



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



# **MacIntyre School**

## **SEN information report**

**Policy Date: September 2025**  
**Review Date: September 2026**

## **1. Welcome to Macintyre School**

At MacIntyre School, we are committed to providing a highly individualised education for children and young people with severe learning difficulties (SLD) and associated needs. We work closely with families, therapists, health professionals and Local Authorities to ensure every pupil receives the support they need to learn, develop independence and prepare for adulthood.

This report explain how we support pupils with Special Educational Needs and Disabilities (SEND) and what parents and carers can expect from Macintyre School.

## **2. Who is Macintyre School for**

MacIntyre School is a specialist school for children and young people with severe learning difficulties (SLD). Many of our pupils also have additional needs, including:

- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Pathological Demand Avoidance (PDA)
- Communication difficulties
- Sensory processing differences
- Complex social, emotional and behavioural needs

All pupils attending MacIntyre School must have an Education, Health and Care Plan (EHCP). Typically, pupils attending MacIntyre School:

- Have significant difficulties with cognition and learning.
- Require substantial adaptation to the pace and delivery of learning.
- Have significant communication needs and may use augmentative and alternative communication (AAC).
- Require specialist therapeutic support.
- May have additional complex needs that affect their learning, independence and daily life.

The school offers both day and residential placements.

## **3. How can my child get a place at Macintyre School**

Places at MacIntyre School are allocated through Local Authorities.

If you feel that MacIntyre School may be an appropriate placement for your child, you should discuss this with your Local Authority SEN Team as part of your child's EHCP process.

All pupils attending MacIntyre School must:

- Have an EHCP.
- Require a specialist learning environment and curriculum.
- Be 10 to 19 years old.

Further information can be found in the school's Admissions Policy.

If your child does not currently have an EHCP, you can request an Education, Health and Care Needs Assessment through your Local Authority.

## **4. How will the school get to know my child?**

When your child joins MacIntyre School, we gather information from:

- Parents and carers
- Previous schools or settings
- Local Authority professionals
- Health and therapy professionals

- Existing reports and assessments
- The EHCP

During your child's first twelve weeks at school, staff complete a detailed baseline assessment across all areas of learning and development.

Following this assessment period, parents and professionals attend a baseline review meeting where:

- Assessment findings are shared.
- Curriculum priorities are agreed.
- Individual Learning Plan (ILP) targets are set.
- Learning approaches and support strategies are discussed.

These targets are linked directly to your child's EHCP outcomes.

## **5. How will my child be supported to settle in?**

MacIntyre School has a dedicated Transitions Facilitator who coordinates all admissions and transitions.

Before your child starts, we work closely with:

- You and your family
- Your child's current school or setting
- Relevant professionals
- Residential staff (where applicable)
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A personalised transition plan will be created which may include:

- Visits to MacIntyre School
- Gradual increases in visit length
- Support from familiar staff from your child's current setting
- Meetings with key school staff
- Information sharing between professionals

Transition arrangements are flexible and are tailored to meet your child's individual needs.

Parents are invited to visit the school, meet staff, ask questions and complete admission paperwork before their child starts.

## **6. How will my child travel to school?**

If your child requires transport, this is normally arranged through the placing Local Authority.

Parents can request transport through their Local Authority SEN Team, who will liaise with transport services.

Before transport begins, transport staff will arrange to meet you and your child and discuss any relevant information required to ensure safe travel.

Parents are also welcome to transport their child to school if they wish.

## **7. How will MacIntyre School support my child's learning?**

Every pupil at MacIntyre School receives a highly individualised curriculum based on their strengths, needs and EHCP outcomes.

The curriculum offered at MacIntyre School is non-subject specific. It is based on the Equals Semi-Formal Curriculum and focuses on developing skills that support independence, wellbeing and preparation for adulthood.

Areas of learning include among others:

- Communication
- Independence
- Problem solving
- Creativity
- Outdoor Learning
- Relationships, Sex and Health Education (RSHE)
- Wellbeing
- Work-related learning and Community participation

The curriculum is delivered through three pathways:

- Informal Pathway: Tailored to pupils who require high levels of sensory input and learn at a very concrete level. This layer offers sensory-based, play-based and experiential learning approaches in a multi-curricular way.
- Semi-Formal Pathway: Designed for pupils with Severe Learning difficulties, offering a higher level of structure and predictability and focusing on a wide range of functional skills across all the areas of learning mentioned above.
- Formal Pathway for specific areas of learning: This pathway is individualised to each learner at this level of learning. In most cases learners who access this layer have more structured and academic learning in one or two particular areas.

Many pupils access a combination of pathways depending on their individual strengths and needs.

Teachers create personalised plans and learning activities to ensure all pupils can access learning successfully.

## **8. How will Macintyre School know if my child is making progress?**

Progress is monitored throughout the year using:

- Individual Learning Plan (ILP) targets
- Curriculum assessments
- Evidence for Learning
- Professional assessments
- EHCP outcomes

Teachers regularly review evidence collected in lessons and activities to monitor progress.

Parents are invited to:

- Baseline review meetings
- Annual Review meetings
- Multi-disciplinary meetings where appropriate

You will have routine updates from the class teacher in the way that best works for you. MacIntyre School operates an open-door approach and encourages regular communication between home and school. This enables you to have ongoing opportunities to discuss progress or any other relevant updates.

Parents can also access learning evidence through the Evidence for Learning app, subject to consent arrangements.

For children who are looked after, additional Personal Education Plan (PEP) meetings take place each term.

Each year you will receive a written report summarising your child's progress.

## **9. What specialist support is available?**

MacIntyre School has a multidisciplinary team that includes for all pupils:

- Speech and Language Therapists (SaLT)
- Occupational Therapists (OT)
- School Nurse

Pupils that reside in the Macintyre Children's Homes also have the support of the Consultant Psychiatrist when needed.

Professionals may work directly with pupils or provide programmes and strategies for staff to implement in the classroom.

Targets from therapeutic assessments are incorporated into Individual Learning Plans where appropriate.

The school also works with other services provided by specific Local Authorities:

- Visual Impairment Services
- Hearing Impairment Services
- Educational Psychologists
- Social Care Teams

Additional referrals may be made, with parental involvement, where further specialist support is required.

#### **10. How will Macintyre School support my child's communication needs?**

Communication is a central part of learning at MacIntyre School.

Many pupils experience significant communication difficulties and may use:

- Objects of reference
- Visual supports
- Communication boards
- Symbols
- Signing systems
- Augmentative and Alternative Communication (AAC)

Speech and Language Therapists work closely with teaching staff to develop communication strategies that meet each pupil's needs.

Staff receive communication training to help them support pupils consistently across the school day.

Pupils will have direct sessions with the Speech and Language Therapists as agreed on their EHCP.

#### **11. How are Macintyre's School resources matched to my child's needs?**

Macintyre School is well resourced and specifically designed to meet the needs of pupils with SEND.

Every pupil has an Individual Learning Plan that reflects their EHCP outcomes and specialist recommendations.

All pupils receive at least 1:1 support throughout the school day. If your child has any additional 2:1 needs stated in the EHCP this is planned for and provided within their regular timetable. Some pupils receive additional staffing support where this has been agreed through their EHCP and funding arrangements.

When your child transitions to Macintyre School, the therapeutic support is allocated following the provision listed in the EHCP, including Speech and Language Therapy, Occupational

Therapy, and Positive Behavioural Support. Our multidisciplinary team works collaboratively to address each child's specific needs and promote positive outcomes.

Our standard provision covers up to 34 hours of direct and indirect Speech and Language Therapy/Occupational Therapy in his first academic year. Reduced to 28 hours from year 2 onwards. Further details can be supplied on request.

Additional funding streams such as Pupil Premium and Pupil Premium Plus are used to enhance learning opportunities and improve outcomes for eligible pupils.

The school has specialised equipment and areas to meet the therapeutic needs of the pupils. The use of these areas is scheduled to meet individual needs and therapy plans. Additional therapy resources are available in each class to meet their individual needs according to the therapy plans, these are readily available and used throughout the day.

If your child needs specialist equipment as part of the provision listed in the EHCP, the school can arrange how to best meet the requirement with each Local Authority.

## **12. What training do staff receive?**

All staff complete a comprehensive induction programme which includes:

- Safeguarding
- Positive Behaviour Support
- First Aid
- Online Safety
- Autism Awareness
- Epilepsy Awareness

Staff also access regular ongoing professional development including:

- Intensive Interaction
- Communication approaches
- Sensory processing
- Autism
- ADHD
- Curriculum delivery

Some staff receive specialist training in specific therapeutic approaches such as Rebound Therapy.

Training programmes are regularly reviewed to ensure staff are equipped to meet pupils' changing needs.

## **13. How will Macintyre School support my child's wellbeing and safety?**

Pupil wellbeing is central to everything we do.

The curriculum includes a dedicated Wellbeing strand which supports pupils to develop:

- Emotional wellbeing
- Physical wellbeing
- Self-awareness
- Personal safety
- Independence skills

Pupils are encouraged to express preferences, make choices and contribute to decisions about their learning wherever possible.

Relationships, Sex and Health Education is delivered in a way that is appropriate to pupils' age, understanding and individual needs.

The School Nurse supports pupils' health needs and works with families, education staff and health professionals to coordinate care. The School Nurse can also support you if your child needs with any referrals if your child needs access to external services to support their mental health or wellbeing.

#### **14. How will Macintyre School prepare my child for adulthood?**

Preparing for adulthood is embedded throughout the curriculum.

We focus on developing skills in:

- Communication
- Independence
- Community participation
- Personal wellbeing
- Employment-related learning
- Travel skills
- Decision-making

As pupils move into Post-16 provision, they access increased opportunities for:

- Community learning
- Work-related experiences
- Independent living skills
- Vocational learning

The Transitions Facilitator supports pupils and families when planning future placements and next steps and supports with college applications or social care needs assessments as required.

#### **15. What experiences and activities can my child take part in?**

Learning extends beyond the classroom and includes regular opportunities to learn within the community.

Activities may include:

- Shopping
- Cafés and restaurants
- Parks and leisure facilities
- Farms and animal care experiences
- Swimming
- Gardening projects
- Cultural visits
- Travel training
- Work-related learning
- Work experience placements

All classes have access to school vehicles to support community-based learning.

Residential pupils can access the Youth Club and other social opportunities.

Some pupils may also have opportunities to participate in residential trips and programmes such as the Duke of Edinburgh Award.

## **16. How can I be involved in my child's education?**

We believe that strong partnerships with families are essential.

Parents and carers are encouraged to:

- Attend parent events and meetings
- Contribute to target setting
- Participate in Annual Reviews
- Attend progress meetings
- Share achievements from home
- Communicate regularly with staff

Families can contribute photographs, videos and updates through the Evidence for Learning platform.

Parents are also invited to school events throughout the year.

There are opportunities for parents to contribute to school development through involvement with the Local Advisory Board.

## **17. How can I support my child at home?**

You can support your child by:

- Maintaining regular communication with school
- Sharing information about achievements and interests
- Using strategies suggested by school staff
- Encouraging independence where appropriate
- Supporting good attendance
- Attending meetings and appointments whenever possible

Working together helps ensure consistency between home and school.

## **18. How do Governors support pupils with SEND?**

The Local Advisory Board member (LAB) are the governing body of the school. They play an active role in monitoring the school's effectiveness.

Some of their activities include:

- Monitoring the quality of provision
- Reviewing outcomes for pupils
- Challenging and supporting school leaders
- Ensuring statutory responsibilities are met
- Helping shape the strategic direction of the school

Governors work closely with school leaders to ensure pupils receive the highest possible quality of education and support.

## **19. How accessible is the school?**

MacIntyre School is committed to ensuring all pupils, families and visitors can access the school environment.

The school has an Accessibility Plan and continually reviews its environment to meet pupils' changing needs.

The learning environment is highly adaptable and additional adjustments can be made where required.

Further information can be found in the Accessibility Plan.

## **20. What happens if I have concerns or wish to make a complaint?**

We always want to work closely with you to ensure your child has the best possible experience at Macintyre School. If you ever have a general enquiry or a worry about your child's day to day schooling, your first steps should always be to speak directly with the classroom teacher or the relevant member of staff. They will gladly talk things through with you and work to find a positive solution straight away.

However, if you feel an issue has not been resolved informally, we have a structured procedure to ensure your voice is heard and handled properly. If the issue cannot be sorted out informally, we follow a structured procedure to log and follow up complaints in a formal way. Please refer to the school Complaints Policy for additional information.

If your worry is about a child's safety or wellbeing, you should report this to Catherine Clifford, Head of Education and Designated Safeguarding Lead by emailing [catherine.clifford@macintyrecharity.org](mailto:catherine.clifford@macintyrecharity.org), or any of the Designated Safeguarding Officers.

Macintyre School follows a strict safeguarding policy. There is a full safeguarding team who work collaboratively to instil safeguarding policy and procedures and follow up on any concerns, review any actions and share any learning, promoting safeguarding in a proactive way. All staff receive safeguarding training and follow school safeguarding procedures to ensure pupils remain safe at all times.

## **21. Where can I get independent advice and support?**

We understand that navigating Special Educational Needs and Disabilities (SEND) services can sometimes feel complex. Parents and carers have the right to access independent information, advice and support about their child's education, health and care provision.

The most appropriate source of advice will often be the SEND Information, Advice and Support Service (SENDIASS) provided by your child's home Local Authority. SENDIASS services offer free, impartial and confidential advice to children, young people and their families on matters relating to SEND, including Education, Health and Care Plans (EHCPs), annual reviews, school placements, assessments and Local Authority processes.

If you require information about services available in your local area, including short breaks, social care support, leisure opportunities, health services or post-16 provision, we recommend contacting your Local Authority's SEND Team or accessing their Local Offer website. Every Local Authority is required to publish a Local Offer detailing the support and services available for children and young people with SEND and their families.

Families may also find support from:

- Independent SEND advocacy services.
- Parent carer forums within their Local Authority area.
- Mediation and disagreement resolution services, which can provide independent support when families and Local Authorities are working through concerns or disputes.
- Social workers, family support workers or key professionals involved with their child.

If you are unsure where to seek support, a member of the school leadership team will be happy to signpost you to the most appropriate service for your circumstances.

## 22. Who do I contact for further information?

Phone us: [01296 681274](tel:01296681274)

Email us:

- **General enquiries:** [wingrave@macintyrecharity.org](mailto:wingrave@macintyrecharity.org)
- **Head of Education:** Catherine Clifford [catherine.clifford@macintyrecharity.org](mailto:catherine.clifford@macintyrecharity.org)
- **Regional Lead of Children's Homes:** Luke Vaughan [luke.vaughan@macintyrecharity.org](mailto:luke.vaughan@macintyrecharity.org)
- **Transitions Facilitator:** Ellie Joyce [ellie.joyce@macintyrecharity.org](mailto:ellie.joyce@macintyrecharity.org)

Write to us: MacIntyre School, Leighton Road, Wingrave, Buckinghamshire HP22 4PA