THE CHURCH OF ENGLAND

The Methodist Church

John Fletcher of Madeley Primary School

"***Whatever you do, work at it with all your heart***", Colossians 3:23

SEND Information Report 2026 - 2027

The SEND (Special Educational Needs and Disabilities) Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within John Fletcher of Madeley Primary School.

At John Fletcher of Madeley Primary School we want to inspire all our learners and the community to see learning as a joy: a gateway to a successful future, underpinned by our school Christian Values: Hope and Aspiration (We believe we can); Resilience and Perseverance (We know we can); and Compassion and Forgiveness (Together we can). Our aim is to nurture and encourage our children to recognise this in themselves and others, and so be the best that they can be: to know that if they put their heart into what they do, they can realise their dreams. In this way, we develop happy, successful and flourishing life-long learners. We aim for our SEND children to flourish and confidently reach their full potential within a broad and balanced curriculum which meets their needs and prepares them for the wider world, engaging together as one to ensure they achieve their aspirations to allow them to work with all their heart.

What are the kinds of special educational needs for which provision is made at John Fletcher of Madeley Primary School?

The Send Code of Practice states that a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:
• a significantly greater difficulty in learning than the majority of others of the same age, or
• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At John Fletcher of Madeley Primary School, we cater for a wide range of needs which are taken from the four broad areas of need as described in the 2015 SEND Code of Practice.

<u>Communication and Interaction</u>
This includes children who have speech, language and communication needs which result in them having difficulty communicating with others, as well as children who have an Autistic Spectrum Condition and are likely to have difficulties with social interaction.

Cognition and Learning
This includes children whose learning difficulty could result in them learning at a slower pace than their peers. For example, children who have moderate learning difficulties (MLD) and children who have a specific learning difficultly (SpLD) such as Dyslexia or Developmental Coordination Disorder. These children may need support in some areas of the curriculum.

Social, emotional and mental health difficulties
This includes challenging behaviours, becoming withdrawn, issues with eating, anxiety and low self-esteem along with children who have attachment disorder or ADHD and we work with Bee U (CAMHS) and other appropriate agencies to support them.

Sensory and/or physical needs
This includes pupils who require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities provided, such as a Hearing Impairment (HI) or a Physical Disability (PD) requiring ongoing support.

What are the school's policies for the identification and assessment of pupils attending the school?

We are committed to the early identification of children who have SEND; we recognise that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

As it states in the 2015 SEND Code of Practice, we recognise that for some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. We therefore need to be alert to emerging difficulties and respond early. As part of our identification process, we listen to parents' concerns about their child's development and any concerns raised by the children themselves.

The graduated response adopted in the school recognises that there is a continuum of needs. This is recommended in the 2015 SEND Code of Practice and is in line with Local Authority policy.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and parents/carers. Detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. Class teachers make regular assessments and Pupil Progress meetings to discuss the progress of each child.

Less than expected progress can be that which:
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

Where a child has made insufficient progress, the first approach is to target high quality teaching to address the area of weakness; the teachers and teaching assistants plan what is going to be done to support the child and assist them in making greater progress.

Where progress continues to be less than expected, the class teacher will complete a concern form and consult with the SEND Co-ordinator (SENDCo) and parents/carers to decide if additional provision is necessary. If it is agreed that the child has identified SEND needs, they will be placed on the school SEND Register as they will need additional provision and support to aid in their progress and development. An Individual Provision Map (following the Assess Plan Do Review model, otherwise referred to as an Learning Plan) will be put in place. This will be written by the class teacher in consultation with the pupil and parents/carers and will include details of personalised targets and the interventions in place to provide support. The class teacher will be responsible for delivering and monitoring these interventions.

Individual Provision Maps (Learning Plans) will be reviewed termly and the impact of interventions will be recorded. Individual provision maps will be shared with parents/carers.

If there is evidence that the pupil is making insufficient progress despite support and intervention, we may seek further advice and support from outside professionals. Parental consent is sought before any involvement of external agencies. Any advice from external professionals such as, Learning Support Advisory Teacher (LSAT), Speech and Language Therapist, Occupational Therapist, Educational Psychologist or Bee U (CAMHS) will be included on the Learning Plan.



