SEND Information Report 2025-2026
Special Educational Needs at Montgomery Academy

Welcome to Montgomery Academy's SEND 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.

Please use the following links to navigate the document:

1. Who is SENCo?
2. What is SEN and what are the areas of need?
3. Who works in the SEND department at Montgomery Academy?
4. How are staff trained to support students with a special educational need?
5. What provision is offered to students with a special educational need?
6. How will the academy know if a student has a special educational need?
7. How does the academy adapt teaching and curriculum to ensure it is accessible for learners with Special Educational Needs?
8. How do we know if students with special educational needs are making progress?
9. How do we ensure students have a successful transition from one phase to another? How do we prepare them for adulthood?
10. What do we offer to support emotional and social development?
11. How does the 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?
12. How do we secure additional services and expertise for our students with special educational needs?
13. How do we know if our provision is effective?
14. How do we make our facilities available to all?
15. What are the extra-curricular activities that can be accessed by students with special educational needs?
16. What if I want to make a complaint?
17. Glossary
18. How do I contact the SEN department?
19. What is Blackpool Councils Local Offer?

1. Who is the SENDCo?

Mrs Ruth Whittle - Assistant Headteacher/SLT SEND Link
Mrs Natasha Welch - Special Educational Needs and Disabilities Coordinator (SENCo)
Miss Caitlin Lumber - Special Educational Needs and Disabilities Assistant Coordinator (Assistant SENCo)

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)

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.

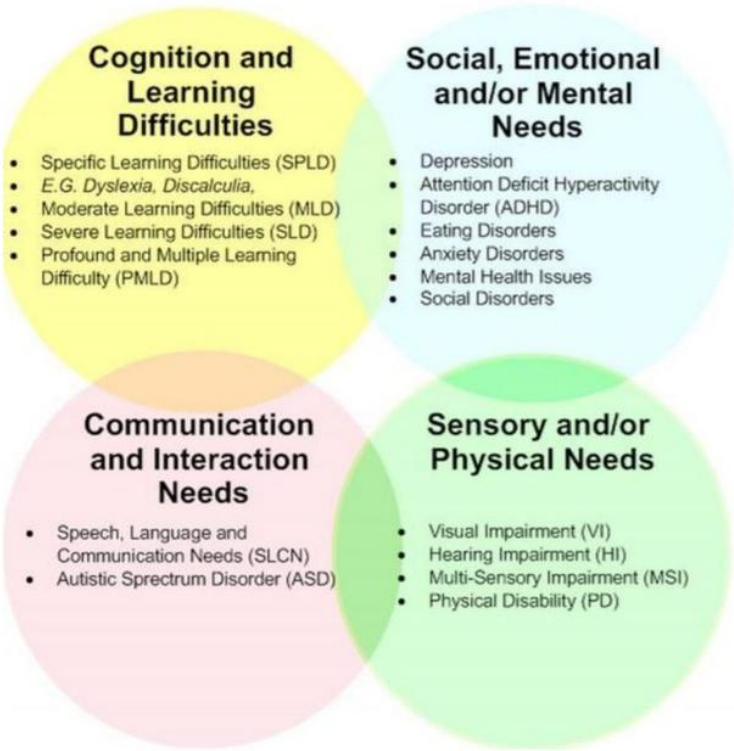
Social Emotional and Mental Health

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 hyperactivity disorder** or **attachment disorder**.

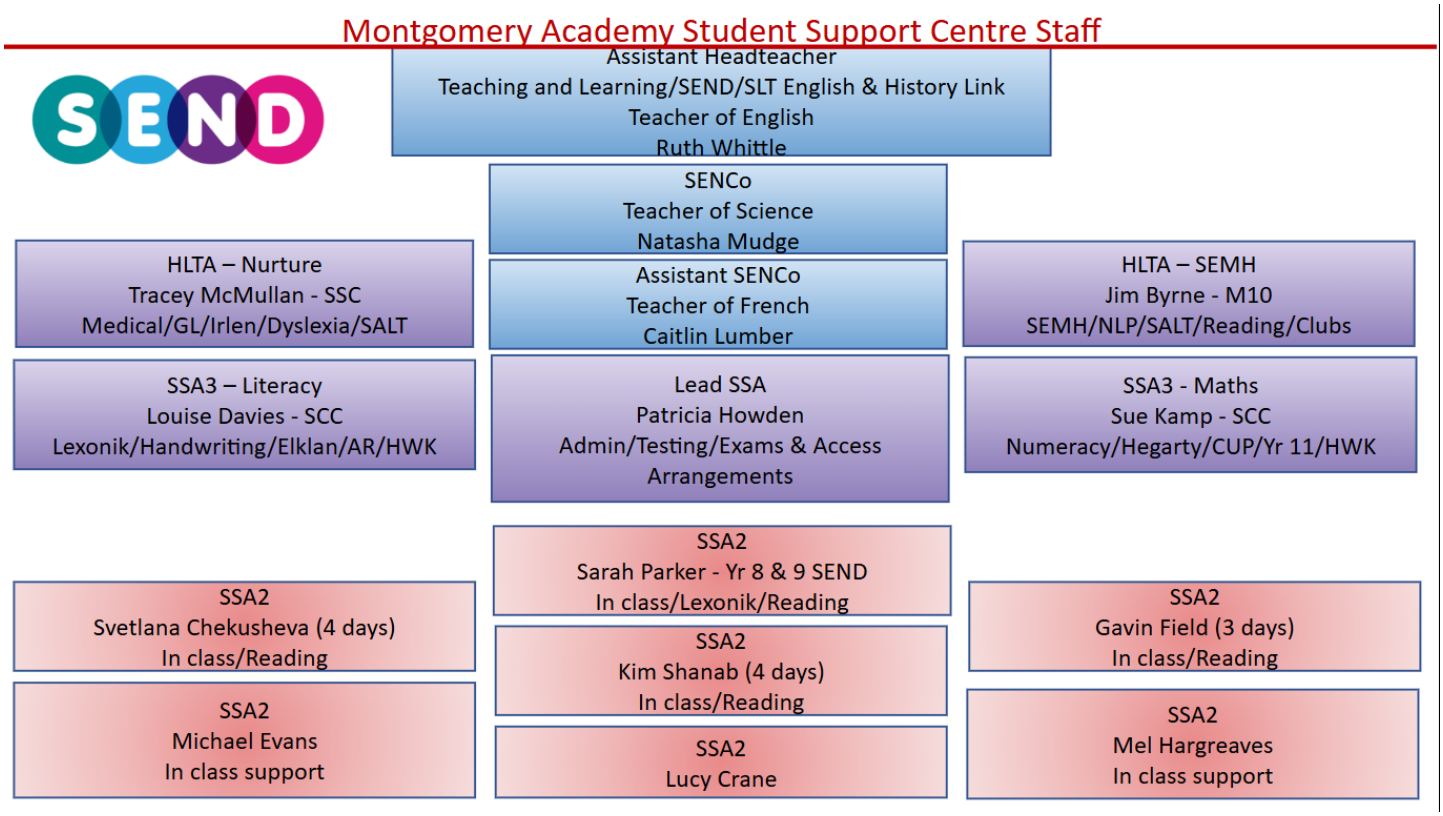
Sensory and/or Physical Needs

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) which has included specific training on all areas of SEND, how to support these students effectively in lessons, Disciplinary Literacy and effective deployment of Student Support Assistants. The Assistant Headteacher and SENDCo have attended several SEND training courses. The SENDCo has successfully completed the National Award for SEND Coordination in July 2024.

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.
- 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.
- There is a range of SEMH support available to students in school such as a life coach, pastoral support, SHINE MST, Primary Mental Health Worker and Youth Therapy Counsellors.
- 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 adapt teaching and curriculum to ensure it is accessible for learners with Special Educational Needs?

