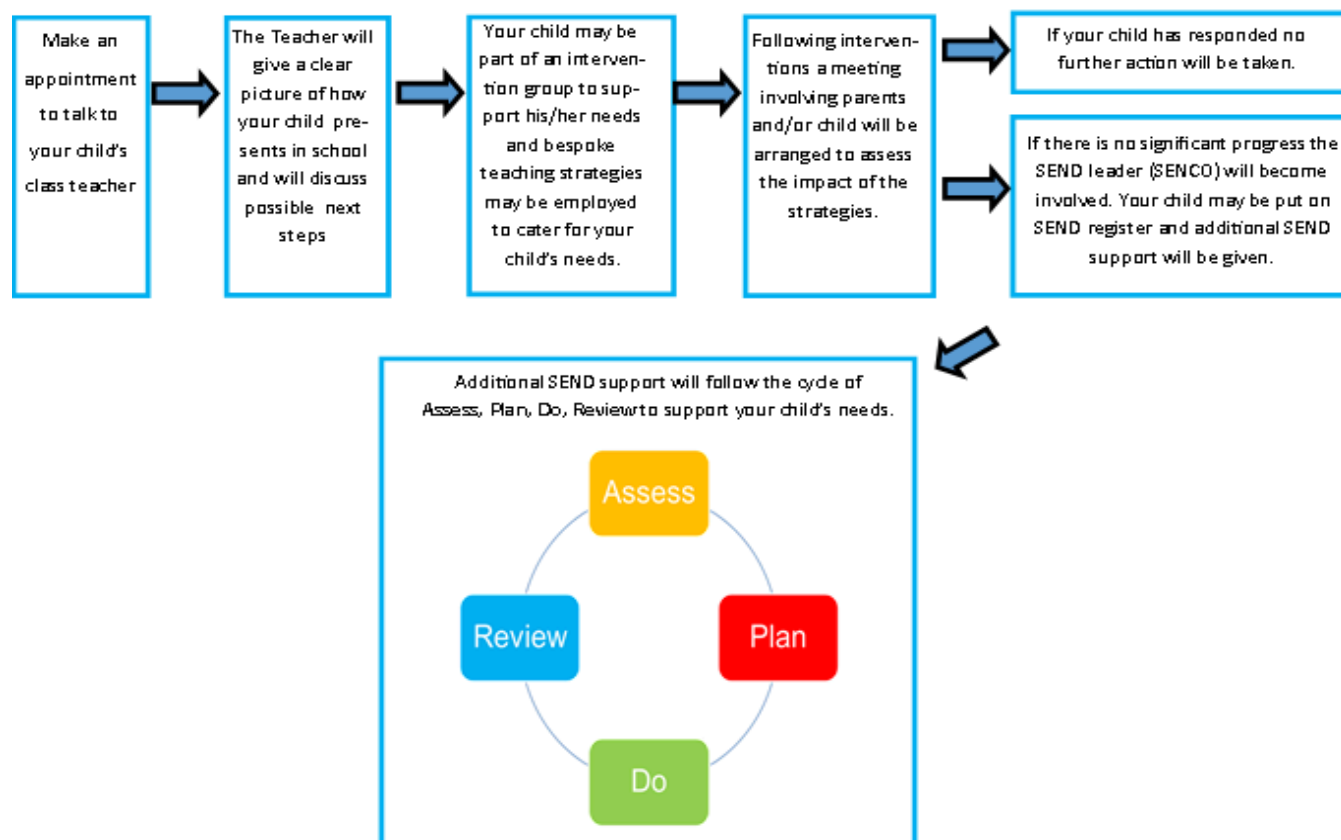
0208 203 3115

SENCO: l.aironi@saracensbl.org

Inclusion Team: inclusion@saracensbl.org

What do I do if I'm concerned about my child?

SEND is defined as any education or training provision which is additional to or different from that generally made for others in main stream schools



Frequently Asked Questions

1. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENCo or Inclusion Team may contact you directly and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- If English is not your first language, the school will make every effort to support you by arranging a translator (where possible) for meetings with staff, as we recognise that it can be very difficult to engage fully without such assistance.

2. What types of support may be suitable and available for my child?

Depending upon the nature of your child's needs and difficulties with learning, our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;

- **Communication and interaction (C&I)**
- **Cognition and Learning (C&L)**
- **Social, emotional and mental health (SEMHS)**
- **Sensory and/or physical needs**

At SBL we have a 3 tiered approach (*Universal, Targeted, Specialist*) to supporting a child's learning.

- **Universal**

This is the [Quality First Teaching](#) your child will receive from her/his class teacher and may include adaptations to match learning needs.

