





# Award Action Plan (School Led) - SENDIA, Version: 01/10/2024 10:06am

## Madeley School-CW3 9JJ


Madeley School, is a coeducational secondary school with academy status, located in the village of Madeley, Staffordshire. Madeley caters for children in the 11-16 age groups. It serves mainly the area lying to the west of Newcastle Under Lyme. Many students also apply from outside this area, due to the school's reputation. The Academy is part of a Multi-Academy Trust named the 'Shaw Education Trust' (SET), which it joined in January 2017. The ability level on entry is above average with a higher proportion of the most able students compared to the national average (IDSR 2022). The proportion of students known to be disadvantaged is 12.4%, well below the national average. The number of students at SEN Support has increased from 7.5% (2018) to 14% 2023 and those with an EHC plan has increased to 2.7% (2023) from 1.3% (2018). There are 3 students for whom an EHCP is pending. The base site for the Academy is a 1950's building within the village of Madeley. The classroom-based facilities and general appearance and maintenance of the building have undergone considerable improvements to learning environments and site safety and security. A new roof and boiler replacement work have been completed (April 2019) with considerable investment in the internal fabric of the building (2020). A new fire alarm, security system and CCTV have been installed (January 2020 -August 2021). A new Wi-Fi installation, digital signage and iPad roll form part of an ambitious teaching and learning strategy (Sept 2021-2025). A Nursery provision has been added to the site (Sept 2021). This is led and managed by Meadows Primary School. Plans to add classroom capacity through LA S106 funding are due to commence (October 2023). The school has ambitions for an all-weather floodlit facility. Madeley benefits from the relationship with the Trust, who provide School Improvement, HR, Governance, ICT, Finance and Estates support. Madeley also shares expertise and opportunities for CPD and staff training from the SET's Institute of Education (IOE). The Principal was appointed to take up post in January 2017. Madeley underwent a significant restructure during the Spring term 2017 due to a deficit financial legacy and a financial forecast that was not sustainable. The revised structure came into effect from 1st. September 2017. Madeley now has a clear vision for securing a successful and sustainable future and is oversubscribed with an 17.6% net rise cohort size since the Principal took up post. The school is full and over the PAN in 2022-2023. Following consultation (2022-23) the school will increase by 0.5fe from 2024-25. This is a result of the school being the preferred school of choice in the district. Madeley was confirmed to be at least Good in all areas following a Section 8 monitoring Ofsted inspection in December 2019. The published data for the previous five years, including GCSE outcomes in 2023 makes Madeley one of the best performing schools in the county in respect of GCSEs in both English and Mathematics. It significantly exceeds both the local and the national average in various headline attainment measures for English and Maths achievement at Grade 4+ and Grade 5+. For example, in 2023 Maths 4+ is 88% (national 14%) and English 4+ is 80% (national 76%). At 5+, English is 6% higher than national data at 67%, and 5+ in Maths is well above national levels at 67% (51% national). Figures for English and maths combined attainment at 4+ has remained strong over 5 years including 76% in 2023 (national 66%), and 59% at 5+ (national 45%). The average score for validated Progress 8 has improved every year since 2018 and is above the national average at 0.2in 2023. The Maths element of the progress 8 (+0.09 in 2018, +0.26 in 2019, 0.67 in 2020, 0.57 in 2021 ,and 0.70 in 2022 and 0.64 in 2023 are beyond outstanding and place Madeley in the top 5% of schools nationally for Maths. The English element of the progress 8 is strong (0.25) in 2020, (0.20) in 2021, (-0.05) in 2022 and 0.17 in 2023. The 2023 data also shows outstanding attainment across many subjects in Science and Humanities. This included Value Added scores of 0.4 in science, 0.02 in Humanities and 1.55 in Languages. The school has also seen significant improvements in the following subjects (2023): Spanish (P8 1.55), Technology (P8 0.38), Physics (P8 0.95), Chemistry (P8 0.79), Biology (P8 0.61), Computing (P8 1.43), Food (P8 0.31), Geography (P8 0.15) and Photography 0.19.

## Objective 1

The school demonstrates a commitment to achieving and maintaining the SEND Inclusion Award, including informing relevant stakeholders.





Key Performance Indicator	RAG Rating	Action Plan			
1.1 Coordinated by the school SENCO, the working group is in place.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Working party is in place, with parent/carer, AC, community and pupil representatives.	Continue to provide updates face-to-face and via Teams	EB	
1.2 The statement of commitment is signed and stored in the portfolio of evidence.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed			
1.3 A commitment to achieving the award, and information about the award, is shared with all key stakeholders.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parent/carers, pupils, staff, AC and relevant community partners have been informed about our plans to achieve the award. This has been communicated in assemblies, newsletters, academy council (AC meetings), school notice board and school screens.	To provide an outline of the assessment process, evidence base and KPIs.	EB	
1.4 Local partners have been informed about the award and have been encouraged to become involved.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Information has been shared with the local community via the Parish Council, and community venue forums. Key partners have been invited to join the working party.		EB	







1.5 The school self-evaluation has been completed.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Initial self-evaluation has been completed and the working party will track progress at key milestones.	Continuing termly reviews.	EB and working party	
1.6 Information from the school self-evaluation has been used to inform action planning.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Working party members collaboratively reviewed the self-evaluation criteria and worked on a draft action plan.	Table with school staff and the AC.	EB, working party and AC	
1.7 The action plan has been fully completed and shared with all key stakeholders.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Action plan drafted May 2023. Actions calendared until Sept 2024	Completed actions at calendared points.	EB, working party members , SLT and AC	
1.8 The school's improvement plan includes strategies for award achievement and for the maintenance of the award.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The academy has an agile approach to school improvement. Achievement of the award is on current sprints.	EB to ensure that the award continue to feature in subject and whole-school sprints, where appropriate.	EB, Principal, SLT, AC	
1.9 The action plan is regularly monitored, progress is evaluated and the findings are shared and acted upon.	R	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Action plan written	Formalise draft action plan and share with working party. Share with stakeholders. Review at key milestones	EB, and working party	

1.10 All key partners are regularly updated and involved with developments and progress towards achieving the award.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Action plan shared with stakeholders via school website (link in newsletters), in-school display, AC meeting, SLT meetings.	Continue to provide updates to all stakeholders.	EB and working party	

## Objective 2

The school's SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.

Key Performance Indicator	RAG Rating	Action Plan			
2.1 The school has a SENCO in post who is a qualified teacher and has completed, where required, the National Award for SEN Coordination.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed	No further action		
2.2 There is clear line management of the SENCO by a senior leader.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed	No further action		
2.3 The school has an up-to-date SEND policy and a SEN Information Report is available on the school website.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed	No further action		
2.4 The SEN Information Report includes information about staffing for SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed	No further action		

2.5 The school has an accessibility plan in place that underpins an inclusive ethos.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed	No further action		
2.6 The school is fully accessible across the three areas of curriculum access, physical access and the provision of information.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed	No further action		
2.7 The SENCO's salary is allocated against core funding.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed	No further action		
2.8 Pupils with SEND engage in the activities of the school alongside pupils without SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Completed	No further action		
2.9 All teachers use and participate in the graduated approach (assess, plan, do, review) for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Some teachers contribute to reviewing pupil targets.	Staff CPD to explain the role of teaching staff in the graduated response. Embed the APDR approach in curriculum and lesson planning. Formalise the collection of teacher views.	EB	
2.10 Parents are always informed when the school is considering whether or not a pupil has special educational needs that may require SEND provision.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

<p>Parents of pupils who are already on the SEN register receive a letter, at the start of each academic year, with the stage of support and how this fits into the graduated response. Consent is sought when any external referrals are made. Parents are provided with a copy of any professional discussion notes or reports. Parents have a copy of their child's learning plan, in draft at the start of each academic year, which outlines provision. Parents are consulted when their child is added or removed to the SEND register. Face to face meetings are arranged, where possible, to share information with parents.</p>			
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2.11 Pupils with SEND and their parents are full partners in all decisions.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		<p>Learning plans are created in draft, with parents asked to amend or agree, prior to being finalised. Learning plans are not yet fully co-constructed. Parents and other stakeholders are consulted on policy documents that relate to SEND.</p>	<p>Parents and pupils to be invited to create learning plan targets to give ownership and to allow a more holistic view of each pupil to be understood and celebrated.</p>	EB	
2.12 For pupils with EHC plans (or statements of SEND), the provision detailed in those plans is in place.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?


