

SEND Report – Mount Pleasant Primary School

Updated: September 2026

To be reviewed: September 2027



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.

What is the Local Authority Local Offer?

The Children and Families Bill 2014 states that as of 1st September 2014, Local Authorities and schools are required to publish and keep under review, information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Kirklees Local Offer can be accessed here: <https://www.kirkleeslocaloffer.org.uk/>

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

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. They are here to support you and your child on their learning journey through school and know your child better than anyone else in school.
- The class teacher will liaise with the Special Educational Needs Coordinator (SENCo)

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.

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.

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-ADPR will have termly review meetings and any child with an EHCP will have detailed yearly review meetings with all professionals involved and parents/carers.

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.

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

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.

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.

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.

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 to 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.

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.

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

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. You can leave a message at the office asking the SENCo to contact you. You can do this either by phone or in person.

Where else can I go for support?

KIAS, formerly Kirklees Parent Partnership, Parents of Children with Additional Needs (PCAN) and Contact a Parent are three independent bodies that offer general support for parents of children with additional needs.

KIAS web: <http://iaskirklees.wordpress.com> or Email: kias@kirklees.gov.uk

Telephone: 01484 225422

PCAN web: <http://www.pcankirklees.org/> or Email: info@pcankirklees.org Telephone: 07754 102336

Contact a Family web: <http://www.cafamily.org.uk/>

Freephone: 0808 808 3555

Depending on your child's needs, condition or diagnosis we may have details of many other supporting agencies or organisations. Please contact us for further information.

What do all these words and letters mean?

This glossary might help, if not come in and ask us!

Annual Review

All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or education, Health and Care Plan.

ADHD/ADD - Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder

ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) Inattentive, but not hyperactive or impulsive. Hyperactive and impulsive, but able to pay attention.

ASD/ ASC - Autistic Spectrum Disorder/ Autism Spectrum Condition.

More recently referred to as ASC as this is more inclusive and has less negative connotations. ASD/ASC characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms autism, ADD, ADHD, Aspergers are all autistic spectrum disorders.

Assessment

This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of an Education Health and Care Plan.

Asperger Syndrome

An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.

Attachment Disorder

Children with attachment disorders or other attachment problems have difficulty connecting to others and managing their own emotions. This results in a lack of trust and self-worth, a fear of getting close to anyone, anger, and a need to be in control.

DCD - Developmental Co-ordination Disorder

A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing, organisation or writing. It is more recently known as DCD and may perhaps be more widely known as Dyspraxia.

Differentiation

Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

Dyslexia

Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyspraxia A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing, organisation or writing. It is more recently known as DCD. Developmental Co-ordination Disorder.

EHCP - Education, Health and Care Plan

From 1st September 2014, Education, Health and Care Plans (EHCPs) have been issued instead of statements of SEN. An EHCP can be issued at and maintained to any point from birth to the age of 25.

EP - Educational Psychologist

Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.

ETAs - Educational Teaching Assistants

Almost all schools now employ educational teaching assistants to support whole classes, small groups or individual pupils.

HI - Hearing Impairment

Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

Inclusion

Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.

LD - Learning Difficulties

A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.

LA - Local Authority

Each council has an LA.

MLD - Moderate Learning Difficulties

Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Motor Skills

A motor skill is an intentional movement involving a motor or muscular component, that must be learned and voluntarily produced to proficiently perform a goal-oriented task. Gross motor skills refer to larger movements, such as kicking a ball or riding a bicycle. Fine motor skills refer to smaller movements, such as threading a needle or writing with a pencil.

My Support Plan (MSP) and Individual Assess, Plan, Do, Review (IAPDR)

A comprehensive document that is used to draw support together for high needs SEN Support Children. It is written by the family, school and the child and updated termly. Not all children who are at SEN support will have an MSP/i-APDR.

National Curriculum

This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.

OFSTED

OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.

Phonics

A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words. At Mount Pleasant Primary School we use Little Wandle - Letters and Sounds Revised.

Phonological Difficulties

A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.

PD - Physical Difficulty

There are a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida, hydrocephalus and muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.

Physiotherapists

Physiotherapists see children who have difficulties with movement (e.g. walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.

SENCo - Special Educational Needs Co-Ordinator

A Special Educational Needs Co-ordinator or SENCo is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCo and your child's teacher/s should work together to plan how his/her needs should be met.

SEN - Special Educational Needs

Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.

Special Educational Provision

The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.

Statutory Assessment

This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

Transition

Transition is when a child moves from one setting to another, such as from home to a child-minder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.

VI - Visual Impairment

Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.