



Montgomery
Academy

Special Educational Needs at Montgomery Academy

Welcome to Montgomery High School's SEN Information Report.

We hope this gives parents and carers an insight into what the academy offers for our students who have special educational needs. Please let us know if you have any questions that we have not addressed throughout this document.

Our staff are happy to answer any queries and discuss your child's needs.

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1. Who is the SENDCo?

Mrs Ruth Whittle - Assistant Headteacher/SLT SEND Link

Miss Emma Chadwick – Special Educational Needs and Disabilities Co-ordinator

2. What is SEN and what are the areas of need?

Communication and Interaction

This includes:

- Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- Autistic Spectrum Disorder (ASD), including Asperger's Syndrome

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties** (MLD)
- **Severe learning difficulties** (SLD) need support in all areas of the curriculum and associated difficulties with mobility and communication
- **Profound and multiple learning difficulties** (PMLD)
- **Specific learning difficulties** (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as Irlen syndrome, dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health

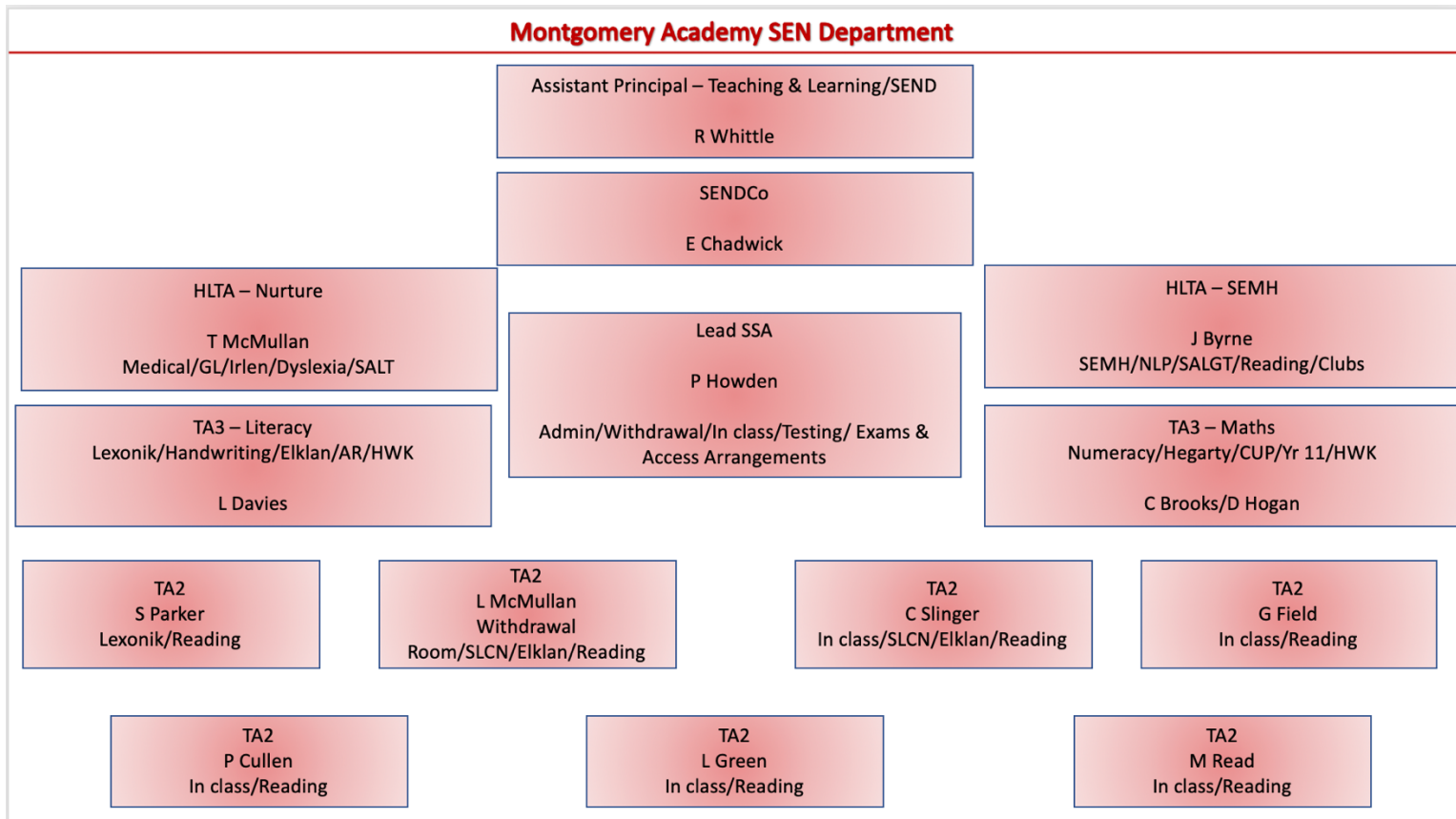
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder**, **attention deficit hyperactive disorder** or **attachment disorder**.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- **Visual impairment** (VI)
- **Hearing impairment** (HI)
- **Multi-sensory impairment** (MSI) (a combination of vision and hearing difficulties)
- **Physical disability** (PD)