PUPIL CONCERN FORM

Name	Date	DOB	Year group	Attend	SEND	PPG	EAL

Reasons for concern	Tick
Communication and Interaction	
Cognition and Learning	
Social Emotional Mental Health	
Physical / Sensory	

Current levels:	Reading:	Writing:	Maths:

Notes:

Discussion with Parents / Carers:

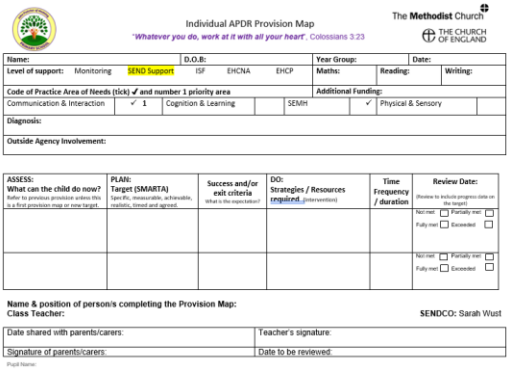
Discussion with Child (where appropriate):

Action:	Who:	By when:

Review date:
Notes:

Outcomes / Next steps:

Agency support:



Individual APDR Provision Map
'Whatever you do, work at it with all your heart', Colossians 3:23

The Methodist Church
THE CHURCH OF ENGLAND

Name:	D.O.B:	Year Group:	Date:
Level of support: Monitoring SEND Support ISF EHCNA EHCP		Maths:	Reading: Writing:
Code of Practice Area of Needs (tick) ✓ and number 1 priority area		Additional Funding:	
Communication & Interaction ✓ 1	Cognition & Learning	SEMH ✓	Physical & Sensory
Diagnosis:			
Outside Agency Involvement:			

ASSESS: What can the child do now? Refer to previous provision unless this is a first provision map or new target.	PLAN: Target (SMARTA) Specific, measurable, achievable, realistic, timed and agreed.	Success and/or exit criteria What is the expectation?	DO: Strategies / Resources required (interventions)	Time Frequency / duration	Review Date: (Review to include progress data on the target)
					Not met ☐ Partially met ☐ Fully met ☐ Exceeded ☐
					Not met ☐ Partially met ☐ Fully met ☐ Exceeded ☐

Name & position of person/s completing the Provision Map:
Class Teacher:
SENDCO: Sarah Wust

Date shared with parents/carers:	Teacher's signature:
Signature of parents/carers:	Date to be reviewed:

Pupil Name:

If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Needs Assessment (EHCNA). This is sent to the Local Authority SEND team who then gather evidence and assess whether a child needs additional support identified within an Education Health and Care Plan (EHCP). An EHCNA will not always lead to an EHCP. However, it may help to decide how the education setting can meet the child or young person's needs without an EHC Plan. Further information about EHCP can be found here: [What is an Education, Health and Care (EHC) Plan? (telfordsend.org.uk)]

What is the provision for pupils at John Fletcher of Madeley Primary School and how is it evaluated?

At John Fletcher of Madeley Primary School, children are at the heart of everything we do and we want them to be happy, confident and successful learners. To achieve this every child is entitled to Quality First Teaching. This means:

- that the teacher has high expectations
- that all teaching is based on building on what the child already knows, can do and understands different ways of teaching are in place so that the child is fully involved in learning in class
- that the teacher plans and delivers stimulating lessons that capture imagination and creativity building up various skills which develop the whole child
- that the teacher carefully checks on each child's progress and may have decided that the child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

If a specific intervention is needed, this will mean:

- small group or individual work which will focus on the areas where the child has gaps in learning: this is led and monitored by a teacher and may be carried out by the teacher, a Higher Level Teaching Assistant (HLTA) or more commonly a teaching assistant who has been trained to deliver the intervention.
- the interventions have been identified by the class teacher, SENDCo or outside agencies such as the LSAT (Learning Support Advisory Teacher), Occupational Therapists or a SALT (Speech and Language Therapist)
- the intervention may be a quick fix which only requires a small number of extra sessions or it may be a longer programme which is more in-depth or builds on skills each session.

