

Montsaye Academy

Special Educational Needs Information Report

Montsaye Academy values all students. We are fully committed to providing each student with opportunities to achieve the highest of standards. We value the individuality of our students and promote inclusive learning.

Montsaye Academy's Special Educational Needs department, in conjunction with all staff, takes responsibility for the inclusion and learning of students with learning difficulties. From the transition stage in Year 6, we take an active interest in the varied experiences and needs of our students. We ensure we liaise closely with feeder schools and have an understanding of needs before students arrive in Year 7.

Montsaye Academy is fully committed to the 'Every Child Matters' principles and the revised SEN Code of Practice. We work to ensure discrimination in any form is avoided. We work to remove barriers to learning and participation, which can sometimes hinder inclusion.

Montsaye Academy seeks to assist students both academically and socially so that they may develop skills that are transferrable to all stages of life. We fully appreciate the different individuals who make up our student body and we promote this irrespective of ethnicity, attainment, age, disability, gender or background.

Learning Support

Some of our students experience difficulty in coping with certain aspects of education. These can present themselves in aspects of specific difficulties, emotional well-being, behaviour and attendance. We are able to provide support for students which is tailored to their individual needs and which is reviewed regularly to ensure the support is current and aiding progress.

Special Education

Some of our students have special educational needs. The Academy finances resources for students with SEN in order to provide teaching assistants, external agency support and resources. Such provision includes:

- ✓ Close liaison with feeder schools
- ✓ Individualised assessments to ascertain type of SEN and appropriate provision (using the graduated approach as per the revised Code of Practice, 2014)
- ✓ Small group and individualised provision for learning support and emotional intervention
- ✓ Academy CPD to ensure staff are kept up to date on current issues
- ✓ In-class support for students with a statement of educational need or an EHC plan.
- ✓ Application for exam access arrangements

- ✓ Personalised programmes to ensure inclusion
- ✓ Regular liaison with parents to include formal annual reviews for students with a statement of educational need or an EHC plan
- ✓ Regular liaison with external agencies such as Prospects, Autism Outreach, Educational Psychologist, CAMHS as well as post KS4 providers
- ✓ Weekly meetings with the support team to ensure individual student needs are met
- ✓ Regular monitoring of progress both across the curriculum and within intervention

We provide teachers with the annual targets set for students with statements of education needs or an Education, Health Care plan. This ensures staff know, from the start of each year, specific areas to support students in.

*(We also provide teaching staff with Pupil Profiles for students with identified learning difficulties and who are on our SEN file. This information is provided by the student, the parents and the staff who work with the students – we encourage all stakeholders to actively contribute to support packages.)**

It is the expectation of the Academy that teachers modify teaching and learning expectations as appropriate for students with difficulties. Such modifications could include: additional time to complete tasks, modified resources and consideration of their pace of learning. Teachers are expected to give students with SEN the opportunity to develop skills in all aspects of the curriculum.

The SENCo leads a team of supporting staff who have experience in a number of specific learning areas such as literacy, numeracy, behaviour and emotional needs. The team are strong and fully committed to the progress and achievement of all students.

The support team work in a number of varying roles. Primarily they support students in the classroom ensuring they have full access to the curriculum by liaising with the class teacher and by consulting the available support documents.

Support staff also provide 1:1 intervention for social skills development, behaviour management strategy, 1:1 literacy support, 1:1 numeracy support, reading, scribing, accompanying on trips and providing a break and lunch provision for vulnerable students.

Accommodation

The support team are based in the Education Support areas (ES1 – ES4) where we have the use of 4 learning areas and 2 offices. We are located in central Academy locations, meaning that students can access our areas if necessary and the team are able to have central areas from which to work.

Overall commitment to students

Our aim is to promote flexible, child-friendly provision to address the needs of our students. We promise to make every effort to enable students to achieve their aims.

**This is a new initiative 2017-2018 and is work in progress. For now, students will continue with One Page Profiles.*