



Montgomery
Academy

SEND Information Report 2026-2027

Special Educational Needs at Montgomery Academy

Welcome to Montgomery Academy's SEND Information Report. Montgomery Academy is dedicated to providing an inclusive and welcoming education for all learners, enabling pupils with Special Educational Needs and Disabilities (SEND) to be 'the best they can be,' now and in the future. We highly value our partnerships with parents/carers and external agencies. Our approach is firmly based on the guidance provided within the SEND Code of Practice.

This SEND Information Report aims to offer parents/carers and pupils an insight into our academy's provision for pupils with SEND. We hope it provides you with a clear understanding of the support and opportunities available. 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

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?

Montgomery Academy is an inclusive academy where we endeavour to support the needs of all learners across the four broad areas of Special Educational Needs:

- **Communication and Interaction:**
 - **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:**

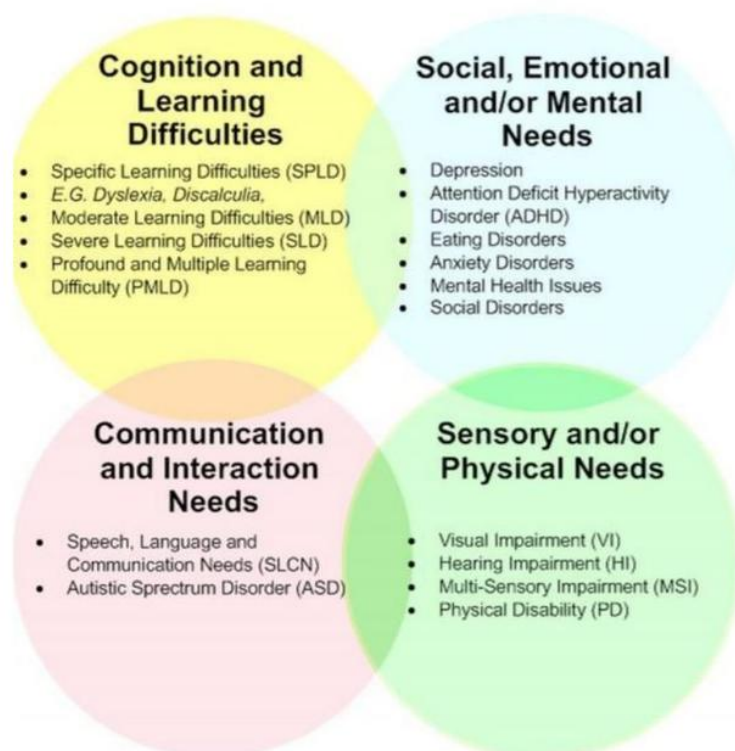
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

 - Moderate learning difficulties (MLD)
 - Severe learning difficulties (SLD)
 - Profound and multiple learning difficulties (PMLD)
 - Specific learning difficulties (SpLD) affecting one or more specific aspects of learning (e.g., Irlen syndrome, dyslexia, dyscalculia, and dyspraxia).
- **Social, Emotional and Mental Health (SEMH):**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways (e.g., becoming withdrawn/isolated, or displaying challenging, disruptive or disturbing behaviour). These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders, or medically unexplained physical symptoms. Other children may have conditions such as ADD, ADHD, or attachment disorder.
- **Sensory and/or Physical Needs:**