- **Targeted**

It may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of

a) **assessing** your child's needs,

b) **planning** the most effective and appropriate intervention,

c) **providing** this intervention and

d) **reviewing** the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

- **Specialist**

It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers, SEN Advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHC Plan.

3. What is the school's procedure for the identification and assessment of pupils with special educational needs (SEND)?

All staff recognise the importance of identifying a possible SEND early, seeking advice and designing effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the pupil's previous early years or school where appropriate, and provides us with information so that their progress can be monitored. It also ensures that we discover any focused areas of development, as well as strengths. Where pupils have already had additional needs diagnosed or identified we will work closely with the family and external professionals.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress through Pupil Progress Meetings.

This enables the early identification of pupils whose progress:

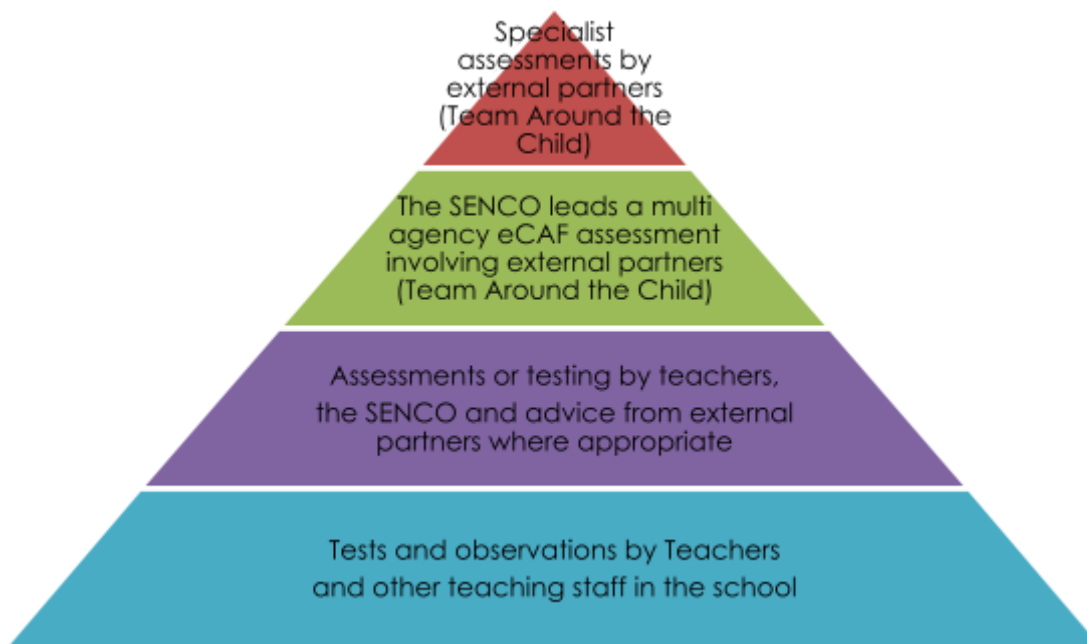
- is significantly slower than that of their peers starting from the same baseline
- fails to match their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a pupil is not making adequate progress, our first response is to ensure Quality First Teaching and support is being delivered within the learning environment.

If the pupil's progress continues to be slower than expected, the teacher will work with the family and the SEND Leader to carry out a clear analysis of the pupil's needs and identify if they need additional support. There can be many reasons why a pupil doesn't make the progress expected and therefore analysis and discussion informed by *Team Around The Child* meetings are essential.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments build up an understanding of the pupil's needs and coordinated interventions are put in place.

They are summarised in the diagram below:



When considering if a pupil needs SEN support the school takes into account:

- the pupil's previous and present progress and attainment
- the pupil's own views
- the views and experience of parents or carers
- the teacher's assessment and experience of the pupil
- the teaching assistant's experience of the pupil
- advice from external support services, where appropriate

Further information is set out in our SEND Policy.

4. What are the school's policies for making provision for pupils with special educational needs and disability (SEND), whether or not pupils have Education, Health and Care Plans?

Primarily, pupils with SEN will have their needs met as part of whole school Quality First Teaching. This will include Teachers and Teaching Assistants delivering the curriculum to a high standard and adapting the pupil's learning where necessary by using adaptations, multi-sensory activities and personalised (where needed). Special arrangements for pupils, and a range of interventions/provision, are also provided by the school to support the pupils' areas of development.