3. Who works in the SEND department at Montgomery Academy?



4. How are staff trained to support students with a special educational need?

Our experienced student Support Centre team have had training in many areas of SEND, including:

- Behaviour support
- Literacy support
- Supporting students with Moderate Learning Difficulties
- Autistic Spectrum Disorders
- Support for EAL
- Collaborative Learning
- Speech and Language Support
- Hearing Impairment
- Bereavement counselling

Montgomery teaching staff participate in ongoing professional development through each week of the academic year through Montgomery Learning Community (MLC) and the Fylde Coast Teaching School Alliance Twilight programme. This has included specific training on differentiation. Other staff have attended courses looking at literacy and working with SSAs. The Assistant Principal (Teaching and Learning/Acting SENCo) and SENDCo have attended several SEND training courses. The SENDCo is due to complete completing the National Award for SEN Coordination in September 2020.

5. What provision is offered to students with a special educational need?

- The Student Support Centre is located in Main Block and consists of a large suite where we can provide bespoke education for students with SEND in the form of small group or occasionally individual work.
- Our special educational needs provision is based on the understanding that no two students' profiles are the same. An individualised approach is needed.
- Teaching staff are made aware of any special educational needs a student has and suggested strategies or external guidance is shared.
- All academy teachers are responsible for making their lessons accessible to all. This involves delivering high-quality teaching differentiated for individual needs.
- Where appropriate, classroom based support and intervention takes place in one to one, small group or whole class settings.
- Intervention lessons are also taught by subject teachers and these can take place before, during or after the school day. These are often in smaller groups.
- English and Maths intervention is available for identified students through timetabled lessons and activities, and is designed to promote independent learning and curriculum access.
- We buy in weekly specialist support from SHINE Therapy to deliver communication, speech and language therapy and to work with staff to improve communication and planning as part of the Quality First Teaching offer.
- The academy works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.
- The academy has a range of resources matched to different learning needs. For example, there are laptops available to enhance the independence and learning of identified students with handwriting, recording, or specific learning difficulties.
- Specialist equipment is provided when need is identified and resources are allocated.
- The academy will consult staff from a variety of external agencies to advise and support our provision across the range of special educational needs.

6. How will the academy know if a student has a special educational need?

- Students with a special educational need are usually identified in the Year 6/7 transition period.
- All students are assessed using Cognitive Ability Tests shortly after entry. These tests assess the three principle areas of reasoning – verbal, nonverbal and quantitative – as well as an element of spatial ability.
- All academy teachers are responsible for liaising with the SEND team to raise any concerns about the additional needs of a student not already identified as requiring special educational needs support.
- We encourage all parents and carers to contact us and raise any concerns they may have about the learning needs of their child. Parents may contact a child's form tutor or contact the SENCo directly if they feel this is more appropriate.
- The academy will refer to external agencies for further assessment or diagnosis as appropriate following consultation with parents/carers.

- Students who join Montgomery later in their school career will be assessed upon entry by subject staff. Each Curriculum Area Team assesses learning needs and implements additional monitoring and support strategy in collaboration with the Student Support Centre Team. We seek information from their previous school/s and if necessary, the SENCo will be contacted.
- A referral form has been devised to enable all staff to make a referral to the Student Support Centre if there are concerns regarding progress at any stage of the students Montgomery career. Each referral is discussed at the SSC Planning Meeting and an Action Plan may be drawn up if deemed necessary. There is an expectation that concerns will have already been shared with parents/carers. The SSC team will make contact with parents/carers if further, more intensive intervention is required.

7. How does the academy develop its overall teaching and curriculum to ensure the teachers can include pupils with Special Educational Needs?

All Students at Montgomery are expected and challenged to make excellent progress.

To make this happen all staff are made aware of the needs of the students through the use of Student Passports. These help teachers to plan their lesson to target the needs and abilities of all learners so that each student is challenged appropriately and is able to make maximum progress, being effectively supported throughout the learning process. The Student Passports are updated twice a year with the students to set new targets.

- All lessons are planned with clear learning objectives and achievable outcomes. Work is marked regularly with comments and next step actions to support and enhance the learning process. Teachers encourage and monitor students' response to feedback.
- Students are guided and encouraged to self and/or peer assess their work and to participate in group work.
- Regular progress reviews are conducted with pupils participating in their own target setting dialogue.
- Teachers work with and deploy SSAs to achieve specific learning goals.
- Regular dialogue enhances effectiveness and impact and identifies specific support requirements.

8. How do we know if students with special educational needs are making progress?

All students are set ambitious academic targets when they arrive at Montgomery. These are based on the expectation of excellent progress towards GCSE examinations in Year 11. Students with Special Educational Needs and/or Disabilities will have additional targets on their EHC Plan and/ or Student Passports to support specific needs such as spelling, reading accuracy and numeracy. Personalised support is provided to meet these learning needs.

Alongside the targets on Student Passport, whole school set targets are assessed and tracked four times a year. In addition students with additional needs will have these targets reviewed. This includes but is not limited to formal Reviews.

The Student Support Centre team analyses student data following each data cycle in order to inform interventions and planning for progress during the following cycle.

All parents/carers, regardless of whether or not their child has additional needs are encouraged to contact school at any time if there are concerns regarding student progress.

9. How do we ensure students have a successful transition from one phase to another?

During the summer term before your child transfers to Montgomery in Year 7, a member of the Student Support Centre Team will visit primary schools to ensure a smooth transition. This enables information to be shared which is then passed onto the teaching staff at Montgomery, so that they are aware of the needs of the students.

- All families are invited in to a special Parents' Evening focusing on transition from Primary to Secondary School where they meet for the first time their son/daughter's Group Tutor.
- All Year 6 pupils are invited to spend a week at Montgomery where they meet their fellow pupils, their Group Tutors and experience some lessons.
- Additional visits to Montgomery are made by students and their parents/carers if this is felt necessary, especially if they have additional needs or are vulnerable or are lacking in confidence.
- At any time during a child's primary school life, parents/carers may contact school to arrange a visit and to meet with the SENCo.

- During September, parents/carers are invited to attend an 'Introduction Evening' presented by the Year 7 Progress Manager and SLT regarding school systems, which the Student Support Centre Team also attends.

How do we prepare them for adulthood?

Colleagues from Blackpool and Fylde College, Blackpool Sixth Form and Myerscough College regularly attend Review meetings to meet with student and parents/carers and gather information about their needs. If the young person wishes to access further education elsewhere, representatives from that establishment will be invited to the meeting.

This interaction often begins during Year 10 and transition (from Secondary School to Further Education) activities often takes place over an extended period. This boosts student confidence.

Transition visits will be arranged and Montgomery staff will accompany and support the young person if required.

10. What do we offer to support emotional and social development?

At Montgomery we support students emotional and social development through having SEN student representatives on the student council, completing student voice questionnaires, SEN Key Workers, which are identified early on in the transition process. Our pastoral team work very closely with students and families with some students accessing the life coaches within school. Within the Student Support Centre there is an offer of;

- Talk about programme ran with an HLTA
- Lunch/Break club in the SSC
- Time out pass to the SSC/Year Group Team
- Freeze Framer or Lego Therapy
- Neurolinguistic support with HLTA
- Rewards system in school
- Art therapy
- Anti-Bullying Club meet every Monday and Friday with an open door for all students
- Pastoral Team
- Safeguarding Team
- Student Support Centre
- Engage Programme
- Lifecoach
- Student Support Centre
- Walk and Talk
- One to one pastoral
- Safeguarding office
- Mental Health and Well Being Market Place
- Mental Health Lead
- Mental Health Policy
- Mental Health First Aid trained staff
- NLP trained staff
- Lego therapy

- Mindfulness and Well Being Apps
- School nurse
- Peer Mentors
- Stonewall Group
- PWO
- PCSO
- Anti Bullying Ambassadors
- Peer Mentors
- Student Council

11. How do school involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families?

Montgomery works closely with the following external agencies to meet the needs of pupils with SEN and their families;

- School Home Support Workers
- Young carers
- Social Care
- Virtual School
- CAMHS
- Blackpool Carers
- Blackpool SEND Team
- Blackpool Educational Psychology Team
- Shine Therapy
- Blackpool Young People's Service – LGBT, HUB, Sexual Health and Well Being, CASHER,
- Headstart Resilience Coaches
- Youth Mediation Family Worker
- Awaken
- Kooth Assembly – Online Support
- Theatre Groups
- Community Safety Co-ordinator (Police)

12. How do we secure additional services and expertise for our students with special educational needs?

Schools may involve specialist outside agencies at any time to advise them on the early identification of SEND and strategies for effective support.

The services Montgomery has access to include those offered by Blackpool Borough Council through CLAS (Specialist Advisory Services).

