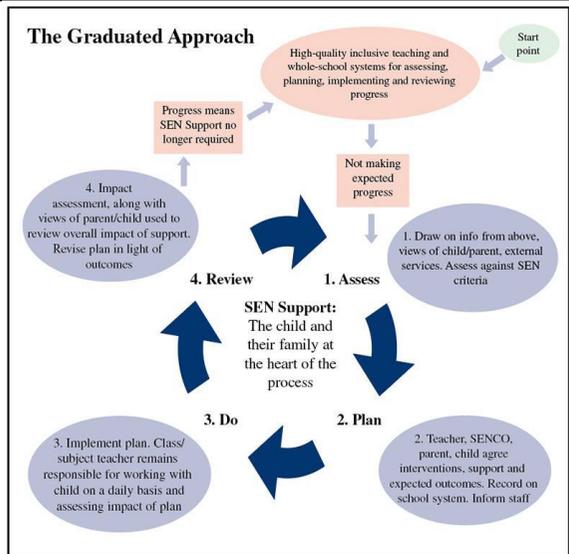


This is a report on how we support children and young people with Special Educational Needs and Disabilities (SEND) in our academy. Please also read our SEND policy, which can be found on our Academy website.

<p><b>What should I do if I think my child has a special educational need or disability?</b></p>	<p>At MHS we pride ourselves on building positive relationships with parents/ carers. We are always open and honest and want parents/ carers to feel able to do the same with us.</p> <p>If you are concerned about your child's development or behaviour, please come and talk to us. It is important that you talk to your child's form tutor first and they will liaise with the SENDCO. If you prefer you can ask directly for an appointment with...</p> <ul style="list-style-type: none"><li>• Elaine Cogan- SENDCO</li><li>• Emma Young- Vice Principal with responsibility for SEND</li><li>• Kerry McCullagh- Principal, designated safeguarding lead (for safeguarding concerns)</li></ul> <p>Montpelier High School Cheltenham Road Bristol BS6 5RD Tel: 0117 942 4328</p>
<p><b>How does Montpelier High School identify children with special educational needs?</b></p>	<p>Children are identified as having SEND in a variety of ways including the following:</p> <ul style="list-style-type: none"><li>• Concerns raised by a parent/ carer. These are investigated via the school referral process.</li><li>• Liaison with the child's previous setting</li><li>• Concerns raised by child's subject teacher/ keyworker to SENDCO via the school referral process <a href="https://docs.google.com/document/d/1bT3Gyaz4p6znSxCH7AthG_QUxaIT2sbe/edit">https://docs.google.com/document/d/1bT3Gyaz4p6znSxCH7AthG_QUxaIT2sbe/edit</a></li><li>• Liaison with outside agencies</li><li>• Health diagnosis from a paediatrician</li><li>• Identification following assessment</li></ul>

	<p>Our criteria for placing a child on the SEND register is:</p> <ul style="list-style-type: none"> <li>- Consistently not meeting age related expectations across several areas of learning</li> <li>- Diagnosis from a paediatrician that is likely to impact on access to the curriculum</li> <li>- Persistent social, emotional or mental health difficulties</li> </ul>
<p><b>Who will oversee, plan and work with my child?</b></p>	<p>Your child's subject teachers will oversee, plan and work with each child with SEND in their class to make sure they are making progress in every area of the curriculum.</p> <p>Your child's form tutor and Head of Year will oversee, plan and work with each child to ensure that their pastoral and wellbeing needs are met.</p> <p>The SENDCo co-ordinates all the provision for children requiring additional support. They do this by giving direct advice and arranging for professionals to come into school and give advice.</p> <p>Some children have additional support from a TA (teaching assistant) working with them individually or as part of a small group.</p>
<p><b>How will I know how my child is doing?</b></p> <p><b>How will I be involved in discussions about and planning for my child's education?</b></p>	<p>You are welcome to make an appointment to meet with your child's form tutor/ key worker (if applicable) or the SENDCo to discuss how your child is getting on. These meetings may take place in person or via Microsoft Teams. We can offer advice and practical ideas for how you can support your child at home.</p> <p>The SENDCo is available at all parents' evenings to discuss your child's needs, support and progress and we would encourage all parents of SEND students to make use of these appointments. There may also be additional, informal discussions with you throughout the year if necessary. During these meetings, your child's support overview (pupil profile), which is shared with their teachers via our Provision Map software, will be reviewed and updated. At this meeting they will explain the provision your child will have in school.</p>



If your child has complex SEND, a Bristol SEND support plan or statutory Education health and Care Plan (EHCP) then a more formal meeting (annual review) will take place to discuss your child’s progress. A report will be written which you will receive a copy of.

We encourage parents to work in partnership with school by supporting their child at home by attending parents’ evenings, meetings etc. You can arrange to talk to the SENDCo at parents evening. Longer appointments can be booked in advance by contacting the school via phone or email.

**How are the governors involved, and what are their responsibilities?**

Our SEND governor is Debbie England.

The SENDCo reports to the school governors to inform them about the progress of children with SEND. This is a confidential report and does not name children. The governor responsible for SEND meets the SENDCo termly.

The governors agree priorities for spending the SEND budget so that interventions can make the most impact.

**How will the curriculum be matched to meet my child’s needs?  
What is MHS’s approach to differentiation and how will they help my child access the curriculum?**

Subject teachers will provide lessons that are adapted to meet children’s individual needs. This ensures children can have work that supports their individual progress. Subject teachers deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted where necessary (Teaching Effectiveness Enhancement Programme TEEP).

Specific resources and strategies will be used to support every child individually and in groups. Subject teachers plan lessons to ensure barriers are reduced and outcomes are challenging yet achievable. Teachers are supported to do this by curriculum leads and the SENDCo. They are also provided with opportunities for further training in this area.

A few children with additional needs will have work individually planned for them and may access additional support from subject teachers, teaching assistants or specialist staff.

	<p>The curriculum is personalised for students on the SEND register to support their learning where necessary and this is looked at individually. We strongly believe that the curriculum should not be narrowed for students with SEND; we do however look to offer alternative curriculum opportunities where appropriate.</p> <p>Year 7 – Challenge Curriculum offers an opportunity to reduce the number of teachers and classes students have upon transition. Working in a small group setting, Challenge Curriculum lessons offer the opportunities to learn humanities subjects with a strong focus on literacy and numeracy to support age related expectations and ensure students are ready for these subjects in Years 8 and 9. There is a small amount of Languages content delivered via Challenge Curriculum, but discrete Languages lessons are not taught until Year 8 for the Challenge Curriculum group to ensure students are making progress in their literacy and numeracy skills, in order for them to be on the path to making age related expectations (in relation to the special educational need).</p> <p>Year 8 – A small number of students may receive additional literacy or numeracy interventions to support meeting age related expectations in literacy and numeracy, as and where appropriate. Other, individual alternative curriculum is arranged where appropriate based on need.</p> <p>Year 9 – SEND students may be supported by the SENDCo and/or key workers in the GCSE options process, as appropriate. Other, individual alternative curriculum is arranged where appropriate based on need.</p> <p>KS4 – Individual student needs are considered for all students with SEND. SEND students may be exempt from taking the recommended humanities option and EBACC recommendations based on their personalised provision plan. Students may also access alternative curriculum opportunities from different provisions if this is deemed suitable to support needs. MHS is rigorous in ensuring students can be successful in GCSE courses and making these accessible to all students with SEND is our key priority in order for them to achieve progress 8 and attainment 8 measures.</p> <p>KS5 – Students may be supported in the transition to V6 or other post-16 providers as appropriate, to help them choose the courses that are right for them. Other, individual alternative curriculum is arranged where appropriate based on need. A small number of students may need ongoing individualised support, which is discussed prior to entry to V6, on an individual basis.</p>
<p><b>What support is there for behaviour, avoiding exclusion and increasing attendance?</b></p>	<p>As a school we have a positive approach to behaviour with a clear reward system that is followed by all staff and pupils <a href="https://colstonsgirls.s3.amazonaws.com/uploads/key_information/Rewards-and-Behaviours-2020.pdf?t=1606987784">https://colstonsgirls.s3.amazonaws.com/uploads/key_information/Rewards-and-Behaviours-2020.pdf?t=1606987784</a> . We follow the Thrive model.</p> <p>Personalised pastoral, behaviour and support plans are written for pupils if required. From time to time, reasonable adjustments may be made to the behaviour system for individual students if this is felt to be necessary due to SEND needs.</p> <p>Form tutors, Heads of Year, the Student Wellbeing Lead and the Deputy Head Teacher with responsibility for attendance and behaviour support students to improve their attendance and behaviour. There may be some reasonable adjustments</p>

	<p>made for SEND students as and when necessary, for example via restorative routes. The SENDCo liaises with the Deputy Head Teacher to support SEND students to improve their attendance and behaviour.</p> <p>Attendance is monitored by the school attendance officer. Lateness and absence are recorded and reported to the Assistant Head Teacher with responsibility for Attendance.</p> <p><a href="http://www.colstonsgirls.org/645/attendance-and-absence?search=attendance">http://www.colstonsgirls.org/645/attendance-and-absence?search=attendance</a></p>			
<p><b>What support does the school provide to ensure the wellbeing of my child?</b></p>	<p>We are an inclusive school: we welcome and celebrate diversity. All staff work together to promote the self-esteem of every child. We follow the Thrive approach, which means that all staff interact with students in a way that is positive and trauma-informed.</p> <p>The school promotes a positive behaviour ethos and teaches children strategies to help them socially and emotionally within lessons including PSHE, tutor time and school and year assemblies.</p> <p>The school have adopted a house reward system to encourage and support positive behaviour amongst pupils. This also includes termly celebrations of students who have achieved the most house points.</p> <p>Form tutors have overall responsibility for the pastoral and social care of every child in their class. Please see your child's form tutor in the first instance if you have any concerns about your child's wellbeing.</p> <p>If further support is needed, then the form tutor will ask the SENDCo / SLT/Head of Year for advice. This might mean a referral to an outside agency- we always ask for consent for this.</p> <p>We also have a wellbeing team and school counsellor who are available to support students when necessary.</p>			
<p><b>How does MHS manage the administration of medicine?</b></p>	<p>The school have a policy regarding the administration of medication and we can only administer prescribed medication.</p> <p>Parents must take any prescribed medications to the school office. The administrative staff will ensure the correct forms are completed and procedures followed.</p> <p>There is regular training for relevant staff for medical issues e.g first aid, administration of medication, including epipens and diabetes medication. From time to time there may be effects of medication that all staff need to be aware of, and we would encourage parents/carers to make us aware of these so that we can make reasonable adjustments for this.</p> <p>Care plans are written for all children with long term medical needs.</p> <p>There is a register of children with long-term medical needs.</p>			
<p><b>How will my child be able to contribute their views at school</b></p>	<p>We have a school council that meets regularly. Each tutor group has an elected representative. These reps gather the views of all children in their class and bring them to the meeting where they look at ways to make school an even better place. Children have the opportunity to discuss their progress and targets together with their teachers and parents via pupil voice, individual profile reviews and parents evenings.</p> <p>Pupil conferencing and pupil voice surveys are undertaken to gather opinions and views. SEND students are invited to add their voice via the SEND pupil voice survey.</p>			
	<p><b>Communication and Interaction</b></p>	<p><b>Cognition and Learning</b></p>	<p><b>Social , Emotional and Mental Health</b></p>	<p><b>Sensory and /or physical</b></p>

<b>What specialist services and expertise are available at CGS?</b>	Speech and language services- NHS Speech and Language therapist. Talk Therapy Educational Psychologist	SENCA Educational psychologist	Thrive CAMHs (child mental health services) link Social care Families In focus	School nurse Occupational therapy Physiotherapist Sensory support service
<b>What training have the staff supporting children with SEND had or currently having?</b>	SALT trained TA working under guidance from NHS speech and language therapist HLTA with autism specialism (qualifications in supporting students with autism)	SENDCo has postgraduate certificate in Special Educational Needs Literacy specialist TA (qualified English teacher)	SEMH TA and Assistant Heads of Year all trained in Thrive Approach, SEMH TA is trained mental health nurse Wellbeing team trained in supporting students with a range of emotional and mental health needs.	TA working alongside guidance from NHS physiotherapist and occupational therapist.
<b>How will my child be included in activities outside of the classroom, including going on trips</b>	Activities and school trips are available to all. Risk assessments and procedures are in place to enable all children to participate. If it is deemed that a child needs enhanced staffing then resources and appropriate provision will be allocated as much as deemed safe and reasonable to do so.			
<b>How accessible is MHS?</b>	The Academy is suited to all children, see accessibility plan. <a href="http://www.colstonsgirls.org/search/accessibility">http://www.colstonsgirls.org/search/accessibility</a> We seek and act upon advice from specialist agencies where required to make adaptations. We ensure a rich learning environment for all learners with positive role models and diverse images and resources. Individual resources are adapted as needed.			
<b>How will the school prepare and support my child when they join or transfer to another school?</b>	We encourage all children and their families to visit MHS prior to joining us, and offer two Year 7 Open Events in the Autumn term for students hoping to join us in Year 7. In June we hold a Year 7 Induction Day for students joining us the following September and a Year 12 Induction Day for students joining V6. For prospective students with SEND with EHCPs we encourage additional visits.  If a child with SEND is transferring to us from another setting, we will endeavour to visit them in their current setting. If this is not possible we will liaise closely with the child's current setting to ensure a smooth transfer.  When a child with SEND is preparing to leave us for a new setting, enhanced transition arrangements are put into place.  We liaise closely with staff when receiving any transferring children to different settings ensuring all relevant paperwork is passed on and all needs are discussed and understood.			

	<p>If your child has complex needs and EHCP a meeting will be held to plan transition to which we will invite staff from both settings and any outside agencies involved in supporting your child.</p>
<p><b>How are MHS's resources allocated and matched to meet children's SEND needs?</b></p>	<p>We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available. The school has a delegated budget for children with SEND and this is used to provide effective provision for individual children. The school will allocate resources and deploy staff according to need.</p> <p>The spending depends on the needs of the individual children. The children with the most need receive the most support. The budget is allocated on a needs basis.</p> <p>On-going discussion with parents and outside agencies will take place with the SENDCo and key worker where appropriate.</p> <p>Where a child requires support beyond the notional school SEND budget the school will make an application to the Local Authority for top up funding.</p>
<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<p>Ongoing discussions with parents will take place involving your child's subject teachers, SENDCO and any other relevant staff.</p> <p>Different children will require different types of support. The Learning Support Team run a programme of interventions for selected students, and in Year 7 there is a Challenge Curriculum for a small group of students to ease the transition between primary and secondary school.</p>
<p><b>How will we know if the support that has been put in place has had an impact?</b></p>	<p>All children are regularly assessed to ensure they are making good progress. Academic progress is monitored ongoing, via regular data updates. Social and emotional progress is measured via the PASS survey and specific individual target setting, as well as via the Thrive Approach.</p> <p>Children may move off the SEND register if they have made sufficient progress.</p>
<p><b>What should I do if I disagree with what you are doing and want to make a complaint?</b></p>	<p>In the first instance, we would encourage parents to talk to the form tutor, Head of Year or SENDCo to see if the issue can be resolved. However, MHS does have a formal complaint procedure a copy of which is available on the academy website or from the office.</p>
<p><b>Where do I find out more about what there is for children and young people with SEND and their families in the local area?</b></p>	<p>Further information can be found by visiting Bristol's local offer. The Local Offer site is a single place for information, services and resources for children and young people from birth to 25 years old who have special educational needs or disabilities, and for their families and carers.</p> <p><a href="https://www.bristol.gov.uk/web/bristol-local-offer">https://www.bristol.gov.uk/web/bristol-local-offer</a></p> <p>Further information and support in Bristol and South Gloucestershire is also available from Supportive Parents</p> <p><a href="https://www.supportiveparents.org.uk/">https://www.supportiveparents.org.uk/</a></p>