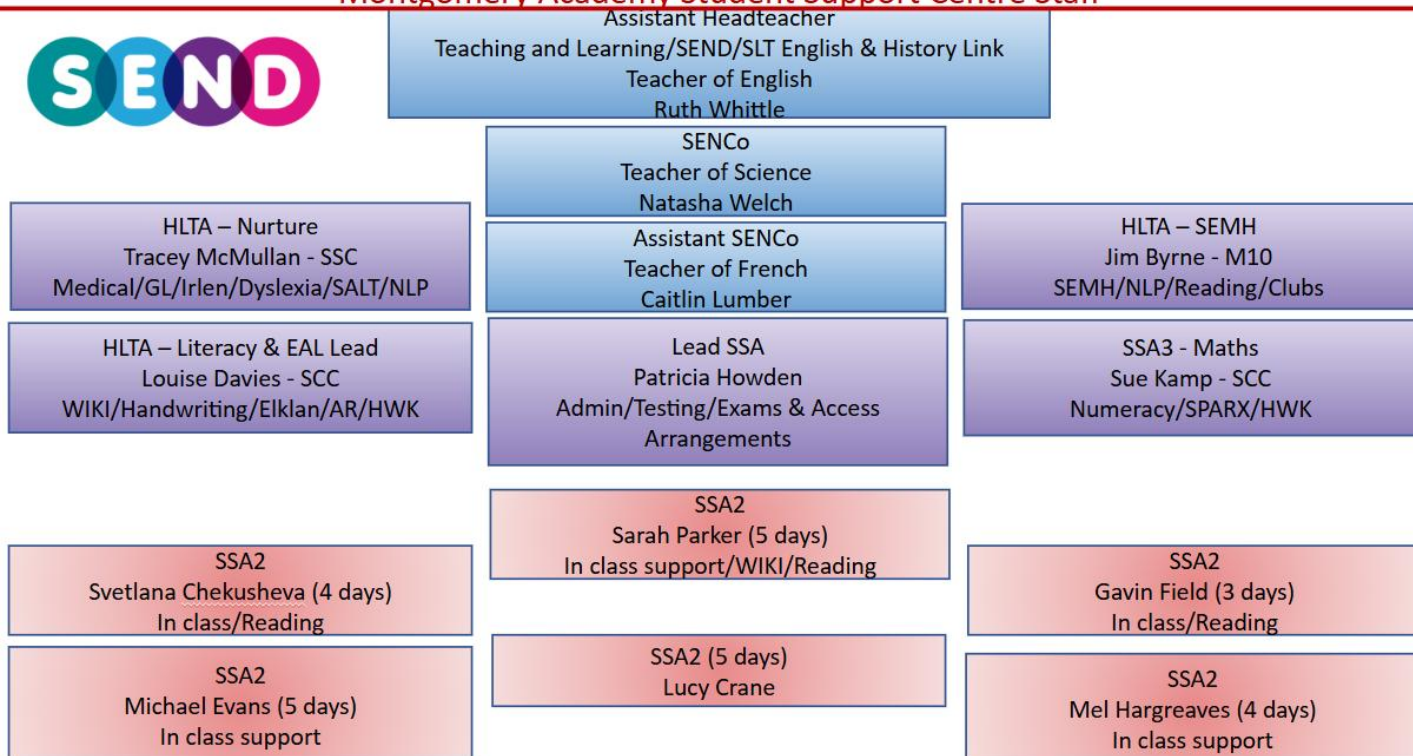
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes:

 - Visual impairment (VI)
 - Hearing impairment (HI)
 - Multi-sensory impairment (MSI)
 - Physical disability (PD)



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

Montgomery Academy Student Support Centre Staff



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

Our experienced Student Support Centre team and academy staff receive regular training and Continuous Professional Development to ensure expertise across all four areas of need:

Specialist SSC Training: Behaviour support, literacy support, Moderate Learning Difficulties, Autistic Spectrum Disorders, EAL support, collaborative learning, Speech and Language Support (Elklan / SALT), Hearing Impairment, WiKI, and bereavement counselling.

Whole-School Professional Development: Staff participate in weekly professional development through the Montgomery Learning Community (MLC). This includes training on Trauma-Informed Practice, Outward Mindset principles, effective deployment of SSAs, Disciplinary Literacy, and high-quality adaptive teaching strategies.

Leadership Accreditation: The Assistant Headteacher and SENCo regularly attend specialist SEND training. The SENCo successfully holds the National Award for SEND Coordination (NASENCO).

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

We deliver a graduated approach to provision using Assess, Plan, Do, Review (APDR) cycles across four tiers of support:

- **High-Quality Adaptive Teaching & Trauma-Informed Practice (Universal):** The foundation of our provision for all pupils. Classrooms are emotionally supportive and structured. Teachers adapt their delivery so that every student can access the ambitious core curriculum.
- **Universal + Provision:** Further targeted adaptations and close progress monitoring within the classroom setting.
- **Targeted SEN Support:** For pupils requiring provision "different from or additional to" standard classroom delivery. These pupils are placed on the SEND Register and have a Learning Plan detailing specific, time-limited interventions and targets. Progress is reviewed at least termly using the APDR cycle.
- **Specialist SEND Support (EHCP):** For pupils with complex, long-term needs. Provision specified within an Education, Health and Care Plan (EHCP) is delivered via a Specialist Learning Plan, supported by termly reviews and an Annual Review with parents/carers and multi-agency partners.

Facilities and Intervention Resources:

- **Student Support Centre (SSC):** Located in the Main Block, providing a large suite for small-group or individual bespoke sessions.
- **Interventions & Access:** Timetabled English/Maths interventions, registration-time literacy/numeracy support, Lego therapy, emotional literacy, drawing and talking, talkabout, alternative PE, TaskMaster education, robotics, STEAM, homework support, handwriting intervention, laptops for handwriting/recording needs, exam access arrangements, and specialist equipment allocated based on identified needs.
- **Sensory & SEMH Provision:** Access to our dedicated Sensory Room, time-out/exit passes, keyworker support, life coaches, pastoral support, SHINE MST, Primary Mental Health Workers, SSC duty timetable, and Youth Therapy Counsellors.

