

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 that recognises that children learn in different ways and can have different kinds of SEND. 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 2017 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 [csuich@mpacademy.org.uk](mailto:csuich@mpacademy.org.uk)

**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
- Banardos

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 2017

Children currently receiving school support	70
Children on the SEN Register	64
Children with an Educational Health Care Plan	5

## The 4 Areas of Need for SEND

**Communication and Interaction needs** - this includes students who have speech, language and communication difficulties, slower processing difficulties and includes students with autism spectrum conditions

**Cognition and Learning needs** - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia

**Social, Emotional and Mental Health needs** – this includes pupils with difficulties with **emotional** regulation and/or **social** interaction and/or are experiencing **mental health** problems.

**Sensory and/or Physical needs** - this includes students who have visual or hearing needs, or a physical disability that affects their learning.

## **The Graduated Approach**

The Academy implements a graduated approach to SEND as described in the CoP.

If, despite high quality teaching and differentiated work a child experiences difficulties in making expected progress they attract additional 'monitoring' in class support. This is described as 'Stage 2'.

If there is continued concern and a child needs additional bespoke interventions then they are included on the SEND register at 'Stage 3'

If the child has needs requiring additional support the Academy may request an Education, Health and Care Plan (EHCP), 'Stage 4'

## **Parental Involvement**

Throughout this graduated approach parental consultation and involvement is ongoing. Parental consultation may occur at any point during the school year. Parents and carers are updated regularly on their child's progress.

Annual progress reports are submitted to parents.

The Academy operates an 'open door' policy and the SENCo and SEN consultant are available for parent consultations on request.

Parent's voice is sought through questionnaires and at parents meetings

## **Pupil Involvement**

Pupil voice is an integral part of the process and the Academy will elicit the views of pupils to support their SEN provision.

Questionnaires are completed by pupils on the SEND register

## **Assessment and progress arrangements**

If a pupil is on the register for Cognition and Learning and/or Communication, their progress is monitored and assessed using PIVATS (Performance Indicators for Value Added Target Setting).

Pupils on the register whose primary need is not learning based will be assessed using the Academy system of RAG rating.

## **Transition Arrangements**

The Academy recognises that transition for some children is extremely difficult. The move may be from class to new class, from KS1-KS2 or to the Secondary school.

Strong links exist with other local primary and secondary schools/academies, which means we can communicate easily and frequently regarding transition.

Meetings take place between SENCO's to ensure accurate and efficient transfer of records and information.

Where appropriate, the Academy will have meetings with both parents and children before they join the academy to ensure we have all the correct information and provision in place.

Where required additional transition and induction visits are set up for pupils with SEND.

Transition between classes is treated in the same way as a pupil leaving/entering the school.

## **Approaches to teaching pupils with SEND**

The Academy hold regular review and planning meetings to evaluate the effectiveness of the SEND provision. The meetings ensure that all pupils' needs are taken into account when interventions and targets are planned.

The Academy promotes and supports high quality teaching which supports a multi-sensory approach to

learning to endeavor that, wherever possible all pupils are included without discrimination. In planning the teachers make ongoing reference to recommendations in professional reports.

### **Curricular and environmental adaptations for pupils with SEND**

The Academy takes into account and accommodates the learning and physical needs of all pupils. We endeavor to enable inclusion for all and to this end provide resources and made adaptations to buildings when required.

The Academy has recently provided a range of apparatus for pupils with diagnosed motor difficulties. A toilet has been adapted to cater for the specific needs of an identified pupil.

### **Staff training and expertise relating to SEND**

Every year all staff are required to complete a questionnaire regarding their expertise. They are also asked if there is training that they would aid their professional development.

If a child enters the academy who has had specific needs the academy will provide training for named staff to ensure those needs are met.

### **Emotional and social development and support**

The Academy has a Learning Mentor and a team of trained support staff who are responsible for supporting pupils with emotional and social needs.

### **Procedures for complaints relating to SEND provision**

If a parent is dissatisfied or has any concerns regarding their child provision:

In the first instance they would discuss their concerns with the class teacher.

If further action is required then they would meet with the SENCo.

The next step would be to meet with the head of Academy.

### **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.

The Accessibility Policy and Equality and Diversity Statements can both be found on our website.

