

SEN Report

SEND – Special Educational Needs and Disabilities

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Children and young people with SEND may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEND:

- **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
- **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy
- **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their own and other children's learning, or that have an impact on their health and wellbeing
- **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEND that covers more than one of these areas.

Disabilities

Many children and young people who have SEND may also have a disability. A disability is described in law (the Equality Act 2010) as '**A physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.**' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

How does the school identify children with a special need or disability?

What should I do if I am concerned about my child?

Under the 2015 special Educational Needs and Disabilities Code of Practice a child has special educational need or disability if:

- a. He/she has a significantly greater difficulty in learning than the majority of children his/her age.
- b. He/she has a disability, which prevents or hinders him/her from making use of education facilities of a kind generally provided in schools within the area of the LA concerned, for children of his/her age.
- c. He/she is under the age of five years and is, or would be if special education provision were not made for him/her likely to fall within paragraph (a) or (b) when over that age.

The SEND leader is responsible co-ordinating the identification and support.

- Parents, Carers, Teachers, Health Professionals and other agencies share concerns with the SEND Leader.
- The SEND Leader observes in class and highlights strategies to develop learning.
- Highly personalised targets are set for each term.
- Children discuss their needs, feelings and wishes with their Teacher or Classroom Professional.
- It may be appropriate to make a referral to another agency. These include:
 - Health Visitors.
 - School Nursing Service.
 - Speech and Language Therapy.
 - Occupational Therapy.
 - Physiotherapy.
 - Child and Young Person's Mental Health Service.
 - Educational Psychology Service

The SEND support plan is reviewed termly with parents and children.

Key Staff

Registered Office / Head Office

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

Company Number: 07386086 (England and Wales) Charity Exempt under the Academies Act 2010 VAT Number 115 811 243

Katie Moran - Headteacher
Natalie Coe – Deputy Headteacher and SEND Leader
Kelly Edwards – Learning Mentor
Lisa Maisey – Family Support Co-ordinator

Arrangements for consulting parents/carers of children with SEND and involving them in their child's education.

How will I know how well my child is progressing?

How will you support me to help my child's learning?

At Montagu Academy, we are committed to creating a supportive team to help your child. As their parent/carer we value you as an important member of the team.

We will share your child's progress through:

- Termly SEND planning meetings.
- 6-8 weekly Team Around the Child Meetings for children who need intensive support.
- Annual Reviews for children with statements or EHC Plans.
- Annual Reports.
- We aim for all parents to feel that they are an integral part of our school through:-
 - Solihull Parenting Course.
 - Parent Questionnaires
 - A designated SEND Governor.
 - Weekly newsletters.
 - Involvement in Inspire Mornings

If you have any information to share or you need advice you are welcome to make an appointment to see the SEND Leader at other times.

Arrangements for consulting young people with SEN and involving them in their education.

How will my child be involved in their own support and development?

It is vital that all children are fully involved in planning and evaluating their own progress.

- Children are involved in target setting, marking and feedback as part of quality first teaching.
- Children will work with an adult to complete a One Page Profile outlining their achievements and how they like to learn and be supported.
- Children review their targets and are involved in the setting of new targets.
- Children have input at Annual Review meetings.
- Children have input in SEND support plan meetings to review their targets.

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

How will my child's progress be assessed?

Quality First Teaching

All children's progress is assessed through marking and feedback in each lesson.

This informs short term planning.

Teachers discuss children's progress with senior leaders as part of pupil progress meetings.

Teachers assess children's writing in detail regularly.

Regular book scrutiny and lesson observations will be carried out by the SEND Leader, subject leaders and other members of the Senior Leadership Team, this will take place to ensure that the needs of all children are met and that the quality of teaching and learning is good.

Additional Provision

Children with SEND will have a portfolio which will include

- A one-page profile (located within their support plan) completed by the child outlining their needs and preferred methods of support.
- Individual Targets
- Records of observations and advice

- Advice from other agencies.
- Samples of work that demonstrate progress.

All interventions are planned on a Class Provision Map which is reviewed termly when planning further support.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

How will my child be supported when changing classes or schools?

We aim to make the transition between classes and phases as smooth as possible to maintain confidence, correctly targeted planning and specialised provision.

Transition into Foundation 1.

