THE CHURCH OF ENGLAND

The Methodist Church

John Fletcher of Madeley Primary School

Special Educational Needs and Disability (SEND) Policy



Reviewed and Updated: September 2025
Approved: June 2020
Next Review date: September 2026

Contents:

1. **SEND within the context of the school's Christian Value**
2. **Our Philosophy**
3. **Introduction and Legal framework**
4. **Definitions**
5. **Aims**
6. **Objectives**
7. **Inclusion**
8. **Admissions**
9. **Identification**
10. **Involving pupils and parents in decision making**
11. **Resources**
12. **Assessment and Review - A Graduated Response**
13. **Referral for an Education, Health and Care Plan (EHCP)**
14. **Education, Health and Care Plans (EHC Plans)**
15. **Confidentiality**
16. **Supporting pupils at school with medical conditions**
17. **Learning Mentor support and Nurture Group(s)**
18. **Arrangements for coordinating SEND provision**
19. **Training**
20. **Support services**
21. **Changing Schools**
22. **Preparing for adulthood**
23. **Roles and responsibilities**
24. **Joint commissioning, planning, and delivery**
25. **Local Offer**
26. **SEND and Disability Tribunal**
27. **Policy Success Criteria**
28. **Arrangements to Monitor and Review the Policy**

1. SEND within the context of the school's Christian Values

At John Fletcher of Madeley Primary School our aim is to embed our Christian values throughout our everyday practice and life of the school. We want children to establish links between their actions and Christian beliefs, with an ultimate goal of all children and adults treating each other with compassion and love in a place where equality, trust and fairness are over-arching all actions and thoughts. We are committed to ensuring equality of education and opportunity for all pupils irrespective of special educational needs and disability. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

2. Our Philosophy

We believe that each child is a valued individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

We believe that it is the collective responsibility of our school to ensure that there is a consistency of approach to meeting the needs of all children and that any child's special educational needs are identified early in order to provide appropriate provision, whatever their special educational need, access to the whole-school curriculum and to encourage participation in all aspects of school life.

We work in partnership with parents in establishing and meeting their child's special educational needs and where appropriate, initiate and maintain contact with outside agencies who are able to provide advice, support or information for children with special educational needs.

3. Introduction and Legal Framework

Provision for pupils with SEND is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- Being aware of the school's procedures for identifying, assessing and making provision for pupils with SEND;

- Commitment to a partnership approach to provision.

This document is written as a result of discussions with all stakeholders of John Fletcher of Madeley Primary School. This policy complies with and is based on the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 (2015) 3.65 and the following leglislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEND and disabilities;

- The Special Educational Needs and Disability Regulations 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013;
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- Health and Social Care Act 2012;
- Mental Capacity Act 2005;
- Children's Act 1989;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- Child Protection and Safeguarding Policy;
- Medical Needs Policy;
- Accessibility Plan;
- Teachers' Standards 2012.

The school's appointed Special Educational Needs and/or Disabilities Co-ordinator (SENDCO) is Mrs Sarah Wust who is also a member of the Senior Leadership Team (SLT) and holds the NASENCO qualification, including a PGCE for Vulnerable Learners and Inclusion.

Information about what we offer as a school for pupils with SEND can be found on our school website www.johnfletcherofmadeley.co.uk.

"Pupils with SEND are well supported. Teachers adapt the approach to lessons so that pupils can access the same curriculum as everyone else. Pupils in the specialist language unit are taught in a well-organised environment. Teachers focus on developing pupils' communication skills, while still ensuring that they experience a broad curriculum."
Ofsted report October 2022

4. Definitions

The definition of Special Educational Need (taken from section 20 of the Children and Families Act 2014):

"1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) *has a significantly greater difficulty in learning than the majority of others of the same age, or*

b) *has a disability which prevents or hinders the him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home."

At John Fletcher of Madeley Primary School we recognise that a child has SEND if they have a learning difficulty or an ability which is significantly greater than the majority of children of the same age. We believe that all children are vulnerable to stress caused by personal circumstances and may experience behavioural or emotional disturbance at some time during their school career, also some children will show persistent patterns of disturbance over long periods, and this will be regarded as a Special Need.