Statutory provision is provided, but there are gaps in the knowledge of those delivering some of the interventions specified.	A member of the pastoral support team to receive ELSA training. All staff to receive attachment and trauma and emotion coaching CPD. 2x TAs to receive Read, Write Inc training.	EB, JB, HoD English and support team	
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### Objective 3


There is strong and effective leadership and management of SEND provision.

Key Performance Indicator	RAG Rating	Action Plan
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3.1 The school improvement plan has a strong focus on inclusive practice and improving outcomes for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Whole-school SEND is a thread through multiple KPIs in school improvement measures. CPD time has been designated to delivered SEND-specific CPD.	EB to work with teaching and learning lead (AS) to weave inclusive teaching strategies into whole-school teaching and learning CPD to ensure it is not seen as 'bolt on'. Prioritise the order of walk-thrus to address 'gaps' in inclusive practice, using the EEF 5-a-day approach - priority 1. explicit instruction, 2. cognitive and meta cognitive strategies.	EB and AS	

3.2 The SENCO advises governors and senior leaders on the use of the SEND budget.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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This information has not previously been shared or requested by the AC.	AC to provide an update of the use of the SEND budget at the start of the academic year and when there are amendments to the provision or funding.	EB and the AC	
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3.3 The senior leadership team can evidence effective use of the SEND budget.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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		The Shaw Trust produce detailed financial records that demonstrate how SEND funding is used. Funding is used primarily to meet the costs of teaching assistants, specialist assessments via the educational psychology service, interventions and resources and aids.			
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3.4 The SENCO has a clear vision of high aspiration for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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		There is a clear vision that is shared with all adults working in school. This needs to be more clearly articulated to parents and carers.	Pupil awareness assemblies Enhanced communication with parents and community stakeholders through newsletters, the school website and social media.	EB, Heads of Year, Inclusion Ambassadors	
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3.5 The SENCO provides strong leadership of SEND and inclusion across the school.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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		The SENDCo works closely with other leaders in school and directly line manages the support team and emotion coaches.	The SENDCo and teaching and learning leads to work collaboratively to embed the 5-a-day approach within teaching and learning CPD.		
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3.6 The school has an anti-bullying policy in place that specifically addresses bullying and pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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<p>The anti-bullying policy is robust. Pupils with SEND report they feel safe and when bully occurs (they report this is rarely), adults act promptly and appropriately. The SENDCo is working alongside the safeguarding lead to achieve The Diana Award. The school is a member of the Anti-Bullying Alliance.</p>			
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3.7 The SENCO manages record-keeping on SEND effectively.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		<p>The school uses provision map to share pupil targets and reviews with parents and staff. Learning plans are currently created by the SENDCo and shared, in draft, with parents, using feedback from parents, feeder schools and professional's reports.</p>	<p>The SENDCo to upskill members of the support team to input information, so the role of the SENDCo can then become one of quality assurance.</p>		
3.8 The SENCO reports termly to governors on outcomes for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		<p>The SENDCo provides an update of the attendance, behaviour and academic progress of SEND pupils.</p>	<p>Use a nutshell to capture additional key measures like suspension data and provide a comparison to the national picture. Create a termly measure of how many SEND pupils are on-track to meet their SEND-specific targets.</p>		
3.9 The SEND governor provides an effective level of challenge to the SENCO and other senior leaders.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?




<p>The AC link is a headteacher of a specialist college in a neighbouring local authority. He attends termly meetings with the SENDCo.</p>			
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<p>3.10 Evaluation of the impact of SEND provision is incorporated into the school self-evaluation process, including the programme of learning walks and lesson observations.</p>		<p>Current status</p>	<p>Action to be taken</p>	<p>Who will deliver and monitor action?</p>	<p>When will action be taken?</p>
		<p>Lesson observation proformas prompt observers to look for and comment upon adaptive teaching, engagement and progress for SEND learners. The results of SEND pupils are analysed termly, by the SENDCo. The Shaw Trust complete health checks, across all subjects, which focus on the provision for SEND pupils at subject level. Terminal exam results are analysed at a pupil, group and subject level for SEND pupils.</p>	<p>Creation of a template for middle leaders to use during learning walks to check that adaptations are in place, for all SEND pupils, across the curriculum.</p>	<p>EB, middle leaders, SLT</p>	


#### Objective 4


Everyday teaching and learning for pupils with SEND is good or better.


