

Student Support Policy 2020-2021

Student Support Centre Vision

We aim to develop emotionally resilient, independent students by:

- driving optimum outcomes
- raising accountability
- raising expectations

Student Support Centre Team

Mrs Morton (Deputy Principal - Teaching & Learning)
Mrs Whittle (Assistant Principal – Teaching & Learning/English/SEND Link)
Miss Emma Chadwick (SENDCo)
Miss Howden (Lead SSA)
Mr Byrne (SEMH Higher Level Teaching Assistant)
Mrs McMullan (Nurture Higher Level Teaching Assistant)

Teaching Assistants

Miss Brooks (SSA3 Numeracy - maternity)
Mrs Davies (SSA3 Literacy)
Mr Hogan (SSA3 Numeracy)
Mrs Slinger
Mrs Parker
Miss Cullen
Miss Green
Miss Peck
Mr McMullan
Mr Field
Mr Reed

Rationale

Montgomery's Student Support Centre education learning needs, sensory difficulties and social, emotional and mental health issues. Students with special educational needs all have learning difficulties or disabilities, which may produce barriers to learning. These students may require support that is additional to, or different from other students of the same age.

Students with special educational needs may need extra help because of a range of needs such as thinking, understanding, physical or sensory difficulties, or how they relate to and behave with other people.

Many students experience some kinds of special education needs at some time during their education. At Montgomery, our Student Support Centre strives to overcome the barriers their difficulties present quickly and easily. However, some students will need extra help and support for some of or all of their time at secondary school.

All students make progress at different rates and have varying ways in which they learn more effectively. Teachers consider this at Montgomery by taking careful consideration over how they structure and organise their lessons, the classroom environment and layout, the exercise books and the planning and differentiation of resource material given to students. Advice and strategies for teachers are produced and outlined on student passports, which are updated twice a year. Teaching staff use this information to consider appropriate options in order to enable effective differentiation according to the individual student needs.

The Role of the Student Support Centre

- In class support for SEND, SEMH and Nurture Unit students
- Accelerated Reading programme / buddy reading in registration for identified students
- Regular reading and spelling testing
- Exam concessions and access arrangements
- Screening for Speech and Language difficulties and dyslexia and dyscalculia traits
- Support in internal and external examinations
- Numeracy and Literacy intervention including Lexonik
- Care plans for disabled students
- Strategies for dealing with anxiety, developing resilience and social skills

- Referrals to the Educational Psychologists
- Referrals to outside agencies
- Support on school trips with SEND, SEMH and Nurture Unit students
- Loaning laptops for students with temporary physical difficulties
- Requesting/loaning of specialist equipment
- Identifying / key working and conducting planning meetings for vulnerable students
- Providing CPD for all teachers of Most Able, SEND, SEMH, EAL and Nurture Unit students
- Supporting the development of differentiation by subject teachers
- Regular tracking of progress of SEND, SEMH and Nurture Unit students
- Regular reviews / updating of student passports
- Support with handwriting
- Homework support & reading club / homework club / STEM Club / Lego and Robotics Club
- Quality assuring the teaching of SEND students through conducting learning walks
- Transition support with feeder primary schools and post 16 educational establishments
- Support outside the classroom for identified students as required
- Mediation support with SEND, SEMH and Nurture Unit students

Reviewed: May 2020