

SEN Offer - Montem Academy

Our School

Montem Academy is a well-established mainstream primary school with over 800 pupils aged 3 – 11 on roll and a small number of rising 3 year olds in the Nursery. It is a very popular school serving the local communities of both Chalvey and Cippenham.

Montem Academy was judged to be 'Outstanding' during our most recent Ofsted inspection in November 2016.

Our Vision

- Everybody is welcomed, respected and valued
- We will help every child to achieve high standards in their learning in order to reach their full potential
- We celebrate achievement and recognise success
- We have high expectations of all
- We have teaching and learning at the heart of all we do
- We foster a thirst of learning and working together
- We celebrate and embrace diversity
- Our children will be safe, happy and successful

The Local Offer

The Children and Families bill (April 2014) outlined the Government's plans to require Local Authorities to publish information about their services and provisions for education, health, and social care for children and young people aged 0 -25 with Special Educational Needs and Disabilities (SEND). The purpose of the local offer is to enable families to see more clearly what services are available for children with SEND in their local area and how to access them.

Area	Response
Special Educational Needs Policy	<p>Montem Academy aims to provide pupils with special educational needs with the same quality of education and access to learning and activities as for all its pupils so that they are able to meet their full potential. The Ofsted inspection of November 2016 affirmed that 'Pupils who have special educational needs and/or disabilities achieve well.'</p> <p>Our Special Educational Needs Policy can be found on our school website</p> <p>Policies linked to the SEN policy – Equality Policy and Accessibility Plan, Equal Opportunities, Behaviour and Anti Bullying.</p>
Teaching and Learning	<p>Children learn and develop at different rates and have their own particular strengths and difficulties. We aim to meet the needs of all our learners by delivering outstanding teaching and classroom practice.</p> <p>A variety of strategies and systems are in place to support those pupils who are at any time finding it more difficult to achieve and succeed with their learning. These strategies often include, differentiating the lessons and adapting the resources so that all children can access the curriculum. Additional adult support or alternative interventions are often available to ensure that the children develop their confidence and are able to make steps of progress towards meeting their targets.</p> <p>Ofsted recognises the superb planning and outstanding teaching which takes account of pupil's starting points, makes good use of assessment and ensures that the right amount of challenge is provided to enable all pupils to</p>

	<p>make at least good and sometimes better progress.</p> <p>Our pupils including those with special educational needs are encouraged to 'show persistence, work productively and attack tasks with vim and vigour'</p> <p>For those children who have been identified as having special educational needs which may hinder their learning the school is able to draw up on its own expertise or that of specialist outside agencies to provide extra provision via:</p> <ul style="list-style-type: none"> • Differentiated planning and teaching of the curriculum. • Small group work during the lesson with the teacher or a learning support assistant. • Small group work outside the lesson to focus on specific and targeted areas of learning • Individualised learning support • Support with behavioural needs • Support for health needs • Support for physical or sensory needs • Speech and Language development • Individual tutoring in a specific subject area • Support with social or emotional needs
<p>Identification and Assessment of Special Educational Needs</p>	<p>At Montem Academy, we believe that early identification of a pupil's needs is crucial to being able to offer the help the child needs to overcome their difficulties and to make progress with their learning as early support can often help children to succeed.</p> <p>Children may be identified as having a special educational need by:</p> <ul style="list-style-type: none"> • Concerns raised by parents/carers • Concerns raised by teachers/staff, including previous schools • Lower than expected levels of achievement • Information shared by professionals such as health professionals, speech and language therapists or educational psychologists etc. <p>In the early stages teachers are best placed to assess the child's progress and highlight areas where support may be needed.</p> <p>Pupils who are causing concern for their teachers are discussed with Senior Managers and their progress is monitored at regular inclusion meetings.</p> <p>Interventions and or support are put in place and the impact of the support is reviewed after 6 weeks. Next steps are discussed and put in place as appropriate.</p> <p>The special needs support staff have regular meetings with professionals such as Educational Psychologists, Speech and Language Therapists and health services where the needs of pupils are discussed and information is shared. The professionals can offer advice or more direct support.</p>
<p>Involving Parents and Children in the Planning and Reviewing of Progress</p>	<p>At Montem Academy we respect and value children's views. We aspire to develop children's confidence to enable them to have a voice and share their opinions. Children are able to communicate their feelings and opinions by whichever medium they feel most comfortable with e.g. using visual aids, drawing pictures, signing, writing, or using speech.</p> <p>Parent's views, their knowledge and experience of their child are invaluable</p>

