

SEND Information Report

Brief description of the school

Montagu Academy is part of the Delta Academy Trust. We are a mainstream school (3-11) with 362 pupils on roll, including a 78 place nursery for three-year old provision. We currently have either 1.5 or 2 form entry throughout school.

At Montagu Primary Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued and respected. We aim to develop independence, individuality and the confidence to take risks through challenging learning opportunities. Access to inspiring and motivating learning experiences ensures that all are able to flourish and achieve their potential. Our school aims to be an integral part of the wider community, which values, enriches and provides diverse opportunities for all. In an ever-changing world, we aim to equip pupils with the skills to succeed and take their place as caring responsible citizens of the future.

The kinds of special educational needs and disabilities that are provided for:

At Montagu Academy, we make every effort to be an inclusive community at all times and aim to provide high quality teaching and learning for all pupils, including those more vulnerable. Under the SEND Code of Practice 2014, a child has a special educational need if they have “provision that is ‘additional to or different from’ that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements provided as part of high quality, personalised teaching”.

Special Educational Needs can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. At Montagu Academy, we aim to support all pupils along their learning journey and social and emotional development.

The name and contact details of the SENDCo and further contacts where parents and carers may have concerns:

For issues or concerns relating to SEND and inclusion, parents/carers can contact the following people:

- Child's class teacher
- SENDCo – Mrs Leah Redfern
- Head Teacher – Mr David Longley

Other useful organisations that may be of help are:

Doncaster Educational Psychology Service: www.doncaster.gov.uk/services/schools/educational-psychology-service

Doncaster Special Educational Needs Team: sen@doncaster.gov.uk

SENDIAS Service: www.doncaster.gov.uk/services/schools/sendias

Attendance and Pupil Welfare Service: www.doncaster.gov.uk/services/schools/attendance-and-pupil-welfare-service

Virtual School for Children in Care: www.doncaster.gov.uk/services/schools/virtual-school-for-children-and-young-people-in-care-education-service

Doncaster Children with Disabilities Team: www.doncaster.gov.uk/services/schools/children-with-disabilities-team

How do we identify children and young people with SEND and assessing their needs?

At Montagu Academy, we have a number of policies in place to help us support all our pupils and some of these can be found on our website. If parents/carers and pupils would like to comment on these policies, please email the school. Here is a list of policies in school that help us to support the learning and provision for all of our vulnerable pupils and pupils with Special Educational Needs:

- Accessibility
- Admissions
- Anti-Bullying
- Attendance
- Behaviour
- Data Protection
- Equality, Diversity and Inclusion
- E-Safety
- Fire Safety
- First Aid
- Health and Safety
- Medical Needs and Medicines
- Personal and Social Education
- Physical Intervention and Positive Handling
- Child Protection and Safeguarding
- Child on Child Abuse
- Intimate Care
- Special Educational Needs/Disabilities

Arrangements for consulting parents and carers of children with SEND and involving them in their education:

Partnership with parents is a fundamental part of our SEN practice. Parents of SEN pupils will be kept informed at each stage of the process. At Montagu we use the Delta Academy model of Assess, Plan, Do, Review to support children's learning.

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Parents are encouraged to approach school to share any concerns regarding their child, and/or class teachers may invite parents to an initial consultation meeting to discuss any concerns from the school's point of view. A joint plan will be drawn up and agreed by both parents and school of what support may be required. We will:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child if appropriate

Suggestions of how parents can support their child to achieve targets at home will also be included and, where appropriate, class teachers will provide parents with necessary resources, e.g., word lists, visual prompts, to enable them to support their child.

Arrangements for consulting young people with SEND and involving them in their education:

Children will participate in all decision-making processes; target setting and contribute to reviewing their SEN Support Plans by making a personal comment on their own progress. The children will also contribute to a One Page Profile to share their successes and difficulties. As a result, children feel confident that they are being listened to and that their views are valued. Where appropriate, pupils with Statements or Education, Health and Care Plans will be given the opportunity to attend review meetings.

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

The progress of your child is continually monitored by his/her class teacher. Their progress will be reviewed three times a year in reading, writing and maths. At the end of Year 6, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally. Schools work closely with parents/carers to make sure any access arrangements are in place so your child can make the best progress possible.

Where necessary, pupils will have a Graduated Response SEND Support Plan with targets set that are designed to accelerate learning and 'close the gap' between their current attainment and that of their peers. Progress against these targets will be reviewed regularly (minimum of termly - 3 times per academic year), and new targets will be put in place. This will follow an 'assess, plan, do, review' cycle. This process will take place with the pupil and parent/carer having contributions and being included in the process. The SENDCo will also check that your child is making good progress with any individual work and in any group they take part in.

Regular book looks, learning walks and pupil progress meetings will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and the quality of teaching and learning is high.

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

We understand that transitions can be a challenging time for pupils with SEND, and we take steps to make sure that transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will attend annual reviews or support plan meetings when appropriate and

invited

- Your child will be able to visit our school and stay for early transition sessions, if appropriate
- Your child and parents/carers will have the opportunity to visit the school and meet some of the staff
- Information about your child from their previous school will be requested

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes within our school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- Graduated Approach SEND Support Plans will be shared and discussed with the new teacher.
- Pupils will have a chance to be taught by their new teacher in their new classroom before the end of the previous year.
- Additional transitional visits will also be arranged if needed.

In Year 6:

- The SENDCo and/or Year 6 teachers will discuss the specific needs of your child with the SENDCo and teachers from your child's secondary school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child has an EHC Plan, the SENDCo from your child's secondary school will be invited to the Year 5 and Year 6 annual review meetings wherever possible.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child here at Montagu.

Approach to teaching children and young people with SEND:

Excellent classroom teaching, also known as Quality First Teaching, is the first wave of support here at Montagu Academy for all children. All teaching is based on building on what your child already knows, can do and can understand. Different ways of teaching, as well as a wide range of resources and manipulatives, are available and in place so that your child is fully involved in their learning and that it is accessible for them. At times, the teacher may direct a Learning Support Assistant (LSA) to work with your child as part of normal working practice. Specific strategies (which may be suggested by the SENDCo or external agencies/providers) may be in place to support your child and help them learn. Teachers will closely monitor your child's progress monthly and will be proactive in monitoring any gaps a child may have in their understanding/learning and if they need some extra support to help them make the best possible progress.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for

pupils with SEND:

Class teachers plan all lessons according to the specific needs of all groups of children in their class to make sure that your child's needs are met. Some things that we may put in place are:

- Learning Support Assistants, under the direction of the class teacher, to adapt planning and explanation to support the needs of your child where necessary.
- Specific resources, manipulatives and strategies to support your child individually or in groups.
- Adapted resources e.g. practical resources, displays, table-top reminders, visual timetables.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Support from outside agencies (direct working and advice for staff)
- Break time support
- Support for parents
- Home-school books and differentiated homework tasks
- Additional sessions such as Thrive, physiotherapy activities, handwriting, motor skill sessions
- A range of extra-curricular activities and clubs to enhance a variety of skills (sport, IT, art, music, maths, English, social skills)

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

The SENDCo's job is to support the class teacher in planning for children with SEND. The school provides training and support so that all staff can improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), Dyslexia, Thrive, ADHD and speech and language difficulties. Individual teachers and learning support assistants may attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Thrive, Autism, Speech and Language, Phonics, First Aid, specific medical needs, positive handling and attachment.

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

The school budget includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the SENDCo and the Senior Leadership Team on the basis of the needs in the school. The SENDCo and Senior Leadership Team discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

From this information, they decide what resources/training and support is needed. The school also identifies the needs of vulnerable pupil on a provision map. This identifies all the support given within school and is reviewed regularly and changes made as necessary. This ensures that the needs of children are met and resources are deployed where and when needed.

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:

Montagu Academy works hard to ensure all children participate in all aspects of academy life and by creating an inclusive 'can do' attitude amongst our pupils. We value high quality teaching and learning and, as such, each pupil within the school is formally monitored as part of a review process at least three times per year. The majority of learners with SEND are differentiated for by teachers adapting the curriculum as set out in the Teacher's Standards 2012. More information is available on these at <https://www.gov.uk/government/publications/teachers-standards>. Pupils with SEN have full and complete access to all extended school provision alongside pupils who do not have SEN, including breakfast club, after school clubs, residential visits.

Support for improving emotional and social development:

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness and becoming uncommunicative. All pupils follow a structured curriculum which includes Personal Development, PSHE and Thrive to support this development. However, for those children who find aspects of this difficult, we offer:

1. Meet and greet to ensure a settled start to the morning.
2. For some SEN pupils, a support team of designated adults (inclusion team) is identified for pupils with SEN needs to talk or share their concerns and to support at times of anxiety.
3. Anti-Bullying Policy.
4. THRIVE work with identified children on a weekly basis.
5. Targeted nurture group intervention groups for children struggling with SEMH (Nurture support identified through assessment using Boxall Assessment and pupil voice.)
6. 1:1 support for children in crisis and / or children with EHCP.
7. Small group work within the class.
8. Small group work to address emotional needs with the Learning Mentor.
9. 1:1 support for children to address emotional needs with the Learning Mentor.
10. Family group support provided to siblings in school who may be vulnerable at different times due to changes in circumstances eg, bereavement.
11. 'With Me In Mind' practitioner to support children's mental health.

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 SEND and supporting their families:

At Montagu Academy, we work closely with outside agencies who can offer additional support and advice to assist the school in meeting the needs of our children and their families. Examples of some of the external provision utilised within this school are:

Local Authority Provision:

- Educational Psychology Service
- Autism and Social Communication Education Team Service (ASCETS)
- Visual Impairment Support Team
- Outreach from Specialist Schools across the borough
- Behaviour Outreach Support Services (BOSS)

Health Provision:

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- With Me In Mind (Mental Health)
- Child and Adolescent Mental Health Service (CAMHS)

Other Services:

- Children's Centres
- Your Place

Arrangements for handling complaints from parents and carer of children and young people with SEND about the provision made at school:

At Montagu, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all children, including those with SEND, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes. If you feel that you would like to discuss the provision in place for your child then please contact the SENDCo, Mrs Leah Redfern. If you still feel you need to discuss your concerns further then you can ask for an appointment with the Head Teacher, Mr David Longley.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published:

What is the Local Offer?

In accordance with the Children and Families Act 2014, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The aim of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area. This School SEND Information Report uses the Local Authority's Local Offer to meet the needs of SEND pupils as determined by the school policy and the provision in place.

To view Doncaster's Local Offer, please visit: www.doncaster.gov.uk/services/schools/local-offer-send.

Contacts for more information

Head of Academy: Mr D Longley
SENCo: Miss L West

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Website: www.montaguacademy.org.uk
Link to local offer: www.doncaster.gov.uk/services/schools/local-offer-send

Key Dates:

Report Updated - September 2024 Shared with Parents – September 2024
Report due to be reviewed – September 2025