The following details our Special Educational Needs and Disabilities

(SEND) Information Report

Madeley School – September 2026

School name	Madeley School
Principal	Mr Lee Nixon
SENDCo	Ms Emma Boustead
Governor with responsibility for SEND	Mr Rob Millington
Contact details: address	Madeley School, Newcastle Road, Madeley, Nr Crewe CW3 9JJ
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Telephone (SENDCo)	As above
Age range	11- 16
Funding	Academy status
Date for review	September 2027
We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.	
Who is in the SEND team?	**Mr Lee Nixon** – Principal and responsible for the line management of SEND and Pupil Premium. **Ms Emma Boustead** – Assistant Principal (SENDCo, Looked After Child Designated Teacher, Deputy Safeguarding Officer and Teacher. Specialism in social, emotional and mental health (SEMH). Teaching experience in mainstream schools and alternative provision for children with SEMH and medical needs and children at risk of exclusion. **Mrs Mandy Mander** – Assistant SENDCo and Alternative Curriculum Lead. Mainstream and special school experience. Prior to this, working within the Care Quality Commission, supporting adults and children with learning and physical difficulties.

	Mrs Cathy Holdcroft – Teaching Assistant. Areas of specialism – behaviour support, functional skills and outdoor curriculum. **Mrs Sue Tye** – Teaching Assistant. Areas of specialism – Autism Spectrum Conditions (ASC) and KS2-KS3 transition and primary liaison. **Ms Laura Harris –** Teaching Assistant. Area of specialism – Literacy. **Ms Eleanor Johnson -** Teaching Assistant. Area of specialism – Inclusion in the creative curriculum. **Mrs Anne Martyn -** Teaching Assistant. Area of specialism – Science and Maths. **Mrs Golda Brown –** Teaching Assistant. Area of specialism - literacy **Mrs Joanne Robinson-White –** Teaching Assistant. Area of specialism – SEMH and ASC. **Mrs Hodkinson -** Teaching Assistant. Area of specialism – SEMH and numeracy. **Mrs Gemma Day -** Teaching Assistant. Area of specialism – SEMH and ASC. **Miss Abigail Broomhall** - Teaching Assistant. Area of specialism – SEMH and ASC. **Ms Julie Bennett** – Teaching Assistant. Area of specialist – Physical disabilities and EAL.
How do we identify pupils with SEND needs on arrival?	• Liaison with feeder primary schools enables most children with SEND to be identified • Baseline testing of all children to establish reading and spelling ages • Ongoing assessment across the curriculum • Concerns raised by teachers are followed up with detailed observation and data collection to establish if there may be underlying SEND • Advice from other professionals in education or health
How do we make sure **all** children reach their potential?	• Access to a broad, balanced curriculum which is well scaffolded and takes account of different starting points. • Teaching assistants are deployed where pupils need to be supported • Quality of teaching and learning closely monitored • Individualised targets and flight paths for all children • Rigorous pupil tracking system, which ensures the progress of all children is monitored • Professional dialogue about every child in school in pastoral team, departmental and line management meetings ensure difficulties are identified early and suitable provision put in place • Detailed programme of reviews with parents and professionals: Parents' consultation evenings with all parents; termly reviews for all children on the SEND register and comprehensive annual reviews for pupils with an Education, Health and Care Plan (EHCP). Parents' views are very important to us • Children's views are very important: consultation with pupils to help to formulate support plans and review targets • Behaviour is outstanding, with a clear behaviour policy embedded • A zero-tolerance policy for bullying, with a clear anti bullying policy • Long established, acknowledged and celebrated ethos of inclusion, equality and care

What kind of SEND do we provide for?	• Madeley caters for children with SEND across all of the four categories of need • Where necessary, we seek advice from external agencies to ensure that we are able to meet the needs of all SEND pupils • We work closely with colleagues from external agencies like CAMHS, Occupational and Speech Therapy to implement recommendations
How do we help a child with **physical needs**?	• Accessibility plan • Accessible toilets and changing facilities are available • Lifts to access floors • Regular reviews with the parents and pupils to ensure problems are addressed • The support of external agencies, including Occupational Therapy, Physiotherapy and the Hearing Impaired (HI) service
How do we help a child with **speech and language needs**?	• Individual and small group interventions. • Liaison with speech therapists to support learning needs • Peer mentor reading programme • Opportunities to contribute to the whole-school pupil voice and parliaments • Literacy and oracy across the curriculum
How do we help a child with **sensory impairment**?	• Support and guidance from Occupational Therapy and Child and Adolescent Mental Health Service (CAMHS) • Carpeted classrooms and corridors • Liaison with visual and hearing impairment specialists to support learning • Use of aids like ear loops and ear defenders. • Signage and maps • Classroom management and layout • Scaffolding of resources and or approach in lessons
How do we help a child who has **social and emotional difficulties**?	• An 'outstanding' pastoral system • Experienced Heads of Year • Access to the Hive, to support pupils with SEMH needs and those on reintegration timetables • Experienced and very well qualified pastoral support officers. • Whole staff continuing professional development (CPD) to support the understanding of pupils who present with SEMH needs • Access to specialist counselling e.g. bereavement • Enhanced safeguarding training • Access to specialist support for children with autistic spectrum condition (ASC) and their families. • Variety of after school clubs to promote self-esteem • Open door policy with parents to discuss emotional needs of their children. • Thrive-trained practitioners and a whole-school approach to Thrive principles. • Access to CAMHS and Stay Well • Common assessment framework is used where needed