All Students at Montgomery are expected and challenged to make excellent progress. The curriculum at both key stages is not reduced for any learners. It is of high ambition for all.

Adjustments have been made to facilitate intervention with students outside of lesson times so all students can access the full scheduled curriculum.

Literacy and numeracy support during registration time so all students at KS3 now access French. Option pathways are open to all students irrespective of background or SEND and SEND students are represented in all Key Stage 4 subjects, including the new Compass Curriculum in which students are able to choose to complete a Level 2 Qualification at either Blackpool and Fylde College or Myerscough as one of their option subjects.

All staff have access to a SEND Information spreadsheet and SEND Booklet which includes the SEND & Medical Register with information on each student and their needs, Student Support Assistant timetables, access arrangements in all year groups to support learners in lessons and interventions in place.

All staff are made aware of the SEND students' needs through the use of Student Passports which support 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 and parents to set new targets.

- All lessons are planned with clear learning objectives and achievable outcomes under the EXCEL teaching and learning model which allows for consistency for our SEND students

- Entry Tasks, Checking for Understanding slides and Knowledge Checks support SEND students with retrieval practice, regular recall and overlearning opportunities
- SEND students are expected to complete Challenge Questions using a wide range of suggested teaching and learning strategies such as:
  - providing clear step-by-step explanations/simple directives and asking students to explain what is expected of them
  - planning for regular low stakes quizzing and retrieval practice to support students learning and remembering more over time
  - modelling live using a visualiser or interactive whiteboard
  - scaffolding using visuals, writing frames, sentence stems and structure strips
  - pre-teaching subject-specific vocabulary (where possible) or vocabulary instruction using WIKI bookmarks
  - providing self-quizzing knowledge organisers which include the essential knowledge for each unit of work for students to use at home to support their learning in lessons and build their confidence with essential curriculum content
  - providing clear definitions for new vocabulary to ensure students use them correctly in context, as well as how to correctly pronounce words correctly
  - including opportunities for students to read aloud or choral reading for students to develop their confidence and fluency in terms of reading with pace, expression, volume, smoothness and comprehension
  - using the 3-step reading strategy when reading any text for students to activate prior knowledge, question and summarise what they have read
  - promoting drafting and editing their work using mini whiteboards to build confidence with extended writing tasks
  - planning in time for spelling practice using look, cover, write and check or breaking words down by their syllables
  - completing formative, synoptic and summative assessments provide students with opportunities to demonstrate the progress made and LIFT lessons provide time for students to reflect on their assessments and work on their areas for improvement
- Work is marked or checked regularly to provide whole class feedback or individual comments and actionable next steps 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 and discussions
- Regular progress reviews are conducted with students participating in their own target setting dialogue
- Teachers work with and deploy Student Support Assistants 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 to attend a Transition 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.
- Primary schools are able to refer students to be invited to attend our SEND Transition club, which runs weekly in the summer term prior to transition in September.
- 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 and Pastoral Manager and SLT regarding school systems, which the Student Support Centre Team also attends.

How do we prepare them for adulthood?

At Montgomery we begin preparation for adulthood from the moment a pupil transitions to our high school. We work with all of our students to develop the 5 core values, Safe, Mature, Ambitious, Respectful and Thoughtful (SMART). We believe these values are essential to ensuring our students will become successful and valued members of their community. Planned careers education begins in year 8 and is adapted to meet the needs of all students. We work with all our students to help them to meet their aspirations to attend work, training or employment.

For identified students additional transition visits and support will be arranged to facilitate a successful transition from school. This may include Montgomery staff accompanying and supporting the young person to work,training or employment venues.

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

Montgomery Academy supports students' emotional and social development through having SEND student representatives on the student council, completing student voice questionnaires and SEND Key Workers who are identified early on in the transition process.

Our pastoral team works very closely with students and families with some students accessing the life coaches within school.

Within the Student Support Centre, we offer:

- Student discussions at 'Student of Concern' Tuesday morning meeting should concerns are raised to ensure the right support is put in place for them
- Lunch club/Break club in the SSC
- Individual SMART targets on SEND Passports
- Exit passes on the corridor or to the SSC for time out
- In Class Support with Student Support Assistant where possible
- C3 Buddy to the SSC
- C5 / Isolation / Exclusions discussed with SENCo & Pastoral Team
- Regular home contact
- Behaviour and conduct, attendance & rewards monitored weekly by SENCO and Key Workers
- Reasonable adjustments put in place to support student needs appropriately
- Referral to CAMHS/Headstart/Youth Therapy/BYPS/counselling
- Talk About for Teens intervention
- Blackpool SEND Team or Educational Psychologist involvement
- Lesson Observations/ liaison with teacher and SENCo
- Blackpool Carers referral for Young Person and family
- Art Therapy (colouring, drawing, time out)
- Extra-curricular interests / placement / specific responsibilities assigned
- Shine Therapy sessions
- Life Coach sessions
- Sensory support via our Sensory Room
- Lunch/Break club in the SSC
- Assembly in the SSC
- Reading group and interventions during registration in the SSC
- Time out passes to the SSC, Key Worker or Year Group Team
- Freeze Framer
- Lego Therapy
- Neuro Linguistic support with HLTA
- Rewards system
- Anti-Bullying Club
- Support via our pastoral, Safeguarding Team or PWO
- Alternative Provision - Engage
- Walk and Talk
- One to one pastoral sessions
- Support via the Mental Health and Well Being MarketPlace
- Support sessions with our Mental Health First Aid trained staff
- NLP trained staff
- Mindfulness, games and well-being apps
- School nurse
- Peer Mentors
- Stonewall Group
- Anti Bullying Ambassadors
- Student Council

11. How does the 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
- 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 Coordinator (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.

At Montgomery Academy 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 Manage

All staff receive regular training and Continued Professional Development to ensure staff have the expertise to meet the four areas of need.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical/Sensory

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

Student voice confirms that students at Montgomery feel happy, safe and secure. Student voice is an important part of measuring the effectiveness of our provision. We also value and seek the views of parents and carers.

Effective monitoring and tracking of pupil progress is essential in evaluating the impact of our provision.

We also assess and benchmark the quality and effectiveness of our provision against other schools and with colleagues across the trust, our multidisciplinary colleagues and the local authority SEND Support Team. 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?

A fully inclusive approach is taken to the involvement of students with Special Educational Needs and/or Disabilities in all lessons. Lessons will be adapted to meet the needs of your child. For example, visually impaired students can have their work enlarged, students who require support with self regulation can access our sensory area in the Student Support Centre.

Montgomery has lifts in two of our buildings and ramps to the P.E department, science block and into the main block. Separate arrangements can always be made to accommodate wheelchair users or visually impaired parents/carers on Parents' Evening or other events.

For pupils with medical needs, if required, their Individual Health Care Plans are held securely in the Student Support Centre and shared with all relevant staff.

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 a wide range of extracurricular activities and visits. The full timetable of extracurricular activities is shared termly with all students, adaptations are made to ensure they are accessible to all. In addition to the above, there is also a homework club available to all students. The homework club is run by members of the SEND team.

The Student Support centre is open every break and is staffed by members of the SEND department. This is available for students struggling to access the dining room or outside spaces.

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 Academy is managing your child's learning needs you should: Firstly contact either the subject teacher, Group Tutor, Progress Manager, SENDCo or Assistant Headteacher 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 Headteacher 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 via the main school admin address.

The School's Procedure for Complaints is set out in full on the Montgomery website under the policy tab. 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 – Student 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, n.welch@montgomery.fcat.org.uk, c.lumber@montgomery.fcat.org.uk

Postal Address: Montgomery Academy

All Hallows Road

Bispham

Blackpool

FY2 0AZ

19. 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

Blackpool Council SEND Local Offer https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx