

### **Whole School Approach:**

Every teacher is a teacher of every child including those with SEND. The aim of the Special Educational Needs and Disabilities (SEND) policy relates to every child in school. The primary aim is to ensure that each pupil makes good progress and is provided with equal access to the curriculum in order to work towards age related expectations.

All teachers are responsible for every child in their care, including those with special educational needs and disabilities. Underpinning all our provision in school is the graduated approach cycle of:



For more information on the Assess, Plan, Do, Review cycle, please see the SEND Information Report.

The graduated approach is co-ordinated by the SENCO working with, and supporting, individual practitioners in school. Having consulted with children and their parents, all of our additional provision (internal or external) is based on co-produced outcomes.

Where a child has an Education Health and Care plan, the local authority review that plan at least annually.

### **SEND Needs:**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs, where SEND support is necessary, suitable strategies are implemented specifically relevant to the child's needs. Specialist support and advice is sought by the school from such organisations as:

5. Please refer to Macaulay's Special Educational Needs and Disabilities Policy for further information.
  - Barnardos (Autistic Outreach Service and Physical Disabilities Team)
  - Occupational Therapy
  - Physiotherapy
  - Specialist Advice and Support Team
  - Speech and Language (Michelle Baynham)
  - Local Authority Educational Psychology Team – Rhona Paterson
  - Education Team for Hearing and Vision

Currently, Macaulay Academy has 71 pupils receiving some form of identified SEND Support.

The school has internal processes for monitoring quality of provision and assessment of need. These include age related expectation materials, PIVATS, teacher assessment, diagnostic assessments, formal assessment, observations, monitoring of interventions and adult feedback, medical reports and information provided by pupils, parents and carers, Graduated Approach target setting and reviews carried out in conjunction with teachers, Teaching Assistants, parents and pupils.

### **Collaborating with children and parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
Initial planning meeting	Teachers, parents, pupils	Annually
Termly review of pupil's progress	Teachers, parents and pupils.	3 times per year
Annual Review (for pupils with EHCP)	Parents, pupils, teachers, support staff, outside agencies, SENCO and the Local Authority.	Annually
Parents/Progress Meetings	Parents, teachers and pupils	Three times yearly.