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 Offer 2026 - 2027

At John Fletcher of Madeley Primary School we believe that all children have the right to an inclusive education and work hard to ensure the needs of pupils with Special Educational Needs and Disabilities (SEND) are met.

Who would I speak to if I had questions about SEND?

Our Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Sarah Wust, is responsible for coordinating the support for SEND pupils and developing the school's SEND policy, ensuring all children's needs are met through a consistent, high-quality graduated response. The SENDCO and monitors interventions and analyses progress of SEND pupils, to ensure they are accessing the most suitable interventions in addition to high-quality first teaching.

Part of this role is keeping up to date with changes to legislation regarding SEND, and having a more in-depth knowledge of SEND. As well as being an experienced class teacher, Mrs Wust has been a SENDCo since 2016 and holds the National Award for Special Educational Needs Coordinators as well as a PGCE in Vulnerable Learners and Inclusion. Mrs Wust is qualified in Leading Good Autism Practice and Senior Mental Health Lead.

We also have a full-time Pastoral Support Manager: Mrs Larkin and Learning Mentors (Mrs Wattle and Mrs Seastram) who are trained in dealing with pupils experiencing Social, Emotional Mental Health. They offer support, advice and a friendly, secure environment for pupils. All members of staff work closely with the pastoral team, to ensure we are all consistent in approach and use of calm, consistent positive language. They are also responsible for working with families of the pupils involved in the Family Help and Support assessment process. The SENDCo is responsible for overseeing this process.

We have a governor responsible for SEND who meets regularly with the SENDCo to ensure pupils with SEND are being well supported and making progress.

The class teachers and teaching assistants are responsible for the day-to-day work with pupils, and ensure they are planning and delivering quality first teaching to all pupils. This includes using interventions that are suited to the pupil's needs and allow progress to be made.

The Headteacher, Mrs Stacey Cross, has overall responsibility for the management of SEND and ensuring that we meet the needs of SEND pupils. She liaises closely with the school SEND team and ensures she is fully aware of the different needs of our pupils and how we address them.

What are the different types of support available for children with SEND at John Fletcher of Madeley Primary School?

Quality First Teaching – Universal Support
For your child this would mean:
• That the teacher has high expectations;
• That all teaching is based on building on what your child already knows, can do and understands;
• Different ways of teaching are in place so that your child is fully involved in learning in class;
• That the teacher carefully checks on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific intervention work – Wave 2 and Wave 3 Support
For your child this would mean:
• An Individual Provision Map (also known as a Learning Plan) that identifies the specific interventions and support offered
• Small group or individual work which will focus on the areas where they have gaps in learning;
• This may be led by a Teacher, Higher Level Teaching Assistant (HLTA) or most 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 (OT), Educational Psychologists (EP) or a SALT (Speech and Language Therapist).

Intervention groups can be effective for pupils receiving SEND Support and for pupils with Inclusive School Provision Plan (ISPP) or an Education Health and Care Plan (EHCP).

Please see the section on 'Interventions at John Fletcher of Madeley Primary' for a list of interventions we use.

How is the school accessible for all pupils and their parents?

John Fletcher of Madeley Primary School comprises 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. The Equality Act 2010 does not require schools to change their premises, however it does require long term plans to be made for improving access to the premises, and would expect reasonable adjustments to be made. For our school, this has included adjustments such as lower handrails being provided, taps being changed, white edging on corners for children with visual difficulties etc.

John Fletcher of Madeley Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, advice from Support Services and other relevant professionals will be sought where necessary, to enable an assessment of the individual's needs to be made. This will include access to the various areas of the school premises and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, wherever possible, to remove any barriers to learning. Such barriers could include physical, sensory,

learning difficulties or emotional or social development as well as the learning environment experienced within the school.

How will I be informed about the progress of my child?

All parents of pupils in our school are invited to attend a Parents' Evening each term. These are designed to discuss the progress your child is making, the targets they are working on and how you may be able to help at home. If your child is having an intervention, this will also be discussed with you. For parents of SEND pupils (those named on the SEND register), Individual Provision Maps (also known as Learning Plans following the Asses Plan Do Review approach) will be shared and discussed ensuring all stakeholders (school, parents, pupils) are involved in setting targets and discussing support. Parents can meet with the SENDCO and/or Class Teachers at other times throughout the term, which can be arranged through the school office.

Parents of pupils with an Inclusive School Provision Plan (ISPP) or EHCP will also be invited to attend an annual review meeting of the plan, at least once a year.

How are the staff in school helped to work with children with SEND and what training do they have?

Part of the SENDCo's role is to provide support for teachers when planning work, writing Individual Provision Maps (Learning Plans) and using advice from outside agencies effectively. Staff meetings are often used to train staff on SEND. This may be SENDCo led or an outside agency coming into school to lead the meeting. The SENDCo attends termly SENDCO network meetings for local and national updates whilst also using some of their time to train Teaching Assistants, particularly on the use of interventions.

