

Macmillan  
Academy

**SEND POLICY AND  
INFORMATION REPORT**

## **POLICY DETAILS**

<b>Policy Title:</b>	SEND Policy
<b>Staff name and job title:</b>	Mrs E Donaldson - Head of Learning Support
<b>Organisation:</b>	Macmillan Academy
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## **POLICY REVISION AND APPROVAL HISTORY**

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## Macmillan Academy SEND Policy/Information Report 2021/22

Macmillan Academy places great importance on the inclusion of children with special educational needs and disabilities, ensuring that every student achieves their full potential. The academy SENDCO is Mrs E. Donaldson.

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### 1. IDENTIFICATION OF NEEDS

#### 1.1 HOW DOES MACMILLAN ACADEMY IDENTIFY CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

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

- The Local Authority provides the academy with information about students who have an Education Health and Care Plan (EHC Plan).
- Staff from Macmillan Academy will meet with primary school teachers, parents and other professionals as required to ensure information about students is shared.
- At the academy open evening, the SEND department staff are available to meet prospective parent to discuss any aspect of their child's education.
- Parents/ carers of children in Y5 who have an EHCP may consult with the SENDCO to seek guidance prior to having to request a place at the academy through the LA.

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

- The academy collates information on children with SEND and those who are vulnerable from all feeder primary schools.
- 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 when they are in Y6 to help promote a smooth transition to secondary school.
- All students participate in a three-day induction at Macmillan Academy during the summer term (COVID restrictions permitting). Staff provide feedback on any identified special needs observed during the induction.
- An extended transition is offered to students with SEND as this is felt to be of benefit in identifying their support needs. This involves additional visits to the academy during the summer term and in early September before the start of term. The academy also provides a summer school for Year 6 students which enables staff to identify the needs of students joining the academy in Year 7.
- Students who are looked after by the local authority and have SEND will be identified by the relevant local authority and details provided at their transition PEP review.

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

- Students with identified SEND are added to the academy SEND register and issued with a SEND Support Plan which is available to all staff.
- The SEND Support Plan provides a profile of the individual student's needs and provide teachers with details of the support and provision the student will require.
- Students' academic progress and personal development 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 SENDCO. 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 SENDCO.
- If necessary, the academy will refer to other professionals to further assess students and provide recommendations as to the required provision.
- Adaptations to the student's curriculum will be implemented where required.
- The Accelerated Programme is used in both Year 7 and Year 8 to develop the reading skills of students and to identify students who require intervention and support.
- Students at KS3 complete GL assessments in English and Maths and the data is used to monitor progress and identify students requiring support and intervention.
- The academy works with a specialist teacher to provide assessments for specific learning difficulties and to identify students who are eligible for access arrangements for assessments and exams.

## **1.2 HOW DO WE INVOLVE PARENTS IN PLANNING FOR THOSE NEEDS?**

- Parents/carers of children in Year 5 or Year 6 can contact the academy 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/carers can contact the academy to arrange further individual visits.
- Year 7 parent/carer tutor settling in evenings are held in the autumn term so that parents can meet the SENDCO, Head of Year 7 and their child's tutor to discuss individual needs.
- Subject Teacher Consultation Evenings are held on a regular basis, providing parents with the opportunity to discuss their child's progress across the curriculum. The SENDCO is available at these evenings to meet with parents and to discuss their child's provision.
- Parents/carers 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 high level of need at SEND Support 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.

## **2. SUPPORT**

### **2.1 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 responsibility for monitoring and evaluating student progress and for implementing the Assess, Plan, Do, Review Graduated Response model. This is the first principle of the Code of Practice.
- Staff receive regular training and support to ensure they are able to provide appropriate support and provision for students with SEND.
- The SENDCO will have overall responsibility for all students on the SEND 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 Special Needs Department.
- Subject specific or High Needs Learning Mentors provide additional support for students with SEND in lessons if required.
- The SENDCO may refer students to the Academy Educational Psychologist or other professionals if further assessments are required.

