

## **Macmillan Academy Special Educational Needs & Disability (SEND) Information Report**

Macmillan Academy places great importance on the inclusion of children with special educational needs and disabilities, ensuring that every student achieves their full potential.

### **Identification of needs**

#### **1. a) How are children with special educational needs identified at Macmillan Academy?**

##### **Before a place is offered:**

- The local authority provides the academy with information about students who have a statement of special educational needs or, from September 2014, an Education Health and Care Plan, (EHC Plan).
- Staff from Macmillan Academy will meet with primary school teachers, parents and other professionals as required.
- At the academy open evening members of the SEN department are available to meet prospective parents to discuss any aspect of their child's education.

##### **After a place is offered:**

- The academy collates information from all feeder primary schools on children with SEND and those who are vulnerable.
- Meetings with the primary school, parents and other key professionals are arranged to collect more detailed information about individual students' needs.
- Key staff meet with the students identified as having additional learning needs.
- All students participate in a three day induction at Macmillan Academy during the summer term.
- An extended transition is offered to students with SEND as this is felt to be of benefit. This involves additional visits to the academy during the summer term and a programme of personal development during Year 7.

##### **During the time at the academy:**

- Students' academic progress is regularly assessed and reviewed by subject teachers. Students whose progress is a cause for concern will be discussed by the subject teacher with the SENCO. The issue will be assessed and if necessary a plan of support will be drawn up, discussed with families and implemented with an agreed date for review.
- Heads of year who are concerned that a student may be experiencing social, emotional and/or mental health difficulties will raise their concerns with the SENCO and the Student Welfare Officer (SWO).
- If necessary, the academy will refer to other professionals to further assess students and provide recommendations as to the required provision.

#### **b) How do we involve parents in planning for those needs?**

- Parents of children in Year 5 or Year 6 can contact the academy staff to arrange a visit to discuss their child's support needs and how the academy could meet their needs if they were offered a place.
- After a place has been offered, parents can contact the academy to arrange further individual visits.
- Year 7 parent/tutor evenings are held in the autumn term so that parents can meet the SENCO, Head of Year 7 and their child's tutor to discuss individual needs.
- Subject Teacher Consultation Evenings are held on an annual basis, providing parents with the opportunity to discuss their child's progress across the curriculum.

The SENCO is available at these evenings to meet with parents and to discuss their child's provision.

- Parents will have the opportunity to meet with specialist staff on a regular basis to discuss progress and the outcomes of interventions. They will be invited to reviews for students who have a statement, or an EHC Plan.
- For any student already at the academy any parental concerns regarding any aspect of progress or need should be raised initially with the child's tutor.

## Support

### 2. a) Who in the school will support my child and how will this be monitored and evaluated?

- All teachers at Macmillan Academy are considered to be teachers of children with special needs and have responsible for monitoring and evaluating student progress. This is the first principle of the new Code of Practice.
- The SENCO will have overall responsibility for all students on the SEN Register and will oversee monitoring and evaluation of progress and provision.
- Where specialist intervention is required, this is provided both by subject departments and the staff in the Learning Support Department.
- Subject specific Learning Mentors provide additional support for students with SEND in lessons.
- Each subject department has a Special Needs Coordinator who liaises with the SENCO to ensure that the appropriate provision is implemented across the curriculum.
- The SENCO may refer students to an educational psychologist if further assessments are required.
- Where appropriate, specialist services will be used to meet student's needs and to provide advice and guidance for staff, for example, The hearing impairment service.
- At each key stage, progress managers liaise with Heads of Year and senior staff to monitor and evaluate student progress. Mentoring support is offered to students in Year 11 who require additional guidance to achieve their potential and this may include students with SEND.
- Staff in the personalised learning centre support students for whom the curriculum has been personalised; in addition, students requiring emotional/pastoral support are provided with guidance by the PLC team.
- Personal tutors support and guide students and liaise closely with parents where concerns arise.

### b) How are the decisions made about the type and amount of provision a young person will need?

- Once a student's needs have been identified, the amount and type of provision is planned and implemented.
- Examples of the type of provision include:
  - maths and intervention programmes;
  - in class support
  - providing modified resources
  - speech and language input
  - specialist phonics teaching
  - a personalised curriculum
  - support from the Student Welfare Officer
  - Post 16 reading support for students in Year 7
  - subject specific support during enrichment time
  - a reading comprehension programme

- All special educational provision is the responsibility of the SENCO in collaboration with other staff.
- When a student receives additional support parents will be informed by letter giving the details of the intervention and the name of the person who they can contact in the first instance to discuss the interventions. Once an intervention is in place parents will be given regular updates on progress.
- Interventions will be reviewed against stated outcomes on a regular basis.
- When reviewing the effectiveness of an intervention the school will consider data and evidence of impact, including advice from other professionals.

