



MacIntyre

Providing support...your way

MacIntyre in Buckinghamshire



About MacIntyre

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MacIntyre was founded in 1966 by the parents of a child with a learning disability. Today MacIntyre provides learning, support and care for more than 1,400 children, young people and adults who have a learning disability and/or autistic people.

Our Vision

Is for all people with a learning disability to live a life that makes sense to them. We are proud of our past and ambitious for the future.

Our Mission

We will support a sense of wellbeing through a celebration of each person's unique gifts, talents and contributions, the quality of our relationships and ensuring the promotion of real opportunities to connect with others.

Our Purpose

People who draw on MacIntyre's support have gloriously ordinary lives, living the life they choose, using their gifts, skills and passions to contribute and connect to the people in their local neighbourhood. MacIntyre invests in, and helps shape, neighbourhoods to be inclusive and welcoming spaces for everyone.

“The MacIntyre DNA is the way that we talk about the essence of MacIntyre.”
Sarah Burslem, CEO

Our values, defined in the MacIntyre DNA, are shaped by our founder Ken Newton Wright's visionary belief in “the learning potential of people with learning disabilities, their value as individuals, their right to equality and their importance to society”.

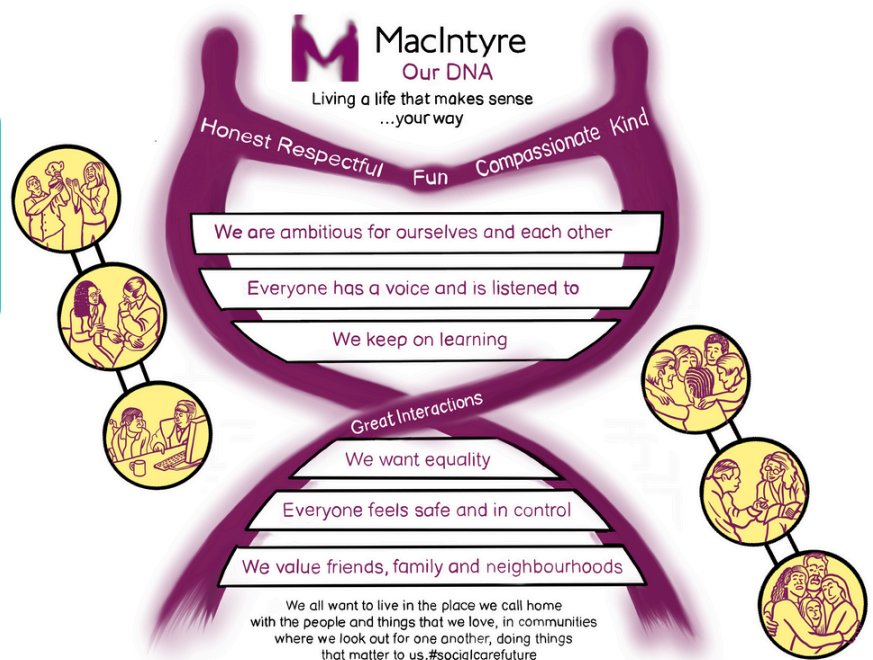
MacIntyre at a glance



MacIntyre in Buckinghamshire

We offer support for

- Children aged 10-19 at our specialist School and Children's Homes
- Young people aged 16-25 who have an EHCP through MacIntyre No Limits
- Adults to live in their own home



For Children

At MacIntyre School and Children's Homes we provide highly personalised education and care to up to 40 children and young people with severe learning disabilities and/or autism and other complex needs. We believe that potential is limitless and that every young person can and will 'Achieve Above and Beyond'.

Within the grounds of our special school in Wingrave, Buckinghamshire, are two purpose built Ofsted registered children's homes, providing 52-week care for up to 20 children.

Exceptional relationships and Great Interactions™ are at the core of everything that we do. We support young people to gain independence skills and prepare them for adulthood by acquiring skills and experiences, so that they may take their rightful place in society, feel valued and are contributing members of their community.



Each young person has an individual curriculum to enable them to develop their skills in the key areas of need identified in their EHCPs. Preparing young people for a life beyond school means that learning must be functional and relevant to each young person's future. It is important that learning is delivered in a way that is meaningful and in a real-life context. This means learning happens everywhere and supports the generalisation of skills across all environments throughout the waking day

Learning at School, Home and in the Real World makes up the 24 hour curriculum across school and children's homes. Our environments are designed to help young people learn and practise skills that will help them manage their emotions, behaviour, and attention. They are structured in a way that promotes self-regulation. Young people have access to space and tools that can help them regulate their behaviour.

MacIntyre School and Children's Homes

We adopt a highly person-centred approach whereby young people are supported to make choices and advocate for themselves in a way that makes sense for them. All staff are trained in understanding and supporting language and communication difficulties, developing resources to enable them to make choices, express wants and needs, and comment on the world around them. All young people have a voice and are supported to use it. Children at MacIntyre School and Children's Homes lead busy and active lives full of activities that enhance social development and expand their interests.



The Health and Therapy team work together to support the health, wellbeing, and learning of the young people across the School and Children's Home. The team covers a range of therapeutic support practices, including; Speech and Language, Occupational Therapy, Nursing, Intensive Interaction and Positive Behaviour Support. Additional therapeutic provision can include; Psychiatry, music therapy, art therapy, and rebound therapy. We take a multi-disciplinary approach to supporting the whole life of each child.

“The school's personal development programme is first class.”
Ofsted Report 2024

“This school is a lifeline for our child and the family.”
Parent

“Staff skilfully help pupils learn to use a range of helpful strategies and suitable devices that enable them to become effective communicators.”
Ofsted Report 2024

For Young People

MacIntyre No Limits™ provides community-based bespoke education packages to young people aged 16-25. We provide an inclusive and flexible No Limits education programme for young people aged 16 and over in Bedfordshire, Buckinghamshire, East Midlands, Milton Keynes and Oxfordshire.

In addition to our partnership working with the Buckinghamshire College Group in Aylesbury and Flackwell Heath, MacIntyre No Limits has also developed relationships with local authorities to offer programmes of learning direct through 'EOTAS' (Education Other Than At School) funding.

MacIntyre No Limits is often the only education option available to young people, which offers a completely individualised programme. Our plan aims to provide students with key skills they need to develop into more independent adults, regardless of the level of independence they may have when they join.

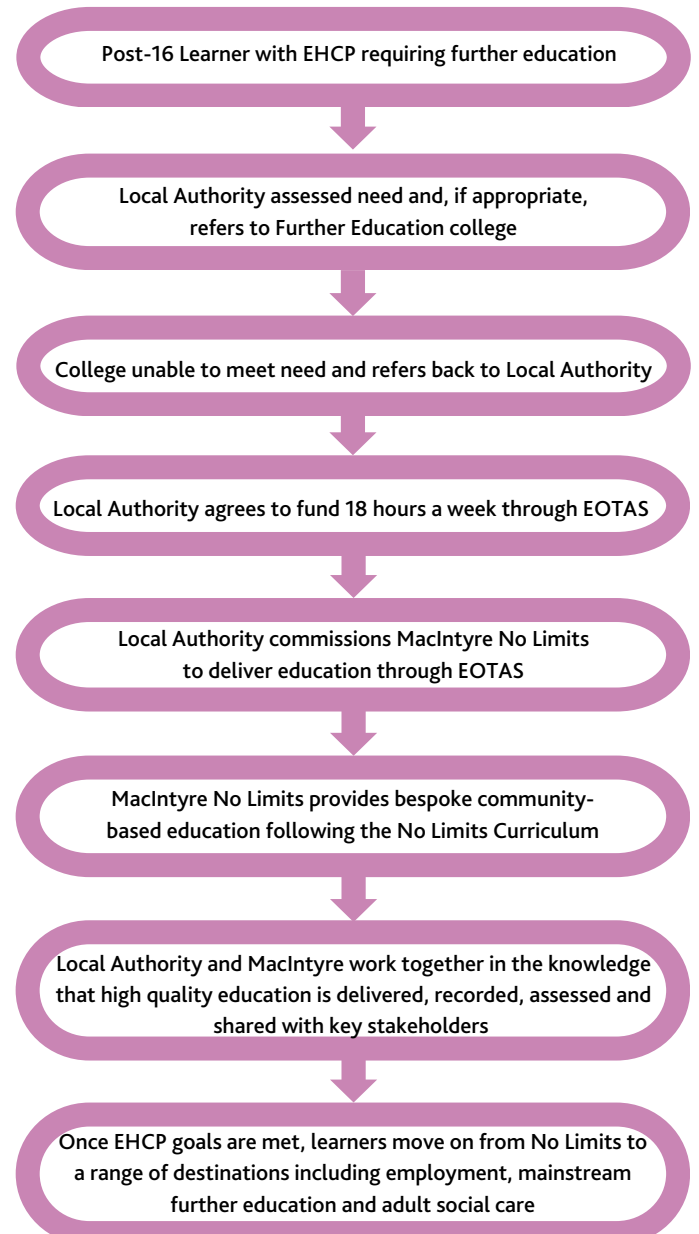
Acting as a bridging service between school and adulthood, we aim to improve the independence skills of the young people we work with, regardless of their starting point.