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

We identify and assess pupils through a multi-layered approach led by the SENCo and Student Support Centre team:

- **Transition & Screening:** Primary school transition data, Year 6/7 liaison, and Cognitive Ability Tests (CATs) taken shortly after entry (assessing verbal, non-verbal, quantitative, and spatial reasoning). Dyslexia screening for those already on the SEND register from primary school.
- **Teacher & Staff Referrals:** Direct feedback and screening tools from teachers and SSAs. Staff submit a formal SSC Referral Form when progress concerns arise, which is evaluated during weekly SSC Planning Meetings to formulate an Action Plan.
- **Parent/Carer & Pupil Input:** First concerns raised by parents or pupils. We encourage parents/carers to contact the form tutor, pastoral manager, or SENCo at any point to discuss learning needs.
- **In-Year Admissions:** Assessment upon entry by subject area teams, review of historical records, and direct outreach to prior schools.
- **Specialist Assessments:** Advice and formal diagnostic tools from specialist external professionals (e.g., Educational Psychologists, Speech & Language Therapists).

7. How does the academy adapt teaching and curriculum to ensure it is accessible for learners with Special Educational Needs?

Our curriculum is high-ambition and is not reduced for any learner. Adaptations are made to both curriculum delivery and the learning environment:

- **Teaching Framework (EXCEL Model & Direct Instruction):** Clear learning objectives, direct instruction breaking down learning into manageable steps, live modeling on visualisers/interactive whiteboards, and explicit retrieval/overlearning practice (Entry Tasks and Knowledge Checks).
- **Scaffolding & Metacognitive Support:** Provision of sentence stems, writing frames, structure strips, WIKI vocabulary bookmarks, and self-quizzing Knowledge Organisers. We explicitly teach metacognitive strategies to build independent learning habits.
- **Literacy & Reading Interventions:** Choral reading, fluency practice, drafting on mini-whiteboards, syllable-based spelling, and the 3-Step Reading Strategy (activate prior knowledge, question, summarise).
- **Staff Information & Student Learning Plans:** All staff access the SEND Information Spreadsheet and Student Learning Plans. Learning plans outline individual strategies, targets, and reasonable adjustments, and are formally updated three times per year in consultation with students and parents.
- **Inclusive Options:** Option pathways (including the Level 2 FCAT Compass Curriculum delivered with Blackpool & Fylde College or Myerscough) are open to all students irrespective of SEND.

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

We systematically evaluate academic, personal, and EHCP/Learning Plan outcomes through robust tracking:

- **Formative & Summative Tracking:** Ongoing classroom assessment, low-stakes quizzing, and whole-school formal data cycles (tracked twice per year). SSC data analysis follows each cycle to adapt interventions.
- **SEND Learning Plan Reviews:** Student Learning Plan targets (e.g., literacy, numeracy, self-regulation) are reviewed through termly Assess-Plan-Do-Review cycles with parents and students.
- **Annual EHCP Reviews:** Formal annual reviews for pupils holding an EHCP to evaluate progress toward end-of-key-stage outcomes, adjust provision, or set new long-term targets.
- **Parent & Student Consultation:**
 - **Parents' Evenings & Reports:** Termly progress reports and scheduled parent/carers evenings with subject teachers, form tutors, and the SENCo.
 - **Direct Communication:** Regular phone contact, email communication, drop-ins, and parent/carers surveys.
 - **Accessible Formats:** Information and reports can be provided in alternative formats (e.g., large print or translated languages) upon request.

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

Transition planning begins early to reduce anxiety and build confidence:

Phase Transitions:

- **Primary to Secondary (Year 6–7):** Summer term primary visits by SSC staff, primary referral to our weekly SEND Transition Club, transition day in Year 6, additional bespoke visits for vulnerable learners, and Introduction Evenings for parents/carers.
- **In-Year & Post-16:** Information sharing with previous or future settings, transition meetings, and supported visits to post-16 providers, training providers, or workplace venues.