## Curriculum

### 3. How will the curriculum be matched to the needs of the young person?

- On entry, students are placed in mixed ability groups prior to being assessed. The academy use both mixed ability grouping and ability grouping depending on subject and key stage. Subject departments follow schemes of work which are adapted to meet the learning needs of the particular teaching groups. All teachers have the responsibility to ensure work is differentiated and adapted appropriately to meet an individual's learning needs.
- All students with special educational needs have a personalised learning plan which details strategies that staff should use to support them.
- In Year 8 and 9, students who require literacy interventions may not be timetabled for one or more foreign language lessons. For some students, for example, where a student has autistic spectrum disorder the curriculum may be adapted to allow for specialist provision.
- The Key Stage 4 curriculum is developed to meet an individual's learning needs, including GCSE, BTEC and Entry Level courses.

## Accessibility

### 4. How accessible is the school environment?

Macmillan Academy is a fully accessible site. Specific features are:

- lifts in all buildings
- accessible toilets
- accessible changing facilities for PE
- wheel chair accessible minibus
- A sound loop system in the theatre
- audiology support
- visual fire alarms
- students who access specialist provision, or have a statement or EHC Plan, may be entitled to home school transport provided by the local authority

A translator may be provided for parents of students for whom English is an additional language if this is required.

## Parental Involvement

### 5. How will both the academy and the parent know how the young person is doing and how will the young person's learning be supported?

- Assessment for learning is an integral part of all planning and teachers and support staff monitor progress throughout every lesson;

- Each department at Macmillan Academy is responsible for monitoring the progress of the students in a way that is most appropriate to their subject. This may take the form of end of unit tests or extended pieces of work.
- All parents receive termly progress reports which include information on progress, attitude and independent study skills.
- Parents are provided with an annual report which includes comments on progress from individual subject teachers along with suggested strategies that the student should use to reach their full potential.
- There is an annual subject teacher consultation evening for each year group at Key Stage 3 and 4. Parents and their child are invited to meet with each of their subject teachers for an individual discussion about their progress and what they need to do in order to meet their targets. At Key Stage 5, this process takes the form of an academic tutoring day when parents and students are invited to meet with the tutor to discuss progress.
- Parents of children with special educational needs are invited to meet with specialist staff on a regular basis to discuss progress and the outcomes of interventions.
- Parents will be invited to reviews for students who have a statement, or an EHC Plan.

## Overall Well Being

### 6. What support will there be for the young person's well-being?

- Pastoral support is provided through the tutor system. All students are placed in a mixed ability tutor group when they participate in the three day induction prior to attending the academy. Tutor groups are limited to approximately fifteen students to ensure an enhanced level of care. Students spend the first thirty minutes of each day with their tutor and are involved in a range of activities designed to support their personal development including a personal, social and emotional health programme.
- Each year group has a head of year and a progress manager at Key Stage 3 and Key Stage 4 who oversee the tutor team and closely monitor personal development and progress.
- Each tutor group has a representative who attends their year council.
- It is their responsibility to gather the views of the rest of the tutor group and discuss them at the council meetings.
- The academy SWO/staff from the personalised learning centre provide additional support for student experiencing emotional and mental health issues; liaising with other agencies such as CaMHS when necessary.
- All Year 7 students are invited to participate in a five day residential outward bound opportunity based at the Ullswater Centre. Students follow a programme designed to teach them new skills and to promote personal development.
- Students at Key Stage 3 participate in a personal development programme in each of the year groups. This programme is delivered by the academy outdoor learning team and involves students being taken off timetable for one or two days as a small group and participating in a range of activities designed to promote communication skills and enhance confidence and self esteem.
- The academy rewards system is designed to promote student well-being with a range of prizes being offered as the student gains more rewards and an end of year awards ceremony for each year group. Students who have done particularly well in terms of academic progress or personal development may be invited to attend the academy awards evening at Middlesbrough town hall.