5. Aims

The policy's aim is to reflect the whole school ethos and practice and to set out clearly the provision for children with Special Educational Needs in line with the SEND Code of Practice (2015) which ensures teachers' responsibility and accountability for pupils with SEND.

- To ensure that all pupils have access to a broad and balanced differentiated curriculum which is appropriate to the individual's needs and ability.

- To identify pupils requiring SEND provisions as early as possible.

- To ensure that all children with SEND make good progress.

- To ensure that SEND pupils take as full part as possible in all school activities.

- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

- Ensure that vulnerable children such as Children in Care have their needs met.

- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment. This will be done through parent consultations; individual provision maps as well as informal and planned review meetings.

6. Objectives

- To identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education health and care services prior to the child's entry to school.

- To create a school environment where pupils feel safe to voice their opinions of their own needs. This will include regular one-to-one meetings between pupils and their teacher and/or the SENDCo. Pupil participation is a right. This will be reflected in decision making but also encouraged through wider opportunities for participation in school life.

- To monitor the progress of all pupils in order to aid identifications of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENDCo and curriculum leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupil's needs are catered for.

- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding the SEND procedures and practices, providing regular reports on their child's progress, providing information termly on the provision for pupils within the school as a whole and the effectiveness of the SEND Policy and the school's SEND work.

- To work with and in support of outside agencies when the pupil's needs cannot be met by the school alone.

7. Inclusion

At John Fletcher of Madeley Primary School, we strive to create a sense of community and belonging for all our children. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. For further information please read our Behaviour and Discipline Policy.

Pupils with SEND are given access to our full curriculum through specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. The school curriculum is regularly reviewed by our Senior Leadership Team (SLT) to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our Equality, Diversity and Inclusion Policy.

Children who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with our school.

If your child has been identified as having special educational needs or a disability, you will be planning with us the best way to help your child in school. Some children absolutely do need a TA with them for a good deal of time, if they have physical or medical needs which mean they must have personal support for health or care reasons. Other children may have Social, Emotional and Mental Health needs (SEMH) or be on the Autistic Spectrum (ASC) and again need a high level of one-to-one support. However, a high level of one-to-one support means that your child sees less of, and works less with, the most qualified person in the class – the class teacher. They are also at risk of social isolation from their peers and this type of support can make them overdependent when we really want them to learn to be independent. In our

school, our class teachers plan ways of overcoming barriers to learning that your child might have through differentiated activities and the use of resources (including technology), thus enabling your child to develop into a positive, confident, reflective learner who:

- takes part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose;

- understands the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong;

- is able to think creatively and independently in order to have aspirations for the future;

- is proud to be part of a diverse British society.

A child will not be seen as having a learning difficulty solely because the language or form of language of their home is different from the language in which he/she is being taught. In this situation extra support will be provided for as long as required to learn a new language.

8. Admissions

John Fletcher of Madeley Primary School will ensure it meets its duties under the Schools' Admissions Code of Practice. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEND play a full part in the daily life of our school and are encouraged to join in all activities.

9. Identification

At John Fletcher of Madeley Primary School we identify and monitor children who may have special educational needs in the four broad areas specified in the SEND Code of Practice 2015:

1. Communication and interaction;

2. Cognition and learning;

3. Social, emotional and mental health difficulties;

4. Sensory and/or physical development.

To identify pupils with SEND, we will:

- Assess each pupil's current skills and levels of attainment on entry;
- Look at outcomes from Baseline Assessment results including Foundation Profile Scores;
- Use standardised assessment and screening tools;
- Monitor each pupil's progress as part of the on-going process of observation and regular assessments including comparisons with the Foundation Stage Early Learning Goals and the Age Related Statutory Requirements within the National Curriculum;
- Provide extra support to pupils falling behind or making inadequate progress given their age and starting point;
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress despite high-quality teaching targeted at their areas of weakness.

10. Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label;
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon;
- Highlight the child or young person's strengths and capacities;
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future;
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families;
- Bring together relevant professionals to discuss and agree together the overall approach.

11. Resources

All pupils with SEND will have access to Element 1 and 2 of a school's budget which may be up to £6,000. Some pupils with SEND may have access to additional funding. For those with the most complex needs, additional funding is retained by the local authority. The provision of additional support for teaching assistants is made as appropriate from our delegated SEND budget. This support is agreed and mapped out by the Head teacher and SENDCO during the summer term ready for the year ahead. This whole school provision map (See SEND folder - Whole School Provision Map) needs to be flexible to address the changing needs of our children and is reviewed if changes happen throughout the year.

A proportion of our capitation budget is allocated for resources, which include materials for use in supporting children with SEND. Development of resources to support children with SEND is ongoing and linked to the needs of the children and advice from other agencies. Children with Education, Health and Care plans (EHCP) in our school receive support through a combination of teacher and teaching assistant support in small groups or on a one-to-one basis.

12. Assessment and Review - A Graduated Response

SEND Code of Practice 2015 states 'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review). This is known as a graduated response'.

Quality First Teaching

Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality differentiation is the first response to pupils who may have SEND.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Class concern

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

This will enable the level of provision to be determined. If a pupil has recently been removed from the SEND register they may fall into this category and continued monitoring will be necessary.

Parents will be informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school as being under observation/monitoring due to the concern by the parent or teacher but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school within the cohort SEND register appendix as an aid to further progression and for future reference.

Pupil progress meeting are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual's needs and the progress being made.

Managing pupil needs on the SEND register.

Where it is determined that a child does have SEND, parents will be informed and the decision will be formally added to the school register. The aim is to ensure that effective provision is put in place and so remove barriers to learning.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

The support provided consists of a four part process:

- Assess
- Plan
- Do

- Review

The Class teacher, support staff, SENDCo, parents and child will work together to complete targets on an Individual Assess, Plan, Do, Review (APDR) form for each pupil on the SEND register. The SENDCo will ensure APDRs are completed by all members of staff and will use APDRs and data triangulations to ensure the progress of pupils on the SEND register.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require termly monitoring to ensure that support and intervention is matched to meet, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of the support to enable them to be involved in planning the next steps.

If the provision and targets are not effective in ensuring progress then further guidance and advice may be sought from additional outside agencies. Parents, teachers and the SENDCo will be involved in these meetings.

The child may receive external funding to support their needs in school. Further to this, children within the SEND Support category may have an EHC Plan (Educational and Health Care Plan) or funding from the ISF (Inclusive Schools Forum).

13. Referral for an Educational, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing the need, to planning provision and identifying resources, is required.

The decision to make a referral for an Educational Health Care Needs Assessment (ECHNA) can be undertaken at any time and is always in consultation with parents/carers. However, under the SEND code of practice 2015 parents can make a direct request to the Local Authority to undertake an Educational Health Care Needs Assessment for their child. Parents are signposted to the Independent Advice Support Service (IASS) to support them with this process.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority Moving Forward meeting, regarding how the pupil's outcomes can be met through the school's existing provision.

Further information about EHC Plans can be found via the SEND Local Offer: https://www.telfordsend.org.uk/site/index.php

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those families in Telford and Wrekin that have an EHCP and those who do not have a plan but still experience some form of SEN.

Or from:

Information Advice Support Service (IASS) previously known as Parent Partnership on 01952 457176

(This is a support group and advice line for parents/carers of children with special educational needs of disabilities)

http://www.telfordsendiass.org.uk/

Or from:

Family Connect on 01952 385385

(This service can offer advice and support to all parents of pupils with special educational needs or disabilities)

www.familyconnecttelford.co.uk

14. Education, Health and Care Plans (EHC Plans)

Following a Statutory Assessment, an EHC Plan will be provided by Telford and Wrekin Authority if it is decided that the child's needs are not being met by the support that is ordinary available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

John Fletcher of Madeley Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan. The school will admit any child that names the school in an EHC plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. (The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly changes.) The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. The school will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested;
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting;
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited;
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting;
- Cooperate with the local authority during annual reviews;
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting;
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

15. Confidentiality

John Fletcher of Madeley Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996;
- On the order of any court for the purpose of any criminal proceedings;
- For the purposes of investigations of maladministration under the Local Government Act 1974;
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children;
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

16. Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and

where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

17. Pastoral Team

Some children (both SEND or not) may need some support in their social or emotional development. Our Pastoral team provides additional support for these children and their families.