	• We employ our own Educational Welfare Officer (EWO) as well as having a statutory EWO to support pupils to remain or return to school
How do we help a child who needs support with **literacy**?	• Dyslexia aware staff throughout school who use dyslexia friendly teaching strategies • Targeted ICT programmes • Variety of intervention programmes delivered through the learning support team • Literacy and oracy strategy across the curriculum • We use a KS4 targeted programme to raise pupil progress, known as RAPP • New KS4 curriculum identifies and implements literacy for targeted pupils
How do we help a child who needs support with **numeracy**?	• Targeted ICT programmes • Variety of Intervention programmes • We use a KS4 targeted programme, known as RAPP • New KS4 curriculum identifies and implements numeracy for targeted pupils in our numeracy hub
How do we support a child who has **medical needs**?	• Individualised medical/ care plans created by a team around the family including the school nurse, parents and first aiders in school • A team of staff are trained in first aid • Agreed and approved medication is administered by named staff • Support from external agencies, including physiotherapy and occupational therapy • Pupil information, where appropriate, is communicated to staff via briefings, noticeboard in the staffroom, nurse, emails, etc.
How do we support a child with **complex and multiple needs?**	• Specialist support would be sought, and the school will follow advice given.
How do we support pupils who are working significantly below age-related expectations?	• Pupils are baseline tested for their reading and spelling ages when they transition to Madeley • We share information with our feeder schools to ensure that we have a clear picture of the working at level of all SEND pupils • All SEND pupils have a bespoke 'flight path' that considers their prior attainment • We monitor the progress of all relevant aspects of a child's learning, including their SEMH progress, using Boxall Profiling and or Thrive trackers. • Where necessary, we consult with specialists from Blackfriars School and The Coppice School, to ensure that we can creatively assess progress
Which **specialist services** do we access beyond the school?	We have current regular contact with the following services who give us support and advice: • Special Educational Needs Support Services (SENSS) • Educational Psychologists • Speech and Language Therapy • Hearing Impairment Service • Occupational Therapy

	• Autism Outreach Team • CAMHS • Educational Welfare Officer • Looked after children service/Virtual School • School nursing service • We have links to Blackfriars Special School for advice, if required.
How will we include children in **activities outside the classroom** including school trips?	• Extra staff deployed for trips to meet the stringent requirements of our risk assessments • Use a variety of communication methods, letter, email, text messaging, school website, phone calls, school calendar etc. • Parents/carers consulted prior to trips for advice and guidance
How do we prepare and support a child **for joining college and transferring to secondary school?**	• Visits to primary school placements by SENDCo and Head of Year • Introduce pupils to at least one of the Teaching Assistants before each child starts school • Extended visits to high school planned in summer term before starting in September • Transition plans – extended visits to secondary school with parents/primary school staff/ no primary staff depending on the need • Close liaison with all other settings involved in transition – good exchange of information.
How will we develop **social skills** throughout the school day, especially break times?	• Breaktimes/lunchtimes seen as an important part of the day and included in time for 1:1 support if appropriate • Small groups for eating inside in the ACE room • Peer mentors and prefects available • Staff on duty • Year 11 pupils and prefects encouraged to run lunchtime clubs for others to develop leadership skills.
How do we allocate **resources?**	• 1:1 support given as specified in a child's EHC plan and only subjects or areas where needed • Our school employs a team of support assistants – time is allocated on a daily basis for individual/ small group work on individual targets e.g. ICT programmes, reading, writing or numeracy programmes, motor skills, social and emotional skills • All children regularly reviewed (at least once a term) and provision is matched to needs • Human resources allocated according to need/recommendations from outside agencies.
How do we ensure all **staff are well trained?**	• Regular training sessions for all support staff • Whole school training part of School Improvement Plan • Commitment to maintain levels of training • Programme of CPD, accessing both external agencies and in-school support. • Thorough staff appraisal to upskill all staff from their starting point
How do we **raise awareness** of special educational needs for	• Achievements of children with SEND are celebrated in newsletters and other public documents. • We have an 'open door' policy for all parents – parents of children with SEND are encouraged to pop in with any concerns.

parents and the wider community?	• Parent Partnership contact available and information in school on parent leaflet board • SEND is on the Academy Council agenda each term.
What can I do if I am unhappy about the SEND provision that my child receives?	• Speak to the SENDCo in the first instance to see if the situation can be resolved • Details of how to make a complaint can be found in the school's complaints policy, which can be accessed via the school website.
What provision is provided by my Local Authority?	• Each local Authority has a Local Offer, details of each LA that we have children from are below: • **Staffordshire** https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5 • **Stoke-on-Trent** http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page • **Shropshire** http://www.shropshire.gov.uk/the-send-local-offer/ • **Cheshire East** https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx • **Cheshire West** http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page • **Telford and Wrekin** http://www.telfordsend.org.uk/
Where else can I find support?	• IPSEA offer free and impartial advice regarding all aspects of SEND. Their website can be accessed using the link below https://www.ipsea.org.uk/home

Thank you for taking the time to find out about our local offer at Madeley School – please do not hesitate to contact us for any further details.

Approved By	Academy Council
Last Review Date	November 2026
Next Review Date	September 2027