



MASHAM C.E. SCHOOL

Learning & Caring Together

SEND REPORT
Summer 2024



Our Beliefs

1 Corinthians 12:12

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ.

Romans 15:7

Accept one another, then, just as Christ accepted you, in order to bring praise to God.

Colossians 3:11

Christ is all, and in all.



SEND

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

Special educational needs and disabilities (SEND) is a term used to describe learning difficulties or disabilities that make it harder for a child or young person to learn, socialise and/or communicate compared to most children of the same age.

For most children, challenges can be overcome with support from home and teachers at school. However, if a child has SEND, they are likely to need extra support, or support in different ways, to make sure they are able to make progress.

Every child is unique, and the support they require will vary depending on their specific needs. It is essential that all children, regardless of their abilities, are given equal opportunities to succeed and reach their full potential.

HOW DO I KNOW IF MY CHILD HAS SEND?

A child may have special educational needs (SEND) if they have:

- Much greater difficulty learning something than most others of the same age.
- A disability/barrier that makes it difficult for them to access provisions that others of the same age use in mainstream schools or educational settings.

A child may be identified as having special educational needs and disabilities at any point in their life. It may not become obvious until they enter a later stage of their education.

Some children may have SEND on a temporary basis and others will need additional support throughout their educational journey.

A special educational need can be a number of different things and will fall into at least one of the four broad areas of SEND:

COGNITION AND LEARNING DIFFICULTIES

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations in place. These needs can include:

- Specific Learning Difficulties (SPLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)



SOCIAL, EMOTIONAL AND/ OR MENTAL HEALTH NEEDS

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include:

- Depression
- ADHD (Attention Deficit Hyperactivity Disorder)
- Anxiety Disorders
- Eating Disorders
- Social Difficulties
- Attachment Disorders
- Mental Health Issues

COMMUNICATION AND INTERACTION NEEDS

Children and young people with communication and interaction needs have difficulties understanding and/or being understood by others. These difficulties may include: Speech, Language and Communication Needs (SLCN) Autism Spectrum Condition (ASC)

SENSORY AND/OR PHYSICAL NEEDS

Some children and young people require special educational provision because they have an impairment or disability that prevents or restricts them from fully accessing educational facilities. These may include:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



HOW ARE CHILDREN WITH SEND IDENTIFIED?

We aim to identify needs as early as possible by considering parental knowledge of the child, class teacher, and support staff's observations, the use of school-based assessment tools and where appropriate, assessments and information from other agencies, such as speech and language therapists or specialist teachers. Any child who requires additional or different support in order to overcome a barrier to accessing our school curriculum is overseen by our SENCO, Mrs Lang.



WHAT HAPPENS IF A CHILD HAS MORE SIGNIFICANT NEEDS?

Many children will benefit from SEND support. For some children, this may be temporary or may be more long-term depending on the need. If it is felt that a child needs a significantly higher level of support, the school may suggest asking the local authority to carry out an Education, Health, and Care Assessment. The SENDCO works very closely with parents and carers where this is felt to be necessary.

WHAT ARE THE PROCESSES FOR SUPPORTING ALL CHILDREN?

QUALITY FIRST TEACHING

Children are taught by their class teacher who is supported by teaching assistants. Support in lessons is provided to children when needed and the curriculum is adapted to meet need.

MONITORING

A child who has been considered by the class teacher as requiring additional support is identified. The SENDCO is notified and the class teacher and teaching assistants provide extra support such as group work or reteaching of concepts. Parents are notified of this..

SEND REGISTER

The extra support provided at the monitoring stage has not resulted in the desired outcomes. The class teacher notifies the SENDCO and a meeting to discuss this with parents/carers is made. An individual provision map is agreed upon and the child is added to the SEN register. Plans to involve outside agencies may be put in place at this stage depending on the needs of the child.

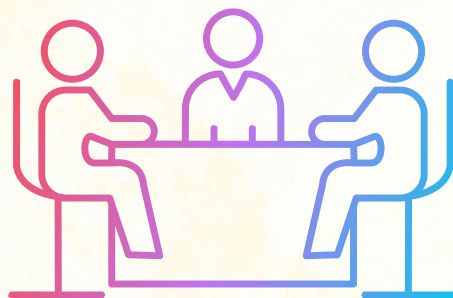
ADDITIONAL FUNDING/SUPPORT FROM OUTSIDE AGENCIES

As a result of the steps taken previously, the decision to apply for additional funding for support or the long term involvement of outside professionals may be agreed. Information on these options can be found on the SEND Local Offer and include Speech and Language Therapy Service, SEND Hub Support and Educational, Health and Care Plans.

WHAT HAPPENS IF A CHILD IS IDENTIFIED AS HAVING SEND?

Where the school feels that something additional or different is needed to support a child because they have SEND they will discuss this carefully with parents. Planning and evaluating provision for children and young people with SEND is a partnership between parents, the school, local authorities, health, care, and any commissioned service providers.

Once this information is collated, it will be recorded in a document known as an Individual Provision Map.



WHAT IS INCLUDED ON AN INDIVIDUAL PROVISION MAP?

An individual provision map will include key information about the child, their needs, and the support required for them to fully access their education. This information will include:

- Details of a child's strengths and interests
- Details of a child's barriers to learning
- Personalised targets to support progress and so that the individual progress and achievement of children with SEND can be recognised and celebrated
- A child's long-term desired outcomes
- Details of any strategies being used to support a child in class such as physical resources or targeted support to help them reach those targets,
- Details of any extra support or interventions for a child outside of the classroom.
- Information about what impact this provision is expected to have
- Review notes on the progress made toward a child's targets will be added in the discussion with you, and new targets set and planned for, each term.

WHAT HAPPENS WITH AN INDIVIDUAL PROVISION MAP?

The IPM is a working document which will be adapted and updated in line with the child's needs. This will take the form of a continuous four-part cycle of assessment, which will be monitored by the SENDCO and other adults involved with the child:

- 1. Assess** – This will involve teaching staff who are involved with the child, their parents or carers, and the child, and will aim to identify where the child is working, what their needs are, and what their strengths are.
- 2. Plan** – Once a child's attainment levels and needs have been identified, staff should plan how to best go about meeting the child's needs and ensuring that they are making progress.
- 3. Do** – The plans made in the previous step should now be put into place. This stage usually lasts about a term.
- 4. Review** – These plans will be reviewed by those around the child (and by the child themselves if appropriate), led by the SENDCO. The team will review what is working well for the child, and what changes may need to be made to provision. The cycle then continues, returning to the assessment stage.




WHAT KINDS OF PROVISIONS ARE MADE FOR SEND LEARNERS?

- Some pupils with SEND may benefit from pre-teaching where the TA takes the child for 10 minutes to teach them the key concepts and vocabulary for the next lesson.
- Task cards and specific resources may also be provided so that a pupil with SEND can work independently within a whole class setting.
- Some pupils with SEND participate in interventions to support them in making progress towards their outcomes. These do not take place during core lessons, which enables flexibility for teachers and highly skilled Teaching Assistants to deliver them.
- There are many resources available in the classrooms to support children with SEND. However, we also make these resources available to all children so that the classroom environment is inclusive. For example, we provide ear defenders, pencil grips, fiddle feat and dyslexia-friendly resources.
- Some children with SEND may also benefit from a workstation where they can work independently with minimal distractions.
- Quiet reading/reflective areas are in each classroom.
- Sensory boxes may be created.
- Some children may benefit from a personalised curriculum, recommended and created by outside professional support. These children will still work within the classroom with the other children as much as possible but will have tasks and activities tailored to their needs in specific subject areas.



WHAT ARRANGEMENTS DO YOU HAVE FOR CONSULTING WITH PARENTS OF CHILDREN WITH SEND AND INVOLVING THEM IN THEIR CHILD'S EDUCATION?



At Masham School, we believe parents and/or carers should be treated as equal partners in their child's education.

We aim to do this by ensuring:

- Teachers are available and visible at the beginning and end of each day for short and regular conversations/updates. Appointments to speak with the Class Teacher/SENCO/Headteacher at greater length can be arranged easily and, where possible, within 24 hours.
- Parents and members of their wider family are invited to attend open afternoons and celebration assemblies to share and celebrate successes.
- Review meetings for IPMs will take place half-termly or as close to every 6 weeks as possible. This will involve the Class Teacher and parents but may also include the child and SENCO if desired.
- Regular review meetings will be planned when an external professional is involved with the child. This is an opportunity for parents, teachers, SENCO and any other professionals working with the child to share their views on the impact of the provision in place and think about any next steps.
- Information about the interventions in place will be discussed with the parents, and any information about its impact will be made available prior to review meetings if requested.
- Parents' views are regularly sought and utilised to ensure that the most effective provisions possible are provided.

WHAT ARRANGEMENTS DOES MASHAM HAVE TO CONSULT WITH CHILDREN WITH SEND TO INVOLVE THEM IN THEIR EDUCATION?

- School/ pupil voice questionnaires
- Children are invited into meetings with parents to review their IPM outcomes.
- Children are invited into meetings with outside professionals and parents to enable them to express their views about their own experiences and progress.
- If children choose not to be a part of their meetings, they are encouraged to share their views in an alternative way, such as through a picture or through technology.
- Pupil voice questionnaires and interviews are regularly conducted as part of the ongoing monitoring schedule for SEND by SENCO and the SEND Governor.

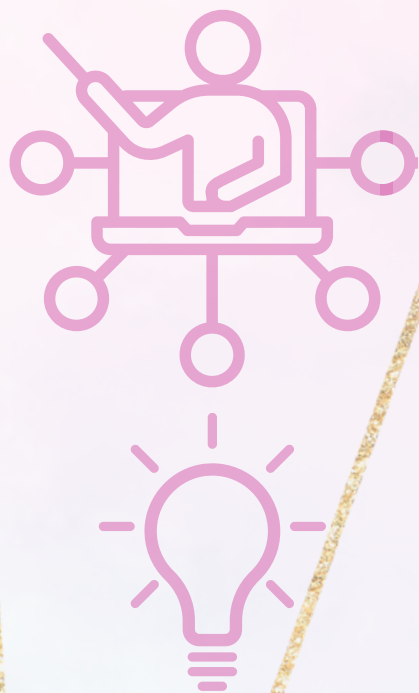


WHAT ARE THE ARRANGEMENTS FOR SUPPORTING CHILDREN WITH SEND IN MOVING BETWEEN PHASES OF EDUCATION?

- For some children with SEND, the transition between classes in September can be an unsettling and anxious time. We ensure that parents and pupils, where appropriate, are invited to a transition meeting during the summer term. The programme of transition will be discussed as well as any concerns that the parents or the child might have. The current class teacher, new class teacher and SENDCO will all be present at this meeting.
- The Transition programme for a child with SEND may involve creating social stories, which can be shared at home to prepare the child for any changes, spending valuable time with their new teacher or with a small group of pupils who will move with them and spending time in their new environment.
- Transition meetings, visits and reviews will be arranged by the SENDCO in response to any upcoming move. Staff from the new or previous setting will be included whenever possible.
- Key transition points (transition into Reception and then, at the end of Year 6, to secondary school) for SEND pupils will be carefully monitored and all stakeholders will be involved as much as possible so as to discuss and create an effective transition for the child.

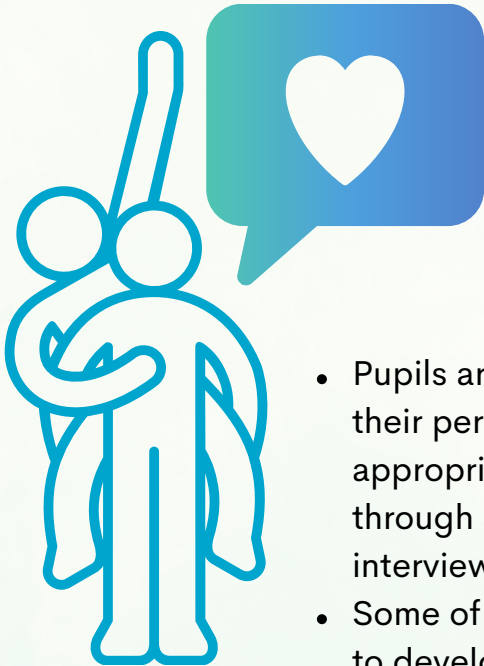


WHAT SORT OF EXPERTISE AND TRAINING DO WE HAVE IN SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND? HOW DO WE ENSURE THIS IS UP-TO-DATE AND HOW DO WE SEEK FURTHER SPECIALIST EXPERTISE?