The graphic below sets out the process for a young person with EOTAS funding



Across Buckinghamshire, we support 53 No Limits students, through a mixture of community-based packages, and classroom support in college. For our community students, sessions are delivered around the students' needs, either on a 1:1 or 2:1 basis, with some sessions offered as a small group. Although No Limits is mainly community-based, some venues and spaces are used to offer particular sessions.

Each student has a bespoke learning programme based on their interests, achievements, talents and aspirations, working alongside their Education, Health and Care Plan (EHCP). This is coupled with more bespoke targets based on their No Limits "Pathway". The individual timetable and curriculum for each student is supported by input from other specialists like our Curriculum Manager or external specialists such as Speech and Language Therapists.



Savannah's Story

When Savannah* joined No Limits, she had been experiencing severe anxiety related to her autism. Although she had been attending a special needs school which made accommodations for her needs, Savannah had found it difficult to get in to school on time, and once there became easily overwhelmed.

Working with Savannah's interests, No Limits staff put into place a programme of engaging activities, particularly around drumming, an area in which Savannah was particularly talented. Savannah learned to cook, practise practical maths and English skills, take public transport to her drumming lessons, process her feelings and the changes in her life with artwork, and attend music therapy. This allowed Savannah to gradually build her confidence, becoming familiar with college and community locations, and developing bonds with her peers.

In her second year, Savannah combined two days of No Limits-supported community activities with a Level 2 Music course. Being supported by No Limits staff on her course helped Savannah to develop classroom study skills, forge bonds with peers, and manage her anxiety around attending classes.

Savannah's programme with No Limits finished at the end of her second year, as she no longer felt the need to have staff alongside her whilst attending class. Savannah went on to complete and pass Level 3 Music at college, before enrolling in a music degree at university. She recently graduated with first class honours in Music.

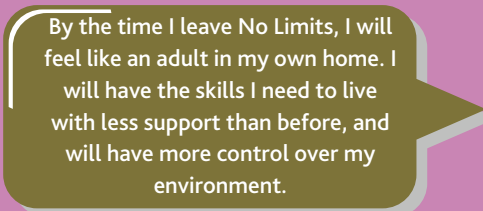
*Name changed

The MacIntyre No Limits Curriculum aims to develop learners' skills across four key areas, which are closely linked to the government's "Pathways to Adulthood" statement.

Although each learner's targets and timetable are uniquely suited to their needs, most learners' programmes will contain targets from all four curriculum areas.



By the time I leave No Limits, I will understand my own mind and body better. I will communicate more effectively, and know more about how to stay safe, happy and healthy.



By the time I leave No Limits, I will feel like an adult in my own home. I will have the skills I need to live with less support than before, and will have more control over my environment.



By the time I leave No Limits, I will be more familiar with my local area, how to get around it, and how to get help if I need it. I will understand more about how my community works.



By the time I leave No Limits, I will have a plan for what comes next in my life. I will be better equipped to make choices, and will have had a say in any decisions about my future.



"For the first time I can remember, my son wanted to tell me about his day. When I asked him if he was enjoying his time with No Limits, he replied with an emphatic 'Yeah, really enjoying it!'"

Parent

"They understand the needs of their young people very well and keep their needs at the centre of everything they do."

Local Authority SEND Officer

? How good is your No Limits programme? Circle one.



~ No Limits Learner

For Adults

People who draw on MacIntyre's support will live gloriously ordinary lives, living the life they choose, using their gifts, skills and passions to contribute and connect to the people in their local neighbourhood.

“We all want to live in the place we call home, with the people and things that we love, in communities where we look out for each other, doing the things that matter to us.”

Social Care Future

Across Buckinghamshire, MacIntyre is rated 'Good' with the Care Quality Commission.

MacIntyre offers a range of accommodation and support options for adults with learning disabilities and/or autistic people in Aylesbury, Flackwell Heath and the surrounding areas. We spend time getting to know people's ambitions and aspirations and ensure everyone has choice and control over their lives.

We put people at the heart of everything we do. MacIntyre invests in, and helps shape, the areas in which people live, to be inclusive and welcoming spaces for everyone.

“Staff and people interacted in a positive and meaningful way with independence highly encouraged.”

PAMMS Report, January 2023

We are proud to work with like-minded individuals and organisations, including being part of the Social Care Future movement and a collaborative with five other not-for-profit organisations who are calling for change in social care, together known as 'More Than A Provider'.



GLORIOUSLY
ORDINARY
LIVES

think local
act personal

Across England and Wales MacIntyre is commissioned by over 68 Councils and Clinical Commissioning Groups to deliver support and care to 776 adults, including 16 people in Buckinghamshire

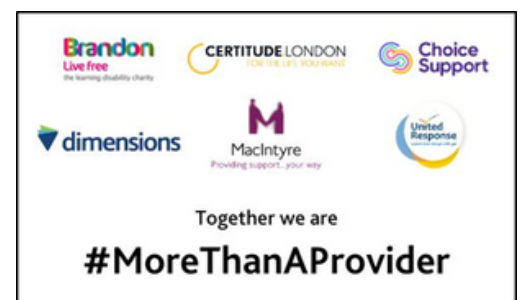
We have developed a detailed Adult Social Care Workplan (2024–26) that sets out our areas of focus under our five threads:

- People
- Sustainability
- Workforce
- Best Practice
- Compliance



“People's relative told us they felt the staff were 'Very good, very kind', 'extremely kind and attentive' and 'genuinely caring, very very good and very consistent'”

Latest CQC Report, 2022



MacIntyre in the Community

MacIntyre's Big Plan was co-produced and co-authored with people who draw on our support, their families and our staff teams. The Big Plan articulates an important question: "How can we all meet people near where we live to make things better for everyone?"

Our answer to this question is Everyone Everywhere. We know there are many MacIntyre people who are part of their local neighbourhoods and we know that good things happen when we connect with others around us.



Everyone Everywhere is about making these connections a more intentional part of our day-to-day, knowing and being known locally, challenging ourselves to do better and sharing stories to inspire each other.

"How Can We Help?" One of the key messages of Everyone Everywhere is about seeing ourselves, our organisation and the people who draw on our support as contributors to our local neighbourhoods. We know that when we help others, participate and get involved, we feel part of something wider and feel valued.

