What type of support is available for my child?

- Pastoral Manager
- Small teaching groups (1-1 if needed)
- Quality teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- 1:1 catch up sessions
- Annual reviews
- Holistic planning involving all those important to your child

How does the school support my child with transition?

On entry – Home visits, parent meetings, school visits, induction process, student profile

On exit – Transition plans, support in school, post-16 transition support, college visits

How does the school communicate with me?

- Regular phone calls
- Website
- Parent meetings
- Person centred reviews
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions

Who do I talk to about my child's needs or if I have any concerns?

Head of School:
- Julie Cox

SENCO
- Meghan Rich

Teacher/Support Staff

SEN Information Report Summary

Montgomery Road 2018

What support will there be for my child's wellbeing?

- Mentoring
- Life skills development
- School nurse
- Monitoring attendance
- Home visits
- Anti-bullying
- Risk assessments
- 1:1 Time with key staff
- Positive Behaviour/achievements Certificates and Rewards
- Activities - music/art clubs
- Gym/sports sessions

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- EHCP

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- <u>Social, emotional & mental health</u> – social skills groups/games, anger management, self-esteem work, PSHE, 1:1 counselling, art and music therapy, resilience group and 1-1 programmes (Thrive).
- <u>Cognition and learning needs</u> - Dyslexic friendly approach, catch up literacy
- <u>Sensory &/or physical</u> – disabled toilet, Irlen friendly lighting, coloured paper/overlays, stress toys, gym sessions, occupational health input, visual timetables
- <u>Communication and interaction</u> – Supervision during social times, social skills games, 1:1 time, Referral to specialist agencies as appropriate- Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEN

- Every child's needs are considered on an individual basis