

What type of support is available for my child?

- Transition and Reintegration Facilitators (TRFs)
- Small teaching groups
- Quality First teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- 1:1 catch up sessions
- High adult to pupil ratio
- Educational Health Care Plan Annual reviews
- Holistic planning involving all those important to your child

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

- Head of School:
- Julie Cox
- SEND Lead
- Meghan Rich
- Teacher/Support Staff

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from previous school/setting
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Assessment data upon entry and from previous settings
- EHCP outcomes and Annual Reviews



SEN Information Report Summary

Montgomery Road 2019

How does the school support my child with transition?

On entry - Home visits, parent meetings, school visits, induction process, student profile, TRF support

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

How does the school communicate with me?

- Regular phone calls
- Raedwald Trust Website
- Parent meetings
- Annual Reviews
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions

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 rewards/certificates
- Activities: music/art clubs
- Gym/sport sessions

How does the school meet my child's needs?

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

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