Key Performance Indicator	RAG Rating	Action Plan
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4.1 All teachers understand that they have responsibility for the learning and behaviour of pupils with SEND in their classes.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Evidenced through staff voice and health checks. Made explicit in staff CPD.			
4.2 Teaching plans and approaches are used consistently to enable teachers to match teaching strategies and learning activities to the range of pupils' abilities effectively, including the use of ICT.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The outcomes for all pupils with SEND are 'good' and 'outstanding' for pupils at SEN support. Staff consistently use approaches outlined in the school's Inclusive Classrooms subject strategy toolkit. All teaching for the academic year 2023-24 was judged as at least 'good'. P All KS3 pupils have an individual iPad. Pupils have received training on how to use accessibility features.	Quality first teaching refresher CPD to be delivered in May 2024. Autism inclusion refresher to be delivered in October 2024. Ongoing calendared in-house CPD on scaffolding, questioning, cognitive and metacognitive strategies.	EB to arrange CPD. EB and teaching and learning leads to facilitate CPD, with support from colleague	
4.3 Decisions about interventions and support for pupils with SEND are based on teachers' knowledge of individual pupils, the results of diagnostic assessments, and research on evidence-based programmes.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

<p>Pupils complete baseline assessments on entry.</p> <p>There is ongoing diagnostic assessment of all pupil's reading.</p> <p>The assistant SENDCo has completed exam dispensation training and is then able to follow up initial concerns with more focused assessment.</p> <p>There is use of Boxall profiling and ELSA assessments to provide entry and exit data for pupils accessing emotion coaching.</p> <p>Class teachers contribute to the APDR cycles of SEND pupils.</p> <p>As part of the graduated response, advice from the learning and behaviour support teams and the educational psychology team are sought to guide interventions and support.</p>			
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<p>4.4 The deployment of support staff is effective and informed by research and the school's own evaluation of impact.</p>		<p>Current status</p>	<p>Action to be taken</p>	<p>Who will deliver and monitor action?</p>	<p>When will action be taken?</p>
		<p>TAs are deployed to provide in-class support for pupils with an EHCP or at SEN support. The support they provide is directed by class teachers or guidance outlined in the child's learning plan, derived from in-school assessments or professional's advice/reports.</p> <p>Evidence-based interventions are used to ensure that progress can be measured.</p>	<p>Use provision map to assess the impact of specific interventions on individuals or groups.</p>		

4.5 Adult support is focused on improving the independence of pupils with SEND and preparing them for adulthood.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		<p>The support team have undertaken action research and use the EEF guidance on the effective use of teaching assistants to scaffold pupil independence in lessons.</p> <p>Class teachers scaffold lessons and resources well to ensure that pupils are able to complete as much as possible with increasing levels of independence.</p>			


4.6 The SENCO, teachers, teaching assistants and other support staff work well as teams.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		<p>The SENDCo is a member of the SLT and attends middle leadership meetings. She is also a classroom teacher and is part of the department structure.</p> <p>Teaching assistants are attached to subject areas, to contribute to discussion and planning for SEND pupils.</p> <p>Teachers and TAs have a working together agreement, which formalises how they will work collaboratively to promote learning for SEND learners.</p>			

4.7 Support staff are well trained and kept appropriately informed about pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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Support staff attend all CPD that is provided by the school. In addition to this, they have accessed CPD on speech, language and processing, ELSA and Read, Write Inc. Members of the support team have delivered whole-school CPD. All support staff have access to pupil learning plans on Provision Map.			
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4.8 The school makes effective use of advice and support from external agencies and monitors the impact of this advice and support on outcomes for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Advice from education and health professional's is used to inform learning plan strategies and targets. Pupil learning plan targets are reviewed termly.			
4.9 The school liaises with partner schools and settings to provide continuity of expectations and outcomes across key transitions for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?