## **Key External Contacts**

### **SENDIASS (previously Parent Partnership)**

Barnardos N E Lincolnshire SENDIASS 11 Dudley Street GRIMSBY South Humberside DN31 2AW. Phone: 01472 355365

### **Educational Outreach Support**

This service is accessed by educational settings by contacting the Early Years Teacher: Paul Cook: paul.cook@nelincs.gov.uk or paul.cook6@nhs.net, Child Development Centre , Diana, Princess of Wales Hospital, Scartho Road, Grimsby DN33 2BA. Tel: 01472 874111 ext.7102

**This is a selection of support available- see LA Local Offer for more details**

### **Children's Centres/Family Hub**

The FIS Team Tel: 0800 18 303 17

### **Children's Disability Service**

If you wish to know more about what support is available for a child or young person with additional needs, please contact the Children's Disability Service (CDS) on 01472 325607

### **Health Visiting Service**

Health Visitors Manager, Molson Centre, Kent Street, Grimsby, North East Lincolnshire, DN32 7DJ Telephone: 01472 323660

### **School Nursing**

You do not require a referral, you just need to contact the school nursing team at: Children's Health Provision, Molson Centre, Kent Street, Grimsby, North East Lincolnshire, DN32 7DJ Telephone: 01472 323660

### **Community Nursing Team-**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/215708/dh\\_124900.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215708/dh_124900.pdf)

### **Children's Occupational and Physiotherapy Therapy**

The Children's Therapy Team has two Managers:

Fiona Clawson and Sarah Howard, who are based at the Diana, Princess of Wales Hospital Tel: 01472 302591

### **Children's Speech and Language Therapy**

website: [www.nlg.nhs.uk](http://www.nlg.nhs.uk) or contact Department (01472 302591) for a copy of the referral form.

### **Child Development Centre (CDC)**

Diana, Princess of Wales Hospital, Scartho Road, Grimsby DN33 2BA  
(01472) 874111 ext. 7100/7102

Core offer for children:

Assessment, advice and support for families and carers of children from birth to 5 years' old who have severe or complex additional needs.

### **Education Team for Hearing (ETH) 01472 323465 [officeethv@nelincs.gov.uk](mailto:officeethv@nelincs.gov.uk)**

Contact: Karen Jacklin [karen.jacklin@nelincs.gov.uk](mailto:karen.jacklin@nelincs.gov.uk)

Admin: [Fiona.neilson@nelincs.gov.uk](mailto:Fiona.neilson@nelincs.gov.uk)

### **Education Team for Vision (ETV) Tel : 01472 323465**

Contact: Su Burgess [su.burgess@nelincs.gov.uk](mailto:su.burgess@nelincs.gov.uk). Admin: [michelle.popkin@nelincs.gov.uk](mailto:michelle.popkin@nelincs.gov.uk)

### **Where to find more information**

Macaulay Primary Academy Policy, Information Report and Local Offer

[www.mpacademy.org.uk/sen](http://www.mpacademy.org.uk/sen)

North East Lincolnshire Local Offer

<https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>

SEN Code of Practice 2014 Summary

<http://www.nasen.org.uk/resources/resources.the-send-code-of-practice-0-to-25-years.html>

<b>Glossary of Terms</b>		
<b>ASC</b>	Autistic Spectrum Condition	This is the name for a range of similar <b>conditions</b> , including Asperger syndrome, that affect a person's social interaction, communication, interests and behaviour.
<b>AfL</b>	Assessment for Learning	The judgements and assessment techniques used within the classroom to ensure progress.
<b>CAMHS</b>	Child and Adolescent Mental Health Service	This is a service you have to be referred to by either your GP, school nurse or school
<b>CIN</b>	Child in Need	A child is placed in CIN if they are at risk of imminent or sustained neglect.
<b>Code of Practice</b>		This is the code in which all teachers work within with children with SEN.
<b>EHCP</b>	Education, Health & Care Plan	This is a plan provided by the local authority. It replaced the Statement of Special Educational Needs in the Code of Practice 2014.
<b>EP</b>	Educational Psychologist	This is the person the SENCO can refer children to when there are barriers to learning.
<b>IPP</b>	Individual Provision Plan	An individual plan that has agreed targets to remove the barrier to learning.
<b>MAP</b>	Multi-Agency Pathway	This is where other professionals (including health and social care) meet to discuss provision for a child.
<b>SALT</b>	Speech and Language Therapy	This is available in school and through the hospital.
<b>SENCO</b>	Special Educational Needs Coordinator	This is the person who coordinates the school's SEN policy on a day-to-day basis.
<b>EHA</b>	Early Help Assessment	Completed for families needing extra support – replaced CAF
<b>SLT</b>	Senior Leadership Team	This is the Principal, Vice Principal and Directors of Learning.

