

Section 317 (5) of EA 1996 SEN Needs duties of governing bodies in relation to special educational needs.

Macaulay Primary Academy

Annual Report to Parents on the Implementation of the Special Educational Needs (SEN) Policy and Disability Equality Scheme.

Schools have a duty to report to parents on the provision for SEN and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice 2014 lies at the heart of the school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEN. A variety of support and specialist expertise can be put in place to help overcome the difficulties that a child may have. These are set out in our school's SEN Policy and are also illustrated in the school's 'Local Offer'.

Policies

The school's SEN Policy was published during December 2016. The policy is due for renewal during December 2017.

The school's Local Offer was published in September 2016 and will be reviewed annually.

Both documents are available on the school's website. Parents may receive a paper copy on request.

Key Personnel

SENCo : Chris Suich

SEN Governor : Chris Dixon

SEN Consultant: Rebecca Stephens

External Agencies

Macaulay Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Speech and Language Therapist
- North East Lincolnshire's Specialist Advisory Service
- Team@work Ltd
- Behaviour Support Service
- Social Services
- Barnados

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Liaison with School Partners

Strong links exist with other local primary and secondary schools and Academies. Meetings take place between SENCo's to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to Secondary Schools. Separate transition and induction visits are set up for pupils with SEN where required. The SENCo also attends Forum meetings to ensure that good practice is shared.

Number of pupils with SEN

September 2016

Children currently receiving school support	54
Children on the SEN Register	52
Children with a Statement	0
Children with an Educational Health Care Plan	3

Parental Involvement

Throughout this graduated approach parental consultation and involvement is ongoing. Parental consultation may occur at any point during the school year. Pupil voice is an integral part of the process and the Academy will elicit the views of pupils to support their SEN provision. Parents and carers are updated regularly on their children's progress. The SENCo and SEN consultant are available for parent consultations on request.

Disability Equality Scheme and Accessibility Plan

Under the Disability Equality Duty schools/Academies are required to take proactive steps to ensure their disabled pupils, staff and governors, parents / carers and other people using the Academy are treated equally. Schools/ Academies are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for pupils.

Our Disability and Equality Policy is currently under review and will be available shortly.