



SEND

Subject Leader Report 2024-2025



Subject Leader: Megan Ritchie

Autumn Term

This term, significant progress has been made in supporting children with Special Educational Needs and Disabilities (SEND) at Masefield Primary School. The SENCo (Special Educational Needs Coordinator) has worked proactively to enhance provision and support for pupils across all year groups. This has been achieved through a combination of reviewing Early Helps, liaising with external agencies, direct involvement in classroom observations, and developing key resources to better inform and support staff. Our ongoing commitment is to ensure that all children, regardless of need, are able to access the curriculum effectively and make progress in their learning.

The SENCO has worked closely with families and external agencies to review and action Early Help plans for children requiring additional support. These reviews have helped ensure that the right interventions are in place and that external agencies are effectively contributing to each child's development.

To improve clarity and communication among staff, the SENCO has created comprehensive SEN registers. These registers outline the specific provision for each child, as well as the past and current external agencies involved in their support. This tool has been invaluable in ensuring that all staff are informed of the individual needs of children in their classes and are aware of the necessary support strategies and agencies currently working with pupils.

The SENCO has created an Inclusion Pathway document, which provides clear guidance on supporting children with various areas of need, including specific learning difficulties, social, emotional, and mental health needs, and physical disabilities. This document outlines a range of strategies and approaches for staff to use across different subjects, ensuring that children with SEND are supported effectively in their learning. It also takes into account the individual diagnosis of each child, offering tailored strategies that are specific to their needs.

Throughout the term, the SENCO has demonstrated a variety of strategies to staff to support SEND children, ensuring that these methods are embedded into everyday teaching. These strategies include differentiated instruction, use of assistive technology, visual aids, and tailored scaffolding. Staff have been given the tools and support to adapt their teaching to better suit the needs of pupils with SEND, ensuring that these children can access the curriculum and succeed in their learning.

For pupils with SEND, there has been a noticeable improvement in their engagement with the curriculum and the quality of their work. Tailored interventions and support strategies have helped many pupils to make measurable progress in their learning. Additionally, the close collaboration with external agencies has ensured that the right specialist support is available where necessary.

Next Steps:



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- To regularly review the SEN registers and update as children's needs evolve. This will ensure that all staff are kept up-to-date with the latest information on provision and support for SEND children, fostering a more collaborative approach to meeting their needs.
- Continued collaboration with outside agencies will be a priority, with the aim of securing further specialist input for children who need it.
- The SENCO will continue to monitor the effectiveness of interventions and support strategies through regular observations, reviews of pupil progress, and feedback from staff. This ongoing evaluation will inform future planning and ensure that the needs of all SEND pupils are met to the highest standard.





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Spring Term

At Masefield Primary School, we are committed to providing high-quality education and support for all of our pupils, including those with Special Educational Needs and Disabilities (SEND). We believe that every child deserves to be supported in their learning journey, and we ensure that our SEND provision is regularly reviewed and adapted to meet the evolving needs of our pupils. This report outlines the school's approach to SEN provision, detailing how the SENCO plays a key role in supporting SEND pupils and fostering a collaborative environment between staff and external agencies.

The SENCO at Masefield Primary School regularly reviews and updates the SEN registers to ensure that each child's specific needs are accurately recorded and that appropriate provisions are in place. As children's needs evolve over time, the SENCO ensures that the register reflects these changes and that the information is kept up-to-date. This ongoing process allows for a more dynamic approach to SEND support, ensuring that every pupil receives the tailored support they need to succeed. By keeping the SEN register current, the SENCO ensures that all teaching and support staff are informed of each pupil's individual requirements and the provisions that have been put in place.

This collaborative approach promotes a shared understanding across the school, enabling staff to work together effectively in meeting the needs of SEND pupils. Teachers, teaching assistants, and other staff members are empowered to implement the most appropriate strategies to support pupils, fostering an inclusive learning environment where all children can thrive.

Collaboration with external agencies plays a crucial role in supporting children with SEND at Masefield Primary School. The SENCO is committed to maintaining strong partnerships with outside agencies, such as educational psychologists, speech and language therapists, and specialist teaching services. This collaboration ensures that the school has access to expert advice, resources, and interventions that can further support the needs of children with SEND.

A key priority for the SENCO is to continue to secure additional specialist input for pupils who require it. By working closely with outside agencies, the school can ensure that the right expertise is brought in at the right time, providing targeted interventions for students who need more intensive support. This partnership approach ensures that the school can provide a holistic approach to SEND provision, ensuring the best possible outcomes for our students.

Next Steps:

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Summer Term

At Masfield Primary School, we are deeply committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive the support they need to thrive academically, socially, and emotionally. Our SEND provision is central to our ethos of inclusion, equality, and high aspirations for every child.

SEND provision is not just about offering additional support—it is about creating an environment where all pupils feel valued, understood, and empowered to reach their full potential. At Masfield, we believe that a child's individual needs should never be a barrier to their success. Effective SEND support helps to close attainment gaps, foster independence, and build confidence, resilience, and a positive self-identity in learners.

By providing targeted, personalised support, we aim to remove barriers to learning and participation, allowing every child to access a broad and balanced curriculum alongside their peers.

Pupils with SEND are supported through individualised learning plans that are regularly reviewed and updated in partnership with parents and carers. These plans identify clear, achievable outcomes and the steps needed to reach them. For some pupils, this may include speech and language therapy, emotional support, adapted resources, or access to external agencies such as educational psychologists.

Our staff are trained in a range of strategies to support children with a variety of needs, including autism, ADHD, speech and language difficulties, sensory needs, and learning difficulties. We also promote inclusive classroom practices, ensuring that reasonable adjustments are made so all children can access learning effectively.

At Masfield Primary School, the SENCo plays a crucial role in ensuring that pupils with SEND receive the most appropriate and effective support. A key part of this involves maintaining ongoing communication with a wide range of **external agencies**, including educational psychologists, speech and language therapists, occupational therapists, behaviour support teams, and health professionals. These collaborative relationships help to ensure that children's needs are not only accurately identified but are also consistently met through informed, expert guidance. The SENCo works proactively to coordinate support, implement specialist recommendations, and ensure that staff are equipped to deliver targeted interventions. This joined-up approach ensures that no child is overlooked and that provision is continually adapted to reflect their evolving needs.

Next Steps:

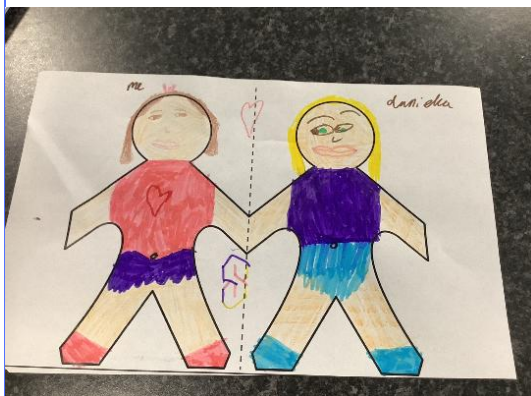


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