

Macaulay Primary Academy SEND Information Report 2023 - 2024

The kinds of SEN that we provide for:

Our school motto is 'Today's Learners, Tomorrow's Leaders' and we believe that all children can succeed and achieve their ambitions. Here at Macaulay Primary Academy, Children, outside agencies, school staff, young people and their parents/carers are co-producers of outcomes and provision for all children with SEND. Adapted provision for children with SEND is a whole-school responsibility and is overseen by Mrs Kathryn Trownson, the SENCO, who liaises with external agencies as required. We embrace an inclusive approach to education, where diverse needs are acknowledged, celebrated, and catered to. We provide adapted support and resources, such as teaching assistants, to assist pupils with SEND in accessing the curriculum as well as using pictures / symbols to consolidate a child's understanding. 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

Information on the local offer can be found using this link:

[NELC SEND Local Offer | North East Lincolnshire Special Educational Needs & Disability \(nelincs.gov.uk\)](https://nelincs.gov.uk)

For pupils with an EHCP, the amount of support is determined through the Local Authority SEND panel. This panel determines the level of funding that can be offered to the child.

How we identify and assess children and young people with SEN and how we coproduce with parents and children

We have high expectations and are ambitious for the success of all pupils, whose needs are identified and supported effectively through a robust Graduated Approach process within our Academy. This, in turn, allows us to personalise teaching and learning to our pupils in order for them to make strong progress within their learning. At Macaulay Primary Academy, we work hand in hand with parents to identify children and young people who have SEND. If you have any concerns regarding your child, it is encouraged that you contact the class teacher via our open-door policy, the SENDco/Head of Academy is available by appointment or the wellbeing/pastoral team for support. Staff will be able to direct your concerns to the correct person. In addition, parents' evenings are held throughout the year where you can speak with individual members of staff directly.

How the school evaluates the effectiveness of our provision

The school evaluates the effectiveness of its provision against school and national targets, academic progress, wellbeing need and short term outcomes. This is conducted alongside consultation with pupils, parents and all stakeholders. Our school staff, at Macaulay Primary Academy, review provision frequently, making changes and adapting where necessary. Information is reported to the senior leadership team and governors who take effective action.

Co-production will also take place with parents either through an annual review, ECHP

or graduated approach in order to develop suitable outcomes for the child together. As a part of this process, all stakeholders will be included in the development of the graduated approach. This enables everyone to give their views on the progress and support available to the child.

Arrangements for assessing and reviewing children and young people's progress towards outcomes

A child-centred approach is used when considering a child's progress throughout the year through parents' evenings and report cycles. If a teacher has concerns about a child, these will be discussed with parents. These enable us to immediately review a child's progress towards their outcomes and identify further small steps or adaptations needed to be made to enable success.

If a child has special educational needs or an EHCP, all stakeholders, including the child will discuss their achievements at the annual review. During this process, progress will be celebrated and discussed, and parents and children have the opportunity to contribute to the review to ensure all views are valued.

Outcomes for an EHCP will also be reviewed three times per year. The review process will also include the views of parents/carers as well as pupils.

Teaching children and young people with SEND, adaptations and engagement with the children

All of our SEND pupils have access to a broad and balanced curriculum. We ensure that the children get full exposure to all curriculum areas and allow flexibility in how children can showcase their learning, for example, when writing is a barrier, they are encouraged to present their growing knowledge, skills and understanding in a variety of different ways. In class, school staff will help to support the child with their class work.

All work will be adapted and/or differentiated in line with our teaching and learning policy so that all pupils can access the curriculum. Pupils may also have access to specialist equipment to ensure they are able to engage in the activities of the school.

In addition, if we think a child may need extra help in external assessments, we can test for access arrangements, although we cannot guarantee that all pupils will be given access arrangements.

The facilities we provide to help pupils with SEND across the school

The Academy personalises and adapts teaching and learning for our pupils in order for them to make strong progress within their learning. We recognise and celebrate the significance of every achievement that our pupils make towards identified outcomes, using PIVATS to measure the small steps of academic progress. Physical materials are also used to enable pupils to access the broad curriculum as well as the school. These include the use of tablets, overlays, specialist curriculum materials and our accessibility plan.