<p>The SENDCO, incoming pupil's head of year or members of the support team visit all SEND pupils in their primary setting to observe and gather feedback from their current class teacher and or SENDCo. Feeder schools are asked to complete a comprehensive transition proforma and share professional's reports and recent APDR cycles. Parents are asked to complete a draft learning plan to support the co-production of pupil learning plans.</p> <p>Pupils are encouraged to visit the school, prior to transition. We hold 2 SEND-specific transition days, with a meeting slot for parents to meet with the SENDCo.</p>			
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<p>4.10 The school works in partnership with other settings, schools, local and national charities and other organisations to widen opportunities for learning and participation for pupils with SEND.</p>		<p>Current status</p>	<p>Action to be taken</p>	<p>Who will deliver and monitor action?</p>	<p>When will action be taken?</p>
		<p>The Shaw Trust provides</p>			

### Objective 5


There is an effective system for identifying pupils' special educational needs.


<p>Key Performance Indicator</p>	<p>RAG Rating</p>	<p>Action Plan</p>
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5.1 Progress is assessed regularly and data is thoroughly analysed.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Attendance, behaviour and academic progress data is analysed at each assessment point. This supports the ongoing intervention programme. The progress of SEND pupils is compared to that of non-SEND peers in each subject area and year group.	The progress of pupil's SEND-specific targets to be closely tracked to judge the effectiveness of interventions, using Provision Map.	EB, support team	
5.2 Pupils' learning and other needs are identified as early as possible.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Pupils, parents and staff are able to refer into the SEND team where they have concerns. The school has good links with external agencies and referrals are made promptly, where appropriate. The school buys in traded time from the EP service and Entrust. A range of internal diagnostic assessments are available to support the early identification of needs.			
5.3 A range of appropriate assessments, available in-school and from external sources, is used to identify specific barriers to learning.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?



The school has a trained exam's assessor, who is able to complete diagnostic assessments. EP and Entrust learning and behaviour support is used as an integral part of the graduated response.	ELSA and Boxall profile training to be completed to be able to assess pupils with SEMH needs.	EB, emotion coaches and support team	
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5.4 Assessment information is shared with all staff involved with the pupil and is used to plan appropriate support and interventions.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All adults have access to pupil learning plans, which outline strengths, points for planning, reasonable adjustments, areas to support, individual targets and the interventions and provision that each pupil is receiving. Assessment data is used to identify need and the most appropriate intervention.		EB and support team	

5.5 Pupils with SEND have access to high-quality inclusive teaching in addition to any additional SEND provision.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All formal observations and learning walks record the quality of lessons across the school as consistently 'good' or better. Pupil outcomes for pupils with SEND are outstanding for pupils at SEN support and good for pupils with an EHCP according to GCSE measures.		EB, AS and teaching and learning leads, middle and senior leaders, class teachers	


5.6 A range of interventions and resources (including ICT) to address pupils' SEND is available or can be sourced speedily.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The intervention programme includes individual and group, face-to-face interventions, led by TAs and online interventions e.g. IXL and Social Express. All pupils in Y7-10 have an iPad, with accessibility features and, where appropriate, resources like Book Share and magnification software.	ELSA and Boxall profile training to be completed to be able to deliver and track SEMH interventions.	EB, support team and emotion coaches	
5.7 Progress data for pupils with SEND is used to inform lesson planning and strategic developments, including staff CPD.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Progress data and pupil learning plan information is used to plan lessons. The profile of SEND across the school is used to determine CPD priorities.		EB, AS and teaching and learning leads	
5.8 The impact of all additional or different provision for pupils with SEND (including interventions and adult support) is thoroughly monitored and evaluated.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The effectiveness of intervention and provision is tracked at an individual pupil level.	The effectiveness of interventions, using Provision Map, to be reviewed termly.	EB and the support team	


## Objective 6


Pupils are actively involved in decision-making about, and the delivery of, their own SEND provision/ support.