All children and parents are visit FS1 with their children to develop relationships and find out more about the children. Staff will liaise with Health visitors over any concerns. Parents complete a profile of their child's interests and strengths

Transition into Foundation 2

Current teacher liaises with new teacher and shares targets, progress successes and concerns. All children have play sessions in F2 in the summer term and develop relationships with all staff. The children take part in playtimes and assemblies. The children take part in activities in the school hall.

Additional Provision

Children may make a book to read over the holiday with photographs of Foundation Stage staff and key areas.

Their new teacher takes part in special needs meetings in the last half term.

Staff will visit the current nursery provision of children with complex needs to begin to build a relationship with your child and liaise with staff.

Transition between classes

Current teacher liaises with new teacher and shares targets, progress successes and concerns. All children visit new class for one morning

Additional Provision

Children take part in extra visits to their new class.

Children may make a book to read over the holiday with photographs of new staff and key areas.

New teacher takes part in special needs meetings in the last half term.

Transition into Year 3

Transition between classes

Current teacher liaises with new teacher and shares targets, progress successes and concerns. All children visit new class for one day.

All children spend a dinner time in Key Stage 2 building.

Additional Provision

- Children take part in extra visits to new class.
- Children may make a book to read over the holiday with photographs of new staff and key areas.
- New teacher takes part in special needs meetings in the last half term.
- Children can bring work to show their new teacher.

Transition into Year7

- Year 7 and transition school staff from Mexborough School visit Montagu in the Autumn Term.
- Children attend an open evening at Mexborough School.
- Staff from other schools visit to meet their new children.
- Children visit for Science lessons
- Children spend a day at their new school in the summer term

Additional Provision

- Children visit secondary school with their parents.
- Extra visits are arranged during school time
- Transition staff attend Annual Reviews and SEND meetings.

The approach to teaching children and young people with SEND

How will the curriculum be taught to meet the needs of my child?

We believe that all children have the right to belong to, participate and achieve fully across the curriculum and in the wider life of the school.

The SEND Code of Practice 2015 states:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Quality First Teaching

- The curriculum is planned so that each lesson builds on the prior knowledge of each child.
- Objectives are planned to give each child aspirational but achievable objectives
- Verbal and written feedback is given to the children and they are supported in correcting and enhancing their learning.
- The children cover a wide curriculum where there are opportunities to apply and develop literacy and mathematics skills in a wide range of contexts.
- Each class has a dedicated Teaching Assistant to support the needs of all children in the context of Quality First teaching and through discrete interventions planned by the Class Teacher.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

How is teaching and the curriculum adapted to my child's needs?

- The curriculum is differentiated to meet the needs of all children.
- Children are supported in lessons to help them make progress as part of the class.
- Special resources are provided to help children develop understanding and gain independence. These may include visual timetables, word banks, resources to support visual or hearing impairment and practical mathematics apparatus.
- Children with SEND take part in carefully structured interventions planned by their class teacher with support from the SEND Leader. These include interventions to develop
 - Spelling of high frequency words
 - Structuring writing
 - Phonics
 - Number and Calculation skills
 - Reading comprehension

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

What training and specialist skills do the staff supporting children with SEND have?

- The SEND leader has recently studied a postgraduate qualification in Special Educational Needs and Disabilities Co-ordination.
- Class Teaching Assistants have wide ranging experience and qualifications in working with children with autism, loss and bereavement therapy and specific strategies to develop basic skills.
- New staff receive induction from the SEND Leader.
- Teaching Assistants take part in relevant school training days
- Teaching Assistants have received training from the Educational Psychology Service in ensuring that children make progress through Quality First Precision Teaching and how to deploy your support staff with the Educational Psychologist.
- We have an Inclusion Team with the Deputy Headteacher, Learning Mentor and a Family Support Co-ordinator
- All staff take part in regular reviews of their performance

Montagu Academy has close links with other professional agencies. We work closely with other professionals to plan and review provision and also follow programmes designed by them with our children.

Following discussion with parents, school can refer to other agencies who then become part of your child's support team. They will either attend review meetings or provide a report. Children who may need a medical diagnosis can be referred by school for a General Development assessment following 2 terms of assess, plan, do and review with the relevant specialist teachers, health professionals and/or the Educational Psychologist.

Evaluating the effectiveness of the provision made for children and young people with SEND

How will my child receive the specific support they need?

- Each Class Teacher creates a provision map outlining the support each child receives which is evaluated termly.
- Children with SEND have an SEND Support Plan where parents, children and teachers set and review termly targets and the views of all parties at initial and review meetings will be recorded. The meetings will evaluate support, identify further needs and identify any other professional agencies who need to become involved.
- The SEND Leader and members of the Senior Leadership team scrutinise and evaluate progress through lesson observations, book scrutiny and tracking.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

How will my child be included in activities in the classroom and the wider curriculum?

We believe that all children have the fundamental right to access every area of school life.

- Montagu creates and reviews its Accessibility Plan annually.
- We carry out risk assessments to identifying possible issues and make reasonable adjustments allowing access to all activities.
- All children attend school trips and risk assessments are carried out to ensure access and one to one support is provided, when required.
- Residential Visits are open to all children. Risk assessments are carried out to ensure access and one to one support is provided, when required.
- Reasonable adjustments are made on sports day so all children can participate.
- In P.E children have access to Occupational Therapy exercises and adjustments can be made to support the P.E curriculum, including 1:1 support if appropriate.
- We use specialist PE staff to hold a sensory morning once a week, he has trained a few of our classroom professionals to be able to implement this sensory session throughout the week.
- We use specialist equipment to ensure all children are engaged in activities.
- After school clubs are open to all children.
- All Year 4 children have the opportunity to play an instrument
- All children take part in workshops led by visiting writers, artist, history groups, drama groups and musicians.
- All children are eligible to stand for the School Council and Eco Council.
- Children with a visual impairment, hearing impairment, medical condition or physical disability have access plans.
- All children participate in Inspire Afternoons with their parents.
- All children take part in school concerts and assemblies.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

What support is there for my child's emotional well-being?

We have an Inclusion team which encompasses SEND, Behaviour and Safeguarding. We work to actively ensure that children are safe and have the opportunity to address any emotional and wellbeing issues.

At Montagu Academy we deliver the PSCHE curriculum in every class. As part of this children learn about bullying.

Any individual incidents of bullying will be dealt with by the Behaviour Team and Senior Leadership Team

We help children cope with emotional and social issues through:

- THRIVE - The early identification of and support for emotional developmental need
- Horizons - a programme to support children suffering from bereavement and loss.
- Social Skills groups – teaching children how to work and play co-operatively with other children.
- Friendship groups – helping children to make friends.
- Self-esteem programmes
- Team around the Child meetings
- Advice from other agencies.
- 1:1 support from learning mentors.

Children with SEND talk about their needs, feelings and wishes as part of their SEND support plan.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

How will Montagu Academy work with other agencies to support my child?

- We have close links with professional agencies and work closely with them to support our children These include:-
 - School Nursing
 - Health Visiting Service
 - Mexborough Children's Centre
 - Occupational Therapy
 - Educational Psychology Service
 - Specialist teacher for children on the Autism spectrum
 - Hearing and Visual Impairment Team
 - Physiotherapy
 - Speech and Language Therapy
 - Bentley PLC - behaviour
- Children can be referred following SEND meetings or by recommendation by other agencies.
- Montagu Academy has a Family Support Co-ordinator who can support families with wider needs.
- The local authority provides support and training for staff and regularly evaluate provision.
- The SEND Leader liaises closely with other schools in Mexborough and with other Delta academies.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school. The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

How will Montagu Academy support a Child in Care who has SEND?

Arrangements for children who are looked after by the local authority and have SEND

- Six monthly Child in Care Review meetings
- Termly PEP meetings
- SEND Support Plans if appropriate
- Social and Emotional support through Learning Mentors
- Annual, Statement Reviews, where appropriate
- An extra programme of transition to Secondary School.
- Use of Pupil Premium Plus to support learning.

Complaints procedure

Who can I contact if I have concerns about my child's support and progress?

In the first instance, we hope parents will talk to the SEND Leader to try and resolve any difficulties. If parents feel that they need further clarification or support they can make an appointment to see the Headteacher, Miss K. Moran.

Doncaster Local Authority – Local Offer

This School SEN Information Report utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

To view the Doncaster's 'Local Offer' please view;

<http://www.doncasterchildrenandfamilies.info/disabilities.html>