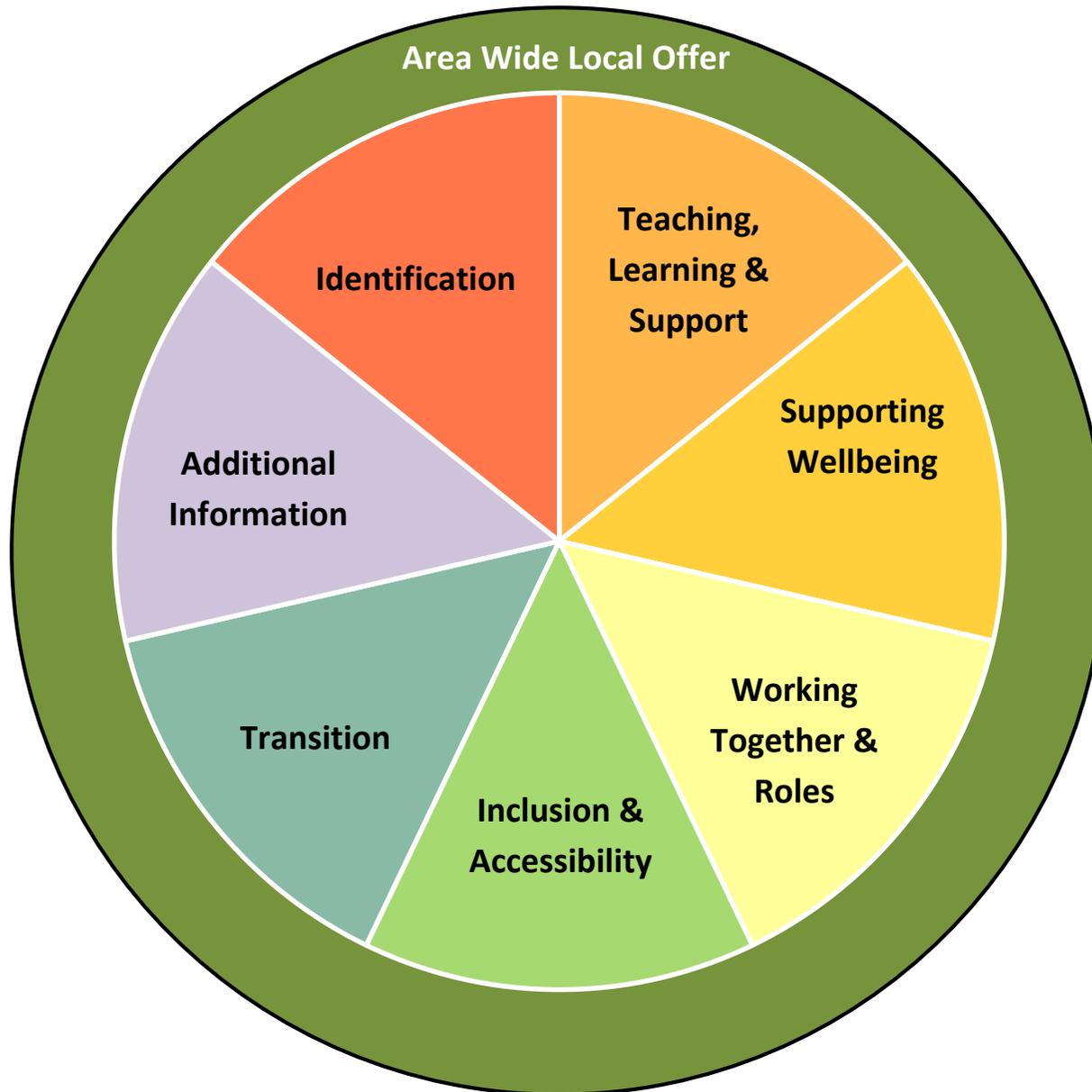


# Our Provision for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



## Our Provision for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	The Macclesfield Academy
<b>Age Range</b>	11-16
<b>Number of Places</b>	120 per year
<b>What type of Special Educational Needs do you cater For? (IRR)</b>	<p>We are an inclusive mainstream setting catering for children and young people with a wide range of abilities. Most of our students progress well with appropriate differentiation and support (including those who have fallen behind and need support to catch up with literacy and numeracy). A minority of our students have been identified as making less than expected progress as a result of one or more of the following needs:</p> <ul style="list-style-type: none"> <li>Speech, Language and Communication Needs (SLCN)</li> <li>Learning and Cognition Needs (LCN)</li> <li>Social, Emotional and Mental Health Needs (SEMH)</li> <li>Sensory Impairment (SI)</li> <li>Physical Impairment (VI)</li> </ul>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



