

Masham C of E (VA) Primary School



SEND Information Report

One Body, Many Parts (1 Corinthians 12)

Each of us has a special talent and role we can use for God, like the different parts of a body working together.

At Masham, we work together under God's guidance to grow minds, spirits and bodies to learn, care and share together.

At Masham, we want everyone to flourish. We cherish our values as we promote the flourishing of all.

Report due for update – September 2025

Our SEND information report outlines the support and provision for parents and carers of children who have Special Educational Needs or Disabilities (SEND) at Masham C of E Primary School.

What is SEND? (SEND Code of Practice 2015 page 285)

Special educational needs (SEN) is defined as a learning difficulty or disability which calls for special educational provision to be made.

A pupil is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.
- Don't make progress without support.

The school's SEND policy can be found on the school website. <https://masham.n-yorks.sch.uk/about-us/send/>

What SEND needs do we support at Masham C of E Primary?

We welcome all children, including those with SEND. We are determined to meet the needs of all children, including those with physical, learning, communication, emotional and social difficulties.

Our school is accessible for those pupils and adults with physical disabilities. We ensure that equipment used is accessible to all children regardless of their needs. After school provision and extra-curricular activities are accessible for all children, including those with SEND.

Who can I talk to about SEND?

By law, schools are required to employ a Special Educational Needs Coordinator (SENDCO). Our SENDCO is Mrs Cat Lang.



It is the role of the SENDCO to oversee and coordinate the provision that school makes for their pupils with SEND, including supporting the early identification and monitoring of ongoing support and its effectiveness. Mrs Lang can be contacted on 01765 689200 or at admin@masham.n-yorks.sch.uk

If you have concerns about your child, the flow chart explains the process for you to follow, with the class teacher being the first point of contact.

SEND Process – Parental Concern



"I am concerned that my child may have additional needs."

- Speak to their Class teacher about concerns
- Get their eyes and hearing checked if this has not been done recently.
- Class teacher may implement a provision or complete further assessments
- Their Class Teacher may seek advice from the SENDCO



"I am still concerned about my child following a period of agreed intervention."

- Arrange to speak to the Special Educational Needs Coordinator (SENDCO), Mrs Lang.
- A meeting may take place with you and other adults that support your child in school.
- Following this meeting the class teacher will be the point of contact.



"What if other professionals get involved?"

- Depending upon the level of need your child may have, support from outside agencies may be needed you will be informed if this is required.
- This may mean getting further support from other professionals to help your child to achieve the best they can. You will be included in all decisions made.

How do we identify and assess needs?

At Masham we use the Graduated Approach to identifying needs.



What happens at each stage?

1. **Assess:** Look at what is being done to assess the child's needs and by whom to ensure that it is recorded.
 - It is a teacher's role to provide a clear analysis and evaluation of the pupil's needs.
 - The teacher is supported by the SENDCO in gathering assessment information and interpreting it.
 - Parents' views form part of the assessment process.
 - Where needed, external agencies will be involved.
2. **Plan:** Show that a plan is developed in response to the assessment process, keeping the child and their needs at the centre of the process.

- If it is agreed that a pupil requires SEND support, then their parents will be informed.
 - The teacher and the SENDCO will agree what support or interventions will be put in place, what the expected outcomes are, the impact, and progress expected, and the review date.
3. **Do:** Implement the plan. We will ensure that it is evidenced, and we consider the roles of different staff involved and their different responsibilities.
- The class teacher retains responsibility for the day-to-day teaching and any teaching away from the classroom. The class teacher will work closely with any specialist to ensure the learning and provision plan is implemented.
4. **Review:** On an agreed date, we will consider the impact of any intervention or provision against the pupil's progress. This will ensure that the most effective support is being delivered.

All staff are responsible for the identification of children with SEND. Staff ensure that the needs of all learners, including those with SEND, are addressed through lessons. The class teacher(s) will closely monitor the progress of all pupils and this will be discussed with the Head of School and the SENDCO.

In addition, the class teachers are supported by the SENDCO and the Head of School to carefully monitor all pupils' wider personal development including social needs. If a child has a gap in their understanding in any area and needs extra support to help them make the best possible progress, then the class teacher will discuss this with the SENDCO.

Stages of SEND at Masham

High Quality Teaching

High quality, inclusive teaching, monitoring and assessment takes place across the school.

SEND Concern

Where pupils are displaying gaps in learning or progress at a slower pace, every attempt will be made by the class teacher to ensure that the needs are met through carefully planned and adapted learning.

A Teacher SEND Concern form will be completed by the class teacher and a discussion with the SENDCO will take place regarding how best to support the individual. Parents views will be collected and added to the form. At this point the SENDCO may complete observations and assessments of the pupil.

SEND Support

In some instances, some pupils require support that is additional and different to the high quality teaching that takes place in the classrooms. If this is the case the pupil will be added to the school SEND register and a Learning and Provision Plan will be written by the class teacher and shared with parents in a meeting additional to parents evening, The learning and provision

plan will details the child's strengths, barriers to learning, and the provision they will need to help them to make progress. At this stage further provision, interventions and adaptations will be put in place to provide the support needed for the pupil to make progress.

Some of the interventions we offer are Lego Therapy, Compass Phoenix, Precision Teaching, Phonic Keep up, Emotional Literacy support groups and Sensory circuits.

In Learning and Provision Plan meetings we will seek parental views and those of the child. A review date will be noted on a child's Learning and Provision Plan. This will usually be one term after a period of support, but it may be less depending on the nature of the child's barrier to learning and the intervention/ adaptations they are accessing.

Educational Health Care Plan (EHCP)

EHCP stands for Education, Health and Care Plan. This is a legal document which outlines a child's Educational, Health and / or Care needs; the provision required to meet these needs and who is responsible for providing this.

From time to time, a child may not make progress despite receiving additional support from school and other agencies. In consultation with parents and other agencies, the school or parents may submit an EHCAR (Educational, Health and Care Assessment Request) in order to allow the local authority to undertake an assessment to see if they need to provide additional provision to meet the needs of your child.

If the local authority completes an educational and health care assessment and makes the decision to issue an educational health care plan, then the school named in Section I of the plan is required to deliver the provision set out in section F. The progress of children with EHCPs is formally reviewed at an annual review with all adults involved in the child's EHCP.

Information can be found here: <https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp>

What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?

At Masham C of E Primary School, we operate an open-door policy in which we want to work closely with parents as a team in order to support the child and parents. Parents and carers are encouraged to speak with class teachers about any concerns they may have. They will be able to discuss any support that your child is receiving. We value parental input and we will record our early conversations with parents as this will enable us to provide support as early as possible for your child. Regular contact with parents is important for children with SEND.

All parents can discuss their child's progress and targets termly with the class teacher at SEND review meetings. For some children, regular communication takes place with a home-school communication book. This will be arranged in consultation with school staff.

When a child is recorded as having SEN support status, parents will be informed that they have an entitlement to support from the Special Educational Needs and/or Disabilities Information Advice and Support Service (SENDIASS). Plus signposted to North Yorkshire's Local Offer <https://www.northyorks.gov.uk/children-and-families/send-local-offer>

What are our arrangements for consulting with children with SEND and involving them in their education?

Pupil voice will be recorded termly by staff who work with the children. This could be the class

teacher, a teaching assistant, or the SENDCO. When pupil views are collected, this will highlight their strengths and areas they feel they need to develop. These views will be taken into account when looking at the support and provision provided to the child.

How are children with SEND taught?

The 2015 SEND Code of Practice makes it clear that class teachers are directly responsible and accountable for all pupils in their class, even when pupils are receiving support from a teaching assistant or other specialist staff within or outside the classroom. SEND support will arise from a four-part cycle known as the graduated approach, through which earlier decisions and actions are revisited, refined, and revised, leading to a better picture of the pupil's needs and what support they need to continue to make progress.

What are the arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and children as part of this assessment and review?