	<p>to us in providing a fuller picture of their child’s abilities and needs. Parent’s views and opinions are sought at every step.</p> <p>Interpreters can be provided for any parent needing this facility to enable them to take part in discussions and meetings about their child’s special educational needs.</p> <p>When a child has been identified as having particular difficulties in making progress or accessing the curriculum an Individual Educational Plan (IEP) will be made. These plans set out small achievable targets which help the child to reach their end goals. These plans are shared with both parents and the child, and the progress towards meeting the targets is reviewed at least once each term.</p> <p>Provision maps are used to demonstrate any additional support the pupil requires in order to meet their IEP targets. The provision requirements are reviewed alongside the IEP.</p> <p>Parents of pupils with special educational needs are also invited to regular parent’s evenings but are welcome to request a meeting at any time to discuss their child’s progress.</p> <p>Parents may be asked to attend meetings with outside agency professionals who might be supporting the school or working directly with their child to discuss the impact of the support and the child’s progress.</p>
Additional Support	<p>For some children with special educational needs the involvement of specialist outside agency support will be needed. Parents will be involved in the referral process and referral will only proceed with parental permission. This support may be sought from any of the following agencies who support schools in Slough:</p> <ul style="list-style-type: none"> • Speech and Language Therapy Service • Educational Psychology Service • School Nursing Service • Social and Emotional and Behavioural Difficulties Outreach Service • Autism Outreach Service • Learning Difficulties and Disabilities Team • Physiotherapy and Occupational Therapy Services • Sensory Consortium Service • Children and Adolescents Mental Health Service (CAMHS) • Parent Partnership • Social Care • Early Help
Extra Activities	<p>Children at Montem Academy are encouraged to attend Extra Curricular activities and trips regardless of any disability or difficulty they may have. The school will make reasonable adjustments to include all its pupils in the extra activities and trips on offer.</p> <p>Thorough risk assessments are carried out to identify any areas of risk or potential difficulty before the trip or activity takes place. Individual Risk Assessments are carried out for those pupils who may require additional support to access an extra activity or trip.</p> <p>Additional funding for 1:1 support to enable pupils with statements or Education Health Care Plans to participate can be sought.</p>

<p>Meeting Social and Emotional Needs</p>	<p>One of Montem Academy's main aims is to develop the self-esteem and confidence of all of its pupils and to promote wellbeing. All staff are responsible for the emotional and social development of the children in their care.</p> <p>The school has a positive behaviour policy and promotes and maintains high expectations at all times.</p> <p>During lessons such as PSHE and Circle Time and through assemblies pupils are encouraged to be kind and considerate towards each other, to be well mannered and to treat all the school users with respect and courtesy.</p> <p>Children are taught about bullying (what it is, what causes it and how to deal with it if it occurs).</p> <p>Ofsted has recognised that Montem Academy is a cohesive school community with pupils who are courteous and polite and that they show high levels of respect for each other.</p> <p>For those pupils who need extra support to manage their feelings, anger and social skills we are able to offer support from our Learning Mentor and other members of the SEND team who are trained to teach and manage social and emotional needs. Where this level of support is not sufficient and the school requires more advice we are able to draw upon one of the outside agencies e.g.</p> <ul style="list-style-type: none"> • Educational Psychology • Social, Emotional and Behavioural Difficulties Outreach Service • Social Care • Child and Adolescents Mental Health Service (CAMHS) • Early Help
<p>Keeping up to Date With Knowledge and Skills</p>	<p>At Montem Academy all staff are welcome to attend any of the regular staff INSETs where staff can develop their skills and knowledge.</p> <p>Where children have been identified with specific conditions every attempt is made to provide training specifically for the teacher and support staff responsible for the child as well as whole school training where it is considered to be beneficial.</p> <p>Members of the SEND team at Montem Academy attend training to further develop their own areas of expertise.</p> <p>Our Educational Psychologists are able to deliver bespoke training for the whole school or specific groups of staff tailored to our particular needs.</p>
<p>Transitions</p>	<p>At Montem Academy we make every attempt to make the transition points through a child's school career as smooth as possible. For some children detailed transition plans are required over and above the schools usual transition procedures listed as follows:</p> <p><u>Entering into Nursery: –</u></p> <ul style="list-style-type: none"> • Home visits from Nursery staff • Introductory visits • Phased entry • Liaison with Children's Centres • Liaison with Early Support Agencies (including Early Help)

	<p><u>Nursery into Reception</u> :-</p> <ul style="list-style-type: none"> ● Home visits from Reception Staff ● Introductory visits ● Liaison with Nursery staff ● Phased entry <p><u>Between Year groups</u> :-</p> <ul style="list-style-type: none"> ● Half day transition visit to new class to meet new teacher <p><u>Moving on to Secondary School</u>:-</p> <ul style="list-style-type: none"> ● Year 7 Heads of year visit Year 6 classes ● Secondary SENCo meets with primary SENCo ● Transition day visit to new secondary school ● Transition group work for 4-6 sessions ● Extra transition visits as required <p>For pupils with special educational needs extra meetings to share information between teachers, parents and the SENCo can be arranged. Other additional arrangements might include:</p> <ul style="list-style-type: none"> ● Transition books ● Transition photo albums ● Transition focus groups ● Pupil profiles shared with new teacher ● Additional visits to new class prior to or post transition day ● Additional visit to secondary school prior to transition day with staff from primary school e.g. 1:1 Learning Mentor/SENCo ● Transition plan outlining strategies and timeline of support
<p>Outcomes</p>	<p>During the school’s latest Ofsted in November 2016 it was recognised that an above average proportion of pupils including those with special educational needs or a disability achieve the standards expected for their age and many exceed them. Standards in writing for both Key Stage 1 and 2 were above the national expectation and for maths the proportion of pupils meeting the standard for Key stage 2 matched the national expectation.</p> <p>Ofsted judged the support provided to our pupils with special educational needs, including the highly skilled support staff, contributed to the good progress and attainment made by the pupils in reading, writing and mathematics.</p>
<p>Helpful Contacts</p>	<p>Mrs A Probert – Principal Mrs J Hassan – Vice Principal, SENDCo and Safeguarding Lead Mrs M Brown – Assistant SENDCo Mrs F Moulton – Learning Mentor/Family Support Worker</p>