- In Years 8 and 9, students participate in the academy Baccalaureate programme which promotes the development of new skills and personal development.
- All Year 9 students are provided with a one week internal work placement to introduce them to the world of work and provide a further opportunity for personal development.
- The academy has an extensive enrichment programme at the end of the school day on Monday, Tuesday and Wednesday. A range of activities are offered to both provide additional support for students and to give opportunities for personal development and the acquisition on new skills.
- Students who are more vulnerable at social times, are invited to attend the learning support department or the personalised learning centre before school, at break and some lunchtimes. Supervised sessions also are available at these times to promote social interaction.
- When a student with special needs or a disability is on a trip support is provided to meet the student's additional needs.
- The academy has a nursing sister who is responsible for any the medical care of student. In addition there is a First Aid team each department team has at least one member of staff trained in anaphylactic shock and responding to epilepsy.

## Specialist Services

### 7. What specialist services and expertise are available at or are accessed by the academy?

The SENCO is supported by a team of academy staff, including:

- a specialist dyslexia teacher
- Learning mentors with expertise in a range of special needs including ASD, dyslexia, ADHD and hearing impairment
- staff qualified to complete assessments for access arrangements for examinations
- teachers with SEN expertise in both the English and the mathematics department
- staff trained in teaching phonics
- the academy student welfare officer
- the academy educational psychologist
- the academy nursing sister

The academy accesses the services offered by:

- outreach services from The Beverley School
- speech and language therapists
- the hearing impairment service
- the visual impairment service
- physiotherapists
- occupational therapists
- staff from CaMHS
- social care
- Barnardo's
- Integrated youth support services;
- The Main project
- Daisy Chain
- Harbour
- Mind
- Forget-me-Not
- the BME team

This is not an exhaustive list. Services are accessed as the need arises.

## **Staff Training**

### **8. What training have the staff supporting children and young people with SEND had or are having?**

All staff regularly participate in training opportunities which have included:

- Supporting students with a hearing impairment
- How to support students who have a diagnosis of dyslexia or have other literacy difficulties
- Developing literacy skills
- Team teach
- Autism awareness
- Supporting students with weak memory skills
- Working with students with slow processing skills
- The 2014 Code of Practice
- Differentiation
- Assessment for learning

## **Activities outside of school**

### **9. How will the young person be included in activities outside of the classroom including school trips?**

- An extensive programme of enrichment activities at the end of the school day is open to all students and there is an expectation that all students participate in at least one activity a week. Support is provided for those students who help to access the activity.
- When a student with SEND is on a trip specialised support is provided to meet the student's additional needs.

If a student with special educational needs or a disability wants to go on a visit or a residential trip staff will contact the parents to discuss the level of support needed.

## **Transition**

### **10. How will the academy prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?**

- **Key Stage 3 into Key Stage 4 transition**

All students receive guidance during Year 9 to prepare them for the transition into Key Stage 4 and a personal interview with one of the senior leadership team is provided for them and their parents. For students who or have a statement or EHC Plan, a transition review is held in Year 9. At this review Key Stage 4 option choices are discussed and advice given by a representative from the integrated youth support service and the academy careers advisor. Students are also invited to a careers interview along with their parents.

- **Key Stage 4 transition**

During reviews in Year 10 and 11 the Post 16 transition is planned to meet the individual's needs. A transition plan may include:

- advice from integrated youth support service
- accompanied visits to local colleges
- taster sessions at local colleges
- a personal careers interview
- providing the Post 16 provider with details of the student's additional needs once a place has been offered
- a transition planning meeting with key staff from the Post 16 placement
- advice from relevant specialist services, for example, the hearing impairment service or Beverley School

- **Key Stage 5 transition**

Students with special needs or a disability are supported with applications for further education placements and additional funding. For students with a statement of EHC plan this may include:

- advice from integrated youth support service
- accompanied visits to local providers
- taster sessions
- a personal careers interview
- providing the provider with details of the student's additional needs
- a transition review meeting with specialist staff from the intended provider
- advice from relevant specialist services, for example, the hearing impairment service or Beverley School.

## **SEND Resources**

### **11. How are the academy/college resources allocated and matched to the young person's special educational needs?**

Resources are allocated to match the needs of an individual student so that students are able to access the curriculum and work towards identified learning outcomes. This is done through knowledge of the student's learning needs. This knowledge will have been gained through meetings with parents, assessment data and advice from any other professionals working with the student.

## **Further information**

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