



Montgomery High School  
School Offer

## The Montgomery Offer

Welcome to Montgomery High School.

We aim to develop emotionally resilient, independent students by:

- driving optimum outcomes
- raising accountability
- raising expectations
- supporting academic challenge

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 challenges or a disability, which may produce barriers to learning. These students may require support that is additional to, or different from other students of the same age.

We are fully committed to supporting all the students in our school.

All students have equal access to the full range of curriculum offered by the school.

We meet a range of diverse needs but are well aware that all students are individuals and we are constantly striving to develop our understanding and awareness.

We have a dedicated Student Support Centre team to enhance provision for those students with additional needs.

We are committed to work together as a school, with parents/carers, the local authority and other outside agencies including health and social care.

At Montgomery High School we provide high quality learning experiences for all students and believe it is important to motivate and challenge all our students. We fully accept and welcome our responsibility to enable all students to achieve their full potential in all areas of their school life. We will work closely with the students, parents and carers to ensure their success.

## The Student Support Centre Team

SENCo – Mrs. M Bradford

Assistant SENCo – Mrs R Walmsley

Lead SSA – Miss. P Howden

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)

## Montgomery SSAs

SSA Level 3 Literacy – Mrs L Davies

SSA Level 3 Numeracy– Miss C Brooks

Mrs F Djafari

Miss L Schofield

Mrs C Slinger

Vacancy 1

Vacancy 2

## Blackpool Council SSAs

Mrs S Evans

Mrs S Parker

## Staff Expertise

Our experienced student Support Centre team have had training in many areas of SEND, including:

- Behaviour support
- Literacy support
- Supporting students with Moderate Learning Difficulties
- Autistic Spectrum Disorders
- Support for EAL
- Collaborative Learning
- Speech and Language Support
- Hearing Impairment
- Bereavement counselling

Montgomery teaching staff participate in ongoing professional development through each week of the academic year through Montgomery Learning Community (MLC) and the Fylde Coast Teaching School Alliance Twilight programme. This has included specific training on differentiation. Other staff have attended courses looking at literacy and working with SSAs. Two colleagues, including the SENCo have successfully completed the National Award for SEN Coordination.

## Montgomery's SEND Provision

The Student Support Centre is located in Main Block and consists of a large suite where we can provide bespoke education for students with SEND in the form of small group or occasionally individual work. In addition there is a classroom area within the provision. In all cases, our focus is for students to successfully access mainstream learning with their peers.

## How will we know if your child has Special Educational Needs and/or Disabilities?

We have excellent links with local primary schools and meet regularly. During Year 6 we will meet with the primary SENCo to enable information and data to be shared.

All students' complete assessments upon entry to Year 7 which help us to understand their needs and these results help to inform us if further assessments are necessary. As part of this assessment process, all students undertake the CATs which provide us with information about their verbal, quantitative and non-verbal abilities.

Ongoing assessment is a key feature of all learning and progress and achievement data is collected through four annual data cycles. This monitoring enables robust analysis and evaluation of progress and prompts any necessary additional intervention. This intervention also measures students' 'flightpath' towards challenging targets and again helps us to identify if extra support is required.

All staff, parents/carers and students are encouraged to contact the Student Support Centre at any time throughout the school year, for example if there is concern or to share key information.

Students who join Montgomery later in their school career will be assessed upon entry by subject staff. Each Curriculum Area Team assesses learning needs and implements additional monitoring and support strategy in collaboration with the Student Support Centre Team. We seek information from their previous school/s and if necessary, the SENCo will be contacted.

A referral form has been devised to enable all staff to make a referral to the Student Support Centre if there are concerns regarding progress at any stage of the students Montgomery career. Each referral is discussed at the SSC Planning Meeting and an Action Plan may be drawn up if deemed necessary. There is an expectation that concerns will have already been shared with parents/carers. The SSC team will make contact with parents/carers if further, more intensive intervention is required.

## How Montgomery develops its overall teaching and adapts its curriculum

All Students at Montgomery are expected and challenged to make excellent progress.

To make this happen all staff are made aware of the needs of the students through the use of Student Passports. These help teachers to plan their lesson to target the needs and abilities of all learners so that each student is challenged appropriately and is able to make maximum progress, being effectively supported throughout the learning process. All lessons are planned with clear learning objectives and achievable outcomes. Work is marked regularly with comments and next step actions to support and enhance the learning process. Teachers encourage and monitor students' response to feedback.

Students are guided and encouraged to self and/or peer assess their work and to participate in group work.

Regular progress reviews are conducted with pupils participating in their own target setting dialogue.

Teachers work with and deploy SSAs to achieve specific learning goals. Regular dialogue enhances effectiveness and impact and identifies specific support requirements.

### How we know if your child is making progress towards targets.

All students are set ambitious targets when they arrive at Montgomery. These are based on the expectation of excellent progress towards GCSE examinations in Year 11. Students with Special Educational Needs and/or Disabilities will have additional targets on their Statement (or EHC Plan) and/ or Student Passports to support specific needs such as spelling, reading accuracy and numeracy. Personalised support is provided to meet these learning needs.

These targets are assessed and tracked four times a year. In addition students with additional needs will have these targets reviewed. This includes but is not limited to formal Reviews.

All parents/carers, regardless of whether or not their child has additional needs are encouraged to contact school at any time if there are concerns regarding student progress.

## How we ensure your child makes a successful transition to Montgomery

During the summer term before your child transfers to Montgomery in Year 7, a member of the Student Support Centre Team will visit primary schools to ensure a smooth transition. This enables information to be shared which is then passed onto the teaching staff at Montgomery, so that they are aware of the needs of the students.

All families are invited in to a special Parents' Evening focusing on transition from Primary to Secondary School where they meet for the first time their son/daughter's Group Tutor.

All Year 6 pupils are invited to spend a day at Montgomery where they meet their fellow pupils, their Group Tutors and experience some lessons.

Additional visits to Montgomery are made by students and their parents/carers if this is felt necessary, especially if they have additional needs or are vulnerable or are lacking in confidence.

At any time during a child's primary school life, parents/carers may contact school to arrange a visit and to meet with the SENCo.

### Transition beyond Montgomery

Colleagues from Blackpool and Fylde College, Blackpool Sixth Form and Myerscough College regularly attend Review meetings to meet with student and parents/carers and gather information about their needs. If the young person wishes to access further education elsewhere, representatives from that establishment will be invited to the meeting.

This interaction often begins during Year 10 and transition (from Secondary School to Further Education) activities often takes place over an extended period. This boosts student confidence.

Transition visits will be arranged and Montgomery staff will accompany and support the young person if required.

## Additional Services and expertise

Schools may involve specialist outside agencies at any time to advise them on the early identification of SEND and strategies for effective support.

The services Montgomery has access to include those offered by Blackpool Borough Council through CLAS (Specialist Advisory Services).

CLAS:

- Physical and Medical Needs
- Sensory – Hearing and Visual Impairment
- Cognition and Learning
- Speech and Language
- Autistic Spectrum Disorder
- Severe Learning Difficulties
- SSA Coordination
- Special Educational Needs and/ or Disabilities (SEND) Team

In addition we work closely with other professionals, including:

Educational Psychologists

CAMHS

Counsellors

Educational Diversity

Blackpool Education Authority <http://www.blackpool.gov.uk/localoffer>

Speech and Language Therapy

Children with Disabilities Team

Social Care

Awaken

Young Carers

The Den

Parenting Team, PCSO and School Nurse Practitioner

Behaviour and Attendance Manager/Inclusion Manager

## How we know our provision is effective

Students at Montgomery are happy, safe and secure. Registers are taken every lesson and missing students are followed up and tracked. Effective monitoring and tracking of the progress of all students through analysis of data enables us to ensure that our provision is effective. Our aim and expectation is for all students to make excellent academic progress. This evidence informs our evaluation of the effectiveness of provision and our own analysis is augmented by the views of external experts.

Reports are sent home twice a year.

Parents/carers of all students are invited to an annual meeting with subject staff to discuss progress and any concerns. Parents/carers of students with additional needs are invited to attend additional review meetings where targets and interventions are discussed. Students are always invited to attend these meetings.

We assess and benchmark the quality and effectiveness of our provision against other schools and our aim is for 'world class' provision. As part of this work, we constantly monitor and evaluate quality and impact and use our findings to secure continuous improvement in provision and outcomes.

### How we make our facilities accessible to all

Montgomery has lifts in two of our buildings and ramps to the P.E department, science block and into the main block.

Visually impaired students have their work enlarged by the local authority. We use specific systems to convert text into audio and produce text in various formats. Students with a hearing impairment are enabled to use a radio aid and microphone if this assistance is required.

Comprehensive care plans are held in a database located in the Student Support Centre and on a data base.

Separate arrangements can always be made to accommodate wheelchair users or visually impaired parents/carers on Parents' Evening or other events.

A fully inclusive approach is taken to the involvement of students with Special Educational Needs and/or Disabilities in Physical Education. More detail is available in the school's Single Equality Scheme and Equal Objectives Review, which are available on the school website – <http://www.montgomeryschool.co.uk>

## Extra-Curricular Activities

Montgomery is a fully inclusive school and students with additional needs are supported to access extracurricular activities and visits if support is required. See our website for a comprehensive listing of school visits and extra - curricular activities for 2016/17. This will be updated early in Autumn Term 2017.

<http://www.montgomeryschool.co.uk>

The Student Support centre is open every break and is staffed by members of the department and Senior Prefects if the student does not wish to go either outside or into the dining room. Students may also attend after school for assistance with homework.

### If you want to make a complaint

We always seek to reassure students and parents/carers and aim to resolve any concerns as quickly and constructively as possible.

If you are not happy with the way Montgomery High School is managing your child's learning needs you should:

Firstly contact either the subject teacher, Group Tutor, Progress Manager or SENCo by telephoning the school on 356271 and either speaking to the staff member involved or by requesting a meeting.

The next step is to request a meeting with the SENCo, Deputy Headteacher or Headteacher to discuss the problem.

If you feel that the issue has still not been resolved, the next step is to contact the school's Governing Body by writing to Graham Mawdsley who is the Chair of the Academy Council via the main school address.

The School's Procedure for Complaints is set out in full on the Montgomery website. <http://www.montgomeryschool.co.uk>

## Glossary

CAT – Cognitive Ability Tests

CAMHS – Child and Adolescent Mental Health Services

EAL – English as an Additional Language

EHC Plan – Education, Health and Care Plan (replaced Statements from September 2014)

MLC - Montgomery Learning Community

PCSO – Police Community Support Officer

SENCo – Special Educational Needs Coordinator

SEN/D – Special Educational Needs and/or Disabilities

SSA – Special Support Assistant

SSC – Student Support Centre

## How to contact us

Montgomery High School 356271

SENCo (Mrs Bradford) 356271 or email

[m.bradford@montgomeryschool.co.uk](mailto:m.bradford@montgomeryschool.co.uk)

Postal Address: Montgomery High School

All Hallows Road

Bispham

Blackpool

FY2 0AZ

## Other useful telephone numbers

SEND Officer at Blackpool Council 477477

SEND information, advice and support (formally Parent Partnership) 477083

CAMHS 657166

Speech and Language Therapy 651101

Children's Social Care 477299

Children with Disabilities Team 476682