The Pastoral team may work with identified children on a 1:1 basis supporting a pupil within the class or work with groups of children outside of the class, which includes circle time, issue-based groups and development groups.

18. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records such as provision maps (whole school, year group) as well as Individual Assess, Plan, Do, Review forms (APDRs) detailing individual outcomes for children.

All pupil files are held electronically for staff to access. (Paper copies of these are stored securely in individual folders and are transferred to the pupil's next school upon transition.) Class teachers have access to SEND folders which are stored securely in the classrooms. These include an overview of their year group SEND register and information on individual pupils' educational needs, including reports from outside agencies such as:

- Speech and Language;
- Learning Support Advisory Teacher (LSAT);
- Educational Psychologist (EP);
- Occupational Therapy(OT);
- Sensory Inclusion Service (SIS) for children with Hearing Impairments (HI); and Visual Impairments (VI);
- Behaviour Support and Advisory Team (BSAT);
- Individual Assess, Plan, Do, Review (APDR) forms.

Other SEND documents stored electronically include:

- A copy of John Fletcher of Madeley Primary School SEND policy;
- The SEND register including chronologies and identified needs and strategies;
- Guidance on identification of the four broad areas in the Code of Practice 2015;
- Information on how to support learning and physical difficulties within the class, e.g.
  - Dyspraxia;
  - Dyslexia;
  - Dyscalculia;
  - ADHD;
  - Autistic Spectrum Condition (ASC);
  - Speech and Language;
  - Occupational Therapy Support Strategies.

All staff have access to:

- Practical advice, teaching strategies and information about types of special educational needs and disabilities;

- Information available through Telford and Wrekin SEND local offer;

- Information available through John Fletcher of Madeley Primary School SEND information.

This information is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision. In this way every member of staff will have complete up to date information about pupils with SEND and their requirements which will enable them to provide for the individual needs of all the pupils.

19. Training

All staff and the SENDCo attend training in line with the priorities identified in the School Development Plan, in response to the individual needs of the child or the need to be kept up to date with information and legislation. SEND issues are discussed during our regular staff meetings.

The SENDCo attends relevant training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development. These include:

- SEN and Inclusion network meetings;
- Complex needs forum meetings.

20. Support services

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the Local Authority, SEND Support Services, Health Services, and Sensory Inclusion Service.

Advice and support from outside agencies can be purchased if a need is identified. The school identifies and prioritises its needs and buys in the services of a Learning Support Advisory Teacher (LSAT), Behaviour Support (BSAT) and Educational Psychologist (EP).

21. Changing Schools

When a child changes school within a key stage, all records are sent to the receiving educational establishment. The SENDCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Transfer arrangements and procedures are in place to ensure that information is transferred from one teacher to another as well as other schools. Meetings are arranged for the SENDCOs to liaise and meet to support transfer arrangements. The SEND folder containing details about the child, including assessments and interventions is passed on to the next SENDCO. This would also involve the new SENDCO being invited to the last annual review for a child with an EHC Plan.

The graduated response adopted in our school recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the Local Authority Policy.

22. Preparing for adulthood

John Fletcher of Madeley Primary School will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-11, including:

- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions;
- Securing access to face-to-face support for pupils with SEND or disabilities to make successful transitions.

23. Roles and responsibilities

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves;
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment;
- Use appropriate assessment to set targets which are deliberately ambitious;
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving;
- Draw up a One-page profile of the child or young person with SEND, in conjunction with pupils and parents.