Please see our accessibility plan in our SEND tab on the website

Equipment and facilities to support children and young people with SEN will be secured through the SEN notional budget and additional funding will be sought where needed from the school's budget.

Additional learning support for pupils with SEN

A wide range of support is available to pupils with SEND. This is allocated on a needs basis and where appropriate. Support can include

- Small group and individual intervention

- Social Skills
- In class support
- Social time support
- Physical resources and equipment
- Wellbeing support
- Working with external agencies

Supporting the emotional and social development of pupils with SEN

Macaulay Primary Academy is an inclusive school. We have clear, transparent Behaviour and Safeguarding policies which support both our staff and pupils in regulating behaviour. All staff are responsible for supporting pupils with their behaviour within the school setting. The school uses the whole school Jigsaw curriculum: a comprehensive scheme which provides and supports the Personal, Social, Health and Economic (PSHE) education of the pupils through lessons and assemblies.

All children and staff are aware of and responsible for the implementation of the academy's behaviour policy and consequence system as well as the care support guidance. When required, children may have a relational support plan, in line with the Thrive approach that the school adopts, to support their learning.

In addition, the whole school has embraced the Thrive initiative which is supported throughout all Delta academies. This is a scheme which supports the mental health, personal and social development of the children throughout the school. It is supported by a 'Thrive' and sensory room to which all children have access as part of class groups and also as part of small groupings and one to one initiatives dependent on need. Pupils are identified through class profiles which teachers create using the Thrive profiling. The needs of the individual and the class plus the wider school emerge through this regular analysis.

Macaulay Primary Academy is now part of the N.E.Lincs Compass Go initiative. <https://www.compass-uk.org/services/north-east-lincolnshire-mhst/>

This is the Mental Health Support Team who work with children, young people, families and educational settings in North East Lincolnshire. They provide support, help and advice for pupils, students and schools for issues related to emotional and mental health wellbeing.

Expertise and training of staff to challenge and support children and young people with SEN

An audit of staff knowledge and skills is carried out yearly to gauge staff confidence in supporting pupils with SEND, CPD is then planned to support these needs. During this academic year this has included:

- Inclusive classroom
- Graduated Approaches
- Assessing using PIVATS
- Quality First Teaching
- Adaptive teaching

-Reasonable adjustments for hearing loss

Arrangements for co-producing with young people with SEN

A child or young person with SEN will be the main person involved in planning for their needs: a child-centred approach. A child's view is very important to us. At every stage, we will explain the support we can offer and the decision will be made together.

Children's views are sought through discussion and through the work of the Children's Leadership Team.

During the Graduated approach, the child's view is paramount to ensure that they are aware of the support and provision to help remove their barriers to learning.

Arrangements for transition

Macaulay Primary Academy works alongside North East Lincolnshire council to ensure that all our children receive the best provision possible in the most appropriate setting for them.

For SEND pupils leaving in Year 6 our annual approach involves;

- Arranging additional transition and taster days for Year 6 SEND pupils.
- Summer term meetings with the SENCOs of our main secondary schools.
- July handover of Year 6 pupil attainment data and documentation regarding SEND history.

For pupils, including SEND pupils who transition in year or between years to or from other schools, Macaulay aims to send and gather information as quickly as possible. The success of this depends upon the notice we receive of the transfer and the co-operation of other school settings. Once confirmation of SEND status has been confirmed by incoming files or through Bromcom, the SENCO or Wellbeing team makes contact with parents to arrange a meeting (if this has not already been done when the parent or pupil first looks around). If more information is needed the SENCO or Wellbeing manager will contact the previous school.

Working with external agencies

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:

- Barnardos (Autistic Outreach Service and Physical Disabilities Team)
- Child Development Centre (CDC)
- Occupational Therapy
- Physiotherapy
- Speech and Language
- Local Authority Educational Psychology Team
- Education Team for Hearing and Vision

These recommendations are implemented and monitored for effectiveness using the

Assess – Plan – Do – Review model.

Handling complaints from parents of children with SEN

Wherever possible, we ask that parents remain in close contact with the Academy in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve the issue, any complaints must be addressed through the complaints policy on our website or the Local Authority.