If a pupil is identified as possibly having a Special Educational Need the Class Teacher and SENCO will assess the pupil to determine the support. The first stage of support is for the teacher to fill out an initial concern form - identifying strategies that have already been implemented and identifying new areas of need. This allows for Class Teaching staff to reflect on what strategies they have already used and what else they could implement. If needs still present, an assess, plan, do, review cycle (Individual Support Plan ISP) will be

written, where targets are set to help improve the outcomes for the pupil. This cycle will address the key issues/concerns facing the child and specific actions to overcome these. It will be completed in consultation with the teacher, pupil, SENDco, parents/carers and any TA directly linked with that pupil.

If, after 6 weeks, the pupil is assessed as not requiring any additional support the assess, plan, do, review cycle will cease. Effective strategies used to remove barriers to learning, should continue. If the pupil is considered by the Teacher and Inclusion Team to still require additional support then the pupil will move onto the second cycle of assess, plan, do and review and the pupil's parents will meet with the SENCO to discuss the inclusion of their child on the school's SEND Register and review the second cycle actions.

This will involve termly progress meetings between the Parents, Pupil, Inclusion Team and Teacher. External professionals may be asked to assess the pupil, with parent's consent.

If a new pupil arrives at the school, with an ISP, from a previous school, this will automatically place them on the school SEND Register. In addition to possibly involving external professional advice with the parent's consent.

5. What is an EHC Plan and who can request one for my child?

Education Health and Care Plan (EHCP): Where the school has done everything possible to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Barnet can be found on the Council's Local Offer website.

<https://www.barnetlocaloffer.org.uk/>

Education Health and Care Plans (EHC Plan) are issued by the Local Authority where necessary and are used by the school to plan SEND provision for pupils with severe and complex needs.

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo, can request that the local authority conduct an assessment of your child's needs.

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual adapted curriculum.

Assess, Plan, Do, Review Cycles: An assessment of the child's current needs and detail strategies and actions to take place over a six week period. Meetings between the: Pupil, Teacher, Support Staff and SEND Leader will occur termly.

6. How does the school evaluate the effectiveness of its provision for SEND?

Quality First Teaching is the most important factor in ensuring all pupils make progress. We regularly observe and review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

We test the effectiveness of our SEND provision by regularly checking pupil progress through pupil progress meetings as well as communicating regularly with Teachers and support staff to see if the agreed goals and outcomes for a pupil are being met.

The SENDCo and the Head Teacher report regularly to the Governing Body with an analysis of the quality and progress of SEND provision and outcomes. The Governing Body will also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils locally and nationally.

7. What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

A pupil's areas of development will be identified through a collection of sources: evidence of work, tests, gap analysis, teaching assistant input, SENCO observation which may possibly lead to external professional engagement and advices.

Where a pupil has an ISP, assessment will be ongoing and review meetings with Parents, Teacher, Support Staff and SEND Leader will occur termly. If a pupil has an EHCP, reviewing progress will be measured against the annual review targets.

For some pupils, a communication book (Class DOJO) is provided to maintain daily up to date communication between home and school to give daily feedback on how a Pupil has been at school that day and to inform the class team on any information for the following day.

We make contact with parents by phone, Class DOJO or email where we have specific feedback or need to discuss specific achievements, concerns or observations. Some pupils with SEND may have more frequent reviews if they are required.

In some cases, an Emergency Annual Review will take place to discuss urgent matters. Structured conversations form the basis of the meetings and are opportunities for the Parent, Pupil, Teacher and SEND Leader to reflect on the progress of the Pupil, gain insight from every aspect of the Pupil's life and set targets for the coming term.

Structured Conversations/Meetings are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their pupil's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

8. What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the needs of pupils in mind, which means that most pupils with SEND and disabilities will be able to study the full national curriculum along with their peers and teachers will have adapted learning where necessary.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners. All pupils will have access to Quality First Teaching from the Teacher, in addition to Quality First Support from available Teaching Assistants.

The SEND Leader, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

9. How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly, or indirectly, discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment and the school environment in general, to make sure that pupils with SEND are not at a disadvantage compared with their peers.

We work closely with families and partners to work out what our pupils with SEND might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum in order to see if getting additional resources and support may be appropriate.

Teachers will be supported by the SEND Leader to assess, plan, do and review plans as well as differentiate the

curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with external professionals.

Considering what adaptations we need to make, the SEND Leader will work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act, 2010, with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

10. What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

We work hard to create a culture within the school that is 'values' based and values all pupils, allowing them to feel a sense of belonging, making it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school and encourage a Restorative approach when managing and teaching behaviour to ensure learning is experienced from a behavioural or social conflict or problem. The aim of which is to work towards the proactive prevention of unskilled inappropriate behaviour, as opposed to the reactive punishing of unskilled inappropriate behaviour.