## Our Local Offer for Special Educational Needs and/or Disability

### Questions from the Parent/Carer's Point of View:

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#### Identification

##### How will you know if my child or young person needs extra help? *(IRR)*

In terms of the identification of students who may need additional help there are a number of routes we take:

- identification by teachers, teaching assistants, or other staff within the Academy concerns raised by parents
- information shared by primary schools
- specialist testing at the start of year 7
- repeat Reading Age tests throughout a student's time at the Academy
- half termly analysis of data on progress in every subject

In all cases parents should very much feel welcome to highlight concerns that they have about the progress of their child. In the first instance this should be with their child's tutor but they may be referred for further advice to a member of the Additional Needs team:

Deputy Headteacher and SENCO	Miss Halsall
Additional Needs Coordinator (SLCN) (LCN)	Mrs Milloy
Additional Needs Coordinator (SEMH) (SI) (VI)	Mr Dethick
Literacy Coordinator	Mrs Skarratt
Numeracy Coordinator	Mr Robinson

##### What should I do if I think my child or young person needs extra help?

If your child is currently a student at The Academy then please do contact us with concerns regarding progress. In the first instance these should be raised with your child's tutor but you may be referred for further advice to a member of the Additional Needs team (see above).

If your child is joining The Academy in Year7 then again please contact a member of the Additional Needs team (see above).

**If your child is transferring to The Academy from another secondary school then raise any concerns about progress with the member of our senior team who will discuss the transfer with you. You** may be referred for further advice to a member of the Additional Needs team (see above).



## Our Local Offer for Special Educational Needs and/or Disability

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### Identification

#### Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

All current policies can be found on the the Academy Website ([www.macclesfieldacademy.org.uk](http://www.macclesfieldacademy.org.uk)) under the "About" section . If you do have issues accessing these please contact the main The Academy office or reception who will be happy to assist you.



## Our Local Offer for Special Educational Needs and/or Disability

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### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

For SEND students we try to be Inclusive whilst recognizing that there are times when the package of education has to be tailored for individual needs. For the vast majority of students with or without SEND, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching. All students will be placed into a classes appropriate to their ability and this placement will be monitored via regular teaching assessments. For other students we may need to make further modifications – but these would only be done through discussion with parents and with students. Such provision may take the form of:

- A placement in our transition group for students in Year 7 not yet ready to access a full secondary curriculum
- Additional literacy support
- Basic numeracy development
- 1:1 support based on an identified need
- Support within ASPIRE our specialist centre for student in need of social, emotional or mental health support
- Personalized support in our student support room.
- Access to Teaching Assistant support within class (usually although not exclusively for students with an EHCP)

#### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

In 2013, the great majority of teaching in the Academy was rated by OFSTED as good or outstanding and Quality First Teaching is very much the norm. All staff are expected to differentiate to meet the needs of the students they teach. This will be based on information shared with them by the Additional Needs team and, where appropriate, recorded in school focussed plans.

A minority of students who either need additional support to catch up or who are not making progress because they have been identified as having a Special educational Need will receive additional support (see p2 above).

Our personalised curriculum means that we work closely with students and parents to decide on the best pathway through the academy for each individual. In Year 7 this may mean a discussion about whether or not it would be appropriate to place a child in our transition group; from Year 9 onwards, it may mean an ongoing discussion as to whether or not a student is ready to follow an additional GCSE pathway or, alternatively, whether they would benefit from additional support in maths and/or English.

At times there will be a need to consult with outside agencies (ie. CAMHs, CEAT, SALT, Occupational Therapy) and this will be done through a member of the Additional Needs team depending on the type of need and type of advice/ support needed.

#### How are the setting, school, or the Academy's resources allocated and matched to children or young people's needs?



## Our Local Offer for Special Educational Needs and/or Disability

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### Teaching, Learning and Support

The SEND budget is managed by the Headteacher in conjunction with the deputy Headteacher and SENCO. It is allocated to the provision of resources. These include:

- Specialist SEND teacher, particularly to staff our transition groups.
- Training and Professional Development for SEND staff
- Teaching assistants and other support staff
- Resources for students with SEND
- Provision within ASPIRE

#### **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)**

Support is allocated on the basis of need and the availability of resources and is planned by members of the Additional Needs team under the supervision of the Deputy Headteacher and SENCO. The allocation of support will vary from time to time and will be adjusted in the light of the progress being made. The aim will be to enable students to become steadily more independent as they progress through the Academy. Parents and students are invited to play a full part in discussions over the support to be provided and should always feel free to provide feedback on its effectiveness.

