

SEND Report – Mount Pleasant Primary School

Updated: September 2025

To be reviewed: September 2026



1. What is our ethos?

We believe it is the right of every child to have access to an education where barriers to learning are minimised. We strive to enable every child to have access to a broad and balanced curriculum whilst providing specific specialist support to meet the needs of the individual.

We have a whole school approach to additional needs policy and practice. Pupils identified with additional needs are, as far as practically possible, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. The SEN Code of Practice makes it clear that all teachers are teachers of pupils with special educational needs and that quality teaching, alongside their peers, in the mainstream classroom is the first stage in provision for all children with special educational needs.

2. How do we know if children need extra help?

Early identification of pupils with additional needs is a priority. We know pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

3. What should you do if you think my child may need extra help or support?

- The class teacher is the initial point of contact for responding to parental concerns
- The class teacher will liaise with the Special Educational Needs Coordinator (SENCo)

4. How do we support a child with SEND?

We work together with pupils and their parents using information from assessment to design appropriately differentiated programmes for pupils with identified additional needs including:

- Providing starting points for an appropriate curriculum
- Identifying the needs for support within the class
- Ensuring on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involving parents in a joint home-school learning approach.

The Graduated Approach

The SEN Code of Practice advocates a graduated response to meeting pupils' needs, based on an Assess, Plan, Do and Review Model. Where teachers, pupils and parents decide that a pupil has additional needs, the SENCo will be consulted. The SENCo and teacher will consult with the pupil and parents to make an assessment of any areas of concern and plan approaches to be adopted. The school will then implement the plan and review the effectiveness of the support and interventions at least termly.

SEND support: support in addition to normal class differentiation is required, but the child just needs a boost to 'catch up' with peers. This usually involves differentiated small group work, both in class and occasionally in intervention groups.

SEND support additional: child's needs are more significant and sustained support is necessary. This usually involves differentiated small group work, both in class and in intervention groups, but may also include some 1:1 support. The child may be put onto an individual Assess Plan Do Review (i-ADPR) plan to set specific targets and monitor progress against these. Termly reviews of i-ADPRs take place with parents, school staff and any specialists involved.

SEND support additional plus specialists: support is informed by advice from specialists, such as Educational Psychologists, Speech and Language Therapists, and is likely to involve differentiated small group work, both in class and in intervention groups and some 1:1 support. The child may be put onto an individual Assess Plan Do Review (i-ADPR) plan to set specific targets and monitor progress against these. Termly reviews of i-ADPRs take place with parents, school staff and any specialists involved.

Education, Health and Care Plans (EHCPs): where concerns remain despite sustained intervention, school will consider requesting an EHCP. The EHCP will set out in detail the child's strengths and needs and detail the provision for that child in all areas of education, health and social care.

5. What range of provision is available to support children with additional needs?

- Full-time education in classes with additional help and support by the class teacher through a differentiated curriculum
- Periods of withdrawal individually or in groups to work with ETA
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme.

6. How will the progress of a child with additional needs be monitored?

The progress of children at every stage of the graduated approach is tracked using our whole school assessment system. Impact of interventions is tracked and progress monitored. Progress will be shared with parents. Any child with an i-APDR will have termly review meetings and any child with an EHCP will have detailed yearly review meetings with all professionals involved and parents/carers.

7. What support will there be for a child's overall wellbeing?

- The well-being of all of our pupils is our primary concern at Mount Pleasant. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught explicitly on a weekly basis.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need

- School has an ELSA (Emotional Literacy Support Assistant) who supports identified children's well-being through targeted intervention.
- Our Behaviour and Relationships Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupils' views are sought through school council and other forums.

8. What specialist services and expertise are available at or accessed by the setting, school or college?

The SENCo meets half-termly with other SENCos in the local partnership of schools to disseminate good practice, share expertise and discuss individual cases, with parental consent. This is known as cluster working.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychologist
- Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service, which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); other health professionals

9. What staff training is in place to support children with SEND?

- The school has a programme of Continuous Professional Development (CPD) for our staff to improve Quality First Teaching provision for all students, to develop enhanced skills and knowledge to deliver short term group support interventions and individualised support and interventions.
- Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEND training in specific areas.
- All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND.

10. How do we include children with additional needs in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required this may be provided by school, occasionally a parent or carer may be asked to accompany their child during the activity.

11. How accessible is our environment?

As a school we are happy to discuss individual access requirements.

- We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- We monitor the languages spoken by families in our settings and endeavour to arrange for a translator to attend meetings when necessary.

12. How do we prepare and support children with additional needs to join the setting, school or college, and how do we support them to move on the next stage of education?

All children participate in transition days when moving year groups to meet their new class teacher and get to know their new classroom. We share all information about special arrangements and support that has been in place to meet children's needs.

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- The SENCo is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCo liaises with the SENCos from the secondary schools to pass on information regarding SEND pupils.

13. How are decisions made about what type and how much support children with additional needs will receive?

- Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.
- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the Head Teacher and SEND Governor.

14. How are parents involved in our school?

- We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.
- We operate an open-door policy to allow parents to contact their child's class teacher with ease.
- Parents are invited to become involved in school-life through a number of means e.g. the PTA, parent forums, ongoing invitations to school events throughout the year.
- Each year group have regular parent events to model our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home.
- Our Governing Body includes Parent Governors/representatives

14. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo.