



# SEND

## Subject Leader Report 2024-2025



Subject Leader: Megan Ritchie

### Summer Term

At Masefield 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 Masefield, 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 Masefield 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:

- To continue regularly reviewing 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.



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- 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.