- Where appropriate, specialist services will be used to meet students' 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.
- A personalised curriculum may be offered to students where appropriate and following consultations with parent's/carers and the student. This may include access to the Pathway programme or the Learning Support Base depending on the individual student's needs.
- Students will receive additional support in lessons and targeted intervention which will be monitored and evaluated on a termly basis by the SENDCO.
- Personal tutors support and guide students and liaise closely with parents where concerns arise.
- In addition to the Accelerated Reading Programme, Reading Plus and the Reciprocal Reading programme are used to develop the reading skills of students identified as needing support. Small group literacy intervention groups are also delivered for identified students.
- The academy Intervention Team provide a wide range of support for students which includes support with personal problems and support to regulate and manage their emotions. The Intervention Team also run the Student Support Base which students can access when there are reasons that they are unable to be in mainstream lessons or are in need of short term support. The Intervention Team also run the BU personal development programme and offer bespoke emotional support for students when required.
- The tutor team, under the leadership of the Head of Year provide daily support for students.
- The academy employs an Learning Support Tutor who provides support for students who need guidance on how to manage their emotions.
- The pastoral team provide necessary support and guidance to students who are experiencing social, emotional and mental health difficulties.
- The academy employs a career's practitioner who provides support for all students with targeted intervention and advice for students with SEND. This provision is evaluated through student outcomes and destinations.

## **2.2 HOW ARE THE DECISIONS MADE ABOUT THE TYPE AND AMOUNT OF PROVISION A YOUNG PERSON WILL NEED?**

- The decision about the type and amount of provision a young person receives is made through analysis of progress data and information from their previous school.
- Once a student's needs have been identified, the amount and type of provision is planned and implemented.
- Examples of the types of provision available include:
  - maths and literacy intervention programmes
  - additional support in lessons
  - providing differentiated resources
  - speech and language input
  - specialist phonics teaching
  - a personalised curriculum
  - Reciprocal Reading Programme
  - subject specific support during enrichment time;
  - KS3/KS4 Pathway provision
  - All special educational provision is the responsibility of the SENDCO in collaboration

- with other staff.
- When a student receives additional input 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 updates on progress.
- Interventions will be reviewed against stated outcomes.
- When reviewing the effectiveness of an intervention the school will consider data and evidence of impact, including advice from other professionals.

### **3. CURRICULUM**

#### **3.1 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 uses 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 Support Plan which details strategies that staff should use to support them.
- Groups for students requiring additional support at KS4 are kept to a minimal size to ensure that they are able to access the curriculum and make academic progress.
- The curriculum is personalised to meet the needs of individual students.
- The KS4 curriculum is developed to meet an individual's learning needs, including options offering a range of Level 1 and Level 2 qualifications.
- At KS4 and KS5, students have access to a wide range of subject support sessions.

### **4. ACCESSIBILITY**

#### **4.1 HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

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

- lifts in all buildings
- ramps
- accessible toilets
- accessible changing facilities for PE
- wheelchair accessible minibus
- a sound loop system in the theatre
- audiology support
- visual fire alarms.

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

## **5. PARENTAL/CARER INVOLVEMENT**

### **5.1 HOW WILL BOTH THE SCHOOL AND THE PARENT /CARER KNOW HOW THE YOUNG PERSON IS DOING AND HOW WILL THE SCHOOL SUPPORT THE YOUNG PERSON'S LEARNING?**

- Assessment for learning is an integral part of all planning and teachers and support staff monitor progress throughout every lesson.
- Each department 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.
- There is at least one Subject Teacher Consultation Evening in the academic year for each year group. 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. The SENDCO is available to meet with parents of SEND students during the STCE.
- Parents/carers 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/carers will be invited to reviews for students who have an EHC Plan.
- The academy progress managers regularly monitor progress and liaise with staff to implement intervention where required.

## **6. OVERALL WELLBEING**

### **6.1 WHAT SUPPORT WILL THERE BE FOR THE YOUNG PERSON'S WELLBEING?**

- 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. Students spend 30 minutes daily 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 who oversee the tutor team and closely monitor personal development and progress.
- Staff from the student intervention team provide additional support for student experiencing emotional and mental health issues; liaising with other agencies such as CAMHS /Stronger Families etc. when necessary.
- 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 targeted
- When COVID restrictions permit, all Year 9 students are provided with an internal work placement to introduce them to the world of work and provide a further opportunity for personal development. In Year 10 students have the opportunity to take part in a work placement off site.
- The academy has an extensive enrichment programme at the end of the school day on



Monday, Tuesday, Wednesday and Thursday. 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. In addition, there are regular residential trips that students can participate in such as a ski holiday, a cultural trip to France and a sports trip. KS5 students have had the opportunity to join a trip to New York.

- From Year 9 students can participate in the Duke of Edinburgh Award Scheme
- Students who are more vulnerable at social times, are invited to attend the Learning Support Department or the Student Support Base before school, at break and some lunchtimes. Supervised sessions are also 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 dedicated first aid team who are responsible for the medical care of students. In addition, each department team has at least one member of staff trained in anaphylactic shock and responding to epilepsy.
- Students are taught to keep themselves healthy and safe through a range of presentations, lessons and activities delivered both by staff and by outside agencies. The Academy is very proactive in terms of promoting healthy eating and students at KS3 have three hours of PE a week to encourage regular exercise (2 hours at KS4).

## **7. SPECIALIST SERVICES**

### **7.1 WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE?**

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

- An assistant SENDCO/ Designated Teacher Support Officer
- Local authority Educational Psychologist commissioned by the academy
- 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
- Staff trained in teaching phonics
- The academy student welfare officer
- The Student Development Team
- An Emotional Needs Coach.

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
- Physiotherapy service
- Occupational therapy service
- CAMHS
- Social care
- The Bungalow Project (therapeutic support)
- The Main Project
- Harbour
- Forget-me-Not
- The EMAT team.

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

## **8. STAFF TRAINING**

### **8.1 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:

- Effective mixed ability teaching.
- Supporting students with a hearing impairment.
- Reciprocal Reading intervention training.
- How to support students who have a diagnosis of dyslexia or have other literacy difficulties
- Developing literacy skills.
- Autism awareness.
- Supporting students with weak memory skills.
- Working with students with slow processing skills.
- Supporting student with EAL.
- Attachment awareness training.
- The SEND Department produce a weekly staff bulletin with a specific focus on supporting students with SEND through information and advice.

## **9. ACTIVITIES OUTSIDE OF SCHOOL**

### **9.1 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. Support with funding is available where required.

## **10. TRANSITION**

### **10.1 HOW WILL THE SCHOOL 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?**

- **Year 6 into Year 7 transition**

When places have been allocated, the SENDCO and Head of Year 7 visit many of the feeder primary schools. A three-day induction programme is offered during the summer term and students receive a transition workbook to complete in the summer holiday. For students with special educational needs and disabilities or who are emotional vulnerability, an extended transition is provided with additional visits both during the summer term and at

the end of August. At the start of Year 7 students are supported heavily to ensure a smooth transition; the extended transition continues with a range of activities designed to develop confidence and build friendship groups.

- **KS3 into KS4 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. The SENDCO attends the Year 9 into Year 10 option choice interview for specific students who are on the SEND Register. For students who have an EHC Plan, a Transition Review is held in Year 9. At this review, Key Stage 4 option choices are discussed and advice given by the academy careers practitioner. Students are also invited to a career's interview along with their parents.

- **KS4 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:

- 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
- The Academy offers a bridging week at the end of the summer term to support the transition from KS4 to KS5.

- **KS5 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 career's 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.

## **11. SEND RESOURCES**

### **11.1 HOW ARE THE SCHOOL/COLLEGE'S 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. Local authority High Needs funding is accessed to fund additional support where applicable.

## **12. LOCAL OFFER**

The academy was involved in consultations regarding the local authority's Local Offer. The Local Offer for each authority can be found on their webpage:

<https://www.middlesbrough.gov.uk/localoffer>

<https://www.stockton.gov.uk/localoffer>

## **13. COMPLAINTS**

Complaints about the regarding concerns about the SEND provision in school should be made through the school's complaints procedures.

## **14. FURTHER INFORMATION**

For further information contact:

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