For pupils with more complex problems, additional in-school interventions may include:

- advice from BEAM team/ Autism Advisory Team
- advice from The Inclusion Advisory Team
- advice from the Educational Psychologist
- advice from the therapies team
- advice and support to the pupil's teacher - to help them manage the pupil within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), such as the Counselling Service, in addition to Family Support from our Pastoral Manager

11. Who is the SENCo and how do I contact them?

Our Special Education Needs Coordinator is Liana Aironi. Our SENCO is in receipt of the National Qualification for SEN Award (NASENCO).

If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SEN TEAM are responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for pupils with special educational needs
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEND and Disability
- liaising with parents of pupils with SEND

- liaising with external agencies including: Barnet's SEND department, educational psychology services, health and social services, and voluntary bodies
- liaising with and advising Staff members
- planning successful transition to or from a new class or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs

Liana Aironi
Phone: 0208 203 3115

You can request a meeting with the SEN TEAM by email, Class DOJO or phone.

12. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate provision, continual professional development and interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head Teacher, SENCO and the Governing Body. We closely monitor the training and development needs of our staff through annual appraisal.

General SEND training for all staff

Through a planned programme of continual professional development, staff regularly receive weekly training on how to have a more inclusive classroom and curriculum.

13. What equipment and facilities are available to support pupils with SEND?

SBL is a ground level site at pavement level with two playgrounds. There is one disabled toilet and disabled drivers have access to our school car park.

Specialist equipment is available in our school to all children where appropriate. The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

School has specialist tailored for an individual needs:

- Laptops / iPads
- Digital cameras
- Move and sit cushions
- Specialist handwriting equipment
- Specialist furniture
- Noise ear defenders etc.

14. What are the arrangements for consulting and involving parents and carers of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- discussions with Liana Aironi (SENCO)
- commenting and contributing to assessment, planning, actions and reviews

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually. Further information about reviews can be found in question 3b above.

Specific support to help you support your child at home will include:

- meetings with teachers and staff to discuss progress and support including ideas for home.
- parents and carers support workshops

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, meetings with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents and carers to fully participate in formal meetings.

15. What are the arrangements for consulting and involving pupils with SEND in their education?

At SBL we view Inclusion as Togetherness. Thereby creating a culture of belonging and natural inclusion, as opposed to highlighted inclusion. Staff are encouraged, and monitored, to view all pupils as a whole and thereby include all pupils in any activity or situation. However, if a situation is not in the best interests of the child or may present safety issues for a child, then our following actions will always be made in the best interests of the child and a meeting with parent and child will be arranged to discuss ways to access and differentiate the activity or situation. Therefore, engaging all pupils as active participants in their own education and in making a positive contribution to their school and to the local community is a priority for the school. All children are consulted about their learning and how they feel about a range of topics.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)

- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Annual pupil survey

The views of the individual pupil are central to the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, storyboards or symbols.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

16. What are the arrangements for parents or carers raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents and carers to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class Teacher or SENCO.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order:

- Class Teacher
- SENCO
- Principle
- SEND Governor (a letter can be submitted through school office)

The SEND Governor will then refer to the complaints procedure to try and address the issue. Any complaint to the SEND Governor should be made via the Clerk, Cath Heslop, at [cath.heslop@saracensmat.org].

As a matter of last resort parents and carers can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

17. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)

- Specialist Teachers – Sensory Impairment Advisers, Autistic Advisory Team (AAT), Outreach Teachers, Inclusion Advisory Team (IAT)
- Therapists, where applicable
- Social workers

We always involve parents and carers in any decision to involve specialists.

The SENCO is the person who coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes, tube feeding,
- get more specialised advice on how to develop and support a pupil, e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. speech and language therapy
- setting programmes for implementation at home and in school
- advise on designing healthcare plans
- review progress and plan provision e.g. annual reviews

18. What local support is there for the parents and carers of pupils with SEND?

Information about local support is located here:

<https://www.barnetlocaloffer.org.uk/>

General SEN enquiries can be made to London Borough of Barnet by contacting senadmin@barnet.gov.uk or telephone 0208 359 7007

The Family Information Service -

Gives free impartial information, advice and guidance about services for children, young people and families.

Website:

<https://www.barnetlocaloffer.org.uk/>

19. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to Junior School?

All pupils with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEND (examples)
In to nursery / Reception	• Transfer of records • Home visit • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')

When moving to another school	• We will meet with the SEND Leadership team of the new school and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Transition meeting with the new setting • Transition plan (as above)
When moving groups/ forms/ classes in school	• Transition meetings are held within school with the new Class Teacher and Teaching Assistant • Work with a child to prepare for the next class through: use of transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays.

20. Where can I find more information about SEND services in Barnet and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining, interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to Barnet Local Offer:

<https://www.barnetlocaloffer.org.uk/>