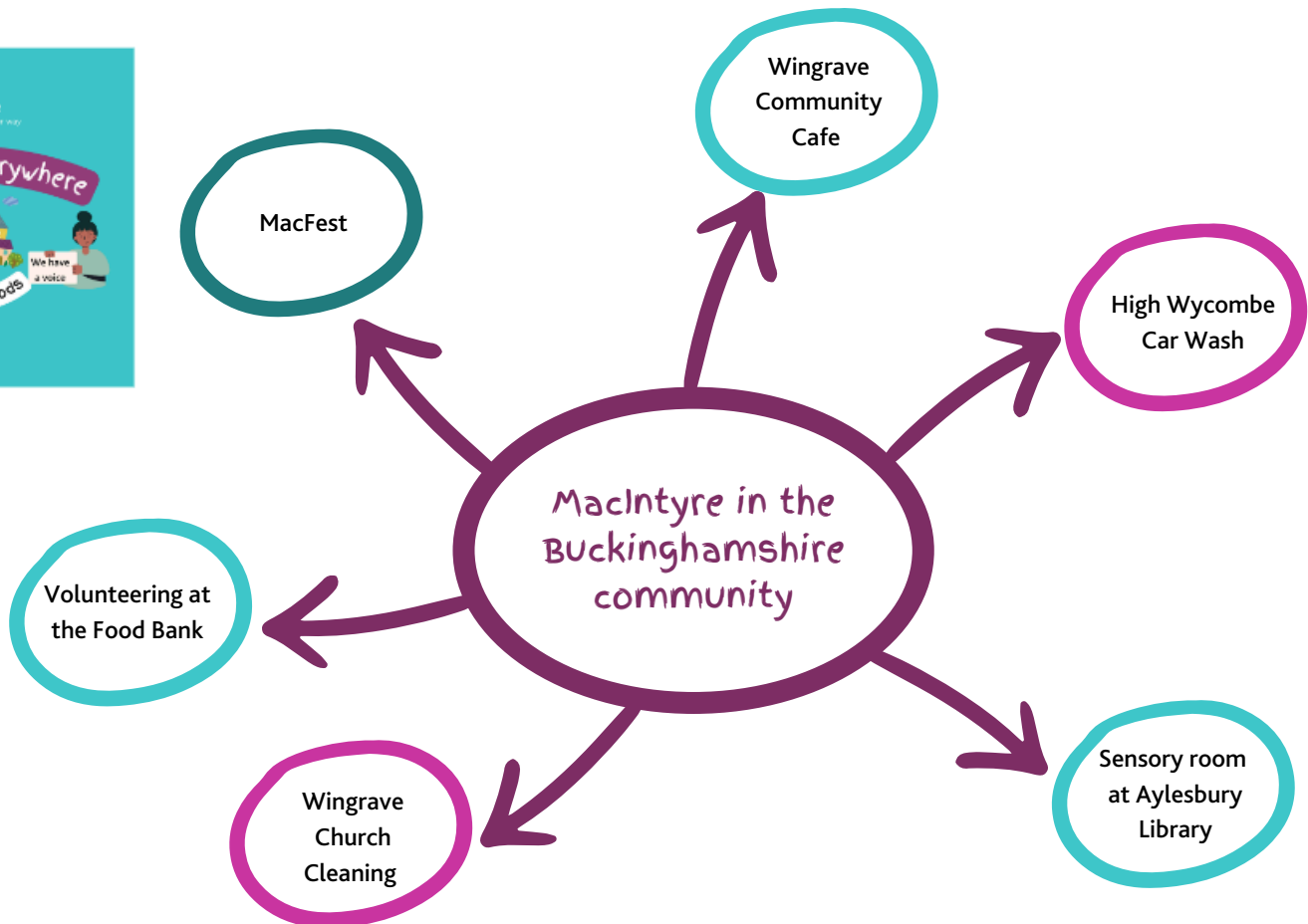
So how can we make Everyone Everywhere a reality? We are asking our staff and people who draw on MacIntyre's support to find out what's happening locally; to identify one thing they are interested in, then go and find out more.

Electra is involved with the local library in Aylesbury to help them use their sensory equipment better. Here's what she says:

"It is a free session in term time with a seasonal themed event every Monday in the afternoon to help people feel calm.

I find that the sensory room works well after a busy and tiring weekend as it has a relaxing element to it. I also enjoy playing some of the games on the projector because they are fun and I can just focus on one thing."

MacIntyre in the Buckinghamshire Community



"It's about getting out of our normal 'bubble' and seeing what interesting things are going on in our neighbourhoods. As part of this, we can influence local people's preconceptions about autistic people, and people with a learning disability.

People with a learning disability have their own gifts, skills and passions, just like everyone. Too often there's an assumption that people with disabilities are the ones that need help.

The people we support are out to disprove that theory! How can we not only be actively involved within the community, but use our gifts, skills and passions to help others?

- Kathryn Yates, Culture and Communities Manager





Lucie has been going to her local church in Aylesbury on a Sunday for a number of years. We noticed that they seemed to do a lot for the local area, so one day we went down during the week to find out more.

Exploring the church community: We met with Sam at the church, who is the community manager, and they showed Lucie around. There was a community café, a food bank, and a place for people to do their washing.