Key Performance Indicator	RAG Rating	Action Plan			
6.1 Wherever possible, pupils are aware of and play a part in planning their own support and interventions.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Pupils are given choice, where possible, to determine which interventions they feel would best meet their needs e.g. 1-1 intervention or IXL to boost literacy. Pupils can self-refer to the emotion coach.	Capacity to be built through further CPD for the emotion coaching team.		
6.2 Questionnaires, focus groups and other strategies are routinely used to ascertain the views of pupils with SEND about their support, their teaching and learning, and their inclusion in other aspects of school life.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All SEND pupils, parents/carers are asked for their views annually. There are also questions relating to the experiences of SEND pupils in school and trust-wide surveys.			
6.3 Pupils are provided with the information and support necessary to enable them to participate in decisions about their SEND provision.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Pupils are provided with copies of their learning plans and invited to contribute towards the targets they are working towards and the interventions that they access.			
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6.4 Pupils with SEND are always involved in at least part of meetings or conversations between their parents and teachers.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Pupils are involved in meetings, at an age and stage appropriate level. For some pupils, where sensitive issues will be discussed, the level of participation is agreed with parents in advance.			


6.5 Pupils with SEND know their learning targets and understand what they need to do to achieve them.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Pupils, parents and carers are provided with copies of their learning plan which outlines their provision and targets. Longer term targets are broken down into smaller steps in the best examples of learning plans.	Learning plans to be streamlined with fewer targets and greater clarification of the steps needed to achieve them, in pupil-friendly language.		

6.6 There is evidence that feedback from pupil questionnaires and focus groups is shared with governors and other key stakeholders and directly influences school SEND and inclusion policies, provision and practice.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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Whole-school survey results are shared with the AC, parents and pupils (via school screens - you said, we did and Madeley Parliament members feedback to each form). There is pupil and parent/carer consultation for policies and changes to provision.			
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## Objective 7

Parents are actively involved in decision-making about, and the delivery of their children's SEND provision/support.

Key Performance Indicator	RAG Rating	Action Plan			
7.1 Teachers meet with parents of pupils with SEND at least three times each year and provide an annual report to parents on their child's progress.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		There are 3x planned contacts for parents of pupils to meet with the SENDCo or their subject teachers during the academic year. Parents are provided with their child's learning plan, in the autumn term, which outlines their provision and targets. These are reviewed termly with pupils and this is shared with parents via post. Not all parents attend these contacts.	EB to explore ways to support parents to attend planned meetings in person or virtually. Potentially link to parent learning sessions and explore alternative times of the day to support attendance.	EB and IT support	


7.2 The views of parents on their child's progress, inclusion and well-being are sought regularly in addition to scheduled meetings / conversations.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents are asked to complete surveys at a trust and school level, which asks about their views on inclusion and wellbeing. A SEND-specific questionnaire is also distributed annually to gain parent's views.	Provide feedback from questionnaires to parents/carers.	EB	
7.3 Parents are full participants in planning the support and interventions for their children.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents are made aware of the interventions that their child is accessing via their learning plan.	Parents to have greater information about the interventions that we offer at Madeley, so they are able to make a more informed decision about the appropriateness of each for their child. Explore offering recordings of interventions being delivered or find appropriate clips online.	EB, the support team and IT support	
7.4 Learning targets and desired outcomes are agreed and reviewed at meetings/conversations with parents.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

<p>Parents are provided with a draft copy of their child's learning plan, which outlines their provision and targets.</p> <p>Parents are asked to return the draft, with suggested comments/amendments.</p> <p>Where parents are able to attend, pupils and their parents review their targets, with a member of the support team. Their reviews are then finalised and communicated with parents. Where only the pupil is in attendance, 2 copies of the review is then posted to parents to sign and return and retain.</p>	<p>Parents to be asked to create a preparation for adulthood and personal target (targets 3 &amp; 4) on their child's learning plan.</p>	<p>EB</p>	
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<p>7.5 The school offers help and training to parents of pupils with SEND so they can better support their child's learning at home.</p>		<p>Current status</p>	<p>Action to be taken</p>	<p>Who will deliver and monitor action?</p>	<p>When will action be taken?</p>
		<p>Parents are given advice as to how this can be supported at home, where appropriate e.g. repetition of key sounds for Read, Write Inc Fresh Start. Parent sessions have been delivered on emotion coaching and for parents of children accessing Read, Write Inc, delivered by an Entrust reading specialist and linked to whole-staff literacy training.</p>	<p>EB to continue to work with the literacy lead to develop parent reading workshops and to bid for Family Learning Partnership funding to expand our offer to parents.</p>	<p>EB, SLT, emotion coaches</p>	