#### **How will equipment and facilities to support children and young people with SEND be secured? (IRR)**

The Academy is equipped with a wide range of specialist facilities and equipment including that required to differentiate the curriculum. Where an Education, Health and Care Plan (EHCP) specifies additional equipment in order to meet a student's SEND, we will take advice from external advisers or sourcing such equipment and work with Health and Social Care providers in order to identify appropriate sources of funding for any purchases which may be required.

#### **How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)**

Students are assessed up to six times a year by their class teacher. The results from these assessments are shared with all students and parents and used to determine whether or not students are making the progress that would be expected of them given their starting points. Parents are also invited into the Academy to discuss the progress of their child at our annual review day and at the subject based parents' evening (please see website for dates). At any other time parents are encouraged to raise any concerns about progress with their child's tutor (who may refer them for further advice to a subject teacher or a member of the Additional Needs team (see above)). Subject teachers and SEND staff will always be happy to advise parents on ways to support learning and from time to time parents' forums are held to consider other forms of support. Detailed information about the subjects studied is available on the academy website.

#### **How does the setting, school or the Academy consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)**

Students play a leading role in our annual review day, reflecting on their achievements and any areas where they feel they need further support. The outcome of this review is that a set of individual targets are agreed between the students, their parents and their tutor. Students who have an EHCP plan are at the centre of the plan-do-review process and their views are considered at every stage of the process.

#### **How does the Academy assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)**



## Our Local Offer for Special Educational Needs and/or Disability

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### Teaching, Learning and Support

Evaluation of arrangements and provision is dependent on what these are, how they've been set up and the impact they have had.

In terms of the provision of extra literacy support, students' reading ages are assessed three times a year. Those students who have achieved a reading and spelling age that allows them to access the main stream curriculum (usually above 10 years) will no longer access this support – although in discussion with parents and the students, and based on advice from the SEN teacher or subject teachers, other types of support may be necessary and these may be put in place. Similar evaluation is done for all types of additional or extra support.

With all support provided from SEN there is assessment using specialist test or from the use of the teacher assessments completed at least five times a year. In every case these additional arrangements are only put in place, changed or ended after discussion with parents and the student.

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### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

For the majority of students arrival at the start of the day and exit at the end is very much part of their development and independence and most will do this by themselves although at both times of the day there are a large number of staff on duty who supervise the students and ensure they arrive and leave in an orderly fashion.

Some students do need to be met at reception or collected by parents at the end of the day and alternative arrangements will be discussed with the appropriate member of the Additional Needs team.

Again for the majority of students breaks will mean independent access to the dining room and other social areas where they will meet and socialise with their friends. All of these areas are supervised by a number of staff at both breaks.

Other students need support at these times and we do provide staff supervision in ASPIRE and the student support room. When risk assessments are needed these will be completed by staff and parents and discussed with students. Relevant decisions from these will be shared with teaching staff. Again such arrangements would be reviewed with parents.

#### What pastoral support is available to support my child or young person's overall well-being?

Our pastoral system is widely regarded as making excellent provision for the well being of all of our students. All students access their Form Tutor daily and have regular access to a pastoral manager with whom they can discuss issues. Additional support is provided through ASPIRE and the student support room. Some



## Our Local Offer for Special Educational Needs and/or Disability

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### Keeping Students Safe and Supporting Their Wellbeing

students with SEND receive additional support from a TA in form time. In addition, for students with SEND, Mrs Williams, our lead TA, provides additional pastoral support and liaison with parents as required.

### How will the setting, school or the Academy manage my child or young person's medicine or personal care needs?

Our medical needs policy is on the Academy website.

Where a student has Individual Medical needs follow the process below:

- Parents contact The Academy immediately and meet with an appropriate member of the additional needs team and/or the School Nurse
- The level of medical need, medication, and individualised support will be discussed and determined at this meeting – and if felt necessary an Individual Health Plan set up
- The relevant information contained in this plan is shared with staff

For the majority of students an Individual Health Plan will not be required, but again the needs of the student will be shared with staff and placed on SIMs

There are a number of trained First Aid staff within The Academy and staff have received specialised training in the use of equipment such as epi-pens. In the majority of cases, would be determined by the First Aider. Parents or an alternative emergency contact are contacted as soon as possible.

### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Our pastoral system is widely regarded as making excellent provision for the emotional and social development of all of our students. All students access their Form Tutor daily and have regular access to a pastoral manager with whom they can discuss issues. Additional support is provided through ASPIRE and the student support room. Some students with SEND receive additional support from a TA in form time. In addition, for students with SEND, Mrs Williams, our lead TA, provides additional pastoral support and liaison with parents as required. In addition our PHSEE programme from years 7-11 addresses many social and emotional aspects of learning. We are also part of the emotionally healthy schools programme which aims to support both physical and emotional health and to build resilience in our more vulnerable students.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

Over the last three years the Academy has secured a rapid improvement in student attendance and a dramatic reduction in fixed term exclusions.



## Our Local Offer for Special Educational Needs and/or Disability

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### Keeping Students Safe and Supporting Their Wellbeing

Our attendance strategy is underpinned by:

- A daily attendance tracker which alerts pastoral staff to any student who is absent and trigger a text, phone call or visit home
- Individual attendance plans to support students and families to achieve consistently good attendance
- The support of independent welfare officers to work with persistent absentees
- As a last resort, the issuing of fixed penalty notices

Our behaviour strategy is underpinned by

- A rigorous student discipline policy which can be found on the Academy website
- A very clear set of expectations for all aspects of student behaviour
- Support through the pastoral team and ASPIRE for students whose behaviour needs to improve
- A clear set of graduated sanctions including a range of alternatives to exclusion; these sanctions are adjusted to take account of a studnets' special needs and disabilities as required

However, we do reserve the right to issue both fixed term and permanent exclusion in cases where students are persistently refusing to work with us to improve their behaviour and/or where their behaviour poses an unacceptable risk to the education and welfare of our other students. While we will always seek alternatives to exclusion at every stage and work with external agencies as appropriate, students with SEND are not exempt from any of the sanctions in our discipline policy.



## Our Local Offer for Special Educational Needs and/or Disability

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### Working Together & Roles

#### What is the role of my child or young person's subject teachers?

Subject teachers have prime responsibility for the implementation of school focussed plans and EHCPs including for ensuring that all students receive Quality First Teaching and that lessons are differentiated where necessary. They assess the progress of all students at least five times a year and this is reported home each time. They also contribute to the review of school focussed plans and EHCPs.

#### What is the role of the group tutor?

The group tutor is the first point of contact for parents and in almost all cases, the person best placed to provide an oversight of all progress and welfare issues. In the case of a minority of students with DEND, a member of the additional needs team may take over this role as key contact.

#### What is the role of the additional needs team?

The SENCO and ANCOs work together to coordinate the work of teaching and non teaching staff to ensure that students with SEND make the best possible progress and that all aspects of their safety and well being are provided for. Their focus is on ensuring that students with identified needs who are not making the expected progress from their starting point receive the support they need to progress faster. Where students have simply fallen behind and need to catch up, this is the responsibility of the literacy and numeracy coordinators. Our TA team play an important role in the implementation of EHCPs, the delivery of targeted intervention programmes and the development of greater independence in our students with EHCP.

#### How does the Academy ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Key data (including reading ages and test scores) on all students is accessible to all teaching staff and TAs on our management Information System (SIMS). All staff also have electronic access to all school focussed plans and EHCPs.

#### What expertise is available in the setting, school or the Academy in relation to SEND? *(IRR)*

We have allocated the role of SENCO to one of our Deputy Headteachers who has over ten years' experience working with students with SEND. This ensures that the needs of our students with SEND are at the heart of all of our strategic decision making. One of our ANCOs is a qualified dyslexia specialist and both are highly experienced and skilled in working with children with SEND across both the primary and secondary phases. Our TAs have undertaken a range of training including in literacy, numeracy and behaviour support. Our teaching staff have regular staff development sessions focussing on different aspects on provision for students with SEND. The current focus of this staff development work is on the development of literacy.

#### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*



## Our Local Offer for Special Educational Needs and/or Disability

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### Working Together & Roles

At times it is necessary to seek the advice and support of other agencies so that the needs of students can be met within The Academy. Currently the The Academy accesses external support from:

- The School Nurse
- Our own Family Support Worker)
- Park Lane School
- The Educational Psychologist
- CAMHs
- CEAT (Cheshire East Autism Team)
- Occupational Therapists
- The Speech and Language Team (SALT)

Access to, advice from , and actions taken as a result will only be undertaken after discussion with parents and the student.

