



**MacIntyre**  
Providing support...your way



# **MacIntyre School**

## **SEN information report**

**Policy Date: September 2023**  
**Review Date: September 2024**

## **1. What is the SEN Information Report?**

By law all schools have to provide details about how they will support a child with special needs. This is the SEN Information Report (local offer). MacIntyre School is a special school educating pupils with severe learning difficulties (SLD). Many of our children have a diagnosis of autism and some have additional needs such as ADHD or PDA.

All children attending MacIntyre School must have an Education Health Care Plan.

MacIntyre School's SEN Information Report includes details of the support we will provide for your child. This will relate to the advice within the Education Health Care Plan.

## **2. How can my child attend Macintyre School?**

Students attending MacIntyre School are placed on behalf of a range of Local Authorities. All applications for a place must be made through a Local Authority SEN department. (See Admissions Policy)

MacIntyre School offers provision for pupils who require residential care (the school shares premises with MacIntyre's Children's homes) as well as for pupils who require a day provision. All would have the following needs:

- Have a learning disability and significant levels of difficulty in cognitive processing, requiring significant alteration to the pace and delivery of the curriculum.
- Require intensive and regular inputs and therapies (Occupational therapists and SALT.)
- Have significant difficulties with communication. They may be an augmentative alternative communication user.
- May have limited social awareness, difficulties with reasoning, understanding, or expressing thought.
- May have additional complex needs and related behaviours

Children must have an Education, Health and Care Plan with cognition and learning as a primary need.

You can ask your local authority to carry out an assessment if you think your child needs an EHC plan.

## **3. How will my child be supported and prepared before attending MacIntyre School and when transitioning out of MacIntyre School?**

MacIntyre School has an in-house Transitions Facilitator that coordinates the transitions in and out of the school. The Transitions Facilitator liaises with the Head of Education and Education Leadership team, the residential team (when needed), families and all professionals involved in the child's education to carry out all the necessary assessments. With this information they will produce a detailed transition plan.

- The transition plan agreed will include the number and length of visits required to ensure your child is comfortable and at ease in their new school. It will also take account of the support required during the transition period.
- The plan will be flexible; the number of visits and how long will depend on the needs of the child and how well they settle into their new class.
- The plan will involve a member of staff from the child's present class to support them during visits to MacIntyre School if this is appropriate for your child.
- Parents are invited to the school and meet with key staff in order to complete the relevant admission forms, ask questions, and have an opportunity to meet different people in the school.
- A start date will be agreed between schools, and parents will arrange transport if it is required

The Transitions Facilitator also supports the transitions out of the school by organising and participating in key meetings when the transition to a new phase or a new placement approaches. When the new placement is decided by the Local Authority a clear transition plan is agreed. This may include visits from and to the new

placement as well as a range of activities in the new area the pupil will be transitioning to. The Transitions Facilitator works very closely with families and the Local Authorities to aid them to find the best placement and provision after leaving MacIntyre School.

#### **4. How will my child be transported to MacIntyre School?**

The parents, supported by a Social Worker if you have one, will contact the SEN department of the placing authority to request transport to school if needed. The SEN department will contact the Transport department who will then organise transport for your child.

The driver and escort staff will introduce themselves to you and your child prior to your child starting school. The date and time will be arranged and any medical information shared.

Parents are welcome to transport their child to school even if the child is entitled to free transport.

#### **5. How will the curriculum be adapted to my child's needs?**

To ensure that we are able to meet each child's needs as specifically as possible MacIntyre School's curriculum is completely individualised to each young person. The base of the Curriculum is the Semi-Formal Equals Curriculum, which is designed specifically for pupils with Severe Learning Difficulties. This is a highly functional curriculum that covers key areas of development linked to a successful transition into adulthood. Some of the curricular areas included are 'My Communication', 'My Independence', 'My problem solving', 'My RSE', 'My work related learning' amongst others.

The curriculum has 3 different layers:

- Informal,
- Semi-Formal
- Formal

The curriculum is mapped to each child's needs and may cover different layers for specific areas where a different approach may be needed. This means that some learners may have additional formal learning in specific areas while mainly working on the semi-formal layer, or may have additional informal aspects to meet specific needs in some areas. (Please refer to the curriculum policy for further information).

Each curriculum area has a differentiation plan created specific to each child which addresses the individual need of the child.

#### **6. How will I know my child is making progress at MacIntyre School?**

All children at MacIntyre School have an in-depth curriculum baseline assessment conducted within the first 8 weeks of their schooling. Parents and key professionals meet after the 8 weeks for a baseline review. During this meeting all professionals share their input and contributions towards the baseline document and discuss the best type of curriculum (which layers should be offered and the curriculum learning priorities). In addition to that all attendees agree on the ILP (Individual Learning Plan) Learning Intentions which are directly linked to the outcomes in set in the EHCP.