There were lots of things to do: organising donations, making people feel welcome and packing up parcels for people. There are also some inclusive cookery and self-defence classes as well as Men with Laptops to help people with any technical problems.

Working at the foodbank: Now, Lucie has a varied role at the foodbank. She is good at putting things in order and loves chatting to people. Lucie follows directions well and always works hard no matter the job. Her job varies - from packing orders to organising work spaces, no two days are the same and Lucie is always ready to roll up her sleeves and get stuck in. She recently made some pictures for the foodbank to go on the walls.

Lucie says: "Helping out makes me feel good. They are nice people (at the foodbank)"

Nick who volunteers at the church said:
"What does Lucie do best? Everything! Lucie is always pleasant, polite and a lovely lady!"

And Jackie, another volunteer, agreed:
"What does Lucie bring to the team? Sunshine! She is always smiling, happy and willing to help."

Opening the door to connection: We had no idea it was all happening till we knocked on the door and it's amazing how one small connection has made such a difference to Lucie and others in her neighbourhood.

Students from MacIntyre No Limits™ at Flackwell Heath held a car wash as part of our drive to promote employability skills for young people with special educational needs, at the same time as providing a service to the local community.

The idea for a car wash came from a student, after a conversation around some options for how young people could use their skills and learn at the same time. promoted his ideas and worked to get as many of his fellow students involved as possible, showing real leadership skills.

One of our challenges was where to hold the Car Wash. We had made some great connections locally and were delighted and grateful when we were given space at the local community centre.

We were all so happy with the Car Wash, it was a fantastic success! Many locals who had been unfamiliar with the community centre expressed an interest in visiting more often. One of the people whose car we washed is a trustee for the community centre, as well as being a local ex-mayor. Together with the community centre manager, they have offered us another date, as our activity helps the centre turn their quiet Fridays into busy ones.

I saw the advert on Facebook. I looked up MacIntyre - what a wonderful charity. I only wish I got here sooner! You will have to come back again and I will get here early to get my car washed.

MacIntyre school and young people have always been invited to join in with any activities in the local village and we attend where we can.

We received an email about monthly church clean, so we put together a team of five young people all eager and willing to get stuck in. One young man in particular has a very keen interest in keeping areas well dusted so this was a perfect opportunity for him to show off his skills.

A 'clean' start: The ladies at the church were warm and inviting, keen to learn and understand the young people who draw on our support and we deemed the initial clean up a success and were told we would be welcome back to help anytime!

We continue to help clean the church on a monthly basis and our team of 5 look forward to dusting the pews and sweeping the leaves from the floor as well as having a chat with the lovely ladies, some of whom now visit our monthly Community Café and are familiar faces within the school.

Our Staff

Our vision is to be bold, innovative and ambitious in our national and local recruitment activity, that supports new ways of working, so that together we are able to attract, recruit and retain the best skilled, engaged and dedicated workforce for today and for the future.

In 2023 we launched Humans of MacIntyre, a series of stories from our colleagues across the organisation.

Kate's Story

Kate joined MacIntyre in 2005 when Oakley College formed a partnership with Abingdon and Witney College and MAP (MacIntyre and Abingdon College Partnership) was born.

Before MacIntyre, Kate worked as an Auxiliary Nurse in a nursing home for elderly people, before supporting people in their own homes. She found herself steering more to people with learning difficulties and felt that with her team, were making a positive difference to their lives - an impact which she continues to have at MacIntyre, now as an Intensive Interaction Facilitator and Mentor and at MacIntyre School.

Kate says: "I am very proud to work for an organisation who has always had the mantra of using a person centred approach, of using preferred methods of communication and looking at each person we support as an individual. Everyone has the potential to learn and by using Intensive Interaction, we are supporting people to develop their competence and confidence as a communicator - I am immensely proud to be a part of that."

MacIntyre Employee Pathway



MacIntyre Staff Networks and Recognition



Next Steps

Wondering how we could support you or your loved one?

Interested in enrolling yourself or someone else to study with us?

Curious about working with us across Buckinghamshire?

Please get in touch, we'd love to hear from you!

In the meantime, follow us on Facebook: [MacIntyreInBuckinghamshire](#)

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