



# 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:

- 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.



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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.