In-school training:

- Making Sense of Autism and Good Autism Practice
- Developing a Dyslexia Friendly Classroom
- Emotion Coaching
- Behaviour Management in the Classroom
- MAPA training
- Writing and using Social Stories
- Precision Teaching
- Epi-pen training
- Asthma training
- Developmental Coordination Disorder (DCD)
- Phonics

- SLCN
- Attachment and Trauma training

External training that individuals or groups of staff have attended:

- Positive Behaviour Management
- Supporting Early Years Pupils with Speech, Language & Communication Needs
- Early Help Assessment training
- Understanding and Supporting Children and Young People who may have Attachment and Emotional Difficulties
- Specific Learning Difficulties - Dyslexia & Dyscalculia
- Selective Mutism
- Effective Teaching of Phonics
- Emotional Heath & Wellbeing
- Keep Cool Anger Management
- Promoting Positive Mental Health and Emotional Well-Being in Children with Special Needs
- 'Speed Up' handwriting programme
- Cool Kids
- Early Bird programme
- Working with the Hearing Impaired Child in your Class
- Induction Training for new support staff
- Challenging Behaviours
- Working with Vulnerable Groups
- Developing a Whole School Approach to SLC
- Dyslexia – Raising Awareness
- Build to Express with Lego: Social Stories
- Behaviour Management in Class
- Get it Write
- What are we Talking About?
- Talking Maths
- Theory and practice of nurture groups
- Leading Good Autism Practice
- SALT: Visuals / Listening and Attention / Understanding Spoken Word- information Carrying Words

Who are the other people providing services to children with SEND in this school?

Our school receives support from many outside agencies so that we can deliver the most suitable curriculum for our SEND pupils. 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)
- Emotional Health and Wellbeing Panel
- 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 (EWO)
- The Local Authority SEND Team
- Open Ears Counselling Service for Young People
- BEAM
- Bee U (CAMHS)
- Strengthening Families
- CAFCASS
- Information, Advice & Support Service (IASS)

How is extra support allocated to children?

- The school budget, received from Telford and Wrekin Council, includes money for supporting pupils with SEND.
- Extra high needs funding from the Local Authority is received for pupils with an ISPP or EHCP.
- The Headteacher, SLT and Governors look at the needs for our children and set a budget for staffing which allows enough support for our SEND pupils.
- The SENDCo informs the Headteacher when resources are needed, and these are purchased through the school budget.
- Fairshare Funding from the Telford and Wrekin SEND team can also be requested for specific financial support when necessary.

What interventions could my child access?

EYFS / KS1	Key Stage 2	
NELI	Precision Teaching	Social interaction groups (Black Sheep resources/Socially Speaking)
Listen with Lucy	Read Write Inc intervention programme	There's a Volcano in my Tummy
Sounds Fun	Literacy Pathway	Talkabout
Time to Talk	Beat Dyslexia	MHST 1:1 sessions
Talkboost	Toe by Toe	MHST group sessions
Read Write Inc intervention programme	SNIP	ELSA 1:1 sessions
Cool Kids	Talkboost	Starving the Anger Gremlin
Elklan Language Builders	Social / barrier games	Starving the Anxiety Gremlin
Barrier games	Auditory Memory games	Drawing and Talking
SALT: Visuals / Listening and Attention / Understanding Spoken Word- information Carrying Words'	Visual Memory games	Grief Recovery
Write from the Start' handwriting programme	Elklan Language Builders	Learning Mentor support
'In an Instant' Maths programme	Cool Kids	
Numicon – Breaking Barriers	Start Right, Stay Write (handwriting)	
The Nest Nurture provision am / pm	'Speed Up' handwriting	
Learning Mentor support	Plus 1	
	Dyscalculia Toolkit	
	'In an Instant' Maths programme	
	Numicon- Breaking Barriers	
	Number Sense	

What is the Language Class?

At John Fletcher of Madeley Primary School, we are extremely lucky to be one of only two schools in the local authority to have a Language Class. This is a specialist provision for 8 pupils who are working in Reception, Year One or Year Two, who have severely delayed expressive or receptive language skills. This provision operates on a referral basis and children identified need to meet the criteria set by the SALT and an Educational Psychologist. The Local Authority are involved in all decisions and placements are discussed at termly meetings.

Our school provides a teacher and teaching assistant for the class, which operates in the mornings. The pupils then join their mainstream school in the afternoon, within our school. A Speech and Language Therapist works 3 mornings per week within the class, which is funded through the Primary Care Trust.

We believe that having the Language Class in our school allows the staff to be better trained within Speech, Language, and Communication Needs as we have regular contact with the Speech and Language Therapist on site and the Language Class teacher and SENDCo are able to support, guide and train staff.

How will you support my child through transition?

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.