### Who would be my first point of contact if I want to discuss something?

Please see the role of the form tutor above. In almost all cases the form tutor should be the first point of contact.

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

Miss Laura Halsall

Email [laura.halsall@macclesfieldacademy.org](mailto:laura.halsall@macclesfieldacademy.org) or contact via the school office.

### What roles do have your governors have? And what does the SEN governor do?

Governors have three primary roles:

- Setting the Academy's strategy (including that for our SEND provision)
- Holding the Headteacher and senior leaders to account for the performance of the Academy (including that of its students with SEND)
- Overseeing the Academy's finances (including ensuring that funds allocated for students with SEND are properly spent).

One member of the Governing Board is designated as SEND governor and has responsibility for ensuring that the Board is meeting its responsibilities in relation to our students with SEND. Mrs Sue Gill is currently our SEND governor.

### How will my child or young person be supported to have a voice in the setting, school or the Academy? *(IRR)*



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### **Working Together & Roles**

Students play a leading role in our annual review day, reflecting on their achievements and any areas where they feel they need further support. The outcome of this review is that a set of individual targets are agreed between the students, their parents and their tutor. Students who have an EHCP plan are at the centre of the plan-do-review process and their views are considered at every stage of the process.

In addition, many students, including several with SEND play an active role in our student voice programme, representing their views and those of their peers to academy leaders on a wide range of issues. Governors also have their own student voice programme and the SEND governor meets with a focus group of students at least once a year.

### **What opportunities are there for parents to become involved in the Academy and/or to become governors?**

We actively encourage parents to become involved in a wide range of Academy activities. Please see the Parental engagement section of our website for further details.

### **What help and support is available for the family through the Academy? *(IRR)***

Our Family Support Worker is Pauline Holt. She provides a range of support to individual parents and parent groups. She can also refer parents to other sources of specialist support as appropriate.



## Our Local Offer for Special Educational Needs and/or Disability

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### **Inclusion & Accessibility**

#### **How will my child or young person be included in activities outside the classroom, including trips? *(IRR)***

We are fully committed to including all of our students (including those with SEND) as far as possible in all aspects of school life. This includes making reasonable adjustments and providing additional support wherever possible so that students can take part in as many activities as possible. Students with medical needs have, for example, taken part in overseas visits and wheelchair users have undertaken camping expeditions. All participation is subject to individual planning and, where appropriate, risk assessment and the availability of resources to make the adjustments that may be required.

#### **How accessible is the setting/school/the Academy environment?**

Our buildings are fully wheelchair accessible with disabled changing and toilet facilities and a specialist hygiene suite for personal care. Disabled parking is available adjacent to the Academy main entrance.



## Our Local Offer for Special Educational Needs and/or Disability

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### Transition

#### Who should I contact about my child/young person joining your setting, school or the Academy? *(IRR)*

Miss Laura Halsall, Deputy Headteacher  
Email [laura.halsall@macclesfieldacademy.org](mailto:laura.halsall@macclesfieldacademy.org) or contact via the school office.

#### How can parents arrange a visit to your setting, school or the Academy? What is involved?

At the Academy we say that every day is an open day! Please contact Miss Halsall to arrange a tour.

#### How will you prepare and support my child or young person to join your setting, school, or the Academy and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

We have an intensive transition programme which is delivered in partnership with the seven primary schools in the Macclesfield academy learning Community:

- Ash Grove Academy
- Gawsorth Primary School
- Hollinhey Primary School
- Ivy Bank Primary School
- Parkroyal Community School
- Puss Bank School
- Wincle C of E Primary School

Further details are communicated via these schools each term. Please contact Miss Halsall further details. Some students with SEND require additional support and Mrs Holt will be happy to discuss this on an individual basis.



## Our Local Offer for Special Educational Needs and/or Disability

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### **Additional Information**

#### **What other support services are there who might help me and my family? *(IRR)***

Where a parent may want access to a support service we would advise that they contact Miss Halsall in the first instance who will be able to advise and support them in accessing the right type of support.

#### **When was the above information updated, and when will it be reviewed?**

This information was updated in February 2016 and will be reviewed on or before February 15 2017.

#### **Where can I find the Cheshire East Local Offer? *(IRR)***

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

#### **What can I do if I am not happy with a decision or what is happening? *(IRR)***

The Academy's complaints procedure can be found on our website. The first step in this procedure is to contact Miss Halsall or Mr Hedge for an informal discussion to see what can be done to put matters right.