<p>7.6 Parents are fully involved in planning for all key transitions and are kept informed at all stages.</p>		<p>Current status</p>	<p>Action to be taken</p>	<p>Who will deliver and monitor action?</p>	<p>When will action be taken?</p>
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<p>At KS2-KS3 transition, parents are provided with a draft passport to learning to complete with their child and return to school. This helps to formulate their child's learning plan. There is a SEND-specific transition event, with a meet and greet with the SENDCo at the end of the day. The SENDCo and the support team are available to speak with parents at all transition events.</p> <p>At KS3-KS4, parents of pupils with SEND are supported by TAs to attend options evening and to make choices, with their child, about the appropriateness of the available courses.</p> <p>Parents are encouraged to attend career's meetings with their child to discuss post-16 plans.</p>			
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<p>7.7 The school gathers evaluative feedback from parents in relation to the quality and relevance of its SEND and inclusion policies, practice, procedures and developments, and its strategies for consulting with parents.</p>		<p>Current status</p>	<p>Action to be taken</p>	<p>Who will deliver and monitor action?</p>	<p>When will action be taken?</p>
		<p>Parents are asked to complete surveys at a trust and school level, which asks about their views on inclusion and wellbeing. A SEND-specific questionnaire is also distributed annually to gain parent's views.</p> <p>There is a consultation process for policies, practice and procedures.</p>	<p>Provide feedback from questionnaires to parents/carers.</p>	<p>EB and SLT</p>	




7.8 Parents' responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents are asked to complete surveys at a trust and school level, which asks about their views on inclusion and wellbeing. A SEND-specific questionnaire is also distributed annually to gain parent's views.	Provide feedback from questionnaires to parents/carers.	EB and SLT	

### Objective 8


The school is committed to providing high-quality, on-going CPD on SEND.


Key Performance Indicator	RAG Rating	Action Plan
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8.1 Induction programmes for new staff include a strong focus on positive attitudes towards, and high expectations of inclusion for, pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		New staff induction places a high value on meeting the needs of SEND pupils. There is a re-launch of SEND at the beginning of each academic year and dedicated CPD. Our Inclusive Classrooms approach is embedded across all aspects of school.			

8.2 The SENCO's strategic role includes the mentoring and coaching of teachers, support staff and governors to improve the standard of teaching, inclusion and support for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCo provides coaching for colleagues who have requested mentoring/coaching, or where this has been identified as an area to improve classroom practice through learning walks/observations.	Further CPD to be provided to the AC.	EB, teaching and learning leads and the AC	
8.3 Progress and attainment data for pupils with SEND informs decisions about whole-school CPD and additional training for individual members of staff.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The school profile and emerging needs directs the CPD offered to teaching and non-teaching staff over the course of the year. Termly analysis ensures that CPD for individual staff/departments is focused on meeting the needs of specific pupils/profile of need.			
8.4 The school undertakes an annual audit of staff skills and knowledge of SEND and inclusion that informs the CPD programme for the following year.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

All staff are required to complete an audit of their skillset in relation to the areas of need.	Move away from specific categories to areas of need e.g. supporting children to read for fluency, rather than board labels like cognition and learning. Staff to complete audit of their expertise in meeting the needs of SEND learners, using the categories in the 5-a-day approach. EB to work with AS and the teaching and learning leads to put this into practice to prioritise emerging themes in the CPD programme for the academic year.	EB, AS and teaching and learning leads.	
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8.5 The SEND and inclusion CPD requirements of all staff members are discussed as part of performance management or appraisal processes.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All teaching and support staff have appraisal targets related to provision for and outcomes of SEND learners. These are discussed in fixed line management meetings between teachers and heads of department, heads of department and SLT links and the SENDCo and TAs.			

8.6 All teachers are trained to enable them to hold effective and constructive conversations with parents of pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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