Following up from the baseline all pupils have termly progress meetings to review their progress against the ILPs and other key targets of their plan. The progress against the curriculum learning priorities are assessed in a yearly summative assessment which is shared as a yearly report. Teachers track the progress made by scrutinizing the evidence collected in Evidence for Learning (online evidencing platform). Some of this evidence is also shared with you via the parental Evidence for Learning App if you want to give permission for this.

We encourage parents to help set annual targets by meeting with their child's teacher regularly and keeping an open communication through the year.

Every child has an Education Health Care Plan; it is statutory that they have a minimum of one annual review meeting per year with parents and other professionals invited and a report provided from school and professionals.

Looked After Children under the age of 16 or 18 (depending on the placing Local Authority) have additional termly Personal Education Plan (PEP) meetings where the Local Authority Virtual School checks on the provision offered by MacIntyre, reviews the child's targets and supports in providing additional funding when needed. Parents are invited to these meeting and can share their views.

At MacIntyre School we have an open door policy. There are frequent opportunities to look at your child's work or speak to your child's teacher (appointments only).

## **7. What specialist resources, services and expertise are available at or accessed by MacIntyre School?**

Children have access to health professionals including Speech and Language Therapist, Occupational Therapist and School Nurse who all work full time at MacIntyre School. Professionals work 1 to 1 with your child (when needed) or with the class teacher to set targets for your child (if required). The targets will be part of the child's Individual Learning Plan (ILP) and classroom staff will work with your child on their specific targets throughout the school week. The class teacher feeds back the progress to professionals. The length of interventions may vary according to the child's needs. Professionals will organise Multidisciplinary Meetings to review specific therapy progress or address specific needs.

The Visual Impairment Team and Hearing Impairment Team will work with those children who require this specialist service or the professionals may set targets and share with the class teacher. This is usually arranged by the placing Local Authority. The targets will be part of the child's Individual Learning Plan (ILP) and classroom staff will work with your child on their specific targets throughout the school week. The class teacher feeds back the progress to professionals and families.

The Head of Education may contact other services for additional expertise and advice by liaising with the placing Local Authorities (with parents' permission) such as Educational Psychologist, Children with Disability Team (social services).

There are a number of therapies available at MacIntyre School including rebound therapy (trampoline), Music Therapy and access to sensory integration. Access to therapies will be according to identified 'need.' An assessment may need to take place involving medical consultants and professionals.

MacIntyre works with two psychiatric consultants that hold their clinics in school rather than at the hospital. This provision is available for residential pupils who require psychiatric input. There is a school nurse on site throughout the school day. The School nurse coordinates the clinics and other multidisciplinary meetings and also liaises with families that may require additional referrals or adaptations to enable pupils to receive the appropriate health care they need. She may work with families, residential staff and school staff to support students appropriately at medical appointments.

Children at MacIntyre School benefit from learning through outdoor experiences. We have a fleet of mini buses so pupils can access the community as regularly as possible. All classes have drivers and have a timetable showing when the vehicles are allocated to them so all can have balanced access to all areas of the curriculum. Pupil may visit parks, shops, farms, woods, cafes, cultural venues or work experience placements.

## **8. How are the school's resources allocated and matched to child's needs?**

All children have an Individual Learning Plan (ILP) which includes targets, advice from other professionals working with the child. This ensures each child has an individualised programme to enable them to access the curriculum.

Some therapies are allocated to pupils by needs or by a rota system due to the high demand. Others are scheduled using a tier system (according to specific levels of need as identified in their EHCPs).

All students have at least 1 to 1 support to ensure they can follow a highly individualised curriculum. Some pupils have additional 2 to 1 funding due to their level of need (this usually is agreed and reviewed with the placing Local Authority).

Pupil Premium is an identified funding stream allocated by the government for all pupils on free school meals and Pupil Premium Plus is a funding stream for pupils who are Looked After. The Head of Education and the Education Leadership team work with teachers to decide how this funding can be used to address specific learning.

## **9. What training do staff have who support my child at MacIntyre School?**

All staff receive a very intense induction training that includes a wide range of mandatory and additional training to support them to understand the pupil's needs and understand how to best support them. This include Safeguarding, Positive Behaviour Support, Autism awareness, Epilepsy awareness.

Added to the induction training all staff have access to regular training throughout the year related to specific ways of supporting learning. This includes Intensive Interaction, Communication training, sensory processing, autism, ADHD and specific training related to the MacIntyre Curriculum.

A number of staff across the school are trained in specific therapies or approaches (rebound therapy).

Training is regularly updated to ensure all needs are covered.

## **10. What activities could my child be included in within and outside the school day/extracurricular activities?**

We have a Youth Club available for residential students. We are negotiating with Local Authorities in order to be able to extend this to day pupils. Some children may have an opportunity to experience residential trips during their time at MacIntyre School for example as part of the Duke of Edinburgh Scheme.

