

**The School Offer for Montsaye Academy, 2017-2108**

**Questions referenced to Special Educational Needs and Disabilities (SEND) (Information) Regulations (Clause 65)**

**DECISIONS ABOUT WHETHER A STUDENT HAS SEND**

How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?

The identification of need is by:

1. Primary School liaison;
2. Liaison with parents and carers at Open events;
3. SEND Co-Ordinator meeting parents and carers of Year 6 students on request;
4. Screening students for reading age, dyslexic tendencies, examination board access arrangements;
5. A member of staff in the SEND team with a responsibility for working with students with ASD.
6. Teaching staff and tutors referring to SEND Co-Ordinator;
7. Pastoral team referrals to SEND Co-Ordinator;
8. Parental / carer enquiry at parents' evening or by contact made with SEND Co-Ordinator;
9. Students themselves directly to SEND Co-Ordinator or via other staff, parents, carers or friends.

How is the decision made about how much individual support pupils will receive?

1. The review of need is conducted three times per year through Pupil Profiles (inclusive of Individual Education Plans; feedback from on-going assessment in line with the academy assessment policy; discussion with the student, parents, carers, staff and other professionals as appropriate and via the annual review process for

	<p>students with statements of special educational needs or the updated Education Healthcare Plan.)</p> <p>2. Every student on the SEND register will have a Pupil Profile during this academic year. This gives information on the student's needs, strategies to assist teaching and information on prior attainment. Students may remain on the SEND register at SEND support or be removed from the SEND register at a review. If the intervention listed for a student at SEND Support is ineffective, this will be discussed with Senior Leaders, SEND Co-Ordinator, student and parents/carers who will decide if a move to formal assessment for an Education Healthcare Plan is appropriate.</p>
<b>SUPPORT FOR LEARNING AND WELL-BEING</b>	
<p>How does the school support pupils with special educational needs?</p>	<p>The arrangements made for co-ordinating the provision of education for students with special educational needs and disabilities are:</p> <ol style="list-style-type: none"> <li>1. Regular meetings with the Senior Leader who line managers the SEND Co-Ordinator;</li> <li>2. SEND Co-Ordinator attendance at Middle Leader meetings to update on current best practice;</li> <li>3. Informal liaison with staff as and when necessary;</li> <li>4. Meetings with agency key workers to arrange and review input;</li> <li>5. Weekly meetings of the SEND support staff team;</li> <li>6. Regular liaison with the SEND Link Governor;</li> <li>7. Review meetings of students with statements of educational need or Education Healthcare Plans.</li> </ol>
<p>What mechanisms are in place for supporting pupils' overall wellbeing?</p>	<ol style="list-style-type: none"> <li>1. Pastoral Mentors are available as a first point of contact for pupils with SEND to support attendance, behaviour and any day to day</li> </ol>

	<p>problems that may arise. The SEND support team take an active role in the support of these students on a daily basis.</p> <ol style="list-style-type: none"> <li>2. All students with a statement of educational need or Education Healthcare Plan will have an allocated Key Worker who discusses data reports 1:1 and is also available should the student require additional support. This is a new initiative for this year and is currently under development.</li> <li>3. The Academy has a School Counsellor and 5 staff are trained as Child Protection Officers.</li> <li>4. First Aiders are trained to support students who take prescribed medicine and respond in a medical emergency.</li> <li>5. The Academy employs an Attendance Office.</li> <li>6. Key staff at the Academy are trained to undertake and support Early Help Assessments.</li> </ol>
<b>PROGRESS, PLANNING AND KEEPING PARENTS INFORMED</b>	
<p>How will parents know how their child is doing?</p>	<ol style="list-style-type: none"> <li>1. In addition to reports being sent home 3 times per year, students on the SEND register have their review of need conducted at least 3 times per year through their Pupil Profiles;</li> <li>2. Feedback is received from staff in the form of on-going assessments in line with the Academy assessment policy;</li> <li>3. Discussion with the student, parents, carers, staff and other professionals as appropriate and via the annual review process for students with statements of special educational needs;</li> </ol>

