

Montem Academy

SEND Information Report 2025-2026

Our School

Montem Academy is a well-established mainstream primary school with just over 900 pupils aged 3 – 11 on roll. It is a very popular school serving the local communities of both Chalvey and Cippenham. Montem Academy was judged to be 'Outstanding' during our Ofsted inspection in February 2023.

'Everyone to Excel through Pride and Ambition'

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. The Slough Local Offer for Special Educational Needs can be found at:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

Our school's contribution to this offer is outlined below:

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 February 2023 affirmed that 'staff provide excellent support for pupils with special educational needs/or disabilities (SEND)'.</p> <p>Our Special Educational Needs Policy can be found on our school website</p> <p>Policies linked to the SEND policy – Equality Policy and Accessibility Plan, Equal Opportunities, Behaviour and Anti Bullying, Intimate Care Policy, Positive Handling Policy and Mental Health and Wellbeing Policy.</p> <p>We are able to support pupils with a varying degree of difficulty over a range of needs from:</p>

	<ul style="list-style-type: none"> ✓ Speech and Language and Communication Needs ✓ Moderate Learning Difficulties ✓ Sensory and Physical Impairments e.g. hearing and visual difficulties ✓ Physical Disability ✓ Social and Emotional Difficulties ✓ Autism Spectrum Disorder/Attention Deficit Hyperactivity Disorder ✓ Attachment difficulties
<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 not making progress and for whom teachers are concerned, are discussed with Senior Leaders 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>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</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 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 a child centred plan (CCP) may be used. 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 once each term.</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> <p>We will formally notify parents when it is decided that a pupil will receive SEN support.</p>
<p>Assessing and reviewing pupils' progress towards outcomes</p>	<p>We will follow the graduated approach and the four-part cycle of - Assess, plan, do, review</p> <p>The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> ✓ The teacher's assessment and experience of the pupil ✓ Their previous progress and attainment or behaviour ✓ Other teachers' assessments, where relevant ✓ The individual's development in comparison to their peers and national data ✓ The views and experience of parents ✓ The pupil's own views ✓ Advice from external support services, if relevant <p>The assessment will be reviewed regularly.</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</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 SENDCo meets with primary SENDCo ✓ 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 SENDCo 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 and Child Centred Plans 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. Learning Mentor/SENDCo ✓ Transition plan outlining strategies and timeline of support
<p>Teaching and Learning</p>	<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. Teachers are responsible and accountable for the progress and development of all the pupils in their class.</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 that staff provide excellent support for pupils with special educational needs and/or disabilities (SEND). Leaders assess pupils effectively in order to identify learning needs such as dyslexia and lessons are adapted to help pupils with visual impairment to achieve highly with the help of Braille. Smart adaptations ensure that pupils using wheelchairs succeed across the whole curriculum and Staff have high aspirations for all.</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

	<ul style="list-style-type: none"> ✓ Individual tutoring in a specific subject area ✓ Support with social or emotional needs ✓ Support through our intervention and break out space – The Garden Room ✓ Emotional Literacy Support Assistants (ELSA)
Adaptations to the curriculum and learning environment	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> ✓ Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ✓ Adapting our resources and staffing ✓ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ✓ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
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 ✓ Littledown School 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 ✓ Children's Services - Social Care ✓ Children Looked After service
Expertise and training of staff	<p>Our Director of Inclusion, Bethany O'Brien, holds the National Award for SEND Co-ordination and has years of experience working with children with SEND. Miss O'Brien also holds other qualifications such as Intermediate Senior Mental Health Lead, Understanding Children and Young People's Mental Health and Moving and Handling.</p> <p>Our Director of Inclusion and Early Years, Leanne Winsor, also holds the National award for SEND Co-ordination and has experience working in a special school for children and young people from 3-19yrs old whose SEND needs range from moderate to profound learning difficulties. Miss Winsor holds a Level 5 Diploma in teaching learners with Dyslexia, Specific Learning Differences and barriers to Literacy.</p> <p>Bethany O'Brien and Leanne Winsor are also both on our safeguarding team and hold Level 3 certificates.</p> <p>The roles of the Director of Inclusion and SENDCo at Montem Academy are full time roles and they are allocated 5 days each a week to manage SEND provision and teach small groups or individuals.</p> <p>We have a large team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.</p>

<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>Securing equipment and facilities</p>	<p>The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need and is assessed on an individual basis. Where a child has an Education, Health Care Plan, we will endeavour to meet the needs of this plan by securing all necessary equipment, resources and facilities.</p>
<p>Evaluating the effectiveness and impact of SEN provision</p>	<p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> ✓ Reviewing pupils' individual progress towards their goals each term ✓ Reviewing the impact of interventions after 6 weeks ✓ Using pupil questionnaires ✓ Monitoring by the SENDCo ✓ Using Child Centred Plans to measure progress ✓ Holding annual reviews for pupils with EHC plans <p>What positive impact does our provision have?</p> <ul style="list-style-type: none"> ✓ Children at Montem Academy feel happy, safe and respected. ✓ Behaviour at Montem Academy is exemplary and diversity is celebrated. ✓ Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills. ✓ 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. ✓ Children's individual targets from speech and language reports, educational psychology reports, EHCPs, etc. are met. ✓ On leaving Montem Academy, children with SEND have developed good independence and life skills.
<p>Extra Activities</p>	<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 additional support to enable pupils with Education Health Care Plans to participate can be sought.</p> <p>Our school's accessibility policy can be found on our website.</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 zero tolerance approach to bullying. We promote and maintain high expectations at all times. You can find our Anti-Bullying Policy and a positive Behaviour Policy on our website.</p> <p>During lessons such as PSHE and R Time (whole class social skills session) 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 behaviour at Montem Academy is exemplary. The exceptional standards established in early years are upheld as pupils move through the school. Pupils are polite, kind and respectful. Staff provide nurture activities and resources to support any pupils who need help to manage their behaviour or emotions.</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, child and family support workers, youth mental health first aiders and other members of the SEND team who are trained to teach and manage social and emotional needs. Learning mentor, child and family support workers, youth mental health first aiders are able to spend time talking and listening to the pupils to identify ways in which the school is best able to help them. 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 (SEBDOS) ✓ Child and Adolescents Mental Health Service (CAMHS) ✓ Children's Services - Social Care ✓ Children Looked After service ✓ Mental Health Support Team (MHST)
<p>Outcomes for pupils</p>	<p>A recent independent review completed by an Education Consultant, found that training and guidance from leaders of SEND ensure that classroom and planning are set up to provide access to the curriculum for all pupils. All learning tasks are adapted to break down learning in to smaller steps which means that pupils with SEND can learn alongside their peers but at an appropriate pace.</p> <p>It was acknowledged that Montem provides a supportive environment for pupils with SEND with the support of key resources. For example, prompts to help organisation and communication, vocabulary prompts to support discussion and writing and alternative ways to record learning beyond writing. Classrooms have a calm and purposeful atmosphere with pupils understanding routine and expectations.</p>
<p>Feedback, Compliments or Complaints</p>	<p>Parents are invited to regular review meetings where they are able to ask questions about, or comment on the support their child is receiving.</p> <p>If concerns are not able to be addressed in this way parents are welcome to make additional appointments with the SENDCo or the Principal. We also welcome written feedback about how well we are doing.</p>

	<p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> ✓ Exclusions ✓ Provision of education and associated services ✓ Making reasonable adjustments, including the provision of auxiliary aids and services
Contact details of support services for parents of pupils with SEN	<p>SENDIASS Slough Help and advice for children and young people with special educational needs (SEN) or disabilities The Slough Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities. The SENDIASS team is available from 9am to 5:00pm, Monday to Friday.</p> <p>Telephone: 01753 787693 Email: sendiass@slough.gov.uk</p>
Helpful Contacts	<p>Where parents or pupils have concerns the key members of staff at the school to support with this are:</p> <p>Mrs A Probert –Principal Mr S Hamid – SEND Academy Council Member Mrs B O’Brien – Director of Inclusion, KS2 SENDCo Senior Mental Health Lead and Designated Safeguarding Lead Miss L Winsor – Director of Inclusion and Early Years, KS1 SENDCo and Deputy Designated Safeguarding Lead</p> <p>Mrs A Bishop – Child and family support worker Miss N Jones - KS2 Speech and Language Assistant Mrs G Tiwana – Wellbeing and EYFS Speech and Language Assistant Mrs S Chaggar – KS1 Speech and Language Assistant</p>
The local authority local offer	<p>Our contribution to the local offer is published here: https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=b9tytZPsi0I</p> <p>Our local authority’s local offer is published here: https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5</p>

This policy and information report will be reviewed annually by Bethany O’Brien and/or Leanne Winsor (SENDCo). It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

This policy links to our policies on:

- ✓ Accessibility plan
- ✓ Behaviour
- ✓ Equality information and objectives
- ✓ Supporting pupils with medical conditions