Some Local Authorities have some Local after School clubs that your child may be able to access. Contact the SEN department if this is something you may be interested in.

Enrichment opportunities are offered during the school day to mitigate the current difficulties in accessing this resource.

## **11. How can I as a parent be involved at MacIntyre School?**

Parents can become School Governors by joining our Local Advisory Board (LAB).

Parents are encouraged to attend a parents evening at the start of the academic year to meet their child's class staff and discuss and set targets for the year. Parents are then encouraged to participate in regular meetings such as multidisciplinary meetings, PEP meetings (For Looked after Children), progress meetings, etc. to discuss your child with particular professionals and the class teacher. Every child has an Education Health Care Plan; it is statutory that they have a minimum of one annual review meeting per year with parents and other professionals invited to discuss your child's progress and set targets. Parents can access their child's progress and share progress through Evidence for Learning.

Parents are also invited to a range of key events throughout the year such as Christmas events or the school summer fair.

## **12. How can I support my child's needs**

The key is to maintain an open and honest communication with the school and all the professionals involved in your child's education. As a parent we encourage you to write and send photographs of activities your child has been involved in at home through the Evidence for Learning app or via email. This supports high quality partnership which benefits your child's learning as it helps us to better understand your child's needs and their abilities. You can also use curriculum advice and activity ideas from the class teacher that will support your child to transfer skills between home and school.

We encourage parents where possible to attend medical appointments, parent evenings and meetings with school staff.

In addition, encourage your child to maintain high levels of attendance and work with the class team if your child has specific needs that may be preventing them from attending regularly.

### **13. What support is there at MacIntyre School for my child's wellbeing**

The curriculum has a specific area called 'My Wellbeing' that includes mental and physical wellbeing aspects. In addition to that, given the functional and flexible nature of the curriculum, all targets set by your child's class teacher support your child's personal, self-help and independence skills. We also use strategies to support your child to use appropriate behaviour in different situations.

Pupils are encouraged to use their 'voice' to be able to participate as fully as possible in the school life and make choices related to their learning. MacIntyre School's ethos is to encourage pupils to be independent and confident learners preparing them for life after MacIntyre.

A Sex and Relationship Education programme is adapted to the needs of pupils across the school and includes developing and understanding of self.

All staff have undertaken safeguarding training and follow the policies and procedures to protect and keep your child safe. The School Nurse supports the mental health of the pupils by liaising with the teachers and signposting them to additional resources when necessary.

### **14. What Social Activities may my child access in the community**

A large part of the curriculum is delivered out in the community as this helps our students to learn skills in the right context. We try to use the local community and encourage socialising with members in the community as much as possible. This enables us to teach them appropriate social rules, behaviours and safety skills.

Some of the activities your child may participate in may include:

- Regular trips to cafes and shops
- Swimming in community based pools
- Animal care activities in small groups
- Gardening activities in small groups
- Work experience or work related learning will be secured off-site whenever possible although that may depend on the local offer available at different point of time.

### **15. How do we ensure children, staff and visitors are able to have full accessibility to the school?**

The school has in place an accessibility plan (see the policy section on the website for more information). The school is fully adapted to meet the needs of children with SLD and additional needs. The environment is very flexible and we can add further adaptations if needed.

### **16. What role do Governors play in making sure the school meets the needs of children with SEN?**

Governors (or members of our Local Advisory Board) play an active part in the life of the school and have a high level of awareness of the school's provision and practice. Governors hold the Head of Education and others staff to account, ensuring the school provides the best possible learning opportunities for children with SEN

#### **17. Who do I contact for further information?**

- phone us: [01296 681274](tel:01296681274)
- email us:
  - o **general enquiries:** [wingrave@macintyrecharity.org](mailto:wingrave@macintyrecharity.org)
  - o **Head of Operations:** Laura Busfield [laura.busfield@macintyrecharity.org](mailto:laura.busfield@macintyrecharity.org)
  - o **Head of Education:** Catherine Clifford [catherine.clifford@macintyrecharity.org](mailto:catherine.clifford@macintyrecharity.org)
  - o **Regional Lead of Children's Homes:** Jennifer Marshall [jennifer.marshall@macintyrecharity.org](mailto:jennifer.marshall@macintyrecharity.org)
  - o **Transitions Facilitator:** Ellie Joyce [ellie.joyce@macintyrecharity.org](mailto:ellie.joyce@macintyrecharity.org)
- write to us: MacIntyre School, Leighton Road, Wingrave, Buckinghamshire HP22 4PA

#### **18. How do I contact the school to forward any issues I have regarding the support my child with SEN (special educational needs) is receiving?**

In the first instance please contact Catherine Clifford (Head of Education) at the school to make an appointment to discuss.

Please refer to the Complaints Policy on the website or contact the school for a 'hard' copy.