We offer a range of interventions across school, which include but is not exhaustive:

Communication and Interaction interventions	Cognition and Learning interventions	Social Emotional Mental Health interventions	Physical / Sensory interventions
Nellie Talkboost Barrier Games Contrastive Pairs Visuals Work/Reward Socially Speaking	Power of 2 Toe by Toe Number Sense SNIP spelling Literacy Pathway RWI Numicon Breaking Barriers	Starving the Anger Gremlin There's a Volcano in my Tummy TalkAbout 5-Point Scale Emotion Coaching Pastoral Check-ins	Coloured overlays Writing slopes Cool Kids Wobble cushions Easi-grip pens / pencils OT resources

A wider list of the interventions we use can be found in the SEND section on our school website.

Formal identified interventions usually run for half a term or a term. Interventions are continually evaluated as they are being run, but are more formally evaluated termly.

We have an eight-place specialist language unit for pupils with a severe speech or language disorder. Places in this unit are allocated by Telford and Wrekin Council and are open to children from across the Local Authority, regardless of the school where they are registered

What are the arrangements for consulting parents of children at John Fletcher of Madeley Primary School and involving them in the education of their child?

All parents/carers of pupils in our school are invited to attend a Parents' Evening each term. These are designed to discuss the progress a child is making, the targets they are working on and how parents may be able to help at home. If a child is having an intervention, this will also be discussed. Parents/carers can also meet with Class Teachers at other times throughout the term and this can be arranged through the school office.

For parents/carers of SEND pupils, Learning Plans will also be sent home termly so parents are aware of the support the child is having, how well interventions have gone and what they can do to help. Parents/carers can arrange an appointment with the class teacher or SENDCo to discuss these in more depth.

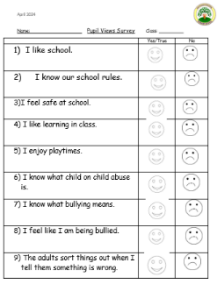
Parents/carers of pupils with an Education, Health and Care Plan (EHCP) or an Inclusive School Provision Plan (ISF ISPP) are also invited to attend a review meeting of the plan, at least once a year.

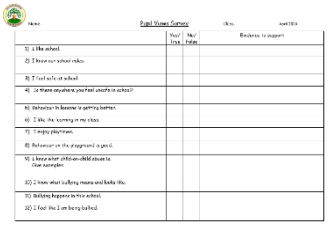
What are the arrangements for consulting with pupils and involving them in their education?

Teachers regularly give feedback to pupils about their work and the progress they are making and pupils also use Success Criteria to reflect on what they have done. This is outlined in more depth in the Teaching, Learning and Assessment Policy and the Marking Policy. All children can be voted to our School Council and Safeguarding Team. Regular 'Pupil Voice' activities are undertaken by the Senior Leadership Team and subject leaders, which include pupils from a wide range of abilities and groups, including those with SEND.

Pupil voice activities take place each term and this involves pupils from all groups, including those on the SEND register. Pupils with an EHCP / ISPP will also be required to give their views during the annual review or assessment process.







How does the governing body involve others, such as Local Authority and Health and Social Care professionals, in meeting the needs of pupils and in supporting their families?

Our school has a wide range of staff working together within the school to support the children and their families. Some of these are directly employed by the school, some are traded services which the school buys into and others work for the Local Authority.

We value the support of all professionals and endeavour to follow their advice. These are some of the agencies we work closely with:

- Learning Advisory Support Team (LSAT)
- Speech and Language Therapist (SALT)
- Behaviour Support Advisory Team (BSAT)
- Occupational Therapists (OT)
- Mental Health Support Team (Trailblazers Project)
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- Educational Psychology Service
- School Nurse
- Education Welfare Officer
- The Local Authority SEND Team
- Bee U (CAMHS)
- Strengthening Families
- CAFCASS
- Information, Advice & Support Service (IASS)

What training do staff have in relation to the needs of pupils at John Fletcher of Madeley Primary School?

