

Student Support Policy 2016/17

Student Support Centre Vision

We aim to develop emotionally resilient, independent students by:

- driving optimum outcomes
- raising accountability
- raising expectations

Student Support Centre Team

Mrs Bradford (SENCO)
Mrs Walmsley (Assistant SENCO)
Miss Howden (Lead SSA)
Mr Byrne (SEMH Higher Level Teaching Assistant)
Mrs McMullen (Nurture Higher Level Teaching Assistant)
Mrs Morton (Assistant Head Teacher, Teaching & Learning)
Mrs Whittle (Assistant Leader of Teaching & Learning/SEND Lead)

Teaching Assistants

Miss Brooks (SSA3 Numeracy)
Mrs Davies (SSA3 Literacy)
Mrs Slinger
Mrs Parker
Miss Scofield
Mrs Evans
Mrs Djafari

Rationale

Montgomery's Student Support Centre caters for students with special education learning needs, sensory difficulties and social, emotional and mental health issues. Students with special educational needs all have learning difficulties or disabilities, which may produce barriers to learning. These students may require support that is additional to, or different from other students of the same age.

Students with special educational needs may need extra help because of a range of needs such as thinking, understanding, physical or sensory difficulties, or how they relate to and behave with other people.

Many students experience some kinds of special education needs at some time during their education. At Montgomery, our Student Support Centre strives to overcome the barriers their difficulties present quickly and easily. However, some students will need extra help and support for some of or all of their time at secondary school.

All students make progress at different rates and have varying ways in which they learn more effectively. Teachers consider this at Montgomery by taking careful consideration over how they structure and organise their lessons, the classroom environment and layout, the exercise books and the planning and differentiation of resource material given to students. Advice and strategies for teachers are produced and outlined on student passports, which are updated termly. Teaching staff use this information to consider appropriate options in order to enable effective differentiation according to the individual student needs.

The Role of the Student Support Centre

- In class support for SEND, SEMH and Nurture Unit students
- Accelerated Reading programme / buddy reading in registration for identified students
- Regular reading and spelling testing
- Exam concessions
- Support in internal and external examinations
- Numeracy and Literacy intervention
- Care plans for disabled students
- Strategies for dealing with anxiety, developing resilience and social skills
- Referrals to the Educational Psychologists
- Referrals to outside agencies
- Support on school trips with SEND, SEMH and Nurture Unit students
- Loaning laptops for students with temporary physical difficulties
- Requesting/loaning of specialist equipment
- Identifying / key working and conducting planning meetings for vulnerable students
- Providing CPD for all teachers of Most Able, SEND, SEMH and Nurture Unit students
- Supporting the development of differentiation by subject teachers
- Regular tracking of progress of SEND, SEMH and Nurture Unit students
- Regular reviews / updating of student passports
- Support with handwriting
- Homework support / homework club
- Quality assuring the teaching of SEND students through conducting learning walks
- Transition support with feeder primary schools and post 16 educational establishments
- Support outside the classroom for identified students as required
- Mediation support with SEND, SEMH and Nurture Unit students