

# SEND Provision

## Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Montem Academy, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.</p> <p>Through our high quality planning, teaching and provision we:</p> <ul style="list-style-type: none"> <li>• Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized.</li> <li>• Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.</li> <li>• Provide an accessible learning environment which is tailored to the individual needs of all pupils.</li> <li>• Develop children's independence and life skills</li> <li>• Regularly monitor the progress of children with SEND, using a child-centered approach.</li> <li>• Provide good quality and relevant training for all staff members supporting children with SEND.</li> <li>• Work in partnership with parents and carers.</li> <li>• Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.</li> </ul>	<p>At Montem Academy, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.</p> <p>At Montem Academy, pupils with SEND will:</p> <ul style="list-style-type: none"> <li>• Be included in all aspects of the school day.</li> <li>• Be provided with quality first teaching, differentiated to their needs.</li> <li>• Be respected and their contributions valued and acknowledged.</li> </ul> <p>At Montem Academy, pupils with SEND may:</p> <ul style="list-style-type: none"> <li>• Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning.</li> <li>• Take part in social and emotional support interventions such as ELSA or Lego Therapy.</li> <li>• Have additional support from our Child and Family Support workers or Learning Mentor.</li> <li>• Receive additional support with their speech and language development from a specialist teaching assistant.</li> <li>• Take part in a range of interventions in 'The Garden Room' – a classroom which is set up like an EYFS classroom where groups such as fine motor skills, art, play sessions, sensory diet and yoga/relaxation can take place.</li> <li>• Attend specialist PE trips for children with SEND where they can compete against other schools.</li> <li>• Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, SEBDOS (Behavioural Outreach Team) or The Sensory Consortium Service to develop specific targets/programmes tailored to the child's individual needs.</li> </ul>	<p>As a result:</p> <ul style="list-style-type: none"> <li>• Children at Montem Academy feel happy, safe and respected.</li> <li>• Behaviour at Montem Academy is exemplary and diversity is celebrated.</li> <li>• Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.</li> <li>• Children with SEND make good progress at Montem from their starting points due to the use of resources and small group intervention which meets the needs of the pupils.</li> <li>• Children's individual targets from speech and language reports, educational psychology reports, EHCPs, etc. are met.</li> <li>• On leaving Montem Academy, children with SEND have developed good independence and life skills.</li> </ul>