Preparing for Adulthood (PFA):

- **Core Values & Life Skills:** Explicit embedded teaching of our SMART values (Safe, Mature, Ambitious, Respectful, Thoughtful) and personal/social skills via PSHE.
- **Careers & Future Pathways:** Adapted careers guidance beginning in Year 8, links with post-16 providers, and work-related experiences (including technical/academic pathways through the FCAT Compass Curriculum in Key Stage 4).
- **Adulthood Focus in EHCPs:** EHCP reviews from Year 8 onwards systematically target independent living, higher education/employment, and community participation

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

We prioritise emotional well-being through an inclusive, Trauma-Informed pastoral framework:

- **Student Voice & Representation:** Pupil representation on the Student Council, SEND student voice questionnaires, and SEND Key Workers assigned during transition.
- **Pastoral & SSC In-School Provision:**
 - Daily SSC Break and Lunch Clubs providing a structured, quiet alternative to main dining spaces.
 - Check-ins with Emotionally Available Adults, Life Coach sessions, and weekly 'Student of Concern' multi-disciplinary triage meetings.
 - Specific interventions: Talk About for Teens, Lego Therapy, Neuro-Linguistic Programming (NLP) support, Shine MST, and Walk & Talk sessions.
 - Exit/time-out passes to the SSC or pastoral spaces, sensory room access, and C3/isolation/exclusion oversight by the SENCo.
- **Anti-Bullying & Peer Support:** Active Peer Mentors, Anti-Bullying Ambassadors, and Anti-Bullying Club. Proactive behavior and anti-bullying policies explicitly teach positive interactions to prevent peer conflict.

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?

The SENCo and Pastoral Teams coordinate multi-agency support to meet pupil needs and support families holistically. We partner with:

- **Local Authority & Health Services:** Blackpool SEND Team, Blackpool Educational Psychology Team, Speech and Language Therapy (SALT), Occupational Therapy, CAMHS, Primary Mental Health Workers, Children with Disabilities Team, and School Nurse Practitioners.
- **Social Care & Virtual School:** Social Workers, School Home Support Workers, Youth Mediation Family Workers, and the Virtual School team.
- **Voluntary & Community Partners:** Blackpool Carers / Young Carers, Awaken, Blackpool Young People's Service (LGBT, HUB, Sexual Health, CASHER), Kooth, and local police/community safety coordinators.

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

When higher-level or specialist expertise is required, the school initiates targeted referrals to external partners:

- Direct commission of services from the Blackpool Local Authority SEND Support Team, Educational Psychology Service, and Educational Diversity.

- Referrals to specialist clinical services including Speech and Language Therapy, CAMHS, and Occupational Therapy.
- Engagement with multi-agency hubs (e.g., Children's Social Care, Awaken, Parenting Team, and PCSO links) following initial assessment and consultation with parents/carers.

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

We monitor and evaluate quality to secure continuous improvement:

- **Data & Target Analysis:** Evaluating pupil progress, attainment, and intervention impact against baseline assessments using the APDR framework.
- **Stakeholder Feedback:** Regular structured pupil voice and parent/carers feedback questionnaires.
- **Cross-Trust & Local Authority Moderation:** Benchmarking provision quality and outcomes against peer schools, FCAT trust colleagues, and Local Authority quality assurance frameworks.

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

Montgomery Academy is physically and educationally accessible:

- **Physical Infrastructure:** Lifts in two main buildings, ramped access to the Physical Education department, Science block, and Main Block.
- **Adjustments & Facilities:** Adapted seating plans, adjustable tables, sensory space in the Student Support Centre, and customised arrangements for visually/physically impaired parents or pupils during school events.
- **Medical Plans:** Individual Health Care Plans (IHCPs) are securely held in the SSC and distributed to relevant staff.
- **Policy Links:** Further details are published in our Single Equality Scheme and Equality Objectives Review 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?

All extracurricular activities, clubs, visits, and trips are fully inclusive:

- Reasonable adjustments and direct SSA support are arranged to enable full participation alongside peers.
- Homework Club operates weekly, fully staffed by members of the SEND team.
- SSC Break and Lunch Clubs run daily for students seeking a supported environment.

16. What if I want to make a complaint?

We aim to resolve any concerns promptly and constructively. If you have concerns regarding your child's SEND provision, please follow these steps:

1. **Initial Contact:** Speak or meet with the Subject Teacher, Form Tutor, Progress Manager, SENCo, or Assistant Headteacher by telephoning the school on **(01253) 356271**.
2. **Headteacher Review:** Request a formal meeting with the Headteacher to review the issue.
3. **Governing Body:** If unresolved, submit a formal complaint to the Governing Body via the main school office address.

The full Complaints Procedure Policy is available on the school website under the policy tab.

<http://www.montgomeryschool.co.uk>

17. Glossary

APDR: Assess, Plan, Do, Review

CAMHS: Child and Adolescent Mental Health Services

CAT: Cognitive Ability Tests

EAL: English as an Additional Language

EHF Plan / EHCP: Education, Health and Care Plan

FCAT: Fylde Coast Academy Trust

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 (formerly 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

What is Blackpool Council's Local Offer?

Blackpool Council's Local Offer outlines the services and support available across the local authority for children and young people with SEND and their families. You can access the Blackpool Local Offer directly at:

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx>