The Park Federation Academy Trust

Montem Academy

Special Educational Needs and Disability Policy 2026-2027

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Helen Abell
Date of approval	
Date of Review	September 2027

Notes on Document Control

This document is the property Montem Academy and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Montem Academy Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

1. Introduction
2. Equal opportunities and educational inclusion
3. Aims and objectives
4. Partnership with parents/carers
5. Involvement of pupils
6. Management of SEND within the Trust
7. Admissions arrangements
8. Identification and assessment
9. Special provision
10. Curriculum access and provision
11. Links with support services
12. Staff development and training
13. Allocation of resources
14. Monitoring and evaluation of SEND provision
15. Complaints

Introduction

The Special Educational Needs Policy pervades all curriculum policies at Montem Academy.

Some children have barriers to learning which means they require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning or other difficulty which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions
- requires educational provision or training that is additional to or different from that made generally for other children of the same age

(This definition of SEND is taken from the introduction of the SEND Code of Practice, 2015)

Special educational needs may relate to one or more of the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child's needs as required, and make the appropriate provision, based on their identified needs.

Equal Opportunities and Educational Inclusion

This policy has been updated in line with the SEND Code of Practice 2015 (which takes account of the SEND provisions of the SEND and Disability Act 2014) and with the government consultation on provision for children with SEND, support and aspiration which is a new approach to SEND and disability.
It is part of a whole school strategy to promote the inclusion and effective learning for all pupils.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- require a range of different teaching approaches and experiences

We aim to respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- providing opportunities for children's full participation in learning, and in physical and practical activities
- helping children to manage their social and emotional needs and take part in learning effectively and safely
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Aims and Objectives

The aims of Montem Academy are sympathetic to the aims stated in the Local Authority (LA) Policy for Special Educational Needs and guided by the SEND Code of Practice 2015 and any updates. We aim to work, with the LA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

Partnership with Parents/Carers

Working with parents/carers is a priority in line with the SEND Code of Practice (2015). We work to enable and empower parents and carers by;

- giving parents and carers opportunities to play a valued role in their child's education

- making parents and carers feel welcome
- encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the academy will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the Trust can help their child
- agreeing targets for their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way
- employing child and family support workers who are able to work alongside parents and the SENDCo to support them with all the above

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2015). We endeavour to fully involve pupils wherever possible by:

- asking them to think about what they would like to become as adults and how they can reach that goal and reviewing it regularly (in line with LA advice)
- helping them understand their strengths and difficulties
- teaching them how to self-assess their work against success criteria
- asking them to reflect on the provision made for them and their views on how it could be more successful
- contribute to formal reviews by providing their views
- we ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures

We also encourage pupils to express any concerns that they may have.

The Role of the Academy Council

The Principal, Academy Council and the Board of Directors have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Co-ordinator (SENDCo). All members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education Health Care Plan.

In line with the recommendations in the revised Code of Practice the SENDCo is responsible for:

- ensuring the special needs of a child are understood by all members of staff in contact with that child
- overseeing the day-to-day operation of this policy
- co-ordination of provision for children with special educational needs
- liaising with and advising teachers
- hosting Annual Review meetings
- managing SEND learning support assistants
- overseeing the records on all children with SEND
- ensuring parents of children receiving SEND support are formally notified.
- contributing to the in-service training of staff
- liaising with external agencies including the LA (e.g. psychology services, health and social services, and voluntary bodies)
- ensuring that transitions are well managed .
- keeping an up-to-date register of children receiving SEND support.

The SENDCo is responsible for keeping the Principal, Academy Council and the Board of Directors fully informed. This will take place at regular intervals throughout the year.

Admissions arrangements

No pupil will be refused admission to Montem Academy on the basis of his or her special educational need. In line with the SEND Code of Practice 2015, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Montem Academy has total access for wheelchair users.

Identification and assessment

We accept the principle that pupil's needs should be identified and met as early as possible. The SENDCo works closely with colleagues across the academy and utilise the following procedures for identification and assessment:

- the analysis of data including initial assessment in the Early Years, Foundation Stage Profile, entry profiles, and end-of-key stage assessments
- following up parental concern
- pupil self-referral
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- termly reviews of Child Centred Plan (CCP)
- informal observation

The SENDCo maintains a record of pupils identified through the procedures listed. This record is reviewed regularly with individual teachers.

For some pupils a more in-depth individual assessment may be undertaken by the academy. This may take many forms e.g. a reading assessment, an observation of the child, working 1-1 on some aspect, a specific questionnaire.

Expert opinion will be sought from external agencies where children are having significant difficulties in learning or managing the social or physical aspects of school life.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual needs and to mark work and plan homework effectively.
We use ability groups, highly-focused and personalised small group work, and individual provision where appropriate.
Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

- in-class small group support with a specialist teacher or Learning Support Assistant (LSA)
- small groups withdrawal with specialist teacher or LSA
- individual class support
- individual withdrawal

For pupils with Education Health Care Plans, provision will be in line with the recommendations in the Educational Health Care Plan.

Special Provision

Montem Academy has wheelchair access throughout its buildings and 5 disabled toilet facilities across all its buildings. We have a wet room and 2 further shower facilities.

Various members of staff have training in or experience of working within a number of specialist areas:

- supporting children with Hearing or Visual Impairment
- supporting children with difficulties with social skills or behaviour
- supporting children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)
- supporting children with Downs Syndrome
- supporting children with Speech and Language and Communication needs
- supporting children with fine or gross motor needs
- distinguishing between EAL needs and SEND needs
- providing booster literacy lessons
- providing booster numeracy lessons

Links with Support Agencies and Other Schools

We aim to maintain useful contact with education support services.
For children with a special need, any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Speech and Language Therapists (SALT)
- Behaviour Support Team (SEBDOS)
- Occupational Therapists
- Physiotherapists.
- Special Educational Needs Service (SES)
- Sensory Consortium (SCS)
- Early Years Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Thames Hospice Bereavement Team
- Slough Children's Services Trust

The SENDCo will maintain links with SENDCos from other schools/academies.

Every effort is made to ease the transition of special needs pupils to secondary school by liaising in the summer term with their designated school. Files and records are forwarded to the new school. The school provides help to parents, where appropriate, with their application to the most suitable secondary school and any other support they may require. Persons responsible for this role are: Principal, Vice Principals and SENDCo.

Staff Development and Training

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training and to examine current research. Advice and training from external agencies is actively encouraged.

Allocation of Resources

The provision for SEND is supported by the SEND budget and the allocation of funds is deployed to support the implementation of this policy.
The SENDCo is responsible for the operational management of the specified and agreed budget for special needs provision within the school, including the provision for children with Education Health Care Plans.

Monitoring and Evaluation of Provision

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- observations of teaching
- learning walks
- work sampling
- scrutiny of planning
- teacher meetings
- informal feedback from all staff
- pupil tracking
- pupil annual EHCP review meetings
- monitoring CCPs and CCP SMART targets
- movement on the SEND register
- attendance records
- informal discussions with pupil about their learning

The SENDCo provides the Academy Council with regular summaries of the impact of the

policy on the practice of the school.
Effectiveness of provision will also be monitored by:

- reviewing number of children with SEND at the academy, and the levels of need
- movement on/off the register
- concerns are followed up as soon as possible
- parents are informed about all expressions of concern
- pupils with CCPs have their targets reviewed regularly
- meetings between the Principal and the SENDCo
- pupils are aware of the targets they need to achieve linked to the CCP
- relevant members of staff are aware of pupil targets
- CCP targets are SMART and written in accessible language
- parents are informed of their child's targets at parents' evenings
- teachers and support staff are aware of procedures
- all teachers' plans show evidence of differentiation
- there is evidence of individual pupil progress over time
- SEND issues are included in staff development planning
- teachers are aware of their responsibilities
- raise online data
- academy self-evaluation data

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Principal and Chief Executive. The Chair of the relevant Academy Council or Chair of the Board of Directors may be involved if necessary.