The progress of all children is carefully monitored by the class teacher. The progress is reviewed at each data point throughout the year and monitored through the professional dialogue in pupil progress meetings with the head of school. At the end of Key Stage 2, children are required to be formally assessed under the Standard Assessment Tests (SATs). The SENDCO and the Year 6 teacher will ensure that reasonable adjustments are made to enable all children to access the tests if appropriate, in line with the DfE Assessment and Reporting Arrangements.

The SENDCO will check that your child is making the appropriate progress within their individual work and any intervention that they receive.

What support and adaptations are made to the curriculum and the learning environment for children with SEND?

At Masham C of E Primary School, we can offer a variety of personalised support through the graduated approach. This means that the support for your child will be monitored and adapted in order to respond to their needs effectively. These interventions support the specific needs of each child. Interventions are delivered by skilled teaching assistants or teachers and are carefully monitored to ensure that they help to accelerate a child's progress.

Teachers have access to a range of resources and strategies and advice to meet the needs of pupils with SEND, which outline provision for children in the school with:

- Cognition and learning needs
- Communication and interaction needs
- Social, emotional, and mental health needs
- Sensory and physical needs

What sort of expertise for supporting children with SEND do we currently have in school?

Our provision for SEND is coordinated by our SENDCO. SEND is taken seriously, with updates being implemented on a regular basis. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. The SENDCO has the National Award for Special Educational Needs Coordinator qualification, which is a statutory requirement. Staff also access whole-school training on SEND differences, for example, dyslexia and autism.

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school which focus on SEND
- Pupil interviews to evaluate the effectiveness of provisions
- Accurate start and end grades will be recorded where appropriate
- Dialogue with parents/carers and children

The IEB (Interim Executive Board) evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups
- Challenging leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Ensuring there is appropriate continuing professional development for all staff

Who is the IEB SEND member?

Our school SEND IEB member is Liz Turnbull. is a champion for pupils with SEND. They will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because of their additional needs.

How does the school ensure that pupils with SEND have the same opportunities as other children?

Masham C of E Primary School is committed to inclusion. We aim to provide a stimulating learning environment across the curriculum which maximises individuals' potential and ensures that all pupils are equipped to meet their potential in education, work, and to achieve positive outcomes in life. Our curriculum is designed to be inclusive and multi-sensory.

The school offers clubs and activities to which all children are encouraged to participate. We work hard to make all reasonable adjustments to ensure this happens. Educational visits, including residential trips, are accessible, and all children are encouraged to participate. Extra risk assessments, arrangements, and planning will take place as required on each individual basis.

How do we support children with SEND to improve their emotional and social development?

Masham C of E Primary School has a proactive approach to supporting the social and emotional needs of all children. We have a small number of staff who support both individuals and groups of children throughout the school regarding their social, emotional, and mental health. Our staff listen to pupils in order to explore reasons or triggers for any emotional or social difficulties. As a school, we have a trained Compass Phoenix teaching assistant. More information can be found here: <https://www.compass-uk.org/services/compass-phoenix/>

Although from time to time, children may need a high level of support, our aim is always to help children to be more independent in lessons. Where children require a high level of support, this will be done through a close support model.

How does our school involve external agencies, including health and social care, the local authority support services, and the voluntary sector organisations in meeting the needs of children with SEND and their families?

Sometimes it is helpful for the school to request support from an outside agency. Masham C of E Primary School has established working relationships with professionals from the following agencies:

- The Harrogate SEND Hub
- Speech and language therapist
- The Healthy Child Team
- Paediatricians
- Children Social Care Service
- Early Help Professionals

How we will support children with SEND when they are moving on to another class or leaving this school

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- We work in partnership with secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils.
- Transition from each Year Group is supported so that the children have met with their new teachers. Personalised Transition booklets are made for pupils where appropriate to help support children. This contains all relevant and important information about the child to ease transition.
- There is close liaison between the SENDCO, teachers and Key Stage 3 staff depending on which transition is taking place.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you have a reason to complain about your child's education or the action of another adult, then please follow the procedures outlined below:

- The Head of School should be informed in all instances of a complaint being made. The Head of School will attempt to solve the problem, and all concerned parties will be kept involved of developments.
- The full complaints policy can be found in the policy section of the school website.