CLAS:

- Physical and Medical Needs
- Sensory – Hearing and Visual Impairment
- Cognition and Learning
- Speech and Language
- Autistic Spectrum Disorder
- Severe Learning Difficulties
- SSA Coordination
- Special Educational Needs and/ or Disabilities (SEND) Team

In addition we work closely with other professionals, including:

- Educational Psychologists
- CAMHS
- Counsellors
- Educational Diversity
- Blackpool Education Authority <http://www.blackpool.gov.uk/localoffer>
- Speech and Language Therapy
- Children with Disabilities Team
- Social Care
- Awaken
- Young Carers
- The Den
- Parenting Team, PCSO and School Nurse Practitioner
- Behaviour and Attendance Manager/Inclusion Manager

13. How do we know if our provision is effective?

Students at Montgomery are happy, safe and secure. Registers are taken every lesson and missing students are followed up and tracked.

Effective monitoring and tracking of the progress of all students through analysis of data enables us to ensure that our provision is effective. Our aim and expectation is for all students to make excellent academic progress. This evidence informs our evaluation of the effectiveness of provision and our own analysis is augmented by the views of external experts.

Reports are sent home twice a year.

Parents/carers of all students are invited to an annual meeting with subject staff to discuss progress and any concerns. Parents/carers of students with additional needs are invited to attend additional review meetings where targets and interventions are discussed. Students are always invited to attend these meetings.

We assess and benchmark the quality and effectiveness of our provision against other schools and our aim is for 'world class' provision. As part of this work, we constantly monitor and evaluate quality and impact and use our findings to secure continuous improvement in provision and outcomes.

14. How do we make our facilities available to all?

Montgomery has lifts in two of our buildings and ramps to the P.E department, science block and into the main block.

Visually impaired students have their work enlarged by the local authority. We use specific systems to convert text into audio and produce text in various formats. Students with a hearing impairment are enabled to use a radio aid and microphone if this assistance is required.

Comprehensive care plans are held in a database located in the Student Support Centre and on the school data base, available to all staff.

Separate arrangements can always be made to accommodate wheelchair users or visually impaired parents/carers on Parents' Evening or other events.

A fully inclusive approach is taken to the involvement of students with Special Educational Needs and/or Disabilities in Physical Education.

More detail is available in the school's Single Equality Scheme and Equal Objectives Review, which are available on the school website – <http://www.montgomeryschool.co.uk>

15. What are the extra-curricular activities that can be accessed by students with special educational needs?

Montgomery is a fully inclusive school and students with additional needs are supported to access extracurricular activities and visits if support is required. See our website for a comprehensive listing of school visits and extra - curricular activities for 2018/19. This will be updated early in Autumn Term 2018. <http://www.montgomeryschool.co.uk>

The Student Support centre is open every break and is staffed by members of the department and Senior Prefects if the student does not wish to go either outside or into the dining room. Students may also attend after school for assistance with homework.

16. What if I want to make a complaint?

We always seek to reassure students and parents/carers and aim to resolve any concerns as quickly and constructively as possible.

If you are not happy with the way Montgomery High School is managing your child's learning needs you should: Firstly contact either the subject teacher, Group Tutor, Progress Manager, SENDCo or Assistant Principal (Teaching and Learning/SEND Link) by telephoning the school on (01253) 356271 and either speaking to the staff member involved or by requesting a meeting.

The next step is to request a meeting with the Executive Principal or Principal to discuss the problem.

If you feel that the issue has still not been resolved, the next step is to contact the school's Governing Body by writing to Graham Mawdsley who is the Chair of the Academy Council via the main school address.

The School's Procedure for Complaints is set out in full on the Montgomery website.
<http://www.montgomeryschool.co.uk>

17. Glossary

CAT – Cognitive Ability Tests

CAMHS – Child and Adolescent Mental Health Services

EAL – English as an Additional Language

EHC Plan – Education, Health and Care Plan (replaced Statements from September 2014)

MLC - Montgomery Learning Community

PCSO – Police Community Support Officer

SENCo – Special Educational Needs Coordinator

SEND – Special Educational Needs and/or Disabilities

SSA – Special Support Assistant

SSC – Student Support Centre

18. How do I contact the SEN department?

Telephone Number: (01253) 356271

Email Address: r.whittle@montgomery.fcat.org.uk or e.chadwick@montgomery.fcat.org.uk

Postal Address: Montgomery Academy

All Hallows Road

Bispham

Blackpool

FY2 0AZ

Other useful telephone numbers

SEND Officer at Blackpool Council (01253) 477477

SEND information, advice and support (formally Parent Partnership) (01253) 477083

CAMHS (01253) 657166

Speech and Language Therapy (01253) 651101

Children's Social Care (01253) 477299

Children with Disabilities Team (01253) 476682