



SEND



Subject Leader Report 2025-2026

Subject Leader: Clara Clark

Autumn Term

This term, Masefield Primary School has made significant strides in supporting children with Special Educational Needs and Disabilities (SEND). The SENCo and Inclusion Lead have taken a proactive approach to strengthening provision across all year groups through Early Help reviews, collaboration with external agencies, classroom observations, and the development of key resources to guide staff. Our ongoing priority is to ensure every child can access the curriculum effectively and make meaningful progress through the use of adaptive teaching.

Collaboration and Early Help Reviews

The SENCo and Inclusion Lead have worked closely with families and external professionals to review and implement Early Help plans or make single service requests for pupils requiring additional support. These reviews/requests ensure that appropriate interventions are in place and that specialist input is effectively contributing to each child's development.

Improved Communication and Clarity for Staff

Comprehensive SEN registers have been created, detailing each child's provision and involvement with external agencies. This resource ensures all staff are fully informed about pupils' individual needs and the strategies required to support them. Further adaptive teaching and Widgit training has ensured that all staff have a range of resources and strategies to use to support pupils.

Inclusion Pathway Development

An Inclusion Pathway document has been updated, offering clear guidance on supporting children with a range of needs, including learning difficulties, social-emotional challenges, and physical disabilities. It provides practical strategies tailored to individual diagnoses, helping staff deliver inclusive teaching across all subjects.

Embedding Effective Strategies

Throughout the term, the SENCo and Inclusion Lead have demonstrated a variety of approaches to staff, including differentiated instruction, assistive technology, visual supports, and scaffolding techniques. These strategies are now embedded in classroom practice, enabling pupils with SEND to access learning successfully.

Impact on Pupils

There has been a noticeable improvement in engagement and the quality of work produced by SEND pupils. Targeted interventions, adaptive teaching and close collaboration with external agencies have ensured that specialist support is available where needed, leading to measurable progress.

Next Steps



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- **Regularly update SEN registers** to reflect evolving needs and maintain staff awareness.
- **Continue collaboration with external agencies** to secure additional specialist input where required.
- **Monitor and evaluate interventions** through observations, progress reviews, and staff feedback to ensure high-quality provision for all SEND pupils.

Spring Term

This term, Masefield Primary School has continued to make strong and sustained progress in supporting pupils with Special Educational Needs and Disabilities (SEND). The SENCo and Inclusion Lead have maintained a proactive and strategic approach to strengthening provision across all year groups. This has included Early Help reviews, close collaboration with external agencies, classroom observations, and the development of high-quality resources to support staff. Our core priority remains ensuring that all pupils can access the curriculum and make meaningful progress through effective adaptive teaching.

Collaboration and Early Help Reviews

The SENCo and Inclusion Lead have continued to work closely with families and a range of external professionals to review and implement Early Help plans, as well as make single service referrals where appropriate. These processes ensure that pupils receive timely and targeted support, and that specialist advice is effectively integrated into their provision. This collaborative approach has strengthened the support network around each child and ensured consistency between school and external services.

Improved Communication and Clarity for Staff

SEN registers have been further refined and regularly updated to provide clear, detailed information about each pupil's needs, provision and involvement with external agencies. This ensures that all staff remain fully informed and confident in supporting pupils with SEND.

In addition, continued training in adaptive teaching and the use of Widgit has equipped staff with a broader range of practical strategies and resources. As a result, staff are increasingly confident in implementing inclusive approaches within their classrooms.

Inclusion Pathway Development

The Inclusion Pathway document has been further embedded this term, providing staff with clear and accessible guidance on supporting pupils with a wide range of needs, including cognition and learning, social-emotional development and physical needs. The document outlines practical, step-by-step strategies tailored to individual needs and diagnoses, supporting consistent and inclusive practice across the school.

Embedding Effective Strategies

Throughout the term, the SENCo and Inclusion Lead have continued to model and



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support a variety of effective classroom strategies. These include differentiated instruction, the use of assistive technology, visual supports and scaffolding techniques. These approaches are now increasingly embedded in daily practice, enabling pupils with SEND to access learning more independently and successfully.

Impact on Pupils

There has been a clear and positive impact on pupil engagement and outcomes. Pupils with SEND are demonstrating improved confidence, increased participation and a higher quality of work. The combination of targeted interventions, adaptive teaching and strong collaboration with external agencies has ensured that support is both timely and effective, leading to measurable progress for many pupils.

Next Steps

- Continue to regularly review and update SEN registers to reflect pupils' evolving needs and maintain high levels of staff awareness.
- Strengthen partnerships with external agencies to secure additional specialist support where required.
- Monitor and evaluate the impact of interventions through observations, progress reviews and staff feedback to ensure consistently high-quality provision.
- Further embed adaptive teaching strategies to ensure all pupils are both supported and appropriately challenged within the classroom.

Conclusion

Overall, this has been a highly successful term for SEND provision at Masefield Primary School. The continued focus on collaboration, clarity and high-quality teaching has resulted in improved outcomes and experiences for pupils with SEND. We look forward to building on this strong foundation in the summer term, ensuring that every child continues to feel supported, included and able to succeed.

Summer Term