The SEND Coordinator (SENDCo) must:

- Be a qualified teacher;
- Attain or hold the National Award in Special Educational Needs Coordination within three years of appointment.

The SEND Coordinator (SENDCo) has a responsibility to:

- Collaborate with the governing body and Head Teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school;
- Work with the school governors and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Undertake day-to-day responsibility for the operation of SEND policy and keep the policy up to date;

- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans including managing teaching assistants (TA's) including timetabling;
- Liaise with the relevant designated teacher where a looked after pupil has SEND;
- Advise on a graduated approach to providing SEND support and support practitioners in the school;
- Ensure appropriate Individual Assess Plan Do Review (APDRs) forms are in place as well as reviewing APDRs and children's progress with class teachers and TAs on a termly basis;
- Monitor classroom practice through book scrutiny, lesson planning, interviews with children and lesson observations;
- Analyse SEND pupil tracking data for individuals and groups of pupils;
- Regularly update the Headteacher and SLT about SEND issues;
- Regularly update Case Studies of pupils;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaise with the parents of pupils with SEND;
- Liaise with Early Years providers, other schools, educational psychologists, learning support advisory teachers, health and social care professionals, and other professionals;
- Be a key point of contact with external agencies, especially the LA and LA support services;
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned;
- Organise Annual Review meetings for children with EHC Plans;
- Coordinate/oversee the writing of One-Page Profiles for pupils with SEND;
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND organisations and charities;

- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family;
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums;
- Ensure there is liaison with parents and other professionals in respect of children with SEND including maintaining accurate, up to date records with relevant background information about individual SEND children;
- Inform the child's parents that SEND provision is being made where the child does not have an EHC Plan.

The Head Teacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them;
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year;
- Cooperate with Telford and Wrekin Council during annual EHC plan reviews;
- Ensure that the SENDCo has sufficient time and resources to carry out their functions;
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school;
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements;
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The Governing Body have responsibility for the oversight of the school's special needs provision and they will:

- Monitor the school's policy and approach to provision for children with SEND, including the appropriate staffing and funding arrangements;

- Make sure that SEND is an integral part of the school development plan;

- Continually monitor the quality of SEND provision and progress;

- Have regard to the SEND code of Practice (2015) when carrying out its duties to all pupils with SEND;

- Fully engage parents and / or young people with SEND when drawing up policies that affect them;

- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan;

- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND;

- Designate an appropriate member of staff (SENDCo) as having responsibility for co-ordinating provision for pupils with SEND;

- Appoint a designated teacher for 'looked after' children where appropriate;

- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability;

- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised;

- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities;

- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan;

- Publish accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years;

- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access;

- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

24. Joint commissioning, planning, and delivery

John Fletcher of Madeley Primary School will collaborate with the Local Authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention;
- Early identification / recognition;
- How pupils and their families will be able to access services;
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE);
- How provision and support services will enable pupils to prepare for their future adult life.

Drawing on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data;
- Prevalence data for different kinds of SEND and disabilities among children and young people at national level;
- Numbers of local children with EHC plans and their main needs;
- The numbers and types of settings locally that work with or educate children with SEND and disability;
- An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND;
- Increasing the proportion of children with SEND whose needs are identified before school entry.

25. Local Offer

- John Fletcher of Madeley Primary School will cooperate with the Local Authority and local partners in the development and review of the Local Offer: https://www.telfordsend.org.uk/site/index.php;
- The school's annual SEND Information Report is published on the website, alongside the SEND Offer: SEND – John Fletcher of Madeley Primary School

26. SEND and Disability Tribunal

John Fletcher of Madeley Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice (2015).

27. Policy Success Criteria

Pupils with SEND are involved in the full life of the school and are making good progress through:

- Increased differentiation of the curriculum;
- Staff understanding of the objectives of their curriculum planning for pupils with SEND and have strategies to support their learning.

28. Arrangements to Monitor and Review the Policy

The link governor for SEND and the SENDCo meet regularly and review the policy annually.