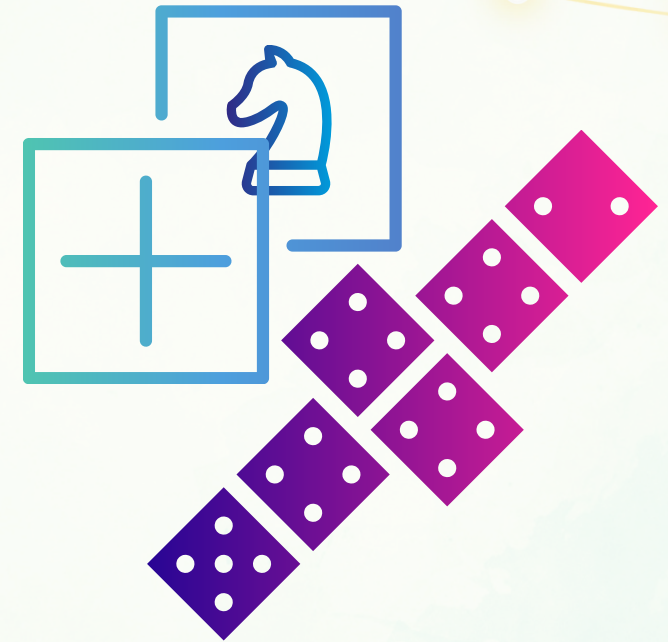
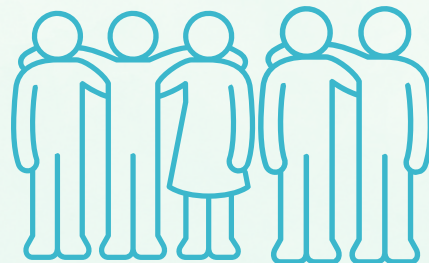


- Regular CPD (continual professional development) is provided for teachers (and wider school staff where appropriate) on SEND either on training days or as twilight training.
- Teaching Assistants are provided with opportunities to attend CPD courses in a variety of subject areas to ensure that they have the confidence to provide both in-class support and interventions.
- Mrs Tattersall has received the Level 3 Compass Buzz training which means that she is able to support the children with their mental health and well-being.
- Mrs Lang, our SENDCO, holds the NASENCO award along with other needs-specific qualifications. She attends regular network meetings and development groups, as well as attending specific training courses, and this information is passed on to the teachers in staff meetings.
- The SEND Governor attends specialist training when it is available which is shared with the SENDCO and subsequently the rest of the teaching staff.
- External professionals, such as members of the HUB team, work alongside teachers and TAs in school to build up their knowledge and skills.

HOW DO WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN WITH SEND?



- Project Wellbeing has been launched in school, which is a variety of events to enhance the wellbeing of the pupils, staff, parents and wider community throughout the school year.
- Pupils are involved at all stages of discussion about their personal pastoral support arrangements, as appropriate. Children are also able to raise issues through school council and pupil questionnaires or interviews.
- Some of the interventions implemented are designed to develop and support emotional regulation , e.g. Time to Talk, Lego Therapy and nurture groups.
- Our HLTA (Mrs Tattersall) has received the Compass Buzz training which enables her to support children with their social, emotional and mental health and overall wellbeing .
- This year, the school has introduced the 'Zones of Regulation' to further support with children's emotional health and social development.
- We collaborate with the SEND North Yorkshire HUBs for specific advice and training.



HOW ARE CHILDREN WITH SEND ENABLED TO ENGAGE IN ACTIVITIES AVAILABLE WITH CHILDREN IN THE SCHOOL WHO DO NOT HAVE SEND?

Masham CE School is an inclusive school and provides equal opportunities for all pupils.

- Where there is a school trip or activity organised which may prove difficult for a child with SEND, the parents will be consulted and a solution found. For example, extra adults or the child's parents will be invited on a trip.
- Pupils with SEN are equally represented at sporting events and on educational days (such as science or maths days) where a limited number of pupils can attend.

HOW DO YOU EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN WITH SEND?



- Data analysis from assessment data.
- Data analysis of interventions looking at ratio gain for each child
- Learning walks conducted by SENDCO and SEND Governor
- Reports to governors
- Observations alongside a book scrutiny and planning scrutiny.
- SEND Action plan development
- Assessments against IPM outcomes
- Pupil voice questionnaires and interviews
- Parent voice questionnaires



HOW DOES THE SCHOOL INVOLVE OTHER BODIES, INCLUDING HEALTH AND SOCIAL CARE BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY SECTOR ORGANISATIONS, IN MEETING THE NEEDS OF CHILDREN WITH SEND AND SUPPORTING THEIR FAMILIES?

The school works collaboratively with the following as appropriate to each individual case:

- Educational psychologist
- Localised HUBs (a group of professionals specialising in a variety of special educational needs)
- Speech and Language therapists
- Occupational Therapists
- Compass Buzz
- CAMHS (Children and Adolescent Mental Health Service)
- Early Help (a collaborative approach to support young people and their families)



WHAT WILL EVERYONE DO TO ENSURE CHILDREN WITH SEND ARE SUPPORTED?

The SENDCO WILL:

- Offer support and advice to colleagues for the identification of needs and suitable provision to meet those needs.
- Maintain an overview of the progress of pupils with SEND
- Oversee the strategic development of SEN policy and provision
- Monitor the implementation of the SEN policy on a day-to-day basis.
- Offer advice and support around referrals, the needs of children, and specific areas of learning and provision
- Work with class teachers to write reports/referrals
- Organise training
- Communicate with parents through reviews and meetings
- Seek support from outside agencies, including LA SEND Hubs and Educational Psychologists, when appropriate
- Continue to develop school practice to ensure the effectiveness of interventions and support.

Class Teachers will:

- Plan teaching and learning for SEND children
- Create appropriate provisions for SEND children
- Speak with parents and keep communication links
- Guide and plan for teaching assistants working with SEND children
- Seek and act on advice from the SENDCO when needed
- Work with the SENDCO to write referrals when required
- Ensure all individual plans are followed and adapted to needs
- Participate in high-quality continuous professional development relating to SEND



Children will (at a level appropriate to age and stage):

- Contribute to their IPM.
- Be aware of their many strengths and talents
- Know about the targets they are working towards.
- Understand how they are being supported.

Parents will:

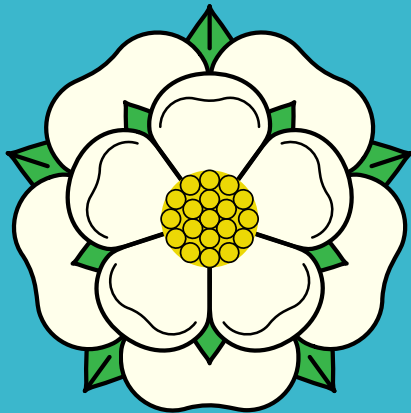
- Share their own knowledge of their child and collaborate with the school in organising appropriate provisions
- Receive regular communication about their child
- Understand the targets in place to support needs
- Understand how the school is supporting their child

The School Governors will:

- Appoint an SEND Governor to meet regularly with the SENDCO
- Receive summary reports
- Ask challenging questions
- Have a clear understanding of SEND at Masham C.E School - what is happening, how it happens, why it happens, and the impact and outcomes for the children

LINKS TO OTHER POLICIES FOR ADDITIONAL INFORMATION FOR PUPILS WITH DISABILITIES

- Please see the SEND policy for further information on Masham CE Primary School's approach to children with SEND.
- Please see the admissions policy for the arrangements for the admission of disabled pupils.
- Please see the Equality and Diversity Policy for the steps taken to prevent disabled pupils from being treated less favourably than other pupils. Please see the Accessibility plan for the facilities provided to help disabled pupils access Masham CE Primary School.
- Please refer to the school's complaints procedure document for further information if there are complaints about the SEND provision (Class teachers, the SENCO and the Headteacher will be available and happy to discuss any concerns about the child or the provision they are receiving).



**For more information about support for special educational needs in North Yorkshire, please look at the Local Offer webpage:
<https://www.northyorks.gov.uk/children-and-families/send-local-offer>**



**If you need any further information or advice about SEND needs at Masham C.E Primary School, please get in touch with our SENDCO, Mrs Lang:
senco@masham.n-yorks.sch.uk
01765 689200**