The SENDCo, Mrs Sarah Wust, holds the NASENCO qualification and PGCE in Vulnerable Learners and Inclusion, Leading Good Autism Practice and is also the qualified Senior Mental Health Lead. Staff meetings are used to train and update staff on SEND issues where necessary. This may be THE SENDCo or outside agency led coming into school to lead the meeting. Likewise the SENDCo uses some of their non-contact time to train teaching assistants, particularly on the use of interventions. We also regularly send staff on Local Authority courses and they feedback in staff or TA meetings. Early Career Teachers (ECTs) have particular support from their school mentor and the SENDCo supports them relating to SEND issues. New teaching staff are also given support and advice on how best to support the teaching and learning of our SEND pupils through the Induction programme offered within school.

The Governor with responsibility for SEND holds termly meetings with the SENDCo in order to quality assure the on-going work and progress. The Governor with responsibility for SEND attends regular training and SEND updates offered by Telford and Wrekin.

How will equipment and facilities be provided to support pupils at John Fletcher of Madeley Primary School?

John Fletcher of Madeley Primary School comprises of mainly a single storey block with part of it being on two storeys. The sloping nature of the site means there are a number of internal steps. However, reasonable adjustments have been made to allow better accessibility such as lower handrails being provided, taps being changed, white edging on corners for children with visual difficulties etc.
We are committed to providing all children every opportunity to achieve their potential in every aspect of school life. We therefore provide any specialist equipment needed when it is recommended by professionals such as writing slopes, sit 'n' move cushions, bathroom steps, ear defenders, iPads and writing aids. Likewise, adjustments are made for disabled parents, e.g. giving disabled parents/carers a parking permit to allow access down the school drive.

Parents and families are welcome to visit the school prior to their child attending school.

What are the arrangements made by the governing body for dealing with complaints from parents/carers in relation to the provision made at John Fletcher of Madeley Primary School?

The process for all complaints is available for parents to see on the school website and is updated regularly. Alternatively parents/carers can request a written copy.

What are the school's arrangements for supporting pupils in transferring between phases of education?

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. At the end of the academic year, children meet their new class teacher and spend time in their new classroom. All children take home a leaflet with photographs of their new staff and areas along with specific information about their first week back in September. Videos are also shared on the website and through our social media for parents / carers and children to share together ready for their return in the Autumn term. Some children may need further enhanced transition opportunities, planned carefully to meet the needs of the individual child.

- When a child moves from nursery:

The EYFS Coordinator and SENDCo usually visit the nursery setting and a meeting takes place with the parents and nursery staff, including the SENDCO, to discuss the special educational needs of the child and support needed. We often encourage additional visits for SEND children if needed.

- When a child moves class:

All information will be passed on to the new class teacher in advance and a meeting will take place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary, or visual aids may also be used.

- If a child moves to another school:

All information we hold on a child will be sent to the new school promptly. The SENDCo may also telephone to discuss any special arrangements or resources that may be needed.

• When a child transfers to secondary school, we follow the STEP guidance from the Local Offer:
The Year 6 teachers meet with staff from the feeder secondary schools to discuss the pupils and share information. The SENDCo meets with the secondary schools' SENDCos to discuss particular needs of individuals with SEND and any resources that they may need to get in advance. Parents/carers may also attend this meeting. Pupils with SEND are usually invited to attend an additional transition afternoon, although each secondary school operates slightly differently. For pupils with SEND who we feel may need extra visits, we use our Learning Mentor Team to support these. These pupils often make passports about themselves, or visual prompts to help them remember key places or people in the new school. For pupils with an EHCP, we ensure the annual review is held in the Autumn term, with the EHC plan reviewed in preparation to support provision for Key Stage Three.

Where is the information on the Telford and Wrekin's Local Offer published?

There are further details on our website regarding our own school offer for SEND. The SEND offer for Telford and Wrekin can be accessed from the link: http://www.telfordsend.org.uk/
If you have any queries or requests for policies or information relating to this report, please contact the SENDCo, Mrs Sarah Wust or Headteacher, Mrs Stacey Cross.