	<ol style="list-style-type: none"> <li>4. Calendared parents' evenings where parents / carers can raise any concerns they may have;</li> <li>5. The SEND Co-Ordinator is contactable via telephone and email if parents or carers have any concerns.</li> </ol>
How are parents involved in discussions about planning for their child's education?	<ol style="list-style-type: none"> <li>1. Parents' and carers are involved via Parents' Evenings and additional calendared events;</li> <li>2. Parents and carers receive copies of their child's learning conversation (which takes place 1:1 with their child and Key Worker);</li> <li>3. Input in to Pupil Profile – parents and carers can give their ideas as to the support they feel their child needs;</li> <li>4. Liaison with other agencies as appropriate;</li> </ol>
How are children able to contribute their views?	<ol style="list-style-type: none"> <li>1. Students have an input into the suggested provision out lined on their Pupil Profile;</li> <li>2. Students discuss their progress termly with their Key Worker.</li> </ol>
<b>PROVISIONS, RESOURCES AND SERVICES</b>	
How is learning and development provision matched to individual pupils' needs?	<ol style="list-style-type: none"> <li>1. Students who enter the Academy below level in Literacy are supported through a Catch Up programme;</li> <li>2. Students who enter the Academy below level in Numeracy are supported in smaller groups;</li> <li>3. Data collection points are used to identify those students who need additional support in Literacy and Numeracy;</li> <li>4. The SEND-coordinator liaises with staff responsible for Accelerated Reader, and supports with interventions where appropriate.</li> <li>5. Additional support is available from the SEND support team.</li> </ol>

<p>How are the school's resources allocated and matched to pupil's SEND?</p>	<ol style="list-style-type: none"> <li>1. The Academy's SEND budget allocated by the Finance and Business Manager and it then becomes the responsibility of the SEND Co-Ordinator to allocate and match to pupil's needs.</li> </ol>
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<ol style="list-style-type: none"> <li>1. Staff trained to screen for dyslexic tendencies but not to diagnose;</li> <li>2. The Academy has links with outside agencies who are able to advise about assessments for specific needs;</li> <li>3. Regular liaison with an Educational Psychologist and CAMHS;</li> <li>4. The Academy staff have good working relationships with external agencies, and agencies who can advise about support pathways.</li> </ol>
<p>How accessible is the school/Academy environment?</p>	<p>The Academy is based on one large, main site with the addition of the 6<sup>th</sup> Form block and sports centre. The main building is on 3 levels, accessible by lift to all floors. Lift passes can be issued where necessary to aid independent mobility in this building. There is a disabled toilet and showering facilities in the main block as well as another disabled toilet on the ground floor. We have a wet room available and facilities for students who use wheelchairs.</p> <p>All buildings are accessible by wheelchair.</p>
<p>How are pupils included in activities outside the classroom including trips? (NB the DDA Reasonable Adjustments legislation expects schools / academies to be anticipatory in respect of school activities and trips)</p>	<p>Students are supported on trips and visits by a Learning Support Assistant when necessary. Parents / carers have to complete a content form.</p> <p>If the trip is residential, the residential centre is informed of any additional needs and risk assessments are requested.</p>

<b>STAFF TRAINING</b>	
<p>What training have the staff supporting pupils with SEND had, or what are they expected to have?</p> <p>(NB under the SEND Code of Practice legislation, schools/academies need to offer high quality professional development and training to the work force.)</p>	<ol style="list-style-type: none"> <li>1. Montsaye Academy is committed to the continuing professional development of all staff. CPD is focused, and sessions have included differentiation, using additional adults in the classroom, behaviour management, ASD awareness and strategy, support for dyslexia, and so forth;</li> <li>2. Learning Support Assistants are encouraged to attend the same training;</li> <li>3. Staff are able to freely request training to help support pupils with SEND;</li> </ol>
<b>TRANSITIONS</b>	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<ol style="list-style-type: none"> <li>1. The transition team are involved at the review of students who have a statement of educational need or an Education Healthcare plan.</li> <li>2. The SEND Co-Ordinator attends annual reviews of students in Year 6;</li> <li>3. Staff from Prospects attend annual reviews of students in Year 9 and Year 11 to ensure smooth transition;</li> <li>4. Staff from Prospects engage with students with their post-16 choices and provide support reports to advise colleges of the needs of students with statements of educational need.</li> </ol>

**FURTHER INFORMATION**

Who can parents contact for further information?

Parents / carers are encouraged to contact the SEND Co-Ordinator when necessary. There is also an independent service, Northamptonshire Parent Partnership, which is